

— 2009 —  
**Educator's  
Guide**

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### Online Resources

<b>Ghana (Bonus Lessons Online!) . . . . .</b>	<b>orb.crs.org</b>
Grades 1-3 . . . . .	orb.crs.org
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Grades 9-12 . . . . .	orb.crs.org
Hunger Banquet Instructions . . . . .	orb.crs.org
World Awareness Quiz . . . . .	orb.crs.org
Evaluation . . . . .	orb.crs.org



# Solidarity Will Transform the World



## What is Operation Rice Bowl?

Operation Rice Bowl is the Lenten solidarity program of Catholic Relief Services. We join in the traditional practices of Lent and **pray** as a community, **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** concrete assistance to those most in need.

## 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, while introducing 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 assist you to bring an awareness of our global community and of the principles Catholic social teaching into your classroom. Prayer suggestions help you and your students reach out in solidarity with communities at home and abroad.

## How 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.

Read through this *Educator's Guide* and adapt the lesson plans and activities to meet the needs of your own particular 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.

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.

### Where does the money go?

*Your prayers, sacrifices, and generous donations help people in communities around the world and here in the United States.*

**75%** of your contributions to Operation Rice Bowl support Catholic Relief Services' development projects overseas and Lenten education activities in the United States. Visit [orb.crs.org](http://orb.crs.org) for more information on how your Operation Rice Bowl contributions are used to help those in need around the world.

**25%** of your contributions remain in your diocese to fund local hunger and poverty alleviation programs. Contact your local CRS Diocesan Director or visit [orb.crs.org](http://orb.crs.org) to learn how the 25% is used in your diocese.



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

Pamela Font-Gabel,  
Archdiocese of Omaha,  
Grades 1-3;  
Kristin Rupprecht,  
Archdiocese of Baltimore,  
Grades 4-6;  
Margaret McIntyre,  
Diocese of Cleveland,  
Grades 7-8; and,  
Tinnah DelaRosa,  
Archdiocese of Manila,  
Grades 9-12.

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

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

A downloadable copy of the complete *Educator's Guide* is available on the Operation Rice Bowl CD-ROM and the Operation Rice Bowl website at [orb.crs.org](http://orb.crs.org). You will also find virtual and video tours of the countries profiled in the *Educator's Guide*, Stations of the Cross, Hunger Banquet instructions, and other resources.

CRS Education: Going Global with Youth (<http://education.crs.org>) is your gateway to lesson plans, simulation activities, prayer services and stories that will inspire your students and youth group to understand our call to global solidarity. These resources were created by teachers for teachers. Designed especially for Catholic secondary school educators and youth ministers, it looks at global issues through the lens of Catholic social teaching.

The CRS Fair Trade Chocolate Program is an appealing and tasty way to teach students about the principles of Catholic social teaching. Visit [www.crsfairtrade.org](http://www.crsfairtrade.org) to learn more about "Raise Money Right", where your school can support Fair Trade farmers by selling chocolate.

## How can you help us continue to produce high quality education resources in the future?

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 online at [orb.crs.org](http://orb.crs.org). Your input and suggestions will help us produce future editions of the *Educator's Guide*. Please note that all of our materials are recyclable and we invite you to recycle them when you are finished using them.

## Thank you for integrating Operation Rice Bowl into your classroom!

Your participation in Operation Rice Bowl is an act of solidarity with our brothers and sisters in need. Catholic Relief Services is committed to the belief that solidarity will transform the world.

Country statistics found in the Educator's Guide are from *Working Harder for Working Families: Hunger 2008*, Bread for the World Institute, 2008.





# Egypt

Amal



My name is Amal and I live in West Aswan, in the southern part of Egypt. I am the mother of six children. My husband works very hard, but it is not possible to meet the needs of our large family on his salary alone.

I heard about a Microfinance Project supported by Catholic Relief Services which helps people like me start small businesses, and I decided to join it so that I could add to my family's income. I received a loan of \$90 and used it to start a home bakery. I make bread and other goods to sell around town at offices and other workplaces. Once I repaid the first loan, I received a second one for \$150 and used it to increase and improve my business.

With the income from my bakery, the life of my family has improved. Before I started this project we couldn't afford to buy enough milk for my children. We were not able pay for school fees, school lunches, or dream of allowances for the children. Now my children go to school for the whole year, they take sandwiches for lunch each day, and I am able to pay the entire year's school fees before the first day of class. I am proud of repaying my loans on time. In the future, I hope to buy a big electric mixer to expand my business. The CRS Microfinance Project helps many women like me to make our lives better.

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

**Visit [orb.crs.org](http://orb.crs.org) to take a virtual tour of Egypt.**

My name is Amal and I live in southern Egypt. I am the mother of six children. My husband works very hard, but it is not possible to meet the needs of our large family on his salary alone.

I wanted to help earn some money for my family, but wasn't sure how since I am home caring for my children. Then I had an idea. I am good at baking bread, so maybe I could sell it! My neighbor told me about a Microfinance Project supported by Catholic Relief Services (CRS). I went to their office and they taught me about the program. They gave me a small loan to start my bakery business, and when I made a profit, I could pay the loan back.

I was very excited to begin. I received a loan for \$90 to start my bakery. I bought flour, salt and yeast. I baked bread and then went to town to sell it to people working in offices. My first month was so successful that I was able to pay back my loan to CRS. Soon, I hope to buy an electric mixer so I can expand my bakery.

I love my new business! I enjoy using my own handiwork to benefit my family. We now have enough money to buy milk and to pay for school tuition and school lunches for the children. The CRS Microfinance Project helps many women in my community to start their own businesses. I am so happy to be a part of it.

## Facts about Egypt:

Population (in millions):	73.4%
% population below age 15:	33%
% population with access to safe drinking water:	98%
Infant mortality rate (under age 5 per 1,000 live births):	33
Adult literacy rate (age 15 and above):	71.4%
Male/Female literacy rate:	83%/59.4%
GNP per capita (USD):	\$1290
% population living in poverty:	16.7%

**Objectives**

- Students will be introduced to the concept of running a business.

**Materials Needed:** chart paper; poster board; crayons or markers

**Discussion (15 minutes)**

1. Locate Egypt on a map. Read aloud the story of Amal from Egypt.
2. Discuss how the CRS program helped Amal.
3. Make a chart to help explain some components of a small business. Along the left side make four rows and label them: Product description, Materials needed, Steps to produce product, Results. Along the top make two columns and label them: Amal's Bakery, and Our Sandwich Shop.
4. Fill in all the components under the Amal's Bakery column. (The chart will be completed in the Activity, step #2.)

**Activity (20 Minutes)**

To help understand how a microfinance project works, students will participate in an activity to simulate running a sandwich shop.

1. Explain to students that they are going to establish a sandwich selling business, similar to Amal's bread business.
2. Brainstorm with students to fill in the second half of the chart you began in the Discussion. This should include ideas they agree upon for the sandwich shop business.
3. After reviewing the chart, set up stations around the room, and divide students into small groups. Each group will make a poster illustrating one of the rows from the chart.

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

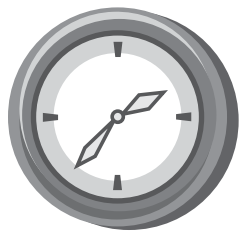
Pray Aloud: *All-giving God, bless our homes, our families and our friends. Bless those especially, who work hard to earn money for their families. Help us to recognize and support hard workers. (Teacher can ask students to name aloud for people in their families who work hard to support them.) We pray for the success of Amal's Bakery and the future of her family. Thank you for your everlasting love of all people. We pray in your name, Amen.*

**Links to Other Subjects**

**Math:** Make circle graphs comparing various statistics in the U.S. to those in Egypt.

**Social Studies:** Read about current Egyptian life and culture. Identify popular types of businesses.

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



- Do Discussion 1, #1 and 2.
- In a large group, join hands, and pray Closing Prayer.

## LESSON PLANS

# Egypt

GRADES **4-6**

### Objectives

- To promote an understanding of the Catholic social teaching principle of the Dignity of Work and Rights of Workers.
- To help the students understand how they can impact the community through the use of their God-given gifts and talents.
- To highlight CRS' work in microfinance and help students achieve a basic understanding of microfinance.

**Materials Needed:** *information on Catholic Relief Services' microfinance programs* ([www.crs.org/microfinance/](http://www.crs.org/microfinance/)); *chart paper; crayons or markers; the book One Hen, by Katie Smith Milway; bible; world map*

### Discussion 1 (15 minutes)

1. Read the story of Amal. Locate Egypt on a map.
2. Explain microfinance using the information provided on Catholic Relief Services' website. ([www.crs.org/microfinance/](http://www.crs.org/microfinance/))
3. Discuss how Amal was helped by microfinance.
  - Why did Amal decide to join the microfinance project?
  - How did it improve life for her family?
  - What hopes does Amal have for the future?

### Discussion 2 (10 minutes)

1. Explain the Catholic social teaching principle of the Dignity of Work and Rights of Workers.
2. Lead a discussion on the following topics:
  - Why is this principle an important component of our Catholic faith?
  - How does this principle relate to microfinance?
  - How is this principle reflected in Amal's story?

## Activity 1 (25 minutes)

1. Divide the students into small groups. Each group will develop a plan for their own business (ideas should be age-appropriate and feasible: lemonade stand, washing cars, mowing lawns, etc.).
2. Have each group write a description of their business, answering the following questions:
  - What type of business will you run?
  - What is the name of your business?
  - What job will each person in your group do for the business?
  - What materials and tools do you need to get started?
  - How will you advertise your business to customers?
  - What goals do you hope to achieve in your business (e.g., how much money raised; how many customers; etc.)?
  - How is the Catholic social teaching principle of the Dignity of Work and Rights of Workers reflected in your business plan?
3. Give each group a few minutes to present its plan to the class

## Activity 2 (15 minutes)

1. Read the story One Hen by Katie Smith Milway to the class. This story is a good example of microfinance from a child's perspective.
2. Lead a conversation to compare the experience of Kojo in One Hen with Amal's experience.

## Closing Prayer/Reflection (5 minutes)

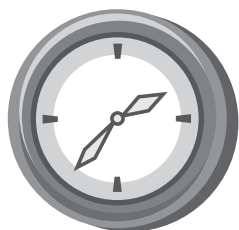
Read Luke 19:11-26. Then pray: *Dear God, You have blessed us with many wonderful gifts. May we always remember to share these gifts with others so that everyone has an equal opportunity to thrive and to find their own gifts. We ask this in your name, Amen.*

## Links to Other Subjects

**Math:** Ask students to imagine they are opening a lemonade stand. How much would they charge for the lemonade? How much money could they make in one day? One week? One summer?

**Social Studies:** Ask students to research Egyptian life and culture. What types of businesses would most likely succeed in cities such as Cairo and in small villages as Amal's town of Aswan?

## If you only have 10 minutes...



- Read the story of Amal.
- Explain the Catholic social teaching principle of the Dignity of Work and Rights of Workers and how it relates to the story.
- Pray the Closing Prayer.

### Objectives

- Students will write dramas to demonstrate how microfinance projects work.
- Students will understand the Catholic social teaching principle of Dignity of Work and Rights of Workers.

**Materials Needed:** bible; internet access; (Optional: costumes, set props, video recording device, and video player.)

### Discussion 1 (10 minutes)

1. Locate Egypt on the Operation Rice Bowl Interactive Map (<http://orb.crs.org/>).
2. Have a student pre-read Amal's story and then read the story aloud to the class.
3. Ask students to paraphrase Amal's story.
4. Highlight key elements of Amal's experience with the microfinance project (receiving a loan, establishing a business, generating profit, making repayment of the loan).
5. Invite students to brainstorm about a business they could develop with the help of a small loan (e.g., bake sale, pet grooming, etc.). Make sure to include discussion on the key elements highlighted above.

### Activity (40 minutes) Lesson can be divided over two class periods

1. Students will develop two dramatic plays that demonstrate the story of a person participating in a microfinance project. One play will demonstrate Amal's story, while the other play will demonstrate an imaginary student run business.
2. Divide the class in half so that each group is working on one of the plays. Have the students include a defined beginning, middle, and end in each of the plays. For example, the group representing Amal's story should include what life was like before her business began, how the microfinance project made the business possible, and how the successful business improved lives.
3. To make connections between the two plays, encourage the students to include matching lines in each play, for instance "...Then I learned about the CRS Microfinance Project."
4. If possible, record the students' plays and watch them as a class. You may also present the plays to other classes in the school.

### Discussion 2 (10 Minutes)

1. Explain the Catholic social teaching principle of Dignity of Work and Rights of Workers.
2. Invite students to discuss how this principle relates to the two plays they developed in the Activity above.
3. Invite students to explain the significance of the Dignity of Work and Rights of Workers in connection with microfinance projects, based on their experience developing and acting out the plays.



## Closing Prayer/Reflection (5 minutes)

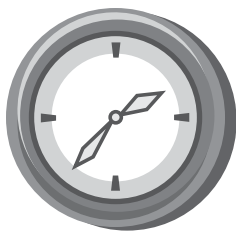
Read Isaiah 32:1-8. Then pray: *Good and Gracious God, Help us to be mindful of those in need, and to be willing to help in both big and small ways. May we always appreciate the products of the work of human hands, made possible through your goodness. We ask this in your name, Amen.*

## Links to Other Subjects

**Business/Economics:** Develop a business plan, including a proposal with a budget, supplies needed, and marketing strategies.

**Current Events:** Research and describe how Catholic Relief Services and other organizations use microfinance programs to fight poverty around the world.

## If you only have 10 minutes...



- Complete Discussion 1, items 1, 2, and 3.
- Pray the Closing Prayer.

## LESSON PLANS

# Egypt

## GRADES 9-12

### Objectives

- Students will research the principles of microfinance.
- Students will relate the Catholic social teaching principle of the Dignity of Work and Rights of Workers to microfinance programs.

**Materials Needed:** *internet access; pens; paper; blackboard; chalk; world map*

### Activity 1 (20 minutes)

1. Assign students to research microfinance on the internet.
2. Students should visit Catholic Relief Services' website for information on CRS' microfinance projects, as well as other websites.
3. Students should make notes about their research, including answers to the following questions:
  - What is microfinance?
  - What are the key principles in microfinance programming?
  - How does a microfinance project work?
  - How does microfinance impact the lives of the poor?
  - Besides enabling them to generate economic incomes, what other benefits do microfinance projects provide to participants?
  - What are some stories of microfinance successes?
  - What are some factors that could cause a microfinance project to fail?

- How can microfinance programs proactively work to mitigate those factors?
4. Invite students to share their research findings with each other. Compile a summary of the findings on the blackboard.

### Discussion 1 (10 minutes)

1. Read aloud the story of Amal. Locate Egypt on a map.
2. Lead students in a discussion relating Amal's story with the research they did on microfinance.
3. Include the following considerations in your discussion:
  - Why did Amal decide to participate in the microfinance project?
  - How did it assist her in using her own talents to make a difference in her life?
  - Besides earning profits from her business, what other benefits do you think Amal received through her participation in the microfinance project?
  - How does participating in the microfinance project give Amal hope for the future?

### Discussion 2 (15 minutes)

1. Describe the Catholic social teaching principle of the Dignity of Work and Right of Workers.
2. Lead students in a discussion relating this principle with the theory of microfinance and with Amal's story.
  - How does the principle of the Dignity of Work and Right of Workers relate to the concept of microfinance?
  - How is this principle evident in Amal's story?
  - Why is it important for Catholic Relief Services to ground its microfinance programs in the principles of Catholic social teaching?

### Activity 2 (5 minutes)

Invite students to write journal entries describing their own talents and how they use them, relating this to their understanding of the principle of Dignity of Work and Rights of Workers.

### Closing Prayer/Reflection (5 minutes)

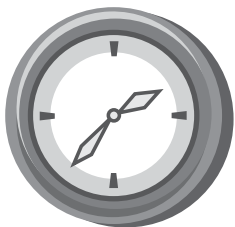
Pray aloud: *Lord God, You give us many gifts and provide us with what we need. Teach us to use our gifts so that we may fulfill the potential you have given us. Amen.*

End the prayer by singing *Somos el Cuerpo de Cristo* or *We Are Many Parts*.

### Links to Other Subjects

**World History:** Describe the changing roles that women have played in various communities throughout the Middle East since the 19th century.

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



- Read the story of Amal.
- Explain the Catholic social teaching principle of the Dignity of Work and Rights of Workers.
- Briefly discuss with students how the principle relates to the story.
- Pray the Closing Prayer.

# Philippines

## Ruben Halasan



My name is Ruben Halasan and I live on the island of Mindanao in the Philippines. I have 3.6 hectares of land and earn my living through farming. Several years ago, I heard from some other farmers that Catholic Relief Services was helping to open a store called the Roadside Veggies and Café (RVC) as part of its Small Farms and Marketing Program. The RVC is located next to a highly traveled road, and offers a market for farmers to sell their crops. I decided to bring some of my crops and had good success selling them at the RVC.

I also attended some workshops conducted by CRS and learned new techniques to improve my farm. These techniques have resulted in a tenfold increase of my harvest of cabbages, sweet peas, onions, tomatoes, and other vegetables. I deliver my crops to the Roadside Veggies and Café twice a week and earn a very good profit. In addition to earning more money, participating in the Small Farms and Marketing Program has helped me to feel more confident in my knowledge and abilities. I now join CRS at the workshops to present my experience and ideas to others.

My farm has become a showcase where other farmers can come to learn from onsite visits, and I have even given a presentation about my success to officials from the United States Department of Agriculture who were visiting our region. I am very proud of my farm, and feel fortunate to have participated in this program.

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

My name is Ruben Halasan. I live on the mountainous island of Mindanao in the Philippines. I am a farmer and own nine acres of land. I grow cabbages, peas, onions, and tomatoes. Being a farmer is hard work. I plant seeds, water them, pull weeds, fertilize, harvest my vegetables, clean them, and finally sell them.

**Visit [orb.crs.org](http://orb.crs.org) to take a virtual tour of Philippines.**

Catholic Relief Services (CRS) has a Small Farms and Marketing Program in Mindanao to help farmers like myself. They teach workshops on how to improve farming techniques. CRS also helped us a Roadside Veggies stand so that we have a place to bring our crops and sell them. It is a very popular shop and always busy.

Since I began the new skills I learned through the Small Farms and Marketing Program, I have seen a big improvement in my farm. My harvest has grown very large and my farm is so successful that it is an example to others. Farmers from all around come to visit my farm and learn about healthy and successful farming techniques. I am very proud of my work, and feel fortunate that I am able to share my new skills to help other farmers.

### Facts about the Philippines:

Population (in millions):	88.7
% population below age 15:	35%
% population with access to safe drinking water:	85%
Infant mortality rate (under age 5 per 1,000 live births):	33
Adult literacy rate (age 15 and above):	92.6%
Male/Female literacy rate:	91.6%/93.6%
GNP per capita (USD):	\$1050
% population living in poverty:	36.8%

### Objectives

- Students will understand how farmers in the Philippines gain skills to help themselves improve their farms with assistance from Catholic Relief Services.

**Materials Needed:** internet access of ORB website; several pieces of poster board; crayons or markers

### Discussion (10 minutes)

1. Read aloud the story of Ruben from the Philippines. Locate the Philippines on ORB Interactive Map. (<http://orb.crs.org>)
2. Discuss with students:
  - What do you know about farming?
  - How did CRS help Ruben?
  - What did Ruben do to help himself and his community based on what he learned from CRS?

### Activity (15 minutes)

1. Divide students into small groups. Provide each group with a piece of poster board.
2. Ask each group to imagine that they are farmers and work together to draw a picture of their own farm.
3. Provide guideline questions such as: what will you grow; how will you grow it; who will harvest it; how will the crops be marketed and sold?
4. Ask groups to share their posters with the rest of the class when complete.

### Closing Prayer/Reflection (5 minutes)

Read the following prayer aloud.

*Our Father,  
We thank you for the bountiful harvest  
Of our different plants:  
Corn, rice, fruits, rambutan, durian, marang.  
And the vegetable garden of cabbage, carrots, ginger, onion  
And other products that we harvest from our farmlands.*

*We pour out to you our prayers,  
Hoping that this harvest will continue until the years to come.*

*No words can describe how thankful we are  
To savor such blessings from you.*

*Through this, we lift them up all to you,  
O most sacred One.*

*Amen.*

-“Bountiful Harvest” by Edwin Enping, Philippines; *Prayer Without Borders: Celebrating Global Wisdom*, ©2004, Catholic Relief Services

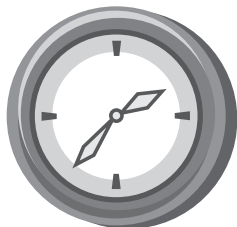
## Links to Other Subjects

**Music:** Write a song about Ruben and his farm, sung to the tune of “The Farmer in the Dell”.

**Religion:** Read aloud the Parable of the Sower and the Seed (Mark 4:1-20).

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

- Do brief version of Discussion and pray the Closing Prayer.



## LESSON PLANS

# Philippines

## GRADES 4-6

### Objectives

- To promote an understanding of the Catholic social teaching principle of the Option for the Poor.
- To provide students with an opportunity to learn about effective business planning.

**Materials Needed:** poster board; markers; bible; several different types of unusual vegetables; world map

### Discussion 1 (10 minutes)

1. Read the story of Ruben Halasan. Locate the Philippines on a map.
2. Lead the students in a discussion about Ruben's story.
  - What benefits did Ruben receive from participating in the Small Farms and Marketing Program?
  - How did he use those benefits to help other farmers?

### Activity (20 minutes)

1. Divide students into small groups and give each group one unusual vegetable, a piece of poster board, and markers.
2. Each group will make a sign to advertise its vegetable for sale at the Roadside Veggie Café.
3. Encourage groups to be creative and use the unusual qualities of their assigned vegetables as a selling point in their advertisements.
4. Give each group time to present its poster to the class.



## Discussion 2 (10 minutes)

1. Lead the class in a discussion about the best elements of each poster.
  - Which poster was the best decorated?
  - Which was the funniest?
  - Which do you think would be most successful in getting people to buy the vegetable it advertises.
2. Be sure to point out one “best element” for each of the posters.
3. Discuss with students.
  - Was it difficult to think of a way to advertise your vegetable?
  - Would it have been easier if you knew more about the vegetable?
4. Relate this back to Ruben in the story, and how the training he received in vegetable growing and selling helped him improve his livelihood.

## Closing Prayer/Reflection (5 minutes)

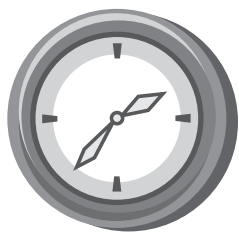
Read Matthew 20:1-16. Then pray: *Dear God, help us to realize the importance both of work and of providing others with the opportunity to earn a fair wage for the work they accomplish. Amen.*

## Links to Other Subjects

**Science:** Assign each student a fruit or vegetable. Students should research: time of year to plant, where to plant, when to harvest and the nutritional value of their assigned vegetables, and what area of the country is best suited for their assigned type of crop.

**Math:** Give students a handout listing a profit for each type of vegetable Ruben grows. Ask students to calculate his profits per vegetable and overall for a week, month and year.

## If you only have 10 minutes...



- Read the story of Ruben. Locate the Philippines on a map.
- Have a brief discussion of Ruben’s experience in the story.
- Pray the Closing Prayer.

## LESSON PLANS

# Philippines

## GRADES 7-8

## Objectives

- Students will learn about Catholic Relief Services’ work with farmers in the Philippines.
- Students will develop PowerPoint presentations to demonstrate their understanding of farming in the Philippines.

**Materials Needed:** computers with PowerPoint and internet accessibility; bible; papers; pens

### Discussion (5 minutes)

1. Locate the Philippines on the Operation Rice Bowl Interactive Map (<http://orb.crs.org>).
2. Have a student pre-read Ruben Halasan's story and then read the story aloud to the class.
3. Outline the steps that turned Ruben's farm into a successful, profitable business.

### Activity 1 (30 minutes)

1. Students will work in small groups to develop PowerPoint presentations of Ruben's story.
2. Encourage students to include slides for all steps in Ruben's journey to becoming a successful farmer.
3. Students can visit [orb.crs.org](http://orb.crs.org) to find pictures of Ruben to include in their presentations.
4. Allow groups to share their presentations with the class.

*Going further: students can share presentations during parish organization meetings. They can make an invitation to the audience to answer the call of solidarity to transform the world by sponsoring an Operation Rice Bowl activity in their community.*

### Activity 2 (5 minutes)

1. Have each student write a brief letter about the above experience, summarizing what they learned.
2. Letters can be sent to the Operation Rice Bowl team at Catholic Relief Services, or to your local CRS diocesan director. Visit <http://www.crs.org/about/contact.cfm> for contact information.

### Closing Prayer/Reflection (10 minutes)

- Read the *Parable of the Sower* Luke 8:4-8.
- Have students reflect on how Ruben was better able to provide "good soil" for his seeds after he participated in the Small Farms and Marketing Program.
- Close with the *Parable of the Sower Explained* Luke 8: 11-15.

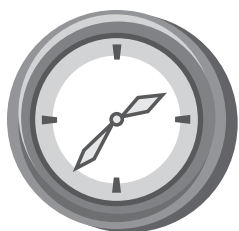
### Links to Other Subjects

**Math:** Have students research the size of one hectare. Convert one hectare into other measurements and draw comparisons between the area of Ruben's farm and the area of familiar plots of land in their experience (e.g., to the size of an American football field). Encourage students to be creative in their comparisons.

**Social Studies:** Research technological advancements and difficulties farmers face around the world.

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

- Do Discussion.
- Pray the Closing Prayer.



**Objectives**

- Students will discuss the basic human right to food and connect it to the Catholic social teaching principle of Community and Participation.
- Students will learn about food security and the causes of widespread food insufficiency worldwide.

**Materials Needed:** blackboard; chalk; computer with internet access; LCD projector; world map

**Discussion 1 (20 minutes)**

1. Brainstorm with students on what things we need to survive.
2. Write their statements on the blackboard classified under one of two categories: Basic Needs (e.g. food, shelter, clothing, etc.) and Human Needs (e.g. respect, relationships, security, etc.).
3. Discuss with the students:
  - What are the consequences of being deprived of basic needs?
  - Does everyone have the basic need of access to enough food? Why or why not?
  - Should people be assured of this basic need?
4. Present some facts on hunger. A great resource is CRS' PowerPoint presentation, "Fast Facts 2008-09" (<http://www.foodfast.org/resources/>).
2. Explain to students that the world produces enough food to feed everyone. (Refer to <http://www.bread.org/learn/hunger-basics/>.)

**Discussion 2 (10 minutes)**

1. Discuss the right to food as a basic human right. The right to food must include a reliable supply of and access to food. This concept is known as food security. Ask students to share their thoughts on this statement.
2. Define food security as "people having physical and economic access to sufficient food to meet their dietary needs for a productive and healthy life today without sacrificing investments in livelihood security tomorrow." Ask students to share their thoughts on this statement.
3. Cite some of the causes and contributing factors that lead to food insecurity in the world. See <http://crs.org/food-security/> for more information.

**Discussion 3 (15 minutes)**

1. Read the story of Ruben Halasan aloud. Locate the Philippines on a world map.
2. Discuss with students:
  - How does the Roadside Veggies and Café help people in Ruben's community have reliable access to fresh food?
  - How does the Roadside Veggies and Café help farmers like Ruben in marketing their crops?

3. Relate food security to the Catholic social teaching principle of Community and Participation. Lead a discussion on how making food accessible to all members of the world community would contribute to the common good. Cite the quote from The Church and the Modern World #30: “The best way to fulfill one’s obligations of justice and love is to contribute to the common good according to one’s means and the needs of others.”
4. If time allows, deepen the discussion using The Church and the Modern World, Peace on Earth #53. (See [http://www.osjspm.org/the\\_common\\_good.aspx](http://www.osjspm.org/the_common_good.aspx).)

## Closing Prayer/Reflection (5 minutes)

Download the “Faces of the Fast” presentation and use it for prayer. See “Food Fast 2006-07: Hunger, Conflict and Peace” on <http://www.foodfast.org/resources/>.

## Links to Other Subjects

**Health/Language Arts:** Learn more about hunger by adapting the “Myths of Hunger” lesson on <http://www.globaled.org/curriculum/mythsHunger.html>. Refer to “Myths of Hunger” on <http://www.newint.org/issue353/Images/ni-10myths.pdf>

**Geography:** Using an LCD projector and the poster you can download from <http://www.fao.org/docrep/009/a0750e/a0750e00.htm>, identify what countries lack access to sufficient food.

**Speech and Drama:** Read a story about CRS’ work to ensure food security in various parts of the world on <http://crs.org/food-security/stories/>. Write and deliver a monologue using the perspective of a character from the story you read.

**Religious Education:** Invite students to research Food Fast and how to participate in the program.

## If you only have 10 minutes...

- Do Discussion 3, Items 1-3.

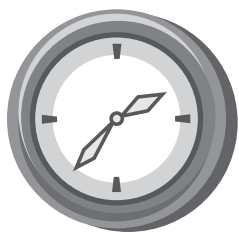


Photo by Carolyn Watson for CRS

# Tanzania

Sophia Nyoni



My name is Sophia Nyoni, I am 20 years old, and I live in Tanzania, a country in East Africa. When my father died ten years ago, I grew even closer to my mother and depended on her for everything. It was devastating for me when she died as well, four years ago. After my mother's funeral, I learned from the death certificates that both of my parents died of AIDS.

All alone at 16, I received support from Catholic Relief Services' (CRS) project for Orphans and Vulnerable Children in the Archdiocese of Songea. The project provides food, education opportunities, counseling services, life skills training, housing and health care for children who are orphaned by AIDS.

I passed through a long period of grief and mourning, but I eventually realized that the death of my parents has motivated me to reach out to others. It saddens me to think of the millions of children who, like me, have been orphaned by AIDS. I am committed to joining the Church's efforts to address this deadly disease. After I completed high school, I asked the CRS project manager if I could volunteer as a way to help others. The computer skills I learned in school qualified me to work on the project database, and I now do data entry as a data clerk. I still grieve the loss of my parents, but am grateful for the compassionate care I have received, and am anxious to continue to help others.

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

My name is Sophia Nyoni and I live in Tanzania, a country in East Africa. Both of my parents died a few years ago, so I am an orphan. After they were gone, I learned that they died of AIDS. I miss my parents very much, but I have some good support to help me.

Catholic Relief Services has an Orphans and Vulnerable Children project in my village that helps provide care for orphans whose family members have died of AIDS. The project provides food, schooling, counseling, housing and health care for children. Through this project, I was given a home and the support I needed to complete high school.

My parents' death has saddened me, but also motivated me to help other orphaned children. After I completed high school, I decided to become a volunteer as a way to help other kids. Since I am good at computers, I am able to do data entry to help with the Orphans and Vulnerable Children project. I help keep track of the records the project keeps on the orphaned children it supports. I am very grateful for the compassionate care I have received from this project, and I am proud to be able to use my gifts help others.

**Visit [orb.crs.org](http://orb.crs.org) to take a virtual tour of Tanzania.**

## Facts about Tanzania:

Population (in millions):	38.7
% population below age 15:	44%
% population with access to safe drinking water:	62%
Infant mortality rate (under age 5 per 1,000 live births):	122
Adult literacy rate (age 15 and above):	69.4%
Male/Female literacy rate:	77.5%/62.2%
GNP per capita (USD):	\$220
% population living in poverty:	35.7%



**Objectives**

- Students will learn about Catholic Relief Services' work to help orphans in Africa.
- Through dramas, students will teach other students about ways to help others in their school and community.

**Materials Needed:** *multiple socks (various colors and sizes); decorations to make sock puppets; glue; world map*

**Discussion 1 (10 minutes)**

1. Read aloud the story of Sophia in Tanzania. Locate Tanzania on a map.
2. Ask students to name some of the feelings that Sophia might have as an orphan.
3. Ask students how CRS helped Sophia.

**Activity (20 minutes)**

1. Students will make sock puppets for mini-drama presentations.
2. Provide each student with a sock and decorations. Ask them to use decoration to make eyes, hair, etc. for their sock puppets.
3. Once the puppets are complete, divide students into groups of two. Each group should use their puppets to act out the following scenarios: "caring for a sick family member" and "helping others in my school". Give students five minutes to act out each scenario.
4. Bring all groups together. Ask groups to act out different scenarios for each other.

**Discussion 2 (10 minutes)**

After groups have performed, discuss the following questions:

- Have you ever had to help care for a sick family member?
- How have you helped others in school?
- What things make it easy to help others?
- What are some challenges?

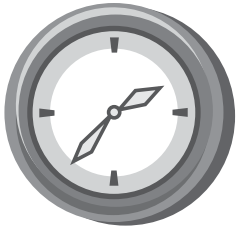
## Closing Prayer/Reflection (5 minutes)

Pray aloud together the Operation Rice Bowl prayer.

*Oh loving Lord,  
During this Lenten season I lift up my voice to you.  
Instill in my heart the desire to hear your voice  
In the voices of the poor, your people.  
May I find in their example the path to my conversion.  
Bless my Prayer, Fasting, Learning, and Giving  
In this season of grace.  
May these actions answer the call  
To bring justice to our world.*

*Amen.*

## If you only have 10 minutes...



- Do Discussion 1, #1 and 2.
- Pray the Closing Prayer.

## LESSON PLANS

# Tanzania

## GRADES 4-6

### Objectives

- To promote an understanding of the Catholic social teaching principle of the Dignity of the Human Person.
- To help students understand the importance of CRS' work with orphaned and vulnerable children.

**Materials Needed:** world map; four bibles; index cards with one of the following scripture citations: Matthew 25:31-46; Luke 14:12-14; Genesis 1:26-27

### Discussion 1 (10 minutes)

1. Explain the Catholic social teaching principle of the Dignity of the Human Person.
2. Discuss with students:
  - What does the principle of the Dignity of the Human Person mean in our lives?
  - How can we use this principle to help us in our relationships with other people?

3. Ask students to brainstorm a list of activities in which the Church helps others (try to list activities in your local parish or schools community, diocese, and the Catholic Church as an organization).
4. How are these activities related to the principle of the Dignity of the Human Person?

### Activity (15 minutes)

1. Divide students into small groups. Provide each group with a bible and an index card. Ask each group to look up their citation. Students should discuss how their reading relates to Dignity of the Human Person.
2. Ask each group to present their reading and how the principle relates to it

### Discussion 2 (15 minutes)

1. Read the story of Sophia. Locate Tanzania on a map.
2. Discuss with students how the Catholic social teaching principle of the Dignity of the Human Person relates to Sophia's story:
  - How is this principle related to Sophia's story?
  - How did the Orphans and Vulnerable Children project respect Sophia's human dignity?
  - How did Sophia's experience with the project inspire her to reach out the help others?
  - Why is it our responsibility to do what we can to help others?

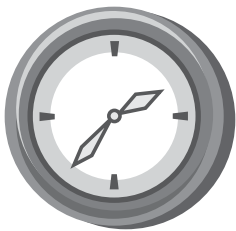
### Closing Prayer/Reflection (5 minutes)

Read Matthew 25:31-46. Then pray: *Dear God, please help us to remember that we are all important parts of God's creation. May we work together to find ways to help all of our brothers and sisters in their times of need. We especially ask for your blessing upon the AIDS orphans of Tanzania and all around the world. We pray in your name, Amen.*

### Links to Other Subjects:

**Language Arts:** Ask children to write uplifting poems related to the principle of the Dignity of the Human Person.

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



- Read the story of Sophia. Locate Tanzania on a map.
  - Explain the principle of the Dignity of the Human Person and how it relates to the story.
- Pray the Closing Prayer.

**Objectives**

- To research the U.S. government's contributions for AIDS relief in Africa.
- To demonstrate solidarity with our Tanzanian brothers and sisters by writing letters to Congress encouraging continued financial support.
- Students will understand the Catholic social teaching principle of Dignity of the Human Person.

**Materials Needed:** *computers with internet access; bible; candle; prayer service handouts; paper; pens; envelopes; postage stamps*

**Discussion (15 minutes)**

1. Locate Tanzania on the ORB Interactive World Map (<http://orb.crs.org/interactive/index.cfm>).
2. Have a student pre-read Sophia Nyoni's story and then read the story aloud to the class.
3. Discuss Sophia's story, highlighting the effects of AIDS on victims' families.
4. Discuss the Catholic social teaching principle of Dignity of the Human Person, and relate it to Sophia's story.

**Activity (30 minutes)**

1. Allow students to work in small groups to research the President's Emergency Plan for AIDS Relief (PEPFAR) on the internet. Have students take notes on how funds have been used to improve the lives of those affected by HIV and AIDS. Ask students to be sure to visit the Catholic Relief Services' website to see how CRS is involved in PEPFAR.
2. In solidarity with Sophia, have students write letters or e-mails to their members of Congress, explaining what they have learned, especially about PEPFAR and Catholic Relief Services' work in Tanzania. Encourage students to thank their members of Congress for having supported this important initiative.
3. Have students address and mail letters. Visit <http://actioncenter.crs.org> to find addresses for your Congress members.

**Closing Prayer/Reflection (15 minutes)**

1. Close with the CRS Prayer Service: The Picture of Compassion ([http://education.crs.org/resources/countries/hiv\\_aids/aids\\_prayer.pdf](http://education.crs.org/resources/countries/hiv_aids/aids_prayer.pdf)).
2. Provide students with prayer service handouts and assign readers. Stand in a circle with a lit candle in the center.
3. During the reflection, have students discuss what they believe the role of solidarity is in the AIDS relief effort.

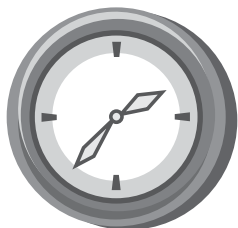
## Links to Other Subjects

**Social Studies:** Research the role of Congress and citizens in passing AIDS relief bills.

**Math/Technology:** Design a graph or chart demonstrating the effects of AIDS on the population in Africa. Include data on people who are inflicted with the disease, the death toll, and orphaned children. Also include data on people who have been helped due to AIDS relief efforts.

## If you only have 10 minutes...

- Do Discussion, Items 2-4.



## LESSON PLANS

# Tanzania

## GRADES 9-12

### Objectives

- To discuss the Catholic social teaching principles of the Dignity of the Human Person and Rights and Responsibilities.
- To help students understand the seriousness of the HIV and AIDS situation in the world.

**Materials Needed:** *computers with internet access; LCD projector; paper; crayons; markers*

### Discussion (15 minutes)

1. Read the story of Sophia Nyoni aloud.
2. Explain the Catholic social teaching principle of the Dignity of Human Person.
3. Lead a discussion on how this principle is connected to Sophia's story.
  - Why is it important to remember this principle when talking about and working with people whose lives are impacted by the AIDS pandemic?
  - How is this principle integrated into Catholic Relief Services' work in the Orphans and Vulnerable Children project?
  - How are Sophia's plans for the future related to this principle?



## Activity (20 minutes)

1. Divide students into pairs or small groups.
2. Give students time to research how the Catholic Church and Catholic Relief Services are working around the world to assist our brothers and sisters suffering from HIV and AIDS and their effects. Encourage students to look for connections to the Catholic social teaching principle of the Dignity of the Human Person as they do their research.
3. Ask each group to develop a slogan to express compassion for and to give hope to people living with HIV and AIDS, their families, and the people working to assist them.
4. Give time for each group to share its findings and slogan in a discussion with the entire class.

## Closing Prayer/Reflection (5 minutes)

Read James 1:27. Then pray: *Dear God, we lift up to you the people whose lives are affected by HIV and AIDS. They need and deserve our love. You have called us “to care for orphans and widows in their affliction”. Inspire us to uphold the life and dignity of all people and to care for the least of our brothers and sisters. Amen.*

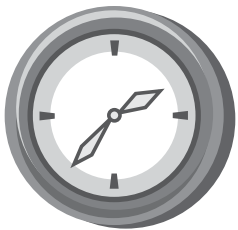
## Links to Other Subjects

**Speech and Drama:** Prepare a persuasive speech on the need to be in solidarity with those affected by HIV and AIDS.

**Geography:** Explore international campaigns that have been launched to help victims of HIV and AIDS.

**Language Arts:** Students can write a poem or monologue on receiving compassion as if written from the perspective of Sophia.

## If you only have 10 minutes...



- Read the story of Sophia Nyoni aloud.
- Have a brief conversation on the connection of the Catholic social teaching principle of the Dignity of Human Person with Sophia's story.
- Pray the Closing Prayer.



# Honduras

## Martín Reyes Granados



My name is Martín Reyes Granados, and I am a farmer living in Estancias, Honduras. Estancias is a small rural town in the western part of the country. Like many people here, I have always worked very hard to provide for my family, but it was difficult putting food on the table. I prayed for the day when I could make my small farm more productive.

My prayers were answered when CRS came to the region and offered farmers like me the opportunity to join the Country School for Small Farmers. Through the school I learned clear and simple skills to help me improve my farming operations. The school is based on the concept of learning by discovery, where the farmers and teachers are able to exchange knowledge through experience and experimentation. Through this process we learned about animal nutrition and health, livestock improvement, production, and marketing strategies. I have been able to go from owning a few cows that barely produced milk to being the proud owner of a small dairy farm.

Some other farmers and I formed a local co-op and now have access to a dairy plant where we can bottle and market our milk and dairy products. Our income has increased and our lives have changed. The school training provided me with the skills to become a successful farmer, and a businessman who is working towards the improvement of my community and my region. Today, I am the president of the local co-op, and a member of the Fair Trade network in Honduras.

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

*Hola! Me llamo Martín Reyes Granados. Soy un campesino en Estancias, Honduras. [Hello! My name is Martín Reyes Granados. I am a farmer living in Estancias, Honduras.] My town is rural and sits in western Honduras. Many people in Estancias are farmers; we work very hard to feed our families, it can be hard to grow enough crops on our farms.*

**Visit [orb.crs.org](http://orb.crs.org) to take a video tour of Honduras.**

Catholic Relief Services (CRS) began a Country School to help farmers learn ways to improve their farms. Together we shared our experiences and learned new clear and simple farming techniques: better ways to care for and feed our animals, how to improve our crop production and make a better living as a farmer. The farmers and Country School teachers learn and discover together--it's a good way to share knowledge and ideas.

Before our school training, I owned just a few cows. I used what I learned to improve my farming, and now I own a small dairy farm! Other farmers and I joined together and formed a co-op. We bottle and sell our milk together, and make cheese and other dairy products, too. We also work with the Fair Trade network to make sure our working conditions are safe and we receive a good price for our products. My life has changed by participating in the Country School. I am glad to be able to provide a better living for my family.

### Facts About Honduras:

Population (in millions):	7.1
% population below age 15:	39%
% population with access to safe drinking water:	87%
Infant mortality rate (under age 5 per 1,000 live births):	40
Adult literacy rate (age 15 and above):	80%
Male/Female literacy rate:	79.8%/80.2%
GNP per capita (USD):	\$740
% population living in poverty:	50.7%

**Objectives**

- Students will learn about Catholic Relief Services' agricultural projects.
- Students will write and illustrate stories.

**Materials Needed:** internet access, LCD projector, world map, 3 pieces of paper per student (folded and stapled in the middle to form a booklet); crayons or markers; Optional: instrumental music; cd player or radio (Note: Educator might want to make an illustrated mock-up booklet for demonstration purposes).

**Discussion (20 minutes)**

1. Ask students what they know about Honduras. Identify Honduras on a map.
2. Help students become familiar with Honduras. On an LCD projector, browse through the site, "Honduras This Week", a local newspaper dedicated solely to Honduras. [www.hondurasthisweek.com/](http://www.hondurasthisweek.com/). Highlight headlines and photos. Perform a search specifically for an article and photo on Honduran farming or agriculture.
3. Read aloud the story of Martín Reyes.
4. Summarize the story, and discuss the following with students:
  - For people who live in rural areas in Honduras, what other jobs are available besides farming?
  - Why do you think CRS wanted to help the farmers of Estancias?
  - What did Martín learn at the Country School for Small Farmers?
  - How did this change his life?

**Activity (25 minutes)**

1. Based on the above discussion, students will design booklets about farming and CRS' involvement with Martín. Each student should receive a blank booklet with which to write and the story. Instrumental music can be played to inspire students while they work.
2. The booklet should be a sequential story. Topic pages could include: an introduction to Martín and Honduras; an overview of the Country School; Country School classes; farmer cooperation; happy ending. Encourage students to write descriptive titles for their booklets.
3. If time allows, encourage students to share their booklets aloud with the class.

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

Pray together the following litany:

**Teacher:** God of Goodness, we ask for your grace and blessings upon farmers around the world.

**Students:** We pray for them.

**Teacher:** God of Gifts, we ask for bountiful rain for farmers everywhere.

**Students:** We pray for them.

**Teacher:** God of Trust, we pray for farmers to produce great harvests, in the hope for less to go hungry.

**Students:** We pray for them.

**Teacher:** God of Love, we pray for the poor everywhere. Bless them with joy-filled lives, safety and health.

**Students:** We pray for them.

**All:** Amen.

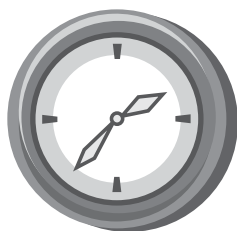
## Links to Other Subjects

**Social Studies:** Make the recipe from Honduras from the ORB Home Calendar Guide. Discuss the ingredients used in the recipe.

**Science:** Research co-operative farming in the United States and compare it to farming in the developing world.

## If you only have 10 minutes...

- Do Discussion 1, #3 and #4.



## LESSON PLANS

# Honduras

## GRADES 4-6

### Objectives

- To promote an understanding of the Catholic social teaching principle of the Care for God's Creation.
- To help the students understand how they can incorporate the principle of the Care for God's Creation into their lives.

**Materials Needed:** world map; poster board; scissors; glue; magazines with pictures; bible

### Discussion 1 (15 minutes)

1. Read the story of Martin Reyes. Locate Honduras on a map.
2. Lead a discussion on Martin's experience through the story.
  - Why did Martin decide to attend the Country School?
  - What things did he learn at the school?
  - How did this impact the way he was able to run his farm?
  - How did this enable Martin to become a leader in his community?
3. Explain the Catholic social teaching principle of the Care for God's Creation.

4. Lead a discussion on how this principle is connected to Martin's story.
  - Why is the principle of Care for God's Creation important for farmers?
  - How do you think Martin uses this principle in the farming techniques he learned at the Country school?
5. Ask the students to name some ways in which they see this principle active in their school, church, and community.

### Activity (20 minutes)

1. Divide the students into several small groups. Provide each group with a few magazines, scissors, paper and glue.
2. Ask each group to find and cut out pictures from the magazines that evoke the theme of Care for God's Creation.
3. Each group should work together to design a collage.

### Discussion 2 (10 minutes)

1. Ask the groups to present their collages to the class. Each group should explain why they chose the pictures on the collage as well as how the collage evokes the principle of Care for God's Creation.
2. Hang the collages around the room.

### Closing Prayer/Reflection (5 minutes)

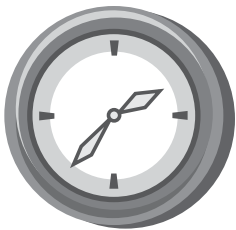
Read Genesis 2:1-9, 15. Then pray: *Dear God, please help us remember the goodness of your creation. May we remember that it is our responsibility to provide loving care to all animals and to the environment. May we be good caretakers of the Earth. We ask this in your name, Amen.*

### Links to Other Subjects

**Science:** Assign students to research animals used as livestock in Honduras then write reports on the proper care and nutrition for those animals.

**Social Studies:** Ask students to write a report on farming in Honduras and possible ways that farmers can integrate Care for God's Creation into their farming activities.

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



- Read the story of Martín Reyes. Locate Honduras on a map.
- Relate the work of farmers to the principle of Care for God's Creation.
- Provide examples of how the children might incorporate the principle of Care for God's Creation into their lives.
- Pray the Closing Prayer.



**Objectives**

- Students will define the terms co-op and fair trade and relate them to farming.
- Students will simulate a co-op that meets the needs of and gives responsibility to all participants.
- Students will connect the Catholic social teaching principles of Community and Participation, and Rights and Responsibilities to the story of a farmer in Honduras.

**Materials Needed:** internet access or a world map; construction paper; markers; pens; copies of the “The Prayer of America” ([http://www.networklobby.org/resources/prayer\\_for\\_america.pdf](http://www.networklobby.org/resources/prayer_for_america.pdf)) for each student

**Activity 1 (15 minutes)**

1. Divide the class into small groups. Explain that each group is a small farm and has one main product that it relies on for profit. Allow groups to choose their own main product (e.g., coffee, milk, beans, bananas, etc.).
2. Ask groups to develop a marketing strategy to sell their product. Encourage students to write creative advertisements that promote their product.
3. Have each present its advertisement to the other groups.

**Discussion (10 minutes)**

1. Locate Honduras on the ORB Interactive Map (<http://orb.crs.org>).
2. Read Martín Reyes’ story aloud.
3. Discuss the factors that helped Martín’s farm become more productive.
4. Define co-op (a cooperation between two or more parties that involves profit sharing) and its connection to the Catholic social teaching principle of Community and Participation.
5. Define fair trade (refer to [www.crsfairtrade.org](http://www.crsfairtrade.org)) and its connection to the Catholic social teaching principle of Rights and Responsibilities.

**Activity 2 (15 minutes)**

1. Tell students that they will come together to form a co-op to sell their products.
2. Have the students decide on rules and regulations for the co-op so that it will be beneficial to all farmers, as well as giving the farmers responsibility for its maintenance. If time permits, have students decide on the best marketing strategies to advertise their co-op.
3. Discuss the effects of the class’ small farm co-op on the community, and the benefits of each group’s participation. Link it to CRS’ role in supporting these same positive effects for the farmers in Estancias, Honduras.

## Closing Prayer/Reflection (5 minutes)

- Distribute copies of the “Prayer of America” to students.
- Ask students to be mindful of Honduras as a member of the Americas before the prayer is read.
- Have one student read the bolded print, while others respond.
- Allow students to offer reflections after the prayer is read.

## Links to Other Subjects

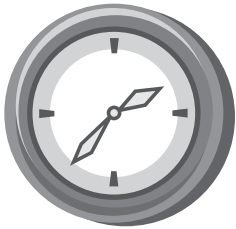
**Business:** Research co-ops in your community. Have students advocate supporting these co-ops. Local farmers’ markets may be an example of a type of food co-op in your community.

**Math:** Research fair trade products sold in the United States. Have students compare products to other brands, and chart the difference in profits for the company. For example, have students compare fair trade chocolate, such as Divine chocolate, with mainstream brands like Hershey’s and Nestle.

**Science:** Research advancements in farming techniques and the role of technology in these advancements.

**Language arts:** Visit the Spanish language resources at [orb.crs.org](http://orb.crs.org) and obtain Martín’s story in Spanish. Have students read it and research new vocabulary. You can also have your students view the Spanish language version of the ORB video clip on Honduras.

## If you only have 10 minutes...



- Complete Discussion 1, #1-3.
- Pray the Closing Prayer.

## LESSON PLANS

# Honduras

## GRADES 9-12

### Objectives

- Students will discuss the Catholic social teaching principle of Care for God’s Creation.
- Students will explore what it means to be a good steward of the earth.

**Materials Needed:** bible; internet access; recording of the song “All Good Gifts”

### Activity 1 (20 minutes)

1. Ask students to imagine being given a good, beautiful and irreplaceable gift.
  - How would they care for it to keep it beautiful?
  - How would they share its beauty with others?
2. Read Genesis 1: 28-31 aloud.
3. Explain the Catholic social teaching principle of Care for God’s Creation.
4. Have students divide into pairs and discuss what how reading from Genesis and the principle of Care for God’s Creation relate to their lives.
5. Invite pairs to share some key points of their conversation with the large group.

## Discussion 1 (15 minutes)

1. Read the story of Martin Reyes.
2. Lead a discussion on how the principle of Care for God's Creation is related to the life of a farmer.
  - How is the earth and its resources integrally connected to the life of a farmer?
  - Why is stewardship of the earth so important to farmers?
  - What can farmers do to ensure that their cultivation methods are consistent with the principle of Care for God's Creation?

## Discussion 2 (10 minutes)

1. Invite students to brainstorm what it means to be a good steward of the Earth.
2. Discuss how what we do locally can have a global impact on the environment.
3. Invite students to share ideas on things they can do in their lives to minimize the negative impact they have on the environment.

## Activity 2 (5 minutes)

Invite students to make a Lenten commitment of one lifestyle change they will make in order to practice better Care for God's Creation. Student may write journal entries describing their Lenten commitments and the positive impact they expect these will make on our world.

## Closing Prayer/Reflection (5 minutes)

*Pray: Lord, Creator of all good things, you have tasked us all to be the stewards of the earth and natural resources. Farmers have an intimate connection to the earth through their labor to grow life-sustaining food. We pray for the farmers in Honduras and all over the world as they work to be responsible stewards of the earth. May we, too, commit to do our part to care for this, the only world you have given us. Amen.*

Sing the song "All Good Gifts" to end the prayer.

## Links to Other Subjects

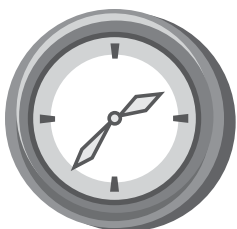
**History:** Give examples of events/inventions/decisions that changed the course of the world regarding the environment. (Make sure that students point out negative and positive examples).

**Science:** Research the many ways you can be a steward of creation and report it to the class. Create a conservation plan you can apply at home and school.

**Language Arts:** Write a letter to your principal suggesting ideas on how the school can be more mindful of the environment, energy saving practices and live in solidarity with our brothers and sisters around the world.

**Math:** Using the conservation plan from the Science suggestion above, monitor your household/personal savings and report it to the class.

## If you only have 10 minutes...



- Do Activity 1, #1-3.
- Pray the Closing Prayer.

# Principles of Catholic Social Teaching



All of Catholic Relief Services' work is guided by principles from Catholic social teaching. Look for themes from these guiding principles in the personal stories and throughout the lesson plans in this Educator's Guide.

## Dignity and Equality of the Human Person

All humanity has been made in the image of God. Through our actions we must express that each person is precious and that the lives and welfare of all people are priorities.

## Community and Participation

Human beings are not only sacred, but also social. How we participate in our family and community, from our daily actions to our policy decisions, affects each and every person.

## Rights and Responsibilities

We must take responsibility to protect the rights of all people. These rights include the right to life, food, shelter, education, and employment, along with political and cultural rights.



Photo by J. Martin Lueders/CRS



Photo by JDavid Snyder / CRS

## **Option for the Poor**

As a community of faith, we have the obligation to reach out to those most in need. The Gospel specifically calls us to take action on behalf of the most vulnerable members of society.

## **Dignity of Work and Rights of Workers**

The ability to work to earn a living is a right of all people. All workers have the right to a fair wage, to organize themselves, and to work in good conditions.

## **Solidarity**

We are one human family, regardless of our differences. Answering the call to love our neighbors will promote a culture of respect and lead to peace in our communities around the world.

## **Care for God's Creation**

We are called to be good stewards of what has been entrusted to us. Through protecting the environment in which we live, we respect the goodness of nature, a gift God has given.

# Operation Rice Bowl 2009 Lenten Prayer



*Oh loving Lord,  
During this Lenten season I lift up my voice to you.*

*Instill in my heart the desire to hear your voice  
In the voices of the poor, your people.*

*May I find in their example the path to my conversion.*

*Bless my Prayer, Fasting, Learning, and Giving  
In this season of grace.*

*May these actions answer the call  
To bring justice to our world.*

*Amen.*



Photo by Richard Lord for CRS



# Short Prayer Ideas



1. Hold a brief reflection on Monday mornings during Lent. At the beginning of each week, focus on the featured Operation Rice Bowl country and take a few minutes to pray for the Operation Rice Bowl projects. Use the following format:

**Leader:** This week, we remember our brothers and sisters in (insert country name here). As we play and as we work, help us to be mindful of our brothers and sisters in (insert country name here). Let us especially pray for our friend (insert country person's name here)--may he/she be blessed with faith, strength, and happiness throughout his/her life.

**All:** Lord, hear our prayer.

**Leader:** Help us to love one another, treat our enemies with kindness and give unselfishly to the poor.

**All:** Lord hear our prayer.

**Leader:** Now, let us pray together, in solidarity with (insert country person's name here) of (insert country name here). ("Our Father..." or "Hail Mary...").

2. Using computers, reference the Catholic Relief Services' blog (<http://crs-blog.org/>). Ask students to choose an entry to read about. Then in a journal, invite students to respond to what they read. In small groups, students can paraphrase their selections and share their entries.

**For younger students:** Pair up with older students. Have them design a mini-story booklet based on a blog entry of their choice. Include a page on the younger child's response to the blog. Or, educator can choose an entry to read aloud to young students. Students can respond via drawing or painting.

3. Collect five different colored sheets of paper. Designate one color per Operation Rice Bowl country (Egypt, Philippines, Tanzania, Honduras and Ghana). Trace small crosses on the papers and cut them out (approx. 4"x2"). Read aloud each country story to students. Ask students to write the person's name from each country story on the appropriate paper cross, as well as a short prayer intention for each person. Ask students to tape the crosses on the corners of their desks as a prayer reminder during Lent. For youth groups, crosses can be posted on a bulletin board in the parish center or other space. Include a brief synopsis of the project to post alongside crosses.

4. Each week of Lent, begin by reading the previous Sunday's Gospel reading. Relate one of the principles of Catholic social teaching to each reading. Close by praying the Operation Rice Bowl prayer.
5. Ask students to research the Operation Rice Bowl countries to develop a prayer booklet or bulletin board (as a curriculum supplement), highlighting a patron saint from each country. Make sure to include the saint's name, saint's prayer, day of observance and an illustration of the saint. Classrooms can use this throughout the year as the dates come up. (Saints for each of the countries are: *Egypt: Saint Mark the Evangelist; Philippines: San Lorenzo Ruiz; Tanzania: Our Lady of the Immaculate Conception; Honduras: Our Lady of Suyapa (Blessed Virgin Mary); Ghana: Saint Francis of Assisi.*)
6. Ask students to develop a dramatic presentation of a reading of any of the ORB country stories. Videotape and upload to the website "Catholic Online" (similar to YouTube, but contains only Catholic content. <http://www.catholicpost.net/>).



Photo by Kim Burgo/CRS

# World Awareness Quiz



1. Today, more than \_\_\_\_\_ people in the world suffer from hunger, unable to afford enough food.  
A. 567 million                      B. 375 million                      C. 852 million
2. In the United States, nearly \_\_\_\_\_ of Americans live in a state of poverty, including 1 in 6 children.  
A. 10%                                  B. 13%                                  C. 5%
3. An estimated \_\_\_\_\_ people are living with HIV or AIDS.  
A. 100 million                      B. 25 million                      C. 33.2 million
4. How many people in the world do not have access to clean water?  
A. 50 million                      B. 1.1 billion                      C. 547 million
5. In the world, \_\_\_\_\_ million children are not enrolled in school.  
A. 115                                  B. 90                                  C. 626
6. What percentage of the world's population relies on agriculture to support themselves and their families?  
A. 40%                                  B. 75%                                  C. 23%
7. In developing countries \_\_\_\_\_ children die every year from preventable and treatable causes.  
A. 9 million                      B. 16 million                      C. 700,000
8. Nearly \_\_\_\_\_ people live in the world live below the poverty line.  
A. 42 million                      B. 15 million                      C. 1 billion
9. In how many countries does Catholic Relief Services work?  
A. 58                                  B. 100                                  C. 77
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. 75% / 25%                      B. 50% / 50%                      C. 100% / 0%

# World Awareness Quiz Answers



1. (C) Over **850 million** people in the world are hungry. Hunger is the most extreme form of poverty, where individuals or families cannot afford to meet their most basic need for food. (Bread for the World)
2. (B) **Nearly 13% or 37 million Americans** live in a state of hunger, hardship and poverty. (Catholic Campaign for Human Development)
3. (C) An estimated **33.2 million people** are living with HIV or AIDS in the world. Of this figure, over 2 million are children. (United Nations Programme on HIV/AIDS)
4. (B) **1.1 billion** people do not have access to clean water, representing 17% of the world's population. (World Health Organization)
5. (A) **115 million children** worldwide are not enrolled in school. 53% are girls. (UNICEF)
6. (A) **40% or 2.6 billion people worldwide** depend on agriculture for their livelihoods. Agriculture powers the economy of most developing countries with 96% of the population relying on farming for income. (Food and Agriculture Organization)
7. (B) In developing countries **nearly 16 million children** die every year from preventable and treatable causes. Sixty percent of these deaths are from hunger and malnutrition.
8. (C) **1 billion people** worldwide live below the poverty line, earning less than \$1 a day. (Bread for the World)
9. (B) Catholic Relief Services works to alleviate human suffering and foster charity and justice in over **100 countries and territories** around the world. Your support of Operation Rice Bowl helps to fund CRS' development programs. (CRS).
10. (A) **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.** (<http://orb.crs.org>)

## Visit these web sites for more information:

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

# Educator's Guide Evaluation



Thank you for incorporating Operation Rice Bowl into your school's Lenten observances. We would like your feedback to help us assess the effectiveness of our resources. Please take a few minutes to answer the following questions and return the evaluation in the mail. This evaluation is also available online at [orb.crs.org](http://orb.crs.org).

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 secondary school
Catholic elementary school	Other _____
3. I have used the *Educator's Guide* previously:      Yes      No
4. Most of the resources and information that I used from the *Educator's Guide* were:
 

English	Spanish	I used a combination of both English and Spanish resources
---------	---------	--
5. I accessed the resources and information from the *Educator's Guide*:
 

From the printed booklet	Online	Both the printed booklet and online
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6. Which resources in the *Educator's Guide* did you find the most helpful? (circle all that apply)
 

<i>If You Only Have 10 Minutes</i>	<i>Prayer Ideas</i>	<i>Principles of Catholic Social Teaching</i>
<i>World Awareness Quiz</i>	<i>Country Statistics</i>	<i>ORB Lenten Prayer</i>
<i>All resources in the booklet were helpful</i>	<i>I did not use any resources from the booklet</i>	
7. Which supplemental online resources did you find the most helpful? (circle all that apply)
 

<i>Downloadable lesson plans</i>	<i>Hunger Banquet Instructions</i>	<i>Activity Resource Guide</i>
<i>Virtual Tour</i>	<i>Video Tour</i>	<i>Interactive Map</i>
<i>All online resources were helpful</i>	<i>I did not use the online resources</i>	
Other _____		
8. 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>Video</i>
<i>Operation Rice Bowl Website</i>	<i>CD ROM</i>	<i>None</i>
9. How effective was the *Educator's Guide* in helping you introduce your students to Catholic social teaching into your classroom?
 

Very effective	Moderately effective	Not effective
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10. Were the lesson plans and stories written appropriately for the grade levels indicated?
 

Very appropriate	Moderately appropriate	Not appropriate
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11. Are there any additional resources that you would find useful and/or would like to see integrated into future editions of the *Educator's Guide* booklet or online? Please comment.  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Has participating in Operation Rice Bowl enhanced your community's Lenten experience? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_
13. Please share with us some specific examples of how you incorporated Operation Rice Bowl into your faith community's Lenten observances.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Thank you for participating in Operation Rice Bowl 2008 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  
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FOLD HERE

tear out