

LENT 2020

EDUCATOR'S GUIDE

For Catholic school teachers and
parish religious educators



Photo by Oscar Leiva/Silverlight for CRS

Inside you will find:

- Preparing for Lent:
A 10-Minute Prayerful Introduction.
- Prayer Service to End Lent.
- Lesson plans on the following topics for grades 1-3, 4-6 and 7-8:
 - Catholic Social Teaching.
 - Hunger and Nutrition.
 - Stories from Vietnam, Kenya and Honduras.

Find this resource and more lesson plans
and activities at:

crsricebowl.org/schools
crsricebowl.org/parishes

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

[f](#) [🐦](#) [📺 YouTube](#)

The logo for CRS Rice Bowl, featuring a stylized leaf icon to the left of the text. The text reads "CRS RICE BOWL" in a bold, sans-serif font, with "CATHOLIC RELIEF SERVICES" in a smaller font above "RICE".

PREPARING FOR LENT: A 10-MINUTE PRAYERFUL INTRODUCTION

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

SETUP:

Pass out CRS Rice Bowls and give students time to assemble them. They should keep the enclosed Lenten calendars handy for this activity.

LEADER

In the Gospel story of the loaves and the fishes, Jesus saw that the crowd was tired, hungry and far from home. Jesus didn't want to dismiss them in that condition. He asked the disciples to give them something to eat. During the 40 days of Lent, we too are called to see the needs of our brothers and sisters, feel compassion and take action. God asks us to feed them knowing there is enough for everyone. During Lent, Catholics do three things to grow closer to God: **pray**, **fast** and **give alms**. These are the three pillars of Lenten spirituality.

The CRS Rice Bowl and Lenten calendar will be our guides this Lent, as we reflect on our role to care for the most vulnerable—those experiencing hunger, lack of economic opportunity or those impacted by natural disasters.

READER 1

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

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

READER 2

The second pillar of Lent is **fasting**. Fasting means we give something up to better understand and be more sensitive to the needs of our vulnerable brothers and sisters. Enlightened by the Holy Spirit, we recognize that their well-being is important and connected to our own. Another aspect of Lenten fasting is not eating meat on Fridays.

Invite students to look at the meatless recipes on their Lenten calendars and encourage them to try some of these at home with their families. Encourage students to help others by putting the money they save by fasting into their CRS Rice Bowls.

READER 3

The third pillar of Lent is **almsgiving**. When we give to those who have less than we do, we honor Jesus' call to serve our neighbors and we share the gifts we have received. This Lent, we will meet three girls and their families from other countries who we can help through our Lenten sacrifices to CRS Rice Bowl.

Invite students to look at the stories and pictures on their Lenten calendars. Encourage them to read these stories at home with their families.

LEADER

We pray that the stories, recipes and prayers from CRS Rice Bowl will help us meet our brothers and sisters around the world, and, in doing so, grow closer to God during this season of Lent. As we begin our 40-day journey, we ask God to bless these CRS Rice Bowls and walk with us throughout this holy time of encounter.

Amen

PRAYER SERVICE TO END LENT

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

LEADER

During Holy Week, we walk with Jesus and remember that he endured the suffering and pain of Good Friday to give us eternal life with God. During Lent, we have mirrored Christ's love for us by meeting our brothers and sisters most in need around the world, by giving up what we enjoy and making sacrifices for the good of others.

READER 1

We **prayed** to thank God for the gifts he has given us, and we asked for guidance to use these gifts to help our brothers and sisters throughout the world.

READER 2

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

READER 3

We **gave alms** to our CRS Rice Bowls to help the poor around the world and in our local community.

LEADER

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

READER 1

For Trinh, her family, and farmers in Vietnam, that their livelihoods may be safe even in the face of extreme weather. We pray to the Lord.

READER 2

For Maria Ana and the children in Honduras, that they may have access to nutritious food to be able to focus and excel in their studies. We pray to the Lord.

READER 3

For Yvone and the people in Kenya, that they may grow healthy and strong to pursue their dreams. We pray to the Lord.

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

LEADER

As we end our Lenten journey, we pray that these, our Lenten sacrifices, may be an offering of solidarity and a promise to continue to serve the poor and vulnerable. As good stewards of your many gifts, may we always remember that by safeguarding the lives of those who hunger and thirst, those who are sick, or those who face natural disasters, we are encountering the risen Christ.

We ask this through Christ our Lord.

Amen

CATHOLIC SOCIAL TEACHING FOCUS: LIFE AND DIGNITY OF THE HUMAN PERSON

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

HELLO WORLD!

Meet three girls from three different parts of the world. As you read about each girl and her family, think about what you might have in common with them.

Me llama Maria Ana. My name is Maria Ana.

Maria Ana is 16 years old. Serious and kind, she lives with her parents, four brothers and one sister in Honduras, a country in Central America. Her village, El Pinal, is surrounded by hills. Maria Ana speaks Spanish.

Tên tôi là Nguyen Thi Trinh. My name is Trinh.

Trinh is a hard-working, energetic 12-year-old. She lives in the farming community of Binh Dao, located outside of the city of Hoi An, Vietnam, with her parents, two older brothers and younger sister. Her country is in Southeast Asia and is surrounded on three sides by water. Trinh speaks Vietnamese.

Jina langu ni Yvone. My name is Yvone.

Ambitious and intelligent, Yvone is 11 years old. She lives with her grandparents, her aunt, three siblings and three cousins in Konjiko, a village in Kenya. Her community is located near Lake Victoria, the largest lake in Africa. The village is also close to the Equator, so it is very hot there. Yvone and her family speak Kiswahili and English.

During the 40 days of Lent, as you get to know Maria Ana, Trinh and Yvone, remember them in your daily experience of prayers, fasting and almsgiving.



Photo by Lynzy Billing for CRS

FACTS TO CONSIDER

- Honduras, a country slightly larger than Tennessee, has the highest levels of economic inequality in Latin America. CRS has worked in Honduras for more than 60 years and is helping communities become safer and increase their access to income and education.
- Vietnam is a country in Southeast Asia with 96 million people. CRS has been providing humanitarian assistance in Vietnam for nearly 30 years, with a focus on education, especially for people with disabilities and those vulnerable to natural disasters.
- Kenya, a country in East Africa, has a population of just under 50 million people. CRS has been working in Kenya since 1965, supporting improved agriculture, health and sanitation, and community resilience.



For downloadable photos, visit crsricebowl.org/photos and watch the video from week 1 at crsricebowl.org/stories.

LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Life and Dignity of the Human Person**—and how they can uphold the dignity of others.

MATERIALS

- Map
- Week 1 story or video (available at csrcricebowl.org/stories)
- Week 1 Activity Sheet: Grades 1-3 (in this guide and also available at csrcricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Find Kenya, Honduras, and Vietnam on the map.
2. Read or watch the story from Week 1.
3. Reflect:
 - Who did we meet in the story?
 - What was your favorite part of the story?
 - What do the three girls have in common?

ACTIVITY (25 MINUTES)

1. Explain the Catholic social teaching principle, Life and Dignity of the Human Person. We were made in God's image and likeness. That means that every human being has special value and purpose. We need to care for each other so we can be the people God calls us to be.
2. Have students complete the Week 1 Activity Sheet: Grades 1-3.
3. If time permits, ask the students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

O God,

We pray that we have the courage to serve you by reaching out to those who are hungry, and we pray in a special way for Trinh, Yvone, Maria Ana, and their families.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 1 story.
2. Lead Discussion step 3.

LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Life and Dignity of the Human Person**—and how they can uphold the dignity of others.

MATERIALS

- Map
- Week 1 story or video (available at crsricebowl.org/stories)
- Week 1 Activity Sheet: Grades 4-6 (in this guide and also available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Find Kenya, Honduras, and Vietnam on the map.
2. Read or watch the story from Week 1.
3. Explain Life and Dignity of the Human Person.
4. Reflect:
 - What stood out to you in this story?
 - What do the three girls in the story have in common?
 - How was Life and Dignity of the Human Person demonstrated in the story?

ACTIVITY (25 MINUTES)

1. Explain that people around the world like Trinh, Yvone, and Maria Ana struggle to consistently find food that will lead to a nutritious, healthy lifestyle for them and their families. We can pray for them during Lent and give alms to our CRS Rice Bowl to support them.
2. Have students complete the Week 1 Activity Sheet: Grades 4-6.
3. If time permits, ask the students to share their answers to Part 2 with a partner.

CLOSING PRAYER (5 MINUTES)

Generous God,

We thank you for all your gifts. Help us to think of the needs of others. Show us how to love and share with everyone.

We pray that we may truly share what we have, and so help our sisters and brothers throughout the world.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 1 story.
2. Lead Discussion steps 3 and 4.

LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Life and Dignity of the Human Person**—and how they can uphold the dignity of others.

MATERIALS

- Map
- Facts to Consider
- Week 1 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 1 Activity Sheet: Grades 7-8 (in this guide and also available at [csricebowl.org/schools](https://www.csricebowl.org/schools))

DISCUSSION (15 MINUTES)

1. Find Kenya, Honduras, and Vietnam on the map.
2. Ask a few students to read the Facts to Consider aloud. Which do they find most interesting? Why?
3. Read or watch the story from Week 1.
4. Explain what Life and Dignity of the Human Person means.
5. Reflect:
 - What stood out to you in this story?
 - What do the three girls have in common?
 - How does the work of CRS uphold the Life and Dignity of the Human Person?

ACTIVITY (25 MINUTES)

1. Explain that there are millions of families around the world who struggle to provide a healthy lifestyle for children like Trinh, Yvone, and Maria Ana.
2. Have students complete the Week 1 Activity Sheet: Grades 7-8.
3. If time permits, ask the students to share their answers to the last question with the class.

CLOSING PRAYER (5 MINUTES)

Compassionate God,

I call to mind all those who are hungry in our world. Create in me a desire to assist our sisters and brothers in need around the world and in our community. Grant that we may work to make a world without hunger a reality.

Amen

AT HOME

1. Reflect on the Gospel story of Jesus feeding the 5,000 and write your thoughts about it in a short paragraph.
2. Share your reflections on the stories you read or watched today with your family at home.

IF YOU ONLY HAVE



1. Read or watch the Week 1 story.
2. Lead Discussion step 5.

CATHOLIC SOCIAL TEACHING FOCUS: CALL TO COMMUNITY, FAMILY AND PARTICIPATION

Humans are social by nature. We need each other. Like the early disciples, we are called to come together and grow as a community—whether in our classroom, workplace or family.

HOME AND FAMILY

For Trinh, home is where her family gathers—to play, to eat, to rest. “My family is the most important thing to me,” she says.

One way she shows her family love is by doing chores around the house. She helps her family by bathing her little sister, Trang, showing her how to wash her hands and helping her with schoolwork. Trinh likes to catch dragonflies and crickets with her sister near their house. There’s plenty of places for the sisters to play. But the house is also near a river, and when storms pass through, Trinh’s home often fills with water. In Vietnam, CRS is working with students like Trinh by helping them to learn ways to protect their home, food and family from destructive storms. Trinh is happy that she can apply what she learned in school to help her family.

Maria Ana from Honduras is no different. Her family’s home was destroyed in a recent accident, and her family is living in a temporary space—a small wooden hut—until they can get it fixed. Maria Ana is hopeful her family will have a new house soon. “I want to keep studying so I can help my family succeed,” she says. Maria Ana works hard in school—and CRS provides school lunches to ensure she can focus on her studies and not on her hunger.

In Kenya, Yvone wants to help her family too. Each morning she washes dishes, sweeps the house, prepares lunch for the younger children and washes their school uniforms. Yvone’s family has a hut where the family eats and sleeps, a stable for the animals and a separate kitchen. Yvone’s family life has changed for the better thanks to a CRS program that teaches families about healthy food. Learn how in the next CRS Rice Bowl story.



Photo by Lynzy Billing for CRS

FACTS TO CONSIDER

- With over 2,000 miles of coastline, Vietnam is at high risk for storms, floods, droughts and rising sea levels. CRS is helping families to identify these risks and develop plans to protect their businesses, homes and families through its Disaster Risk Reduction programs.
- In countries like Honduras, communities come together to help prepare daily meals for children in school. Families contribute food to supplement the daily school lunches that CRS helps provide, and take turns cooking for the students.
- In Kenya, CRS is supporting mothers through community groups that teach them about early child development, good nutrition, hygiene, and other positive parenting practices.



For downloadable photos, visit crsricebowl.org/photos and watch the video from week 2 at crsricebowl.org/stories.

CALL TO COMMUNITY, FAMILY AND PARTICIPATION

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Call to Community, Family and Participation**—and consider what community means.

MATERIALS

- Week 2 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 2 Activity Sheet: Grades 1-3 (in this guide and also available at [csricebowl.org/schools](https://www.csricebowl.org/schools))

DISCUSSION (15 MINUTES)

1. Read or watch the Week 2 story.
2. Reflect:
 - What is the story about this week?
 - What is something new you learned about Trinh, Yvone, or Maria Ana?
 - How is your home like the homes of Trinh, Yvone, and Maria Ana?

ACTIVITY (25 MINUTES)

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

CLOSING PRAYER (5 MINUTES)

God of the Poor,

Watch over all those who will go hungry today. We pray they understand that you are always with them, especially through their suffering. May they find a friend in me.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 2 story.
2. Lead Discussion step 2.

CALL TO COMMUNITY, FAMILY AND PARTICIPATION

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Call to Community, Family and Participation**—and consider what community means.

MATERIALS

- Map
- Week 2 story or video (available at crsricebowl.org/stories)
- Week 2 Activity Sheet: Grades 4-6 (in this guide and also available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Read or watch the Week 2 story.
2. Reflect:
 - What stood out to you in this story?
 - How are you like Trinh, Yvone, or Maria Ana?
 - Where do you see Call to Community, Family and Participation illustrated in this story?

ACTIVITY (25 MINUTES)

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

CLOSING PRAYER (5 MINUTES)

Lord God,

Thank you for giving us a home where we can share meals. Help us remember especially those who will go without food today. We offer our prayers for those families. Fill them with your hope and love.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 2 story.
2. Lead Discussion step 2.

CALL TO COMMUNITY, FAMILY AND PARTICIPATION

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Call to Community, Family and Participation**—and consider what community means.

MATERIALS

- Facts to Consider
- Week 2 story or video (available at crsricebowl.org/stories)
- Week 2 Activity Sheet: Grades 7-8 (in this guide and also available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Ask a few students to read the Facts to Consider aloud. Which do they find most interesting? Why?
2. Read or watch the Week 2 story.
3. Reflect:
 - What stood out to you in the story?
 - How does it illustrate Call to Community, Family and Participation?
 - How are the homes of the three girls different than your home?

ACTIVITY (25 MINUTES)

1. Explain Call to Community, Family and Participation. Discuss how humans are social by nature. We need each other. Like the early disciples, we are called to come together and grow as a community—in our classroom, church and family.
2. Have students complete the Week 2 Activity Sheet: Grades 7-8.
3. If time permits, have them share their responses to the last question in small groups.

CLOSING PRAYER (5 MINUTES)

Loving God,

You have blessed us abundantly with family, friends, shelter and food. And yet, we know that there are those in our community and world who go without these things. Give us the grace to share our blessings with others. May our service be a sign of our love and gratitude for you.

Amen

AT HOME

1. Reflect on what home means to you and write about it in a short paragraph.
2. Share with your family your reflection on home and what you learned about the three girls.

IF YOU ONLY HAVE



1. Read or watch the Week 2 story.
2. Lead Discussion step 3.

CATHOLIC SOCIAL TEACHING FOCUS: OPTION FOR THE POOR AND VULNERABLE

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

MEALTIME

“CRS has changed my life and the life of my family,” says Gaudencia, Yvone’s aunt. “Before, I could tell Yvone wasn’t healthy. But now she’s active.” Gaudencia is proud of what she’s learned from the CRS program about healthy eating habits. She has taught her family to vary what they eat and include vegetables with every meal.

Yvone’s grandfather, Eliakim, suffers from diabetes. The improved diet has helped make him healthier. Eliakim also thinks the improved diet gives his grandchildren more energy for school and play. If the family is ever short an ingredient or has extra food, they borrow from and share with neighbors in the spirit of community. It’s that spirit—and good nutrition—that gives Yvone, her family and friends, a strong foundation from which to pursue their dreams and live a healthier life.

The same is true for Maria Ana and her fellow students in Honduras. It is hard to study and concentrate in school if you are hungry. That’s why CRS provides daily lunches and snacks at Maria Ana’s school. Using ingredients from CRS—like rice, beans and milk—and vegetables donated by local families, the students’ mothers volunteer at the school to make lunch and a snack for the students.

For Trinh in Vietnam, meals at home are one of her favorite things. “It is a time that is joyful,” she says. “It makes me feel warm in my heart.”

Just like Yvone and Maria Ana, Trinh’s family works to ensure that she and her siblings have well-balanced, nutritious meals. Because fish and meat are not always available, Trinh’s family sometimes leaves the house at night and wades in the deep water nearby to catch snails for food. Trinh loves to eat snails—a good source of protein and extra income. “They are chewy and crunchy,” she says.



Photo by Georgina Goodwin for CRS

FACTS TO CONSIDER

- CRS helps families in Vietnam to reduce the impact of natural disasters on their homes. CRS teaches farming techniques and ways to store food that will protect families’ property even during disasters.
- CRS provides a daily meal for thousands of students across Honduras. For many children, this is their biggest or only meal of the day.
- In mothers’ groups supported by CRS in Kenya, women learn about proper nutrition and how to cook nutritious meals for their families.



For downloadable photos, visit crsricebowl.org/photos and watch the video from week 3 at crsricebowl.org/schools.

OPTION FOR THE POOR AND VULNERABLE

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Option for the Poor and Vulnerable**—and learn how they can care for others.

MATERIALS

- Week 3 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 3 Activity Sheet: Grades 1-3 (in this guide and also available at [csricebowl.org/schools](https://www.csricebowl.org/schools))

DISCUSSION (15 MINUTES)

1. Read or watch the Week 3 story.
2. Reflect:
 - What did you learn about Trinh, Yvone, and Maria Ana this week?
 - What challenges do their families face?
 - Have you ever been hungry? What did that feel like?

ACTIVITY (25 MINUTES)

1. Explain Option for the Poor and Vulnerable. Share that Jesus tells us to give special care to those who are most in need. He reminds us of our Christian duty to stand up for others and help the poorest people.
2. Have students complete the Week 3 Activity Sheet: Grades 1-3.
3. If time permits, ask the students to share their drawing with a partner.

CLOSING PRAYER (5 MINUTES)

Nurturing God,

We thank you for the food you provide us every day. Teach us to share it with others and not to waste. Help us to show them the compassion and kindness they deserve.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 3 story.
2. Lead Discussion step 2.

OPTION FOR THE POOR AND VULNERABLE

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Option for the Poor and Vulnerable**—and learn how they can care for others.

MATERIALS

- Week 3 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 3 Activity Sheet: Grades 4-6 (in this guide and also available at [csricebowl.org/schools](https://www.csricebowl.org/schools))

DISCUSSION (15 MINUTES)

1. Read or watch the Week 3 story.
2. Reflect:
 - What stood out to you in the story?
 - What obstacles do the girls and their families face?
 - What support is CRS providing to the girls and their families?

ACTIVITY (25 MINUTES)

1. Explain Option for the Poor and Vulnerable. Share that Jesus tells us to give special care to those who are most in need. He reminds us of our Christian duty to stand up for others and help the poorest people.
2. Have students complete the Week 3 Activity Sheet: Grades 4-6.
3. If time permits, ask students to share their poems in small groups.

CLOSING PRAYER (5 MINUTES)

Loving God,

Please help those who are suffering from poverty and hunger due to the destruction of the natural world. Help us to be conscious of the resources we have. Open our eyes to see more fully the beauty of Your Creation.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 3 story.
2. Lead Discussion step 2.

OPTION FOR THE POOR AND VULNERABLE

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Option for the Poor and Vulnerable**—and learn how they can care for others.

MATERIALS

- Facts to Consider
- Week 3 story or video (available at csrcricebowl.org/stories)
- Week 3 Activity Sheet: Grades 7-8 (in this guide and also available at csrcricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Ask two students to read the Facts to Consider aloud. Which do they find most interesting? Why?
2. Explain Option for the Poor and Vulnerable.
3. Read or watch the Week 3 story.
4. Reflect:
 - What stood out to you in the story?
 - How do you see Option for the Poor and Vulnerable illustrated in the story?
 - Why is proper nutrition so important and how does it affect Trinh, Yvone, and Maria Ana?

ACTIVITY (25 MINUTES)

1. Explain Option for the Poor and Vulnerable. Share that Jesus tells us to give special care to those who are most in need. He reminds us of our Christian duty to stand up for others and help the poorest people.
2. Have students complete the Week 3 Activity as described on the Week 3 Activity Sheet: Grades 7-8
3. If time permits, lead a discussion about food security based on the activity.

CLOSING PRAYER (5 MINUTES)

Lord and Savior,

By feeding the 5,000, you taught us that we are called to feed people where we encounter them.

Help us to share our food, and to go out to meet and respond to the needs of the hungry.

Amen

AT HOME

1. Reflect on your daily mealtimes. Who do you spend them with? What do you eat?
2. Share with your family your reflections on hunger and proper nutrition.

IF YOU ONLY HAVE



1. Read or watch the Week 3 story.
2. Lead Discussion steps 2 and 4.

CATHOLIC SOCIAL TEACHING FOCUS: RIGHTS AND RESPONSIBILITIES

Every person has basic rights that make life truly human. Corresponding to our rights, we all have duties and responsibilities to one another, our families and the larger society.

JOY OF LEARNING

Maria Ana begins each morning by thanking God for a new day. After saying her prayers and taking a bath, she helps her mother make tortillas before she puts on her uniform and walks to school with her two younger brothers.

“I feel happy when I’m studying,” says Maria Ana, whose favorite subjects are math, science and physical education. In school, Maria Ana also learns about ways she and her family can stay healthy, including washing fruits and vegetables before eating them. And Maria Ana is able to bring some of that nutritious food home with her, thanks to the CRS school lunch program.

Maria Ana is especially grateful to her father, Don Cristobal, for working hard to send her to school. “My father works every day to support us, to provide the food that we need and to earn money to pay for school.”

Trinh’s father, Vinh, is also proud of his daughter for her studies. “My lovely daughter, Trinh, is healthy, athletic and loved by her friends at school. I hope she can get into university and be a role model for her sister,” he says. Trinh’s favorite subject is English, and in addition to traditional school subjects, a special CRS program teaches students ways to keep their families and their homes safe when typhoons hit. Trinh shares this information with her parents, and now the family is better prepared for dangerous weather.

Just like Trinh and Maria Ana, Yvone’s family works hard to send her to school. Her grandparents believe that having an education is an advantage in life. Her grandfather, Eliakim, sold 42 heads of cattle to pay for his children’s education. Yvone’s grandmother Patricia says, “I have a dream for my children to study and to be able to do anything possible to earn a living.”



Photo by Oscar Lena/Silverlight

FACTS TO CONSIDER

- Families who have participated in the CRS Disaster Risk Reduction program in Vietnam are more prepared to respond and recover when disasters strikes—and to keep supporting their families and sending their children to school.
- Students in Honduras who get a meal from CRS have the mental and physical energy necessary to succeed in school, improving literacy, attendance and retention.
- In Kenya, mother’s group participants teach their children good hygiene practices and cook nutritious meals, meaning their children are healthier and have more energy to attend school.



For downloadable photos, visit crsricebowl.org/photos and watch the video from week 4 at crsricebowl.org/stories.

RIGHTS AND RESPONSIBILITIES

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Rights and Responsibilities**—and what it means to have and respect human rights.

MATERIALS

- Week 4 story or video (available at crsricebowl.org/stories)
- Week 4 Activity Sheet: Grades 1-3 (in this guide and also available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Read or watch the Week 4 story.
2. Reflect:
 - What was the story about this week?
 - What do the girls like about school?
 - How will education help the girls' families when they grow up?

ACTIVITY (25 MINUTES)

1. Explain Rights and Responsibilities. Discuss that as humans all of us have certain rights regardless of where we are from or where we live. As humans, we have a responsibility to respects these rights and work for the common good.
2. Have students complete the Week 4 Activity Sheet: Grades 1-3.
3. Ask them to share their answers to the activity.

CLOSING PRAYER (5 MINUTES)

Loving God,

We thank you for the opportunity to attend school. May we always see education as a gift and use it for the wellbeing of all members of our human family.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 4 story.
2. Lead Discussion step 2.

RIGHTS AND RESPONSIBILITIES

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Rights and Responsibilities**—and what it means to have and respect human rights.

MATERIALS

- Week 4 story or video (available at crsricebowl.org/stories)
- Week 4 Activity Sheet: Grades 4-6 (in this guide and also available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Read or watch the Week 4 story.
2. Reflect:
 - What did you learn about Trinh, Yvone, and Maria Ana this week?
 - What do the girls want to be when they grow up?
 - Why is education important to each of the girls?

ACTIVITY (25 MINUTES)

1. Explain Rights and Responsibilities. Discuss that as humans all of us have certain rights regardless of where we are from or where we live. As humans, we have a responsibility to respects these rights and work for the common good.
2. Have students complete the Week 4 Activity Sheet: Grades 4-6.
3. Ask them to share their prayers with a partner.

CLOSING PRAYER (5 MINUTES)

Loving Father,

We thank you for our education and for the food you have blessed us with. Guide our hearts to understand the blessings we have, and to be mindful of how we use those gifts.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 4 story.
2. Lead Discussion step 2.

RIGHTS AND RESPONSIBILITIES

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Rights and Responsibilities**—and what it means to have and respect human rights.

MATERIALS

- Facts to Consider
- Week 4 story or video (available at csrcricebowl.org/stories)
- Week 4 Activity Sheet: Grades 7-8 (in this guide and also available at csrcricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Have a few students read the Facts to Consider aloud. Which do they find most interesting? Why?
2. Read or watch the Week 4 story.
3. Explain Rights and Responsibilities.
4. Reflect:
 - What did you learn about education through the story this week?
 - How do you see the Catholic social teaching principle, Rights and Responsibilities, illustrated in the story?
 - Why is education important to Trinh, Yvone and Maria Ana?

ACTIVITY (25 MINUTES)

1. Explain Rights and Responsibilities. Discuss that as humans all of us have certain rights regardless of where we are from or where we live. As humans, we have a responsibility to respect these rights and work for the common good.
2. Have students complete the Week 4 Activity Sheet: Grades 7-8.
3. Ask them to share their answers with the class.

CLOSING PRAYER (5 MINUTES)

God of justice,

You didn't want the 5,000 to go back to their homes hungry. We pray that no child spends a day at school on an empty stomach. May we share what we have with those who are hungry with an open heart.

Amen

AT HOME

1. Reflect on why education is important to you and write down your thoughts.
2. Share with your family what education means to you.

IF YOU ONLY HAVE



1. Read or watch the Week 4 story.
2. Lead Discussion step 4.

CATHOLIC SOCIAL TEACHING FOCUS: SOLIDARITY

We are all God’s children and, as one human family, we are deeply connected to people around the world—wherever they may be. We are affected by the joy and suffering of all.

DREAMS FOR TOMORROW

Trinh dreams of becoming a doctor. “I want to be a doctor to help poor patients,” says Trinh. “When my father is in pain, I want to cure him.”

She knows that if she wants to achieve her dream, she’ll need to attend university. Trinh’s parents are ready to help her get there. “Trinh will be different than me,” her mother, Tien, says. “I want her to be fully educated and not drop out of school. It’ll be hard for us at home—but I’m prepared to work to make Trinh’s dreams come true.”

Maria Ana also wants to help people; she wants to be a nurse. To do this, she will need more education and training beyond the opportunities available in her community.

She’s already preparing. Several times a week, she travels two hours to the nearest city where she earns money cleaning homes. She is also very careful to save money and spend it only on what’s necessary.

Maria Ana feels called to help people be healthy, especially the children she sees in her community who suffer from malnutrition and lack of proper hygiene.

“I want to make my family proud,” she says. “And I want to help my family move forward.”

And Yvone? She wants to be a hairdresser so that she can earn money to help her family. She dreams of one day being able to buy a car and give rides to her family, so they won’t have to walk far distances.

Through CRS, we’re helping all three girls—and their families—achieve their dreams.



Photo by Georgina Goodwin for CRS

FACTS TO CONSIDER

- CRS is working with partners throughout Vietnam to expand the program throughout the country which will give stability to thousands of families and allow them to have a better quality of life and a brighter future for their children.
- In Honduras, 52,000 students and their families are being supported by CRS and our partners, meaning 52,000 children are staying in school and working toward a better future for themselves and their communities.
- CRS empowers women to learn and teach fellow mothers in their communities, creating a sustainable model of knowledge-sharing and support that will improve the lives of many families and allow them to make their dreams for the future a reality.



For downloadable photos, visit crsricebowl.org/photos and watch the video from week 5 at crsricebowl.org/stories.

SOLIDARITY

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Solidarity**—and how we are all part of one human family.

MATERIALS

- Week 5 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 5 Activity Sheet: Grades 1-3 (in this guide and also available at [csricebowl.org/schools](https://www.csricebowl.org/schools))

DISCUSSION (15 MINUTES)

1. Read or watch the Week 5 story.
2. Reflect:
 - What did you learn in the story this week?
 - How are you like the girls in the story?
 - What are your dreams for the future?

ACTIVITY (25 MINUTES)

1. Explain Solidarity. Discuss that we are all God's children and as one human family, we are deeply connected to people around the world—wherever they may be. We are affected by the joy and suffering of all.
2. Have students complete the Week 5 Activity Sheet: Grades 1-3.
3. Invite them to share their pictures with the class.

CLOSING PRAYER (5 MINUTES)

Compassionate God,

We pray that each person discovers their passion and true calling. May all people be able to pursue their dreams, have safe work and be paid fairly.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 5 story.
2. Lead Discussion step 2.

SOLIDARITY

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Solidarity**—and how we are all part of one human family.

MATERIALS

- Week 5 story or video (available at crsricebowl.org/stories)
- Week 5 Activity Sheet: Grades 4-6 (in this guide and also available at crsricebowl.org/schools)
- Bibles

DISCUSSION (15 MINUTES)

1. Read or watch the Week 5 story.
2. Reflect:
 - What did you learn in the story this week?
 - How are you like the girls in the story?
 - How is Solidarity illustrated in the story?

ACTIVITY (25 MINUTES)

1. Explain Solidarity. Discuss that we are all God's children and as one human family, we are deeply connected to people around the world—wherever they may be. We are affected by the joy and suffering of all.
2. Put students into groups. Have them complete the Week 5 Activity Sheet: Grades 4-6.
3. If time permits, ask students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

Loving God,

In solidarity with our brothers and sisters around the world, we pray for all young people with hopes and dreams. May they have the opportunity to achieve their dreams like we do.

Amen

AT HOME

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

IF YOU ONLY HAVE



1. Read or watch the Week 5 story.
2. Lead Discussion step 2.

SOLIDARITY

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the stories of Trinh, Yvone, and Maria Ana, students will explore a Catholic social teaching principle—**Solidarity**—and how we are all part of one human family.

MATERIALS

- Facts to Consider
- Week 5 story or video (available at csrcicebowl.org/stories)
- Week 5 Activity Sheet: Grades 7-8 (in this guide and also available at csrcicebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Ask a few students to read Facts to Consider aloud. Which do they find most interesting? Why?
2. Read or watch the Week 5 story.
3. Reflect:
 - What did you learn in the story this week?
 - How is Solidarity illustrated in the story? How are you like the girls in the story?

ACTIVITY (25 MINUTES)

1. Explain Solidarity. Discuss that we are all God's children and as one human family, we are deeply connected to people around the world—wherever they may be. We are affected by the joy and suffering of all.
2. Have students complete the Week 5 Activity Sheet: Grades 7-8.
3. If time permits, ask them to share their responses in groups.

CLOSING PRAYER (5 MINUTES)

Loving God,

We experience you in all things and all people. Help us to recognize your presence in our fellow students, neighbors and all those we encounter in our daily activities—and help us to support their hopes and plans for the future.

Amen

AT HOME

1. Reflect on solidarity. Write down how in your life can you show solidarity with our human family around the world.
2. Share with your family about solidarity and what you wrote about.

IF YOU ONLY HAVE

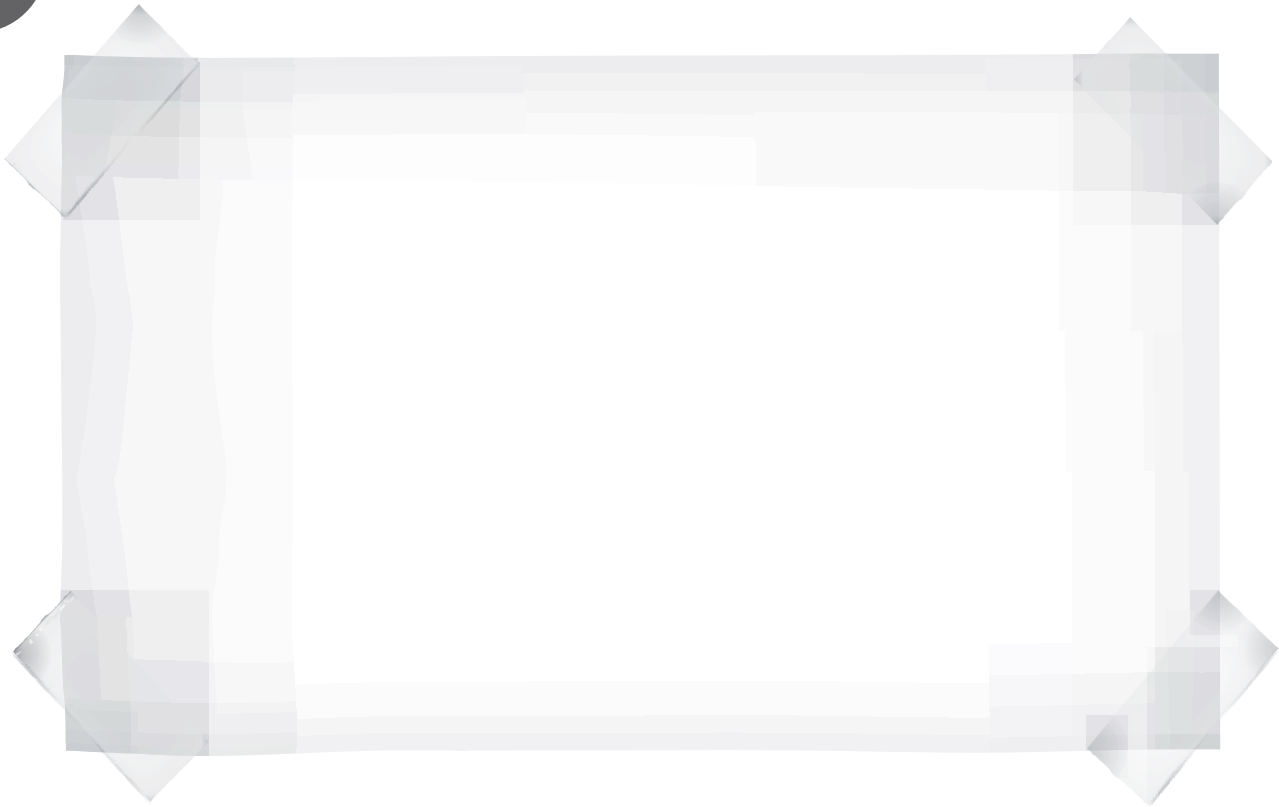


1. Read or watch the Week 5 story.
2. Lead Discussion step 3.

WEEK 1
LIFE AND DIGNITY
OF THE HUMAN PERSON



In the box below, draw a picture of Jesus and the disciples giving fish and loaves of bread to the hungry people.



Name a time when you shared something with someone else.

How did it make you feel?

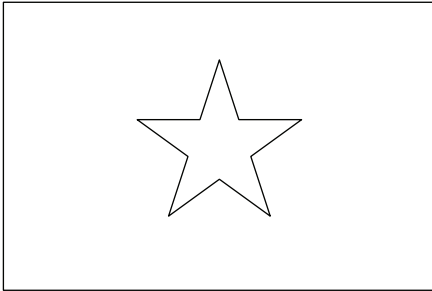
How did it make the other person feel?

WEEK 1
LIFE AND DIGNITY
OF THE HUMAN PERSON

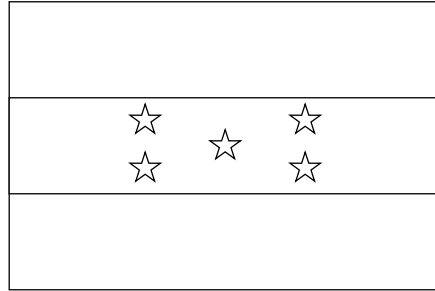


Part 1: Color in the flags of the three countries from the story.

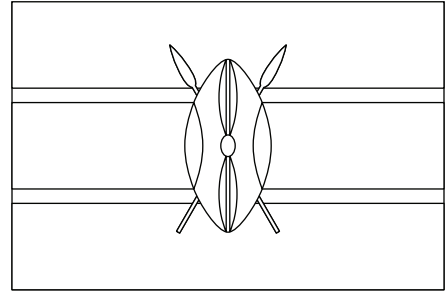
Vietnam



Honduras



Kenya



Write one fact about each country that you learned from the story.

Vietnam: _____

Honduras: _____

Kenya: _____

Part 2: Jesus fed the 5,000 people who were listening to him preach. Jesus wants every person to be cared for, since we are all made in the image and likeness of God and have inherent dignity. Write about a time someone helped you or took care of you. How did you feel? What is one way you can care for someone else?

WEEK 1
LIFE AND DIGNITY
OF THE HUMAN PERSON



Identify whether each country fact belongs to Vietnam, Honduras or Kenya.

Hint: there are 2 for each country—and the “Facts to Consider” section will help!

1. The people in this country speak Spanish. _____
2. This country is in Africa. _____
3. This country has a population of about 50 million people. _____
4. This country is in Southeast Asia. _____
5. This country is slightly larger than the state of Tennessee. _____
6. This country is frequently affected by severe weather like typhoons and droughts.

CRS works in many countries, including Vietnam, Honduras, and Kenya, to help people live dignified lives.

Identify 3 ways from the lesson that you see Trinh, Yvone, and Maria Ana and their families living with dignity.

1. _____
2. _____
3. _____

In the story from Scripture, Jesus asks his disciples to feed 5,000 people. This story applies to us as well—Jesus wants **US** to feed and care for people in need today. Talk with a partner about practical ways you can help those in need in your community and around the world.

WEEK 2

CALL TO COMMUNITY, FAMILY
AND PARTICIPATION



Color the picture of the house.



1. How many people live in your house? _____

2. What is your favorite place in your house? _____

3. What is your favorite thing to do at home? _____

WEEK 2
CALL TO COMMUNITY, FAMILY
AND PARTICIPATION



List the ways you help your family at home (for example, cooking dinner, chores, watching your siblings).

- _____
- _____
- _____
- _____
- _____

1. How are your chores a way of serving your family?

2. What makes your home special to you?

WEEK 2
 CALL TO COMMUNITY, FAMILY
 AND PARTICIPATION



Use the words in the box below to fill in the Scripture story.

SHEPHERD	LOAVES	GROUPS
BASKETS	DISCIPLES	FARMS
VILLAGES	SATISFIED	HEAVEN

MARK 6:34-44

When he disembarked and saw the vast crowd, his heart was moved with pity for them, for they were like sheep without a _____; and he began to teach them many things. By now it was already late and his _____ approached him and said, "This is a deserted place and it is already very late. Dismiss them so that they can go to the surrounding _____ and _____ and buy themselves something to eat." He said to them in reply, "Give them some food yourselves." But they said to him, "Are we to buy two hundred days' wages worth of food and give it to them to eat?" He asked them, "How many _____ do you have? Go and see." And when they had found out they said, "Five loaves and two fish." So he gave orders to have them sit down in _____ on the green grass ... Then, taking the five loaves and the two fish and looking up to _____, he said the blessing, broke the loaves, and gave them to [his] disciples to set before the people; he also divided the two fish among them all. They all ate and were _____. And they picked up twelve wicker _____ full of fragments and what was left of the fish. Those who ate were five thousand men.

Write about how this story demonstrates the Catholic social teaching principle, Call to Community, Family and Participation.

WEEK 3
OPTION FOR THE
POOR AND VULNERABLE



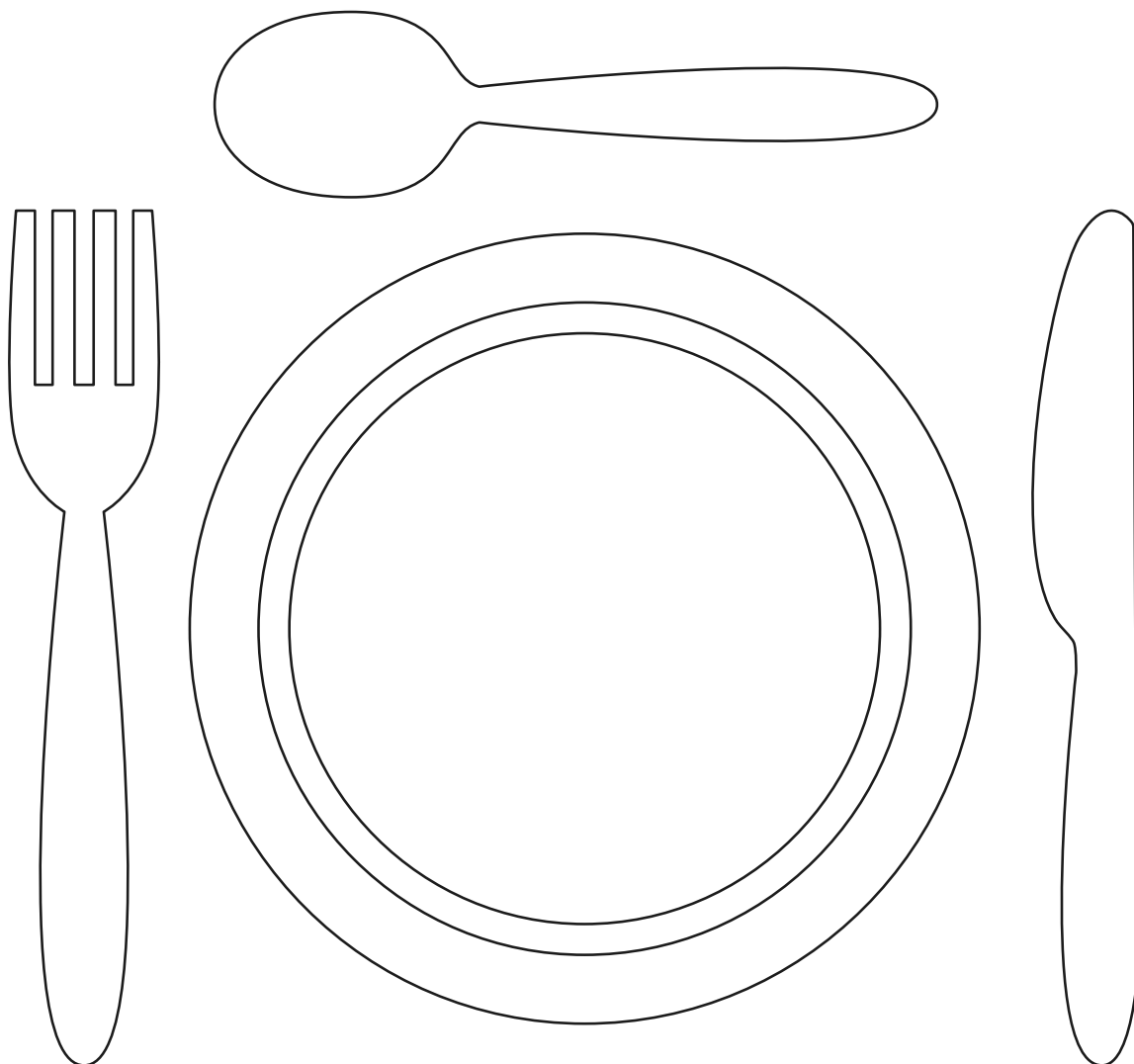
In the spaces below, write the names of foods that are eaten in the countries from the story.

Vietnam

Kenya

Honduras

Draw on the plate the food that you eat.



WEEK 3
OPTION FOR THE
POOR AND VULNERABLE



Write an acrostic poem about the importance of proper nutrition for our human family around the world.

N _____

O _____

U _____

R _____

I _____

S _____

H _____

WEEK 3
 OPTION FOR THE
 POOR AND VULNERABLE



The definition of food security is: “All people at all times having access to sufficient safe, nutritious food to maintain a healthy and active life.”

Solve the following word search using the words below that describe factors that affect food security.

natural disaster	N	B	E	Z	P	O	V	E	R	T	Y	R	G	C	T
opportunity	V	A	R	G	W	W	C	F	B	O	T	I	L	E	R
climate change	K	O	T	A	A	C	A	Y	A	K	R	I	Y	G	A
transportation	E	W	O	U	M	W	M	R	B	C	M	R	W	D	N
war	X	S	N	S	R	O	G	U	G	A	R	C	D	E	S
knowledge	X	X	A	V	N	A	N	N	T	B	W	P	R	L	P
economy	Q	H	G	O	G	I	L	E	I	F	U	C	Y	W	O
poverty	G	B	C	X	N	J	C	D	J	V	Q	W	J	O	R
living wage	S	E	Q	W	J	H	T	R	I	T	I	Y	Q	N	T
	R	A	P	L	A	Z	X	V	Q	S	X	L	W	K	A
	B	U	G	N	T	Y	Q	K	S	C	A	H	L	S	T
	S	V	G	U	C	V	B	P	M	O	M	S	Y	Z	I
	R	E	N	Y	O	K	F	G	O	R	U	T	T	U	O
	Y	T	I	N	U	T	R	O	P	P	O	F	T	E	N
	K	N	H	E	P	W	L	D	O	P	Q	P	A	U	R

Choose one of the words from the word search above. Why do you think the word you selected causes people to be hungry?

WEEK 4
RIGHTS AND RESPONSIBILITIES



Circle the items that you would put in your backpack to bring to school.



List the items you think Trinh, Yvone and Maria Ana use at school.

How do you think their schoolwork is similar or different to yours?

WEEK 4

RIGHTS AND RESPONSIBILITIES



We always learn something new. We learn from our parents, from our teachers, from our friends. And most importantly, we learn from God. Everyone has the right to learn.

1

What have you learned from reading about the lives of Trinh, Yvone and Maria Ana?

2

What would you like to teach or share with Trinh, Yvone and Maria Ana about yourself? Why?

+

Write a short prayer for the girl that you would like to meet.

WEEK 4
RIGHTS AND RESPONSIBILITIES



What are the favorite subjects of the girls from the story?

Trinh: _____

Yvone: _____

Maria Ana: _____

Write 8-10 sentences explaining what your favorite subject is and why. Think about what you like about it, how it has helped you in the past, or how it might help you in the future.

WEEK 5
SOLIDARITY



Draw a line from the girls' names to what they want to be when they grow up.

TRINH



YVONE



MARIA ANA



Draw a picture of what you want to be when you grow up.

WEEK 5 SOLIDARITY



What were some jobs that people in the Bible had? Look for the following verses and write the correct name of the job.

1. 1 Samuel 9:23-24 _____
2. Matthew 4:18 _____
3. Luke 10:35 _____
4. 2 Timothy 2:6 _____
5. 1 Chronicles 25:8 _____

We all dream of the kind of job that we want to do someday, and we all have different reasons for wanting to do that job.

Why does Trinh want to be a doctor?

Why does Yvone want to be a hair stylist?

Why does Maria Ana want to be a nurse?

WEEK 5
SOLIDARITY



1 Trinh, Yvone, and Maria Ana are different ages and from different places, but they are similar. What do they have in common?

A large rectangular box containing seven horizontal lines for writing.

2 Everyone should have the opportunity to dream of what they want for their future. What is your dream and what can you do to make it happen?

A large rectangular box containing seven horizontal lines for writing.

WHAT IS CRS RICE BOWL?

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

crsricebowl.org/schools
crsricebowl.org/parishes