

Madagascar

CATHOLIC RELIEF SERVICES' AGRICULTURE PROGRAMS in Madagascar and around the world help farmers in the poorest communities improve their harvests using environmentally-sensitive techniques that preserve the land for future generations. These programs reflect the Catholic social teaching principle Care for God's Creation.

My name is Suzy Razafindrafara and I am a farmer in Madagascar. A few years ago, CRS and its partner Caritas Antsirabe came to our village and told us about a new way to plant rice called the System for Rice Intensification. When I heard it, the idea sounded a little crazy. How could using less water and fewer seeds bring a larger harvest? My neighbors laughed at me for trying it. But when my fields yielded one and a half times more rice than theirs, no one laughed anymore. Instead, people in the village asked me to teach them the new method too.

This new way of planting requires more work. We used to flood our fields to get rid of the weeds, but we learned that this damages the roots of the rice plants. Now we weed by hand, a task that takes four people two whole days to complete. The extra work is worth it. Before CRS came to our village, my family was only able to grow enough rice to feed ourselves for about ten months. Now our rice crop lasts the whole year. We often have extra rice to sell, which helps us pay for our children's school fees. Sometimes we even have enough money to buy little luxuries, like a battery powered television set. Now every farmer in my village is using this new planting method, and we are all enjoying better harvests.



Photo by Sara A. Fajardo/CRS

CATHOLIC SOCIAL TEACHING FOCUS:

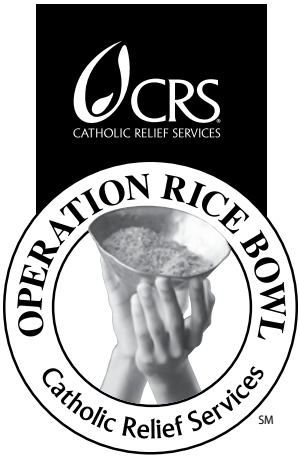
Care for God's Creation

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.

In Madagascar, CRS uses the System for Rice Intensification to help farmers save water, take care of the land, preserve the nutrients in the soil, and maximize crop yields. These practices promote environmental stewardship, long-term sustainability and respect for the goodness of God's creation.

Facts to Consider

- Farming is the primary economic activity for the majority of people in the world's poorest countries.
- Agriculture employs three-fourths of the Malagasy population.
- The System for Rice Intensification uses a less-is-more approach to rice cultivation:
 - Seeds are transplanted earlier (12-15 days into their growth).
 - Seeds are planted one-by-one rather than in clusters of six.
 - Seeds are planted in 10x10 inch square patterns for easier weeding.
 - Composting and manure are used to replenish nutrients in the soil (vs. synthetic fertilizers).
 - Less water is used – the traditional practice of flooding rice fields rots root systems and deprives rice plants of much needed oxygen.



Madagascar

Grades 9-12

Objectives:

- Students will explore how the Catholic social teaching principle, Care for God's Creation, is helping people to rise out of poverty in Madagascar.
- Students will learn how the Catholic community in the United States is addressing poverty in Madagascar through the work of Catholic Relief Services.

Materials Needed: chalkboard, open space, one copy of Madagascar story per student, bible, one *Rice Bowl/Lenten Calendar* per student

Activity (20 minutes)

1. Explain that today the class will examine our Christian call to care for the earth, with a special concern for those who are most vulnerable to environmental changes and degradation.
2. Invite students to complete the following statement: "We would be able to take better care of the environment if..." Record the students' answers on the board.
3. Pick one or two responses and ask the class to line up on a continuum for each of the following questions:
 - How well do you think this would help the earth's environment? (Line up on a continuum from **Very Little** to **Very Much**)
 - How easy would this be for you to implement? (Line up on the continuum from **Impossible** to **Easy**)
 - Would you do it? (Line up on the continuum from **Definitely Not** to **Definitely Yes**)
4. Ask a few students along each continuum to explain why they chose to stand at that spot. Present the following reflection questions:
 - Do your responses change when the wellbeing of others is involved?
 - How are we called to respond as Christians, not only to the health of the earth, but also to the effects of the climate and environmental issues on the world's poorest and most vulnerable citizens?

Discussion (15 minutes)

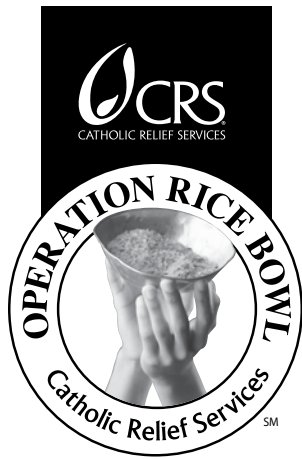
1. Ask the students to read the story of Suzy Razafindrafara. Ask the following discussion questions:
 - What was the solution to rice production in Suzy's community? What did she find difficult about the solution? What made it possible for her to implement it?
 - How do the actions of caring for the earth and caring for the community work together in this story?

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

Complete Discussion #1.

Complete the Closing Prayer/
Reflection.

Continued on next page...



Madagascar

Grades 9-12 ...continued

Closing Prayer/Reflection (10 minutes)

Leader Creator of the Universe, You promised us that You would love, cherish and nurture our world, setting the rainbow above us as a reminder of your covenant of care. But we know that a covenant requires mutuality. As your children, we are your hands and feet in caring for the gift of Your creation. As we seek to understand the environment and the needs of those affected most severely by its changes and threats, grant us your wisdom, your generosity and your spirit of gentle action to bring hope and healing to our planet and its people. We pray in Jesus' name. Amen.

Reader 1 Genesis 9:8-15

Reader 2 Mark 1:12-15

Leader: The response is: Lord, Make us a sign of Your kingdom.

We pray for the poor of the world, especially for the people of Madagascar who seek to rise out of poverty, that they may receive the help and support they need for a bright and hopeful future. Let us pray...

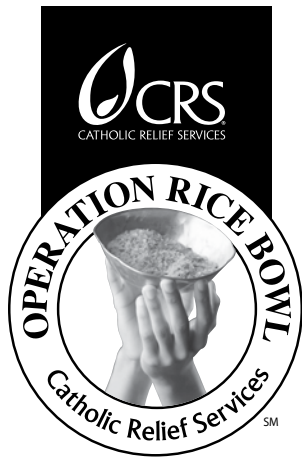
We pray for Suzy and her community members as they learn new ways to plant crops and to care for each other and the earth. Let us pray ...

We pray for the wisdom and the will to change our own practices so that we take better care of the earth and its people. Let us pray ...

Conclude by reciting the Lenten Prayer (located on the *Rice Bowl*) together as a class.

Links to other subjects:

- **Math and science:** Have students calculate their eco-footprint using an online footprint calculator.
- **Religion and Social Justice:** The Catholic Church in the United States is actively involved in combating climate change. Find more lesson plans and resources on the Catholic Coalition on Climate Change website.



Vietnam

CATHOLIC RELIEF SERVICES' EDUCATION PROGRAMS IN Vietnam and around the world support and promote quality education for all people. Schools in Vietnam often lack resources to serve students with disabilities. The Inclusion of Vietnamese with Disabilities (IVWD) program trains parents, school leaders and teachers in Vietnam to work with the children and help each child achieve his or her potential. This program reflects the Catholic social teaching principle Dignity of the Human Person.

My name is Quyt and I live in central Vietnam. My daughter Thuan is 10 years old. She has cerebral palsy and can't walk or move easily. When she was young, I was frustrated and often cried. I wanted my daughter to learn, but she wasn't strong enough to go to school. Then Catholic Relief Services invited me to a meeting for parents who have children with disabilities. I learned how to exercise Thuan's muscles and teach her to eat on her own. I wrote the alphabet on the wall near Thuan's bed so she could learn it.

CRS sent a tutor to our house to help with Thuan's education. In the beginning, Thuan could not even hold a pen. Now, she writes math problems, poems, and much more. Thuan's tutor is amazed at how well she is doing. Still, we face challenges each day, so CRS helped us organize a local parents' association. We share advice on caring for our children, celebrate accomplishments, and comfort each other through difficulties. Without CRS, Thuan might not be able to read or write. I am so proud of my daughter—she is very smart.



Photo by Laura Sheahan/CRS

CATHOLIC SOCIAL TEACHING FOCUS:

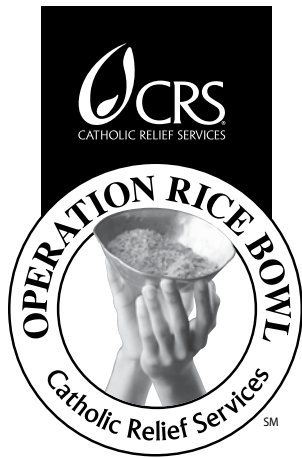
Dignity of the Human Person

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.

In Vietnam, CRS supports the Inclusion of Vietnamese with Disabilities program, which provides access to quality education to children with disabilities who may otherwise not have received education at all. The program recognizes the inherent dignity and uniqueness of each person and demonstrates that quality education must be a priority for all people.

Facts to Consider

- When working with children with disabilities, CRS intensively engages the entire community to provide a web of support.
- Stakeholders include teachers, local officials, community leaders and organizations, schools, social service providers, and the children's parents and peers.
- Teachers receive education and training in identification, early intervention, and inclusive methodologies to help students with disabilities succeed in the classroom.
- CRS works to make sure that advancements in inclusive education are institutionalized in provincial education departments.
- Inclusive education practices are now being used in schools and communities in all provinces of Vietnam.



Vietnam

Grades 9-12

Objectives

- Students will understand the Catholic social teaching principle, Dignity of the Human Person.
- Students will learn about CRS' work empowering families to educate children with disabilities in Vietnam.

Materials Needed: one copy of Vietnam story per student, bible, one *Rice Bowl/Lenten Calendar* per student

Discussion (15 minutes)

1. Explain: We are going to look at how CRS builds capacity in schools in Vietnam. Capacity building is a specific term that means providing a group or community with the underlying resources and education they need in order to have stable lives, meet their needs and develop to their full potential. Oftentimes, families who lack education and resources have no choice but to keep children with disabilities out of schools.
2. Read the story of Quyt and Thuan.
3. How does CRS' education programming in Vietnam promote the Catholic social teaching principle, Dignity of the Human Person?

Activity (20 minutes)

1. Explain: Today we are going to look at our call as followers of Jesus to respect human dignity. We will examine how Catholic Relief Services respects human dignity among young people with disabilities in Vietnam, by ensuring that these children are able to attend school. The program recognizes the inherent dignity and uniqueness of each person and demonstrates that quality education must be a priority for all people.
2. Divide the class into four groups. Assign each group one of the following special needs.
 - If you could not see...
 - If you could not walk...
 - If you could not hear...
 - If you could not use your hands...

Note: Be sensitive to the presence of special needs in your classroom. A student may not want to be put on the spot to discuss his or her personal abilities. Make sure students receive scenarios that are out of their regular experience. If they want to discuss their personal experiences, this may come up naturally in the discussion.

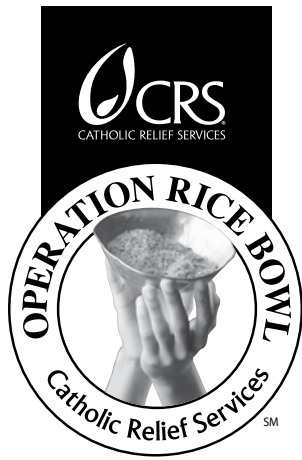
3. Ask each group to answer and discuss the following questions. Have one student in each group take notes:
 - What people would you depend on in order to succeed at school, and what could they do to help you?
 - What tools, technologies or resources would you need to succeed?
 - How likely are you to receive this help in our community? (Are systems in place to help you succeed?)
4. Invite the students to share their responses in the large group. Write the answers on the board under the following headings: People, Technology, Community Strength.

If you only have 10 minutes...

Complete Discussion #2.

Complete the Closing Prayer/
Reflection.

Continued on next page...



Vietnam

Grades 9-12 ...continued

Closing Prayer/Reflection (10 minutes)

Leader Lord Jesus, when You were transfigured on the mountain, Your followers saw You as You really are. For a moment, much of what they knew of You was gone. Gone were the limits of Your humanity – the dirt from the road, the fatigue, the sorrows and frustrations. They saw You as God sees you – a beloved child, standing between Moses and Elijah, the law and the prophets. Help us to listen to You as You call us to receive each person as a beloved child of God. We ask this in Your name. Amen.

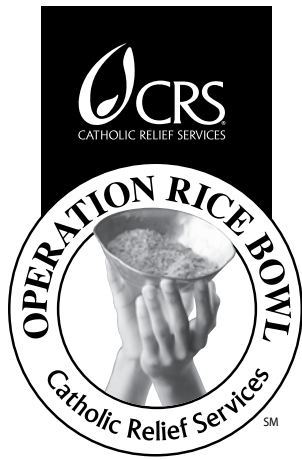
Reader 1 Mark 9:2-10

Leader The response is: Lord, help me to listen.
When people around me suffer in silence ...
When You come to me as a stranger in need
When I am part of groups or systems that exclude ...
When You call me to follow in your footsteps ...

Conclude by reciting the Lenten Prayer (located on the Rice Bowl) together as a class.

Links to other subjects:

- **Geography or Social Studies:** Discuss the role of international relief and development agencies, such as CRS, in helping people in different countries and cultures.



El Salvador

CATHOLIC RELIEF SERVICES' WATER AND SANITATION projects in El Salvador and around the world help bring clean water to families and communities. Clean water means better health, especially for young children. These projects reflect the Catholic social teaching principle Rights and Responsibilities.

My name is Irzan Bladimir, and I'm in the fifth grade at Centro Escolar El Escalón, an elementary school in Honduritas, El Salvador. People have to travel for more than an hour off the main road to get to Honduritas. Water is scarce. There are twelve people living in my house, and we do not have running water. Until last year, our school of 88 students had no bathrooms. We had a toilet outside, but my classmates and I wouldn't use it because the concrete seat was loose and we were afraid we would fall.

Everything changed when CRS helped build a water tank, two bathrooms (one for boys and one for girls), and a sink with five faucets for washing hands at our school. Now our bathroom has water and light, it's spacious, it's better. Our teacher taught us about the importance of washing our hands and not wasting water. Now my classmates and I don't get sick as often. Before, our water tasted like mud. Now it tastes better, it has no flavor.



Photo by Silverlight for CRS

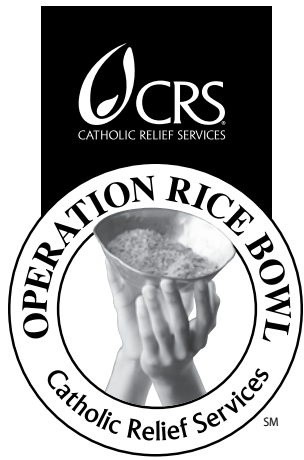
CATHOLIC SOCIAL TEACHING FOCUS: **Rights and Responsibilities**

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.

In El Salvador, CRS supports the Mi Cuenca project to bring clean water to families and communities. Clean drinking water leads to better health, and clean water for irrigation leads to healthier and safer foods. Safe food and water are fundamental rights that must be protected for all people.

Facts to Consider

- Effective water management allows communities to sustain or even improve the quantity and quality of their water sources, which means higher crop yields and healthier animals.
- Water scarcity imposes special hardships on women, who must retrieve and carry water for back-breaking distances. CRS projects that bring water to villages and urban areas free women from that burden and permit them to work at other productive or income-generating activities or spend time with their families.
- CRS works to increase access to sustainable safe water in directly targeted schools and communities.
- CRS' project "Mi Cuenca," which means "My Watershed," seeks to improve the ability of rural communities to cope with water-related problems and ensure access to safe water sources.



El Salvador

Grades 9-12

Objectives

- Learn about CRS' efforts to bring clean water to rural communities in El Salvador.

Materials Needed: one copy of El Salvador story per student, water pitcher, one small cup per student, bible, one *Rice Bowl/Lenten Calendar* per student

Discussion (15 minutes)

1. Explain: Today we're going to explore the Church's teaching on rights and responsibilities. All people have the right clean, safe water. Without water, human beings cannot survive. Polluted water is the source of many debilitating, and often fatal, diseases. In our community, we have resources to keep our water clean and accessible. But this is not the case in many communities throughout the world that struggle with poverty, limited resources, and a lack of basic infrastructure. Catholic Relief Services is helping communities in rural El Salvador to develop the capacity to have water that is accessible and clean.
2. Has anyone in this class ever been in a situation where safe drinking water was not easily available? What did you do? (Note: You might prompt students by asking if anyone has ever gone backpacking and had to haul water, visited another country where they had to drink bottled water, or had their water shut off because of a power loss or construction?)
3. What would your life be like if these instances were normal and not exceptions? How would your daily life be different?

Activity (20 minutes)

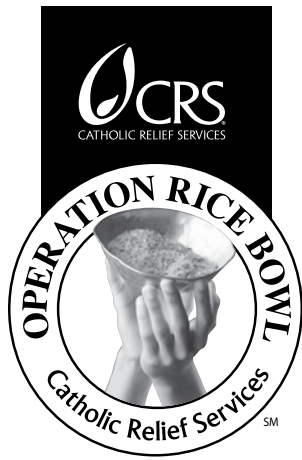
1. Explain: Communities form around water sources because they are the source of something that we all need: water. They "inextricably link us." Whether or not we realize this, access to clean water – or lack of access to it – shapes our lives as individuals and communities, and it is a significant factor in whether people have healthy and sustainable lives. We're going to look at how this issue affects one community in El Salvador.
2. Read the story from El Salvador.
3. Discuss:
 - Why do you think CRS focuses on schools as one place to improve water quality and access to clean water?
 - How is the right to water connected to the right to education?
 - How does CRS' involvement in this program reflect the Christian call to protect basic human rights? How are we called to take responsibility to protect and ensure these rights?

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

Complete Activity #2.

Complete the Closing Prayer/
Reflection.

Continued on next page...



El Salvador

Grades 9-12 ...continued

Closing Prayer/Reflection (10 minutes)

In preparation: Fill a clear pitcher with water – enough for everyone in the class to have a drink. Provide each student with a small cup. Invite everyone in the class to stand in a circle with their cups.

Reader 1 John 4:5-14.

Leader Lord Jesus, in our community, clean water is everywhere. It flows through our pipes and from our taps. Bottles of it fill our shelves. We need not walk for it, dig for it or haul it. It is available to us each and every day. Bless this water that we have before us. Let it remind us of the gift of Your life-giving waters. These waters empower us to hear the cry of the poor as You have heard it. It prompts us to respond to our brothers and sisters in need as You respond – with hope and healing, life and love.

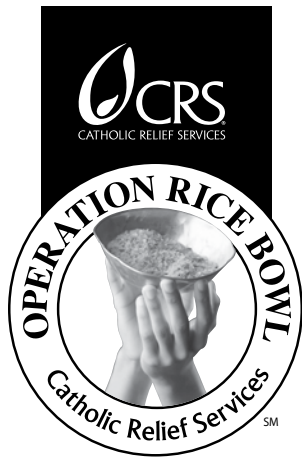
Pour water into each student's cup.

Leader Jesus, we first experienced the great power of Your life-giving water through our Baptism. In Eucharist, we witness the mingling of water and wine that becomes Your precious blood. This water is now a part of us. Let it strengthen us to serve You better, and let us never forget the power of Your living water that sustains us. We pray this in Your name. Amen.

Conclude by reciting the Lenten Prayer (located on the *Rice Bowl*) together as a class.

Links to Other Subjects

- **Social Studies:** Invite students to learn about water in their own communities. Define watershed. Find out what watershed supports your school or community. How many groups are working to protect it? How healthy is it? How does your family get its water? A well? A municipal water system?



Zambia

CATHOLIC RELIEF SERVICES' MICROFINANCE PROGRAMS in Zambia and around the world help people in the poorest communities earn more money to support their families and set aside savings for the future. Community groups provide loans that help members start small businesses to earn better incomes. These programs reflect the Catholic social teaching principle of the Dignity of Work and Rights of Workers.

My name is Joyce Namate Malunda and my two daughters and I live in Mongu, Zambia. For me, life has always been hard. I have a small farm, but can't grow enough food to feed my family. My house is small and doesn't keep out the wind and rain. I was very happy when CRS came to our village and helped us to start a Savings and Internal Lending Community (SILC).

The members of my SILC group are all people who have known and trusted each other for a long time. We meet every two weeks, and each member brings a small amount of money she has saved to put into our community bank. Members can also request small loans. The group votes on whether or not to give the loan and decides how much time the person should have to pay it back. When members pay back their loans, they also pay a little interest, which increases the amount of money in our community bank. With the loan I received, I was able to open a small grocery shop in the market. I earned enough money to move my family into a better house, and now I can buy good food and pay my daughters' school fees. Hunger and poverty will soon be a story of the past for us.



Photo by Richard Lord for CRS

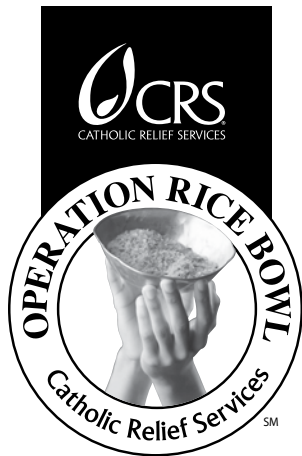
CATHOLIC SOCIAL TEACHING FOCUS: **Dignity of Work and Rights of Workers**

The ability to work and 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.

In Zambia, CRS supports Savings and Internal Lending Communities (SILC) that provide people with the credit and savings to start or expand small businesses. SILC promotes the dignity of work by establishing conditions which empower workers to enter into the marketplace and earn a living.

Facts to Consider

- The majority of the population in Mongu, Zambia lives at the subsistence level, with 84% of people in the Western Province living in poverty.
- Savings and Internal Lending Communities (SILC) is a methodology developed by CRS to target the poorest of the poor who lack access to formal financial services and who are often overlooked by major microfinance institutions.
 - 15-30 group members meet 2-4 times per month to save money in a collective fund.
 - The fund gradually grows larger, allowing the group to provide small scale loans.
 - Members can use loans to develop business activities or for consumptive purposes.
 - Members also have access to a "social fund" that provides interest-free loans for social services, such as funerals, school fees, and medical treatments.



Zambia

Grades 9-12

Objectives

- Students will learn how CRS' microfinance work in rural Zambia is upholding the Dignity of Work and the Rights of Workers.

Materials Needed: one copy of Zambia story with "Facts to Consider" per student, bible, one *Rice Bowl/Lenten Calendar* per student

Discussion (15 minutes)

1. Ask the class for a show of hands:
 - How many of you have ever pooled your money with others to buy something?
2. What did you buy and who was it for? (Gather some examples) What are some of the risks we take when we pool our money? How can we trust the people with whom we are working?
3. Explain: Today we're going to look at how forming small, local banks can be one way that people in poverty can begin to change their economic circumstances.

Activity (20 minutes)

1. Read aloud the story of Joyce Namate Malunda.
2. Discuss the "Facts to Consider" and the concept of microfinance.
 - How does the community raise money for its bank?
 - How does it ensure trust and responsibility for its money?
 - How does the group decide who gets a loan?
 - How does this approach respect the dignity of the group members? How does this approach differ from other ways that a worker might get the money he or she needs to become more economically successful?

Closing Prayer/Reflection (10 minutes)

Reader Mark 12:41-44

Leader Lord Jesus, help us not only to grow in our generosity – in our ability to give from our own want – but also to grow in our need of You. Help us to recognize that we are empty and alone without the love of others, and without the love of You.

The response is: Generous God, help us to give out of our want.

Lord God, we want a world where people have what they need to live happy, safe and productive lives...

Lord God, we want a world where resources are distributed fairly ...

Lord God, we want a world where we can share what we have so that all may benefit...

Lord God, we want to be more like You ...

Conclude by reciting the Lenten Prayer (located on the *Rice Bowl*) together as a class.

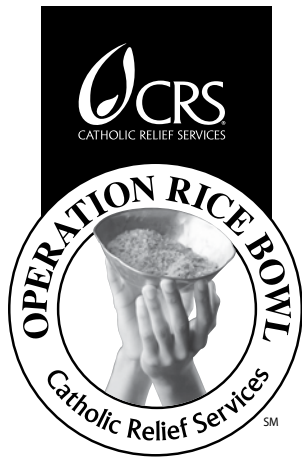
Links to Other Subjects

- **Social Studies:** Check out the website One Hen found at <http://www.onehen.org/> for a microfinance simulation game. While the website is based on a children's book, this simulation game does make microfinance understandable.
- **Math:** Consider dividing the class into groups and assigning each group a business idea. Instruct the groups to research the start-up costs, projected income and loan repayment rates for this business endeavor. Calculate the profits of the business on a weekly, monthly, and yearly basis.

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

Complete Activity #2.

Complete the Closing Prayer/
Reflection.



India

CATHOLIC RELIEF SERVICES' MOTHER AND CHILD HEALTH programs in India and around the world train health workers to care for families with young children. The health workers encourage expectant mothers to eat extra food and take vitamin supplements, and they measure the growth and weight of babies after they are born. This program reflects the Catholic social teaching principle Option for the Poor.

My name is Bitti Devi and I have five children, three girls and two boys. I live in a small village in India with my husband, children, and mother-in-law. We have a water buffalo that gives milk. A few times each week my husband sells the milk in the market for 30 rupees (about 75 cents). With this money we must feed all of our children. It is not enough. A bag of rice that might last us a week costs 100 rupees. We can't afford to buy beans, and even though our buffalo gives milk, we can't drink it ourselves—what else would my husband sell in the market?

My youngest daughter is named Kajal. She is one and a half, but she can't walk and is very small for her age. There is a health worker in our village named Shanti who was trained by CRS to help mothers and their babies. Shanti weighed Kajal and told us that she needs more food. Shanti now gives us double rations of a nutritious powdered food from the government every week, and she showed us how to prepare it. I hope my daughter will get bigger and stronger soon.



Photo by Laura Sheahan/CRS

CATHOLIC SOCIAL TEACHING FOCUS:

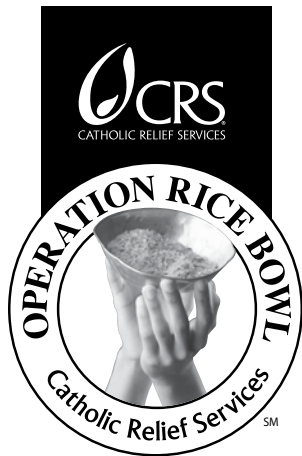
Option for the Poor

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.

In India, CRS' health programs target mothers and their children, who are often the poorest and most vulnerable members of society. CRS trains and works with health workers to advise women on ways to stay healthy and keep their children well-nourished.

Facts to Consider

- Catholic Relief Services believes that all people should be empowered to make their own decisions and solve their own problems, a belief that derives from the CRS Guiding Principle, Subsidiarity.
- CRS helps communities and individuals to "own their own health."
- A community that "owns its health" is aware of its own ability to bring about sustainable health outcomes. It is committed to modeling behaviors and attitudes that promote healing, reduce vulnerabilities, and maintain wellness. And it works in an inclusive manner with existing structures and leaders to advance health outcomes.
- CRS and its partners work closely with the government of India to train health workers and help communities and clinics improve their basic health systems.



India

Grades 9-12

Objectives

- Students will understand how the church's Catholic social teaching, Option for the Poor, is reflected in CRS' programs that empower volunteers in poor communities to help their neighbors develop the skills they need for healthy growth and development.

Materials Needed: one copy of India story with "Facts to Consider" per student, bible, one *Rice Bowl/Lenten Calendar* per student,

Discussion (10 minutes)

1. How many of you have participated in a service activity to help people in need here in our community? (Ask for some examples, and ask follow-up questions: How did you get involved? Describe your interaction with the people you were serving.)
2. Explain: Our Catholic faith teaches that we are specifically called to take action on behalf of the poorest and most vulnerable members of our society. We must consider how the poor are affected by the decisions we make and the structures that we create in our own communities and in communities around the world.
3. Throughout the past weeks we have looked at several ways that CRS carries out the work of the Church throughout the world in making an option for the poor. But what does this phrase mean to you? How can you "opt for the poor" in the decisions you make? What about the decisions you make on which goods to buy, for example?

Activity (25 minutes)

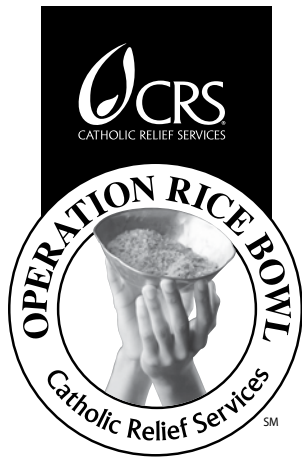
1. Explain: Today we're going to look at an approach that CRS uses to help families in poverty make better use of their resources and protect the health of their members. We'll hear a story and watch a video about how it is implemented in India.
2. Read the story from India. Watch the CRS video on India (orb.crs.org).
3. Discuss:
 - CRS often distributes food directly to people who are facing famine or are in food emergencies. But the program we just heard about is not really about handing out bags of food. What is different about it?
 - Who provides the service to the communities? What are some of the terms they go by? How are they regarded?
 - How are they living out the call to make an option for the poor?
 - How are other principles of Catholic social teaching upheld through this project? What are some examples of these principles?

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

Complete Activity #2.

Complete the Closing Prayer/
Reflection.

Continued on next page...



India

Grades 9-12 ...continued

Closing Prayer/Reflection (10 minutes)

Reader 1 Matthew 14:14-21

Leader God of abundant generosity, how many times do we come to You with prayers for others – that they may be healed, comforted, fed and sheltered. You join us in this work, by blessing us with gifts, empowering us to respond as we can, filling us with healing love, and comforting us in times of doubt. Make us loving as You are loving, help us to see the needs around us, let us respond with understanding, and teach us to uphold all human dignity.

The response is: Move our hearts, Oh Lord.

When we meet anyone in need...

When we encounter suffering...

When we witness hope and joy...

When we know our gifts will make a difference ...

When we are not sure we have enough to share ...

When we are thinking mostly about ourselves ...

When we come face to face with You...

And make us Your hands and feet in this world. Amen.

Conclude by reciting the Lenten Prayer (located on the Rice Bowl) together as a class.

Links to other subjects:

- **Music:** Invite students to make a play list of contemporary music that reflects the call to make an “option for the poor.”
- **Geography/Social Studies:** Visit <http://www.crs.org/countries/india>. Read the web material on CRS’ work in India. What are the various needs to which the church responds in India? How long has CRS been working there? What are a few programs that respond to the needs? (This assignment can also be done for extra credit as a way of preparing for this class).
- **English:** Write an essay or poem about your reaction to the call to make an “option for the poor.” What does this imply? How does it challenge you?