

LENT 2021

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:
 - Corporal Works of Mercy.
 - Hunger and Nutrition.
 - Stories from Madagascar, El Salvador and Timor-Leste.

Find this resource and more at:

crsricebowl.org

Watch CRS Rice Bowl videos on the [Catholic Relief Services YouTube page](#) and enhance your Lenten lessons.



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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

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 responsibility to care for, accompany and help the most vulnerable members of our human family—particularly those who experience hunger and malnutrition.

In the Gospel from Saint Matthew, Jesus' teachings on charity are very clear: "For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me" (Matthew 25:35-36). He asks that we care for the people close to us and those who are excluded and ignored—"whatever you did for one of these least brothers of mine, you did for me."

In Christ we are all family. How can we not take care of each other? During the 40 days of Lent, we are called to see the needs of our sisters and brothers, to feel compassion and to take action. God asks us to live by serving others, seeing Jesus in each sister and brother, regardless of who they are or what they believe.

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 according to his will. In our prayer, we thank God for the gifts we have been given, and we pray for those who experience need of any kind: physical, spiritual or emotional. 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 most vulnerable sisters and brothers. Enlightened by the Holy Spirit, we recognize that their well-being is important and connected to our own.

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. Explain to students that they can help others by putting the money their family saves by fasting and eating simple meals into their CRS Rice Bowls.

READER 3

The third pillar of Lent is almsgiving. When we give to those in need, we honor Jesus' call to care for our neighbors by serving them and sharing with them the gifts we have received. This Lent, we will visit three countries to learn how families are transforming their lives with support from our Lenten sacrifices through 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

God of Hope,

We pray that the stories, recipes and prayers from CRS Rice Bowl will help us recognize the face of Christ in our sisters and brothers around the world and, in doing so, that we may grow closer to God during this season of Lent. As we begin our 40-day journey, we ask you to walk with us and open our hearts to our one human family.

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 all the suffering and pain that he endured on Good Friday to give us eternal life. Throughout Lent, we have imitated Christ's love for us by meeting our sisters and brothers 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 sisters and brothers throughout the world.

READER 2

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

READER 3

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

LEADER

During Lent, we encountered God in the communities and families whose Stories of Hope inspired us, and we learned about the impact of our CRS Rice Bowl gifts. We now raise our prayers for the people of Madagascar, El Salvador and Timor-Leste, and for all people in need. Our response will be, "Lord, hear our prayer."

READER 1

For our sisters and brothers who are hungry and malnourished, that they may access the resources they need to stay healthy and thrive. We pray to the Lord ...

READER 2

For the youth in the entire world, that they find training and job opportunities to succeed and change their communities. We pray to the Lord ...

READER 3

For farmers near and far, that they grow stronger, healthier harvests to feed their families, their communities and the world. We pray to the Lord ...

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

LEADER

Lord,

As we end our Lenten journey, we pray that our Lenten sacrifices may be an offering of solidarity and a promise to continue to serve our sisters and brothers experiencing poverty and vulnerability. As good stewards of your many gifts, may we always remember that when we help those who are hungry and thirsty, naked, sick, imprisoned or a stranger, we are also helping Jesus.

We ask this through Christ our Lord.

Amen

WEEK 1

CORPORAL WORKS OF MERCY: VISIT THE PRISONERS

People in prison are still people—they are made in the image and likeness of God. No matter what someone has done, they deserve the opportunity to hear the Word of God and find the truth of the message of Christ.

STORIES OF HOPE

“Lord, when did we see you?” —Matthew 25:37

Matthew’s Gospel invites us to remember that we are responsible for helping all our sisters and brothers, even those who are strangers to us. When we do this, we care for Christ.

The season of Lent gives us a wonderful opportunity to reflect and make room in our hearts to welcome the stranger. Through our **prayer**, we encounter Jesus, who is present in the face of every member of our human family. When we **fast**, we encounter the obstacles that stop us from fully loving God and our neighbor. When we **give alms**, we share what we have with others.

This Lent CRS Rice Bowl takes us to three countries—Madagascar, El Salvador and Timor-Leste. Hunger and malnutrition, which happens when we don’t get the right amount of nutrients, are challenges that too many families face each day. One out of every 10 people worldwide don’t have enough to eat. Sometimes this is caused by natural disasters like floods and droughts. Other times, families don’t have enough money to buy the food they need, or the food they can get doesn’t have all the vitamins and minerals they need to stay healthy.

CRS helps communities find solutions to each of these problems. Farming families learn new skills and grow stronger, healthier harvests. Communities train health care workers so children can get regular check-ups and parents can learn new nutritious recipes to make sure their families get a balanced diet. People in vulnerable areas prepare for unpredictable weather that could destroy crops.

Jesus calls us to help those in need. Our Lenten prayers, fasting and sacrificial gifts help us answer this call.



Photo by Jim Stipe / CRS

FACTS TO CONSIDER

- One in 10 people worldwide don’t have enough to eat and almost 1 in 4 of all children under age 5 are stunted, meaning that they are struggling to grow and develop.
- A study done by the World Health Organization and other international organizations estimates that almost 690 million people went hungry in 2019—up by 10 million from 2018, and by nearly 60 million in five years.
- The term malnutrition refers to deficiencies, excesses or imbalances in a person’s intake of energy and/or nutrients.



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

CORPORAL WORKS OF MERCY: VISIT THE PRISONERS

45 MINUTES

OBJECTIVE

This Lent, by journeying to Madagascar, El Salvador and Timor-Leste, students will have a deeper understanding of how their sacrifices benefit communities around the world and will reflect on our Christian call to serve Jesus by carrying out the corporal works of mercy. In this lesson, students will identify prayer, fasting and almsgiving as the three pillars of Lent while reflecting on the corporal work of mercy visiting the prisoners.

MATERIALS

- Map
- Week 1 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 1 Activity Sheet: Grades 1-3 (available in this guide and at [csricebowl.org/1-8](https://www.csricebowl.org/1-8))

DISCUSSION (15 MINUTES)

1. Find Madagascar, El Salvador and Timor-Leste on the map.
2. Read or watch the story from Week 1.
3. Reflect:
 - What are the three pillars of Lent and why are they important?
 - One in 10 people in the world suffer from hunger. Is that a big number?
 - *You can demonstrate with the students in your class what 1 in 10 people looks like. Emphasize that one person suffering from hunger is too many.*
 - What are some reasons people do not have enough to eat?
 - How do you think we can help someone who is suffering from hunger by praying, fasting and giving alms?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy visiting the prisoners. People in prison are still people—they are made in the image and likeness of God. No matter what someone has done, they deserve the opportunity to hear the Word of God and find the truth of the message of Christ.
 - *You can refer to when we had to stay home because of the COVID-19 pandemic: Many felt like prisoners in their own home. Wouldn't you have liked to be visited by others?*
2. Have students complete the Week 1 Activity Sheet: Grades 1-3.
3. If time permits, ask the students to share their answers.

CLOSING PRAYER (5 MINUTES)

Merciful Jesus,

May we welcome you joyfully into our lives, and may we see you in those who are suffering, so that through our works we share with them your mercy, your forgiveness and your love.

Amen

AT HOME

1. Share your activity sheet with your family and mail your card to someone you know who may need words of encouragement.
2. As a family, read today's reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

Name: _____



When Pope Francis visited the United States in 2015, he met with a group of people in prison and spoke to them. After his address, Pope Francis shook hands with each one of them and hugged them to let them—and all of us—know that God loves them and is with them.

Draw yourself holding Jesus' hand. Then add kind and encouraging words to tell someone you and Jesus love them. *Note to the teacher:* Encourage kids to mail their card to someone they know who needs words of reassurance.





Choose the right word to complete this paragraph:

visited *food* *stranger* *clothed* *ill* *drink*

“For I was hungry and you gave me _____, I was thirsty and you gave me _____, a _____ and you welcomed me, naked and you _____ me, _____ and you cared for me, in prison and you _____ me.

Give an example of how you can help others using the seven corporal works of mercy below.

1. Feed the hungry

Example: _____

2. Give drink to the thirsty

Example: _____

3. Clothe the naked

Example: _____

4. Shelter the homeless

Example: _____

5. Visit the sick

Example: _____

6. Visit the prisoners

Example: _____

7. Bury the dead

Example: _____

CORPORAL WORKS OF MERCY: VISIT THE PRISONERS

45 MINUTES

OBJECTIVE

This Lent, by journeying to Madagascar, El Salvador and Timor-Leste, students will have a deeper understanding of how their sacrifices benefit communities around the world and will reflect on our Christian call to serve Jesus by carrying out the corporal works of mercy. In this lesson, students will identify prayer, fasting and almsgiving as the three pillars of Lent while reflecting on the corporal work of mercy visiting the prisoners.

MATERIALS

- Map
- Week 1 story or video (available at crsricebowl.org/stories)
- Spinning toy (available in this guide and at crsricebowl.org/1-8)
- Week 1 Activity Sheet: Grades 4-6 (available in this guide and at crsricebowl.org/1-8)

DISCUSSION (15 MINUTES)

1. Find Madagascar, El Salvador and Timor-Leste on the map.
2. Read or watch the story from Week 1.
3. Reflect:
 - One in 10 people in the world suffer from hunger. Is that a big number?
 - *You can demonstrate with the students in your class what 1 in 10 people looks like. Emphasize that one person suffering from hunger is too many.*
 - What are some reasons people do not have enough to eat?
 - What can we do to help solve this problem?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy visiting the prisoners. People in prison are still people—they are made in the image and likeness of God. No matter

what someone has done, they deserve the opportunity to hear the Word of God and find the truth of the message of Christ.

- *You can refer to the time we had to stay home because of the pandemic: Many felt like prisoners in their own home. Wouldn't you have liked to be visited by others?*
2. As a group, participate in the first game on the Week 1 Activity Sheet: Grades 4-6. Then, have students complete the rest of the activities.
 3. If time permits, ask the students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

God of all life,

We pray to always remember that each person is made in your image. May we treat our sisters and brothers and all God's creation with honor and respect.

Amen

AT HOME

1. Share your activity sheet with your family and make your own spinning toy.
2. Look for information to learn about the patron saints of the prisoners from the word puzzle.
3. As a family, read today's reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE

**10
MINUTES**

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

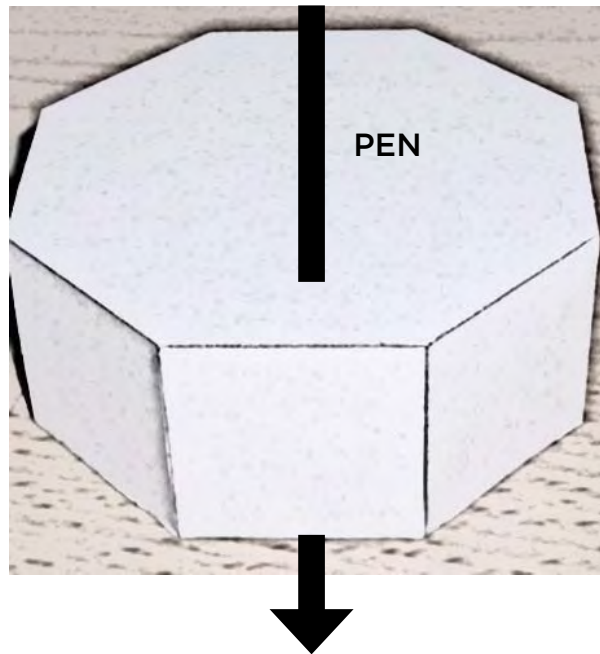


In some countries of Latin America, there's a toy similar to a spinning top but with flat sides.

You spin it, and once it stops spinning, you do what's written on the side that ends on top.

Note for the Educator: For time purposes, students are not expected to make their toys in the classroom. Bring one already made and then tell them to make one at home.

PREPARATION—Make your own! See next page for instructions.



Activity: Divide the group into two teams. For each turn, spin the toy and see what work of mercy ends up on top. The first team gives as many examples as possible of how to practice that work of mercy. Once the first team is finished, the second team tries to give more examples than the first team without repeating any of the answers already said. Whichever team provides the most examples gets the point for that round. Note: One of the panels says, "Extra Point." If a team gets this panel, then they get an extra point and they get to spin it one more time.

In the next word puzzle you will be able to find the names of some patron saints of prisoners. Below are some hints of the name you will find (each block corresponds to a letter).

Saint M X M L N Kolbe

Saint Peter C L V R

Order of M R C D R N S

Our Lady of M R C

Saint L N R D of Noblac

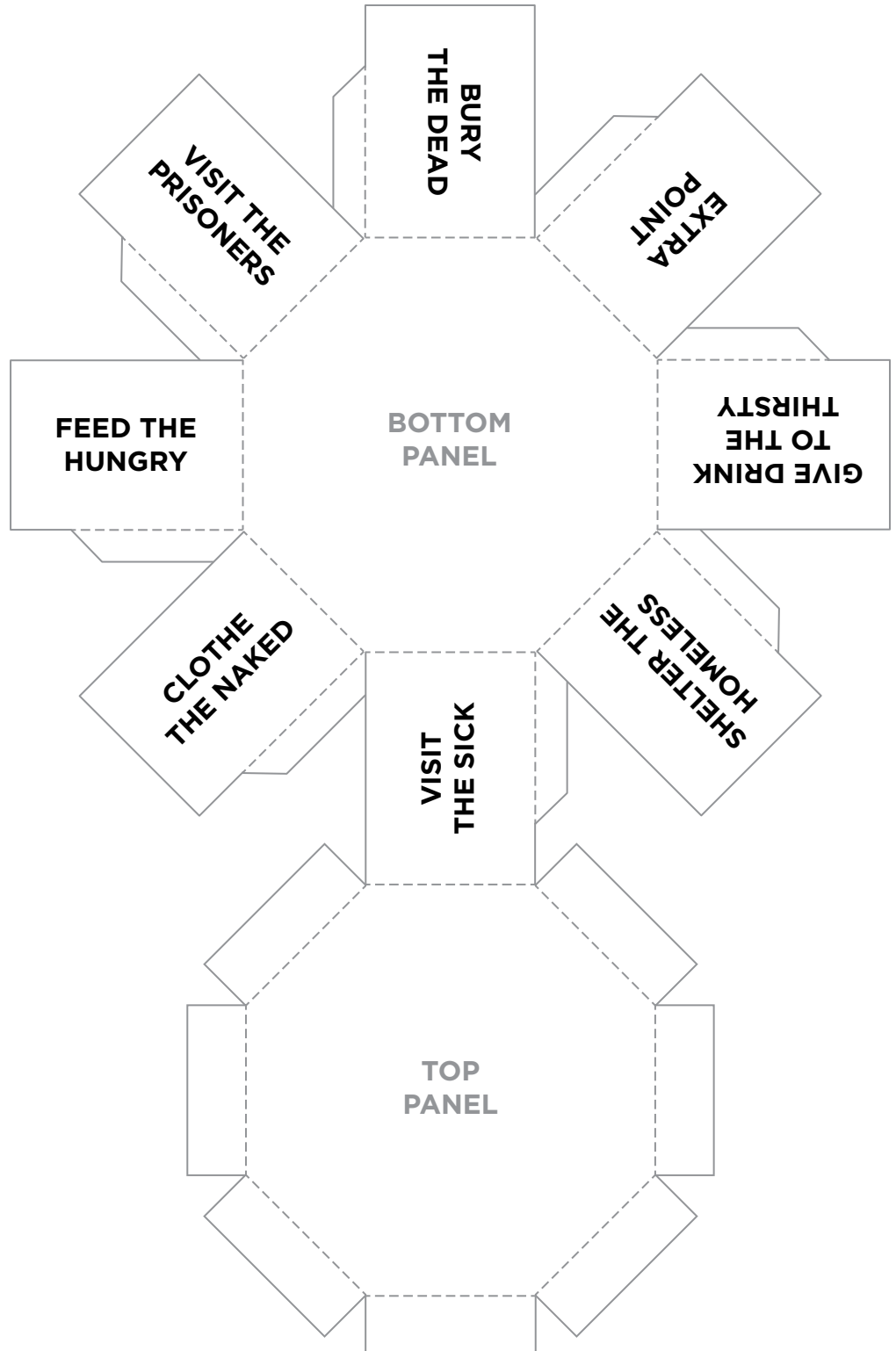
Saints F R N C S C and J C N T



SPINNING TOY

Instructions:

Trace the template on cardboard (you could use an empty cereal box). Cut along the solid lines and fold the dashed lines. Assemble and glue the flaps. Make a hole with a pen or pencil on the top panel all the way through to the bottom panel, so that it serves as the spinning point.



CORPORAL WORKS OF MERCY: VISIT THE PRISONERS

45 MINUTES

OBJECTIVE

This Lent, by journeying to Madagascar, El Salvador and Timor-Leste, students will have a deeper understanding of how their sacrifices benefit communities around the world and will reflect on our Christian call to serve Jesus by carrying out the corporal works of mercy. In this lesson, students will identify prayer, fasting and almsgiving as the three pillars of Lent while reflecting on the corporal work of mercy visiting the prisoners.

MATERIALS

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

DISCUSSION (15 MINUTES)

1. Find Madagascar, El Salvador and Timor-Leste on the map.
2. Read or watch the story from Week 1.
3. Reflect:
 - One in 10 people in the world suffer from hunger. Is that a big number?
 - Why do you think there are still people suffering from hunger today, despite new technology, increased wealth in the world, and other reasons?
 - Why, even if people have food, might they still be malnourished?
 - What are the three pillars of Lent and why is it important to practice them?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy visiting the prisoners. People in prison are still people—they are made in the image and likeness of God. No matter what someone has done, they deserve the opportunity to hear the Word of God and find the truth of the message of Christ.
 - *You can refer to when we had to stay home because of the COVID-19 pandemic: Many felt like prisoners in their own home. Wouldn't you have liked to be visited by others?*
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 questions.

CLOSING PRAYER (5 MINUTES)

All loving God,

We are open to seeing you in all people. We pause to ask your guidance and support in the times we have fallen short of sharing your love with others. (Pause) We offer a time of silence in gratitude for the moments we've upheld the dignity of those we've encountered. (Pause)

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, read today's reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

Name: _____



WEEK 1
VISIT THE PRISONERS

Write a prayer about the corporal work of mercy visiting the prisoners.

The seven corporal works of mercy are feed the hungry, give drink to the thirsty, clothe the naked, shelter the homeless, visit the sick, bury the dead and visit the prisoner. What do they mean to you?

WEEK 2

CORPORAL WORKS OF MERCY: VISIT THE SICK

Parents in Madagascar learn how to keep their children healthy with support from community health workers. Ministering to the sick—and helping others stay well—is one of the corporal works of mercy and something Jesus instructs us to do when he says, “I was ill and you cared for me” (Matthew 25:36).

A STORY OF HOPE FROM MADAGASCAR

What is your favorite show or movie? Why do you like it? Has it taught you anything new or interesting?

In Madagascar, families gather to watch puppet shows that entertain and teach. They love seeing the brightly colored puppets talk to each other, tell stories and ask the crowd questions. After each show, parents leave with new information to help their families.

Half of all children in Madagascar are undernourished, meaning they don’t have enough nutritious food to stay healthy. Parents want their children to grow up healthy and strong, and the puppet shows give them new knowledge they can use right away to make sure that happens. Community health workers trained by CRS use the puppets to teach families about how doctor visits, hand washing and *rainbow foods*—different colored foods like tomatoes and carrots that have important vitamins and nutrients—are necessary to stay healthy.

Frankline and Labaladezy have eight children. Their youngest child, Thorin, is almost a year old. While Frankline was pregnant with Thorin, she and her husband Labaladezy watched the puppet shows and learned new ways to support Thorin’s growth and development. When Thorin was born, his parents fed him different, more nutritious foods and took him to the health center for regular check-ups. Thorin is growing a lot and is reaching all his developmental milestones.

Frankline is happy her youngest son is doing so well, and she sees the positive effects of their new rainbow diet on the rest of the family. She says, “I dream that my children will stay healthy.



Photo by Dooshima Tsee / CRS

I hope that Thorin may become a doctor or a leader in our community.” Every parent wants their children to reach their full potential, and CRS is helping make sure they can do just that.

FACTS TO CONSIDER:

- CRS has worked in Madagascar for nearly 60 years, providing lifesaving relief in the wake of natural and man-made emergencies, and supporting development in education, agriculture, health and nutrition, water and sanitation, and other areas.
- Communities are working together in Madagascar to address food insecurity and malnutrition through an innovative CRS program called Community Led Total Nutrition. The program aims to improve the health of children under age 5 through education, health check-ups and better nutrition.
- Stunting, which happens when a child doesn’t get the right amount of nutrition, affects nearly half of all children in Madagascar and has a permanent impact on their physical growth and brain development.



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

CORPORAL WORKS OF MERCY: VISIT THE SICK

45 MINUTES

OBJECTIVE

Through the story of community health workers supporting families in Madagascar, students will learn about the corporal work of mercy visiting the sick.

MATERIALS

- Week 2 story or video (available at crsricebowl.org/stories)
- Week 2 Activity Sheet: Grades 1-3 (available in this guide and at crsricebowl.org/1-8)

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Madagascar is. Locate it on the map.
2. Read or watch the story from Week 2.
3. Reflect:
 - What do the puppet shows teach families in Madagascar? How does it help them?
 - What are *rainbow foods*? What rainbow foods do you and your family eat?
 - What does Jesus' teaching to visit the sick mean to you?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy visiting the sick. We all know what it feels like to be sick. It can be painful and make us feel alone. God made us to be healthy and whole. We can ease the suffering of those who are ill by visiting them, praying for them and performing other acts of charity.
2. Have students complete the Week 2 Activity Sheet: Grades 1-3.
3. If time permits, ask students to share one way they can help someone who is sick feel better.

CLOSING PRAYER (5 MINUTES)

Jesus,

You teach us that when we care for those who are sick, we care for you. May we offer help and comfort for others when they are sick. And we pray in a special way for the children and families in Madagascar who struggle to stay healthy.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, read and discuss the daily reflection in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE

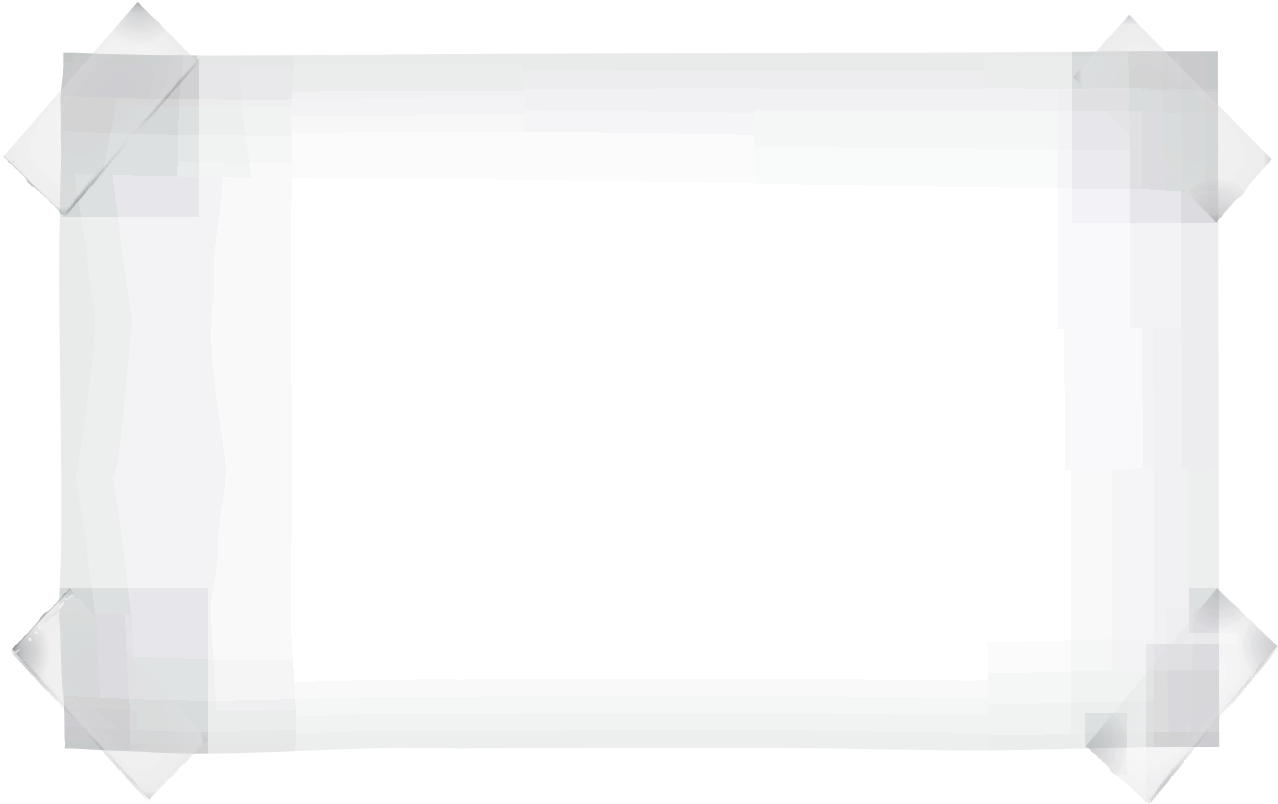


1. Read or watch the Week 2 story.
2. Lead Discussion step 3.

Name: _____



In the box below, draw different foods that represent the colors of the rainbow: Red, Orange, Yellow, Green, Blue, Purple. Make it colorful and circle the foods that you like to eat.



Who takes care of you when you are sick? How do they make you feel better?

If your friend or family member were sick, what would you do to make them feel better?

CORPORAL WORKS OF MERCY: VISIT THE SICK

45 MINUTES

OBJECTIVE

Through the story of community health workers supporting families in Madagascar, students will learn about the corporal work of mercy visiting the sick.

MATERIALS

- Week 2 story or video (available at [crsricebowl.org/stories](https://www.crsricebowl.org/stories))
- Materials for students to make a puppet (popsicle sticks, glue or tape, markers, construction paper, felt, etc.)

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Madagascar is. Locate it on the map. What is one thing you already know about Madagascar?
2. Read or watch the story from Week 2.
3. Reflect:
 - What stood out to you in the story?
 - Why is it important for the children of Madagascar—and all people—to have healthy food?
 - How does the food you eat affect how you feel?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy visiting the sick. We all know what it feels like to be sick. It can be painful and make us feel alone. God made us to be healthy and whole. We can ease the suffering of those who are ill by visiting them, praying for them and performing other acts of charity.
2. Provide students with materials and time to make a puppet that they will use with their families to write a script or story that teaches about the importance of staying healthy or about the corporal work of mercy visiting the sick.

CLOSING PRAYER (5 MINUTES)

O God,

We pray that we may recognize the suffering of our sisters and brothers in our local community and around the world, and that we always respond to help those who are sick and undernourished. We know that when we care for those who are ill, we care for you in them. We pray in a special way for the children and families in Madagascar who struggle to stay healthy due to hunger and malnutrition.

Amen

AT HOME

1. Write a script or story with your family that uses your puppet to teach a lesson about staying healthy or about the importance of visiting the sick.
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

CORPORAL WORKS OF MERCY: VISIT THE SICK

45 MINUTES

OBJECTIVE

Through the story of community health workers supporting families in Madagascar, students will learn about the corporal work of mercy visiting the sick.

MATERIALS

- Week 2 story or video (available at crsricebowl.org/stories)
- Week 2 Activity Sheet: Grades 7-8 (available in this guide and at crsricebowl.org/1-8)

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Madagascar is. Locate it on the map. What is one thing you already know about Madagascar?
2. Read or watch the story from Week 2.
3. Reflect:
 - How are the puppet shows helping families in Madagascar?
 - How is the corporal work of mercy visiting the sick demonstrated in this story?
 - What are ways you or others have helped those who are sick?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy visiting the sick. We all know what it feels like to be sick. It can be painful and make us feel alone. God made us to be healthy and whole. We can ease the suffering of those who are ill by visiting them, praying for them and performing other acts of charity.
2. Have students complete the Week 2 Activity Sheet: Grades 7-8. Divide students into groups of three or four for this activity.
3. If time permits, ask students to act out their skits to the class.

CLOSING PRAYER (5 MINUTES)

1. Invite students to silently call to mind Frankline, Labaladezy, Thorin and all the families in Madagascar.
2. Ask students to think about one thing they can do to keep our suffering sisters and brothers in mind as they live each day.
3. Have each student say one word that describes their prayer for God's help to reach that goal.
4. Close with the Our Father.

AT HOME

1. Share your skit with your family. Invite them to act out the skit with you.
2. As a family, read and discuss the daily reflection in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

WEEK 3

CORPORAL WORKS OF MERCY: GIVE DRINK TO THE THIRSTY

Many of our sisters and brothers in Christ do not have access to clean water, a basic necessity that each person needs to survive. We should support the efforts of those working toward greater accessibility of this essential resource.

A STORY OF HOPE FROM EL SALVADOR

Some young people in Ahuachapán in eastern El Salvador think that being a farmer is a thing of the past. Their families have farmed for generations, but climate change and soil erosion have caused harvests—and therefore their incomes—to shrink considerably.

Edwin Carlos, a 17-year-old eager to support his parents and two little brothers, did not see farming in his future. However, after a teacher told him about how new techniques and technology were changing the way farming was being done to help restore the environment, he changed his mind. Edwin Carlos decided to join a group of 220 students who are learning skills like the importance of distancing when plowing and how burning harvest residue can harm the land and air.

Sadly, El Salvador has lost 75% of its rich land because of the large number of trees that have been cut down and harmful agricultural practices like the extensive use of fertilizers, making it one of the most food-insecure countries in the hemisphere. “He who knows has an obligation to act,” says Edwin Carlos, who now knows how to use water properly so that it is not wasted, and organic manure and other resources to provide nutrients to the soil to produce more—and healthier—crops.

Thanks to this school program, CRS’ Raíces Ahuachapán, Edwin Carlos has also learned how to grow vegetables at home—knowledge that was extremely important during the COVID-19 pandemic. In the days of the confinement, nearly 1,200 families started home vegetable gardens to grow nutritious foods like onions, tomatoes, cucumbers and squash. They can eat what they harvest or sell the produce at their church or the local market for additional income.



Photo by Oscar Lera/Silverlight for CRS

Pope Francis reminds us that “young people demand change. They wonder how anyone can claim to be building a better future without thinking of the environmental crisis.” Thanks to programs like CRS’ Raíces Ahuachapán, young people are becoming active agents of that change.

FACTS TO CONSIDER

- El Salvador is the smallest and most densely populated country in Central America. With more than 6 million people living there, it is also considered the most industrialized country in Central America. However, its people continue to face serious challenges.
- An estimated 1 in 5 Salvadorans have left the country due to lack of sufficient income to support their families, high levels of violence and insecurity, issues that affect El Salvador’s society in profound ways.
- Environmental degradation and global climate change make the country highly at risk to natural disasters. The country is the second most deforested in the Western Hemisphere.



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

CORPORAL WORKS OF MERCY: GIVE DRINK TO THE THIRSTY

45 MINUTES

OBJECTIVE

Through the story of farmers in El Salvador, students will learn about the corporal work of mercy giving drink to the thirsty.

MATERIALS

- Facts to Consider
- Week 3 story or video
(available at crsricebowl.org/stories)
- Week 3 Activity Sheet: Grades 1-3
(available in this guide and at crsricebowl.org/1-8)

DISCUSSION (15 MINUTES)

1. Read the Facts to Consider.
2. Read or watch the story from Week 3.
3. Reflect:
 - Who did we meet in this story and what does he do?
 - Why did Edwin Carlos decided to learn about farming?
 - *Raíces* is a word in Spanish that means “roots.” Why do you think the program is called that?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy giving drink to the thirsty. Many of our sisters and brothers in Christ do not have access to clean water and suffer from the lack of this basic necessity. It is our responsibility to support the efforts of the people who help make sure more communities can access water.
2. Have students complete the Week 3 Activity Sheet: Grades 1-3.
3. If time permits, ask the students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

Compassionate Jesus,

You don't hold back on kindness and generosity. May we put aside our comfort and become true instruments of yours, to approach those who are hungry and thirsty and satisfy them with your love that never ends.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, read today's reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

Name: _____



Color this picture of a farmer working in the field. What else could you add to the picture?



Name: _____



Name four things you use water for in a typical day and draw where you get it from.

I use water for:

1. _____

2. _____

3. _____

4. _____

I get the water from:

If time allows it, discuss as a group: Is water free? Why don't some people have access to water?

CORPORAL WORKS OF MERCY: GIVE DRINK TO THE THIRSTY

45 MINUTES

OBJECTIVE

Through the story of farmers in El Salvador, students will learn about the corporal work of mercy giving drink to the thirsty.

MATERIALS

- Facts to Consider
- Week 3 story or video
(available at crsricebowl.org/stories)
- Week 3 Activity Sheet: Grades 4-6
(available in this guide and at crsricebowl.org/1-8)

DISCUSSION (15 MINUTES)

1. Read the Facts to Consider.
2. Read or watch the story from Week 3.
3. Reflect:
 - Why is it difficult to be a farmer in El Salvador?
 - How do Edwin Carlos and other farmers depend on the environment?
 - *Raíces* is a word in Spanish that means “roots.” Why do you think the program is called that?
 - How did the vegetable gardens help families in El Salvador during the COVID-19 pandemic?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy giving drink to the thirsty. Many of our sisters and brothers in Christ do not have access to clean water and suffer from the lack of this basic necessity. It is our responsibility to support the efforts of the people who help make sure more communities can access water.
2. Have students complete the Week 3 Activity Sheet: Grades 4-6.
3. If time permits, ask the students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

Loving Creator of all things,

You have given us a beautiful home and have asked us to care for it. Help us to remember that we are the earth's caretakers. May we always be respectful and loving to all your creation. We ask this in your name.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, read today's reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

Name: _____



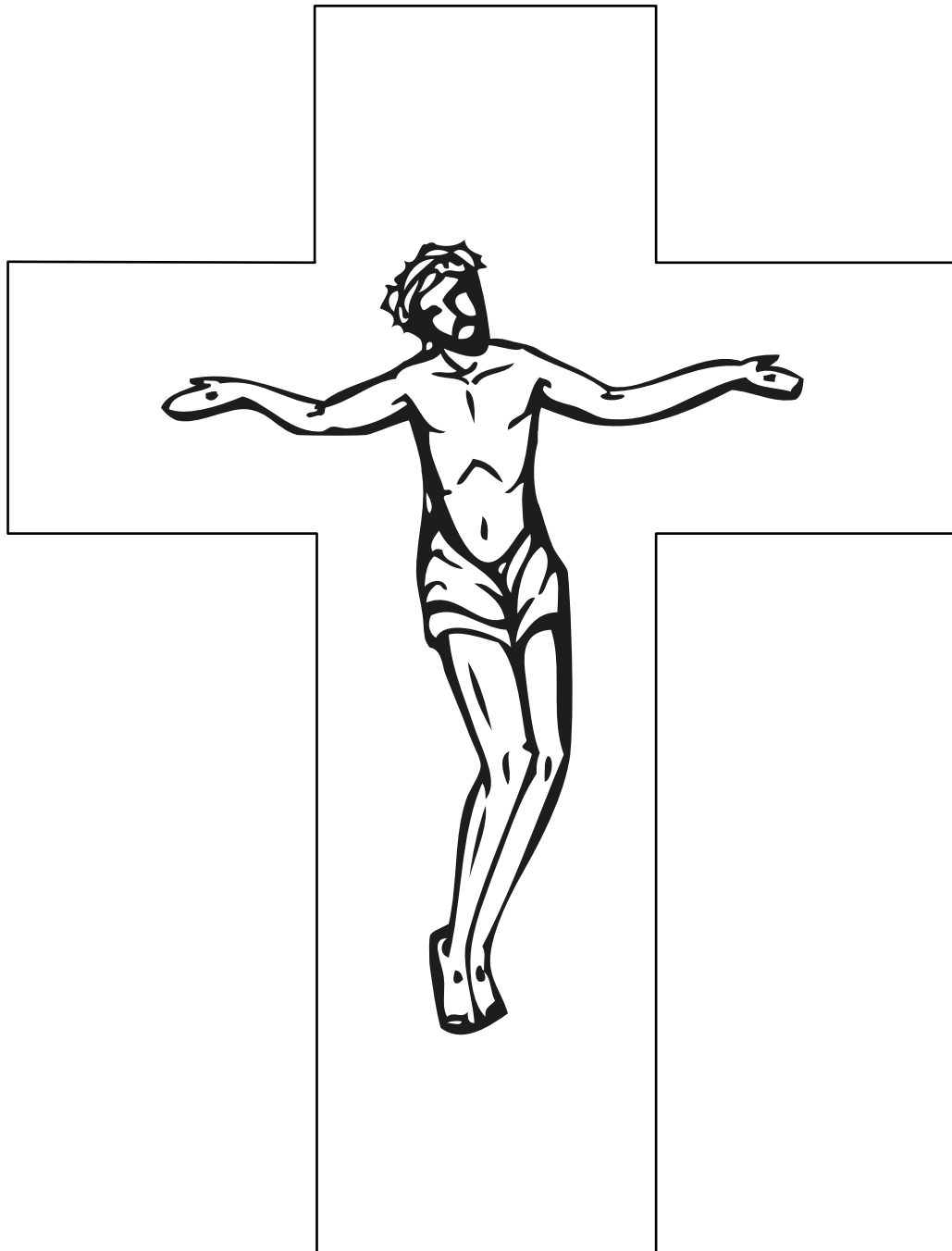
What are some things that can happen if you don't drink enough water?

Water is necessary for many things in the world. List as many as you can:

Name: _____



In El Salvador, artisans make wooden crosses and paint characters and other elements with bright colors on it to tell a story or to depict daily life in which Jesus is the center. Add elements to the cross pictured below so that it shows the life of farmers and their families. You can draw mountains, houses, farming tools, the sky, corn, etc. Be imaginative, and make sure to color it!



CORPORAL WORKS OF MERCY: GIVE DRINK TO THE THIRSTY

45 MINUTES

OBJECTIVE

Through the story of farmers in El Salvador, students will learn about the corporal work of mercy giving drink to the thirsty.

MATERIALS

- Facts to Consider.
- Week 3 story or video (available at [crsricebowl.org/stories](https://www.crsricebowl.org/stories))
- Week 3 Activity Sheet: Grades 7-8 (available in this guide and at [crsricebowl.org/1-8](https://www.crsricebowl.org/1-8))

DISCUSSION (15 MINUTES)

1. Read the Facts to Consider.
2. Read or watch the story from Week 3.
3. Reflect:
 - What caught your attention in this story?
 - Why is caring for creation so important and what is the impact—locally and globally—when we don't care for it?
 - Why do we call the earth our common home?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy giving drink to the thirsty. Many of our sisters and brothers in Christ do not have access to clean water and suffer from the lack of this basic necessity. We should support the efforts of those working toward greater accessibility of this essential resource.
2. Have students complete the Week 3 Activity Sheet: Grades 7-8.
3. If time permits, ask the students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

God of all creation,

We are grateful for the beauty we encounter around us. May we always care for all that you have created: our sisters and brothers, the plants and animals, the lakes, rivers and oceans, the valleys, mountains and plains. We pray that we may say, as Saint Francis of Assisi did, "Laudato Si', mi' Signore"—"Praise be to you, my Lord."

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, read today's reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

Name: _____



Raíces is a word in Spanish that means “roots.” Why do you think Edwin Carlos’ school program has this name?

In 1986, Saint John Paul II established World Youth Day, which takes place annually and brings together thousands of young people from around the world. How are young people particularly important to the Church and to society in general?

If you were to meet someone who thinks that it is not important to invest in young people, what would you say to them to make them change their minds?

WEEK 4

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

Feeding the hungry is the first corporal work of mercy mentioned by Jesus: “For I was hungry and you gave me food” (Matthew 25:35). In Timor-Leste, communities are growing the food they need to thrive with the help of tools and training from CRS.

A STORY OF HOPE FROM TIMOR-LESTE

Timor-Leste is a small Asian country, slightly larger than the state of Connecticut. It’s on the other side of the world near Australia, and it’s one of the world’s newest countries—only 18 years old. In comparison, the United States will be 245 years old this year!

Many families in Timor-Leste live in rural areas and work as farmers. But challenges like changing weather patterns make it difficult to grow enough food. They depend on rice as a main part of their meals, and hunger and malnutrition are big problems. More than one-third of people in Timor-Leste don’t have reliable access to enough nutritious food. This especially affects children and their ability to develop to their full potential.

With training from CRS, families are starting home gardens to grow different vegetables, beans and other foods that are rich in nutrients like vitamin A and iron. The gardens are built to withstand droughts and flooding, and the families add the food they grow—such as spinach, cabbage, peanuts, carrots and tomatoes—to their daily rice staple, providing more nourishing meals that help children grow and stay healthy.

Parents attend nutrition groups in their communities where they learn how to build and improve their gardens. They also learn new recipes that incorporate the produce they grow—and they sometimes have cooking competitions to see who can prepare the tastiest meal!

Eliza and her husband Paulino have six children. After participating in her community’s nutrition group, she and Paulino started a home garden and began growing different crops based on the rainy and dry seasons. They also started



Photo by Amy Djafove / CRS

raising chickens, which provide additional protein to their meals and income from selling the eggs. Eliza wants her children to be healthy and says, “I know the vegetables provide essential vitamins for them.”

FACTS TO CONSIDER:

- Timor-Leste gained independence from Indonesia in 2002, making it the first new nation of the millennium. As a new country, it experienced conflict and other obstacles that have impacted its development and the wellbeing of the Timorese people.
- Most families in Timor-Leste live in rural communities, and more than 80% make their living as subsistence farmers. Frequent natural and man-made disasters make it difficult for families to grow enough food to survive. As a result, the country has one of the world’s worst nutrition rates.
- CRS has been providing aid to the Timorese people since 1979 and works with partners and farming communities to improve farming and storage techniques, to become resilient to disasters such as landslides and flooding, and to improve nutrition within families.



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

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

45 MINUTES

OBJECTIVE

Through the story of families in Timor-Leste who are fighting malnutrition with innovative home gardens, students will reflect on the corporal work of mercy feeding the hungry.

MATERIALS

- Week 4 story or video (available at crsricebowl.org/stories)
- Lima Bean Plant Instructions sheet (available in this guide and at crsricebowl.org/1-8)
- Lima bean plant materials
 - 1 clear, clean jar (plastic or glass) for each student (*Ask students to each bring in a plastic cup or jar.*)
 - 3-4 Lima beans per student
 - Paper towels
 - Water

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Timor-Leste is. Locate it on the map.
2. Read or watch the story from Week 4.
3. Reflect:
 - What challenges do the families in Timor-Leste face?
 - What do you need to grow and reach your full potential?
 - How can you help to feed the hungry?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy feeding the hungry. There are millions of people around the world who are hungry and malnourished—which means not having the right vitamins and nutrients—even though there is enough food in the world to feed everyone. Every person has the right to life, including what is necessary to sustain a life with dignity. We need nutritious food to live and thrive, and it is our responsibility as Christians to help those who don't have enough food to eat.
2. Have students complete the Week 4 Activity. Please refer to the Lima Bean Plant Instructions page of this guide for this activity.

CLOSING PRAYER (5 MINUTES)

Loving God,

There are many people in the world who do not have enough food to eat. We thank you for the food you have given us, and we pray that we may help those in our community and around the world who experience hunger.

Amen

AT HOME

1. Bring home your Lima bean plant and show your family. Don't forget to water it every day!
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE

10

MINUTES

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



Families in Timor-Leste have learned to plant drought-resistant gardens to provide nutritious food that helps fight hunger and malnutrition. Help your students plant Lima beans, which are nutritious and resilient to climate changes.

1. Ask students to bring in a clean, clear cup or jar.
2. Insert a dry paper towel into the jar.
3. Place 3-4 Lima bean seeds in the jar. Spread them throughout the jar so there is space in between each seed.
4. Spray the paper towel with water. Avoid soaking the paper towel. To retain moisture in the jar, you can slightly cover the top of the jar with plastic wrap.
5. Place the jar in a sunny area but avoid excessive heat or cold.
6. Water your plant every day!

Lima bean plants typically sprout in about 14 days.

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

45 MINUTES

OBJECTIVE

Through the story of families in Timor-Leste who are fighting malnutrition with innovative home gardens, students will reflect on the corporal work of mercy feeding the hungry.

MATERIALS

- Week 4 story or video (available at crsricebowl.org/stories)
- Lima Bean Plant Instructions sheet (available in this guide and at crsricebowl.org/1-8)
- Lima bean plant materials
 - 1 clear, clean jar (plastic or glass) for each student (*Ask students to each bring in a plastic cup or jar.*)
 - 3-4 Lima beans per student
 - Paper towels
 - Water

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Timor-Leste is. Locate it on the map. What is one thing you already know about Timor-Leste?
2. Read or watch the story from Week 4.
3. Reflect:
 - What challenges do the families in Timor-Leste face?
 - How is the corporal work of mercy feeding the hungry demonstrated in this story?
 - How can you help to feed the hungry?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy feeding the hungry. There are millions of people around the world who experience chronic hunger and malnutrition, even though there is enough food in the world to feed everyone. Every person has the right to life, including what is necessary to sustain a life with dignity. We need nutritious food to live and thrive, and it is our responsibility as Christians to help those who don't have enough food to eat.
2. Have students complete the Week 4 Activity. Please refer to the Lima Bean Plant Instructions page of this guide for this activity.

CLOSING PRAYER (5 MINUTES)

Jesus,

There are many people in the world who do not have enough food to eat. We see your face in them, and we pray for the courage to respond to their need so that each person may have enough nutritious food to lead healthy lives.

Amen

AT HOME

1. Bring home your Lima bean plant and show your family. Don't forget to water it every day!
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE

10

MINUTES

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

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

45 MINUTES

OBJECTIVE

Through the story of families in Timor-Leste who are fighting malnutrition with innovative home gardens, students will reflect on the corporal work of mercy feeding the hungry.

MATERIALS

- Week 4 story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories))
- Week 4 Activity Sheet: Grades 7-8 (available in this guide and at [csricebowl.org/1-8](https://www.csricebowl.org/1-8))

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Timor-Leste is. Locate it on the map. What is one thing you already know about Timor-Leste?
2. Read or watch the story from Week 4.
3. Reflect:
 - What stood out to you in this story?
 - Giving people food and providing the tools they need to get food for themselves are two different but important ways to feed the hungry. Why are both necessary?
 - How can you help to feed the hungry?

ACTIVITY (25 MINUTES)

1. Explain the corporal work of mercy feeding the hungry. There are millions of people around the world who experience chronic hunger and malnutrition, even though there is enough food in the world to feed everyone. Every person has the right to life, including what is necessary to sustain a life with dignity. We need nutritious food to live and thrive, and it is our responsibility as Christians to help those who don't have enough food to eat.
2. Feeding the hungry can take many forms. Giving someone in need a meal, volunteering at a food pantry or hosting a community fundraiser to raise money for programs

that provide food assistance are all ways to practice this work of mercy. Using the Week 4 Activity Sheet, brainstorm ideas of how your students can take action to feed the hungry.

3. Choose one idea from your list and make a plan to put your idea into action. You can use the Week 4 Activity Sheet to help you do this.

CLOSING PRAYER (5 MINUTES)

1. Invite students to close their eyes and ask them to think of someone they know, have met or seen in their community who has experienced hunger. Ask them to think about this person: what they look like, what interactions they may have had with them, what their lives might be like.
2. Ask your students to offer up the following prayer for that person, and for every person around the world who is hungry or undernourished.

Lord of Mercy,

You tell us that whatever we do to the least of your people, we do to you. Help us show your mercy to those who suffer, especially those around the world who experience hunger and malnutrition.

Amen

AT HOME

1. Share your class' plan to practice the corporal work of mercy feeding the hungry with your family.
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE

10

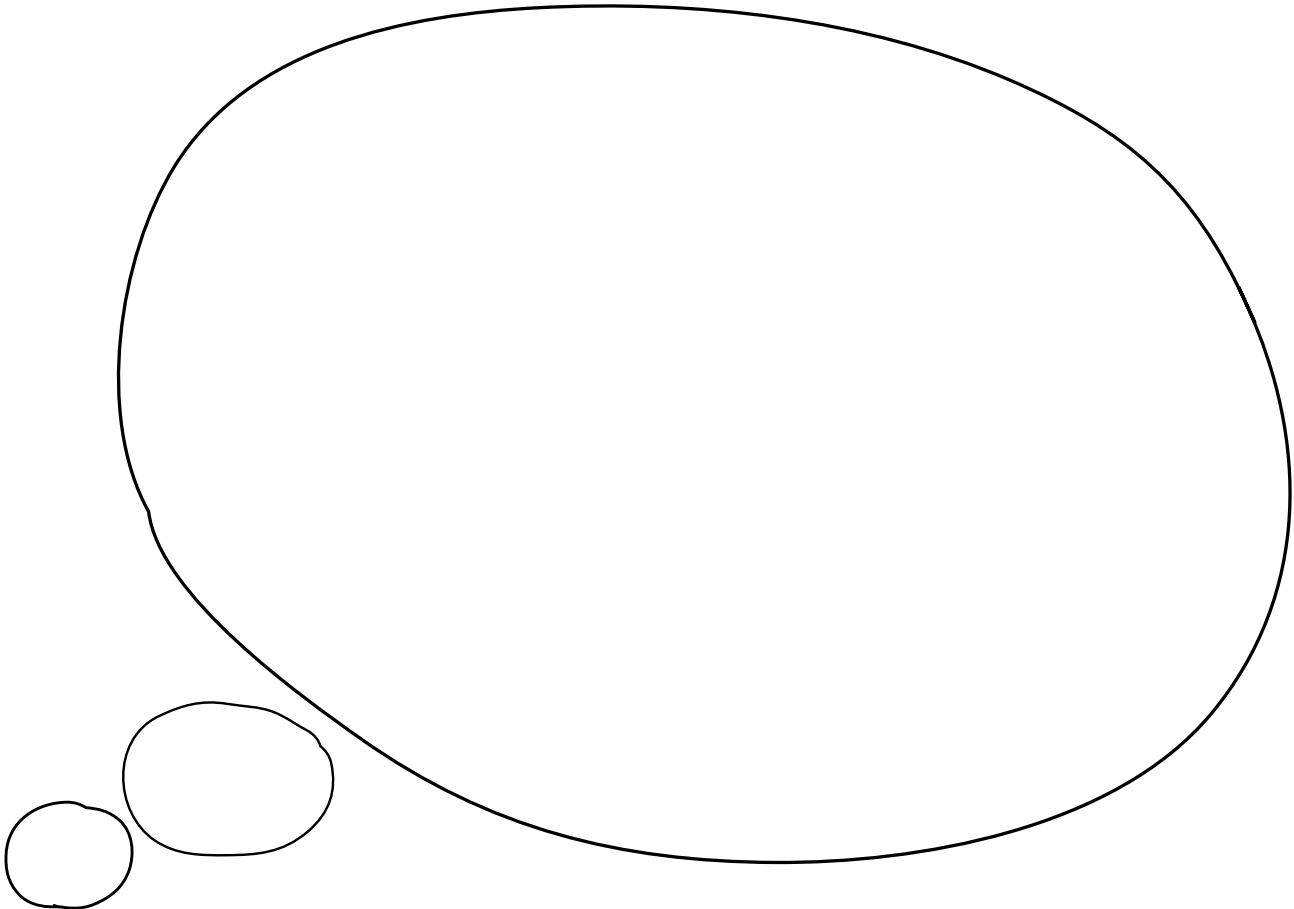
MINUTES

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

Name: _____



Write your students' ideas for how they can feed the hungry together as a class in the brainstorm bubble.



Action Steps

Who is Responsible

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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

WEEK 5

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

In Madagascar, communities work together to ensure all their children have adequate nutrition. They are living out the corporal work of mercy feeding the hungry not only by making sure each family has enough food, but that each child has the *right* food to lead healthy lives.

CRS Rice Bowl supports families and communities experiencing hunger locally and globally. Your CRS Rice Bowl gifts help to live out this corporal work of mercy for millions of people around the world.

A STORY OF HOPE FROM MADAGASCAR

Although Madagascar is one of the poorest countries in the world, the joy of its people is contagious, and their hospitality is overwhelming. The small communities that make up the country are tightly-knit, and they support each other through difficulties like climate change, chronic hunger and malnutrition.

Seasonal drought—which is becoming more severe and lasts longer each year—makes it difficult for families to harvest enough food to survive. One in every 2 children in Madagascar are undernourished. But with new farming techniques and knowledge about nutrition, that is changing. Community members are learning how to improve their farms, grow different vegetables and prepare more nutritious meals with training and support from CRS.

Aimee’s family has farmed their land for generations. They share a large plot of land and help each other plant and sow. Aimee recently learned new ways to plant her vegetables, which has led to bigger harvests—meaning more food and income for her and her family. She is also learning new ways to use her fresh produce to cook more nutritious meals for her children. Her 2-year-old son Marela loves the cassava and onion dish that Aimee prepares, and he eats all his food because it tastes so good.



Photo by Jim Sipe / CRS

Aimee sees that the food from her garden is helping her children grow and stay healthy. She is proud of her hard work and can see the fruits of her labor. She says, “What makes me happy is when I go to my garden and I see all the things that I’ve planted grow. When I see flowers or the greens, or when I see the first seeds sprouting, it’s like I’ve transferred a kind of power from my hands to the plants. That makes me happy.”

FACTS TO CONSIDER:

- Madagascar is the second largest island country in the world—about the size of Texas. The northern and eastern parts of the country are covered in lush tropical rainforest while the southern part of the country is drier and experiences frequent droughts.
- Madagascar experiences severe natural disasters like cyclones, floods and droughts, which can make it difficult for families to access food.
- More than 50% of all households in Madagascar can be classified as food insecure, and 90% of the country’s population lives on less than \$2 a day. Many families are subsistence farmers or raise livestock.



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

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

45 MINUTES

OBJECTIVE

Through the story of communities in Madagascar who are working together to ensure good nutrition for children, students will reflect on the corporal work of mercy feeding the hungry.

MATERIALS

- Week 5 story (available at crsricebowl.org/stories)
- Week 5 Activity Sheet: Grades 1-3 (available in this guide and at crsricebowl.org/1-8)
- Closing prayer materials
 - Strips of paper
 - Tape
 - Markers

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Madagascar is or any facts about the country from Week 2.
2. Read the story from Week 5.
3. Reflect:
 - How is Aimee using her new knowledge and skills to help her family?
 - Have you ever been hungry? What did that feel like?
 - Why is it important to feed the hungry?

ACTIVITY (20 MINUTES)

1. Remind students about the corporal work of mercy feeding the hungry. People go hungry for many reasons. There are many factors that may limit the availability of food or access to food in a community, including natural disasters, human-made emergencies, epidemics, environmental issues and low agricultural production. CRS lives out this work of mercy by providing food to those who need it in emergency situations and by helping people find ways to gain regular access to food.

2. Have students complete the Week 5 Activity Sheet: Grades 1-3.
3. If time permits, ask students to share one of the ways fruits and vegetables help them.

CLOSING PRAYER (10 MINUTES)

1. Give one strip of construction paper to each student. Ask them to write a prayer intention related to one of the Rice Bowl stories from this week or the previous four weeks on their paper.
2. Connect the paper links to form a prayer chain that can be displayed in the classroom.
3. Pray the Hail Mary together for these prayer intentions.

AT HOME

1. Share your activity sheet with your family.
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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



Find the following words related to the story in the word search below.

PEAS	G	R	Z	P	E	A	S	X	D	F
FARM	O	L	Y	K	X	U	N	G	J	F
GROW	T	O	F	A	M	I	L	Y	P	H
PLANT	J	T	A	P	X	W	D	Z	O	I
CARROT	D	C	R	C	B	C	U	N	N	Z
JOY	Y	N	M	E	U	A	R	P	Z	W
FAMILY	F	P	J	G	T	R	H	L	I	J
	B	B	R	E	R	R	Z	A	W	O
	T	A	I	Q	I	O	Y	N	R	B
	O	T	C	W	G	T	W	T	T	Q

List three ways fruits, vegetables and other nutritious foods help you.

1. _____
2. _____
3. _____

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

45 MINUTES

OBJECTIVE

Through the story of communities in Madagascar who are working together to ensure good nutrition for children, students will reflect on the corporal work of mercy feeding the hungry.

MATERIALS

- Week 5 story (available at [crsricebowl.org/stories](https://www.crsricebowl.org/stories))
- Week 5 Activity Sheet: Grades 4-6 (available in this guide and at [crsricebowl.org/1-8](https://www.crsricebowl.org/1-8))
- Closing prayer materials
 - Strips of paper
 - Tape
 - Markers

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Madagascar is or any facts about the country from Week 2.
2. Read the story from Week 5.
3. Reflect:
 - How is Aimee using her new knowledge and skills to help her family?
 - All people have the right to have enough food to survive. How is that being lived out in this story?
 - Feeding the hungry can take many different forms. What is one way you can practice this work of mercy?

ACTIVITY (20 MINUTES)

1. Remind students about the corporal work of mercy feeding the hungry. People go hungry for many reasons. There are many factors that may limit the availability of food or access to food in a community, including natural disasters, human-made emergencies, epidemics, environmental issues and low agricultural production. CRS lives out this work of mercy by providing food to those who need it in emergency situations and by helping people find ways to gain regular access to food.
2. Have students complete the Week 5 Activity Sheet: Grades 4-6.
3. If time permits, have students partner up and share their answers.

CLOSING PRAYER (10 MINUTES)

1. Give one strip of construction paper to each student. Ask them to write a prayer intention related to one of the Rice Bowl stories from this week or the previous four weeks on their paper.
2. Connect the paper links to form a prayer chain that can be displayed in the classroom.
3. Pray the Hail Mary together for these prayer intentions.

AT HOME

1. Share your activity sheet with your family.
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE



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

Name: _____



Unscramble the following words related to the story. Then write what each word means or its significance in the story.

WORD

UNSCRAMBLED

SIGNIFICANCE

Example:

OMCUMYINT

Community

A group of people who live in the same space and share cultural practices; Madagascar’s communities support each other and are “tightly-knit”

NTNIOURTI

AFGMRIN

UNREGH

HGORUDT

LAHEHTY

HEALTHY
DROUGHT
HUNGER
FARMING
NUTRITION

Answer key:

CORPORAL WORKS OF MERCY: FEED THE HUNGRY

45 MINUTES

OBJECTIVE

Through the story of communities in Madagascar who are working together to ensure good nutrition for children, students will reflect on the corporal work of mercy feeding the hungry.

MATERIALS

- Week 5 story (available at crsricebowl.org/stories)
- Week 5 Activity Sheet: Grades 7-8 (available in this guide and at crsricebowl.org/1-8)

DISCUSSION (15 MINUTES)

1. Ask students if they remember where Madagascar is or any facts about the country from Week 2.
2. Read the story from Week 5.
3. Reflect:
 - What stood out to you in this story?
 - Aimee's family has farmed for generations but needed new tools and extra support to successfully combat the challenges of climate change in her community. What can that teach us about people we encounter who experience hunger, poverty, homelessness or other struggles?
 - What are some ways our community can help feed the hungry?

ACTIVITY (25 MINUTES)

1. Remind students about the corporal work of mercy feeding the hungry. People go hungry for many reasons. There are many factors that may limit the availability of food or access to food in a community, including natural disasters, human-made emergencies, epidemics, environmental

issues and low agricultural production. CRS tries to live out this work of mercy by providing food to those who need it in emergency situations and by helping people find ways to gain regular access to food.

2. You can use this time to continue planning or to execute your students' plan from Week 4 to feed the hungry. Or have students complete the Week 5 Activity Sheet: Grades 7-8.
3. If time permits, have the students share their ideas in small groups for what actions can be taken at each level to combat global hunger.

CLOSING PRAYER (5 MINUTES)

Creator God,

You made the earth and all that lives on it. Thank you for the blessing of nature, which fills our world with beauty and nourishes us each day. Help us to care for the earth that you made and keep us mindful that we are all part of one human family.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, read the daily reflection found in your **CRS Rice Bowl Lenten Calendar**.

IF YOU ONLY HAVE

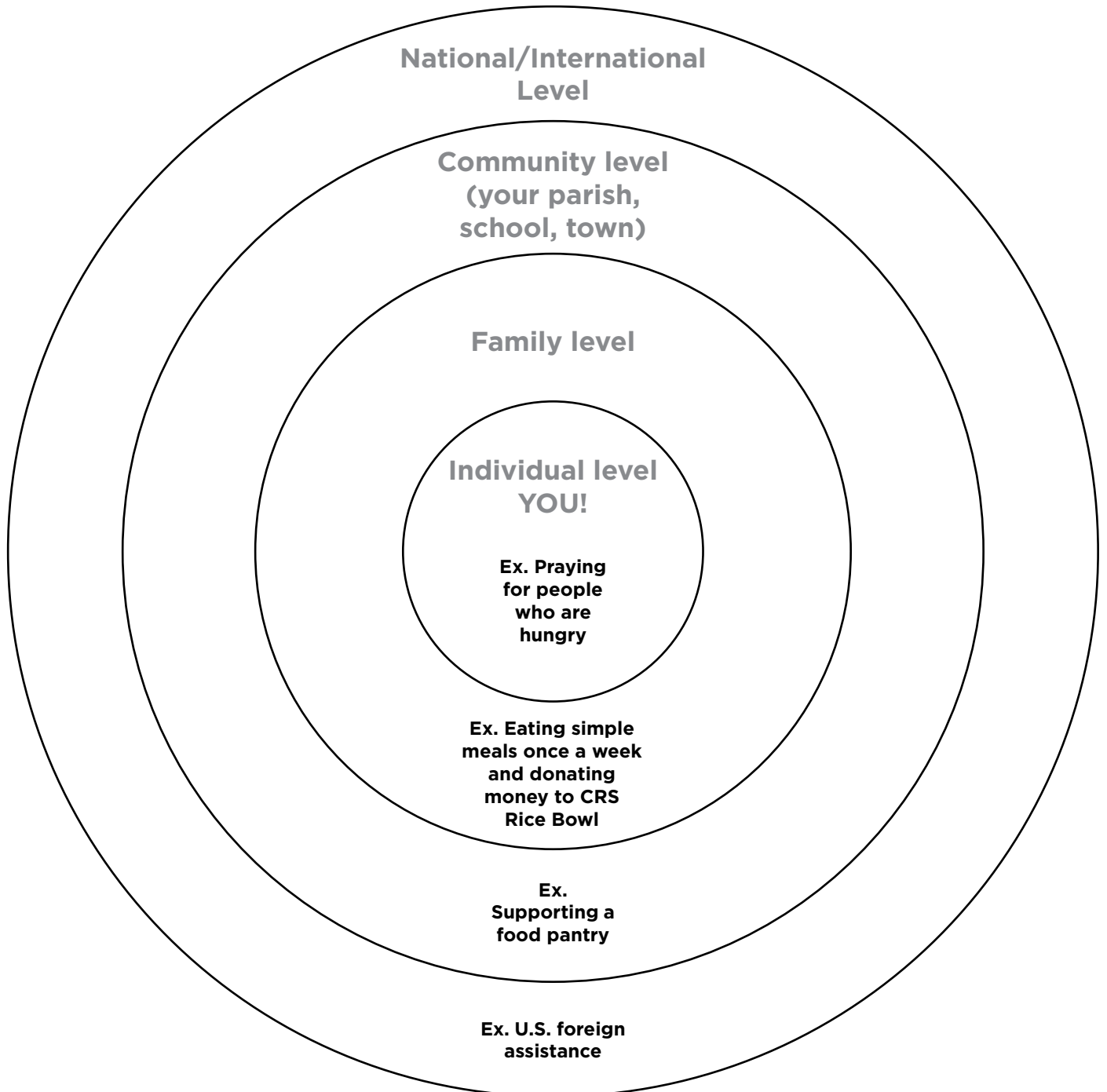
**10
MINUTES**

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

Name: _____



Everyone has a role to play to end global hunger and malnutrition: at the individual, family, community, national and international levels. Fill in the circles below with actions that can be taken at each level to help ensure every person has enough nutritious food to thrive. Examples have been provided.



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 sisters and brothers in need worldwide. We devote our Lenten prayers, fasting and gifts to transform our relationship with God and neighbor.

crsricebowl.org