

LENT 2019 EDUCATOR'S GUIDE

For Catholic school teachers
and parish religious educators

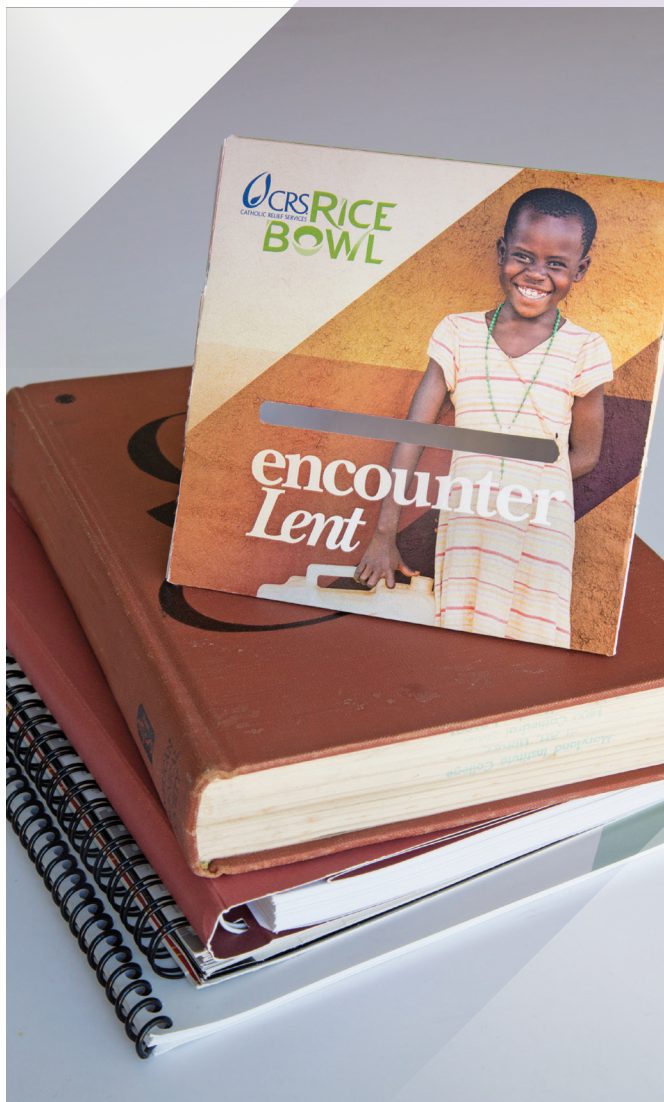


Photo: CRS

Inside you will find:

- Preparing for Lent: A 10-Minute Prayerful Introduction
- Prayer Service to End Lent
- Lesson plans on the following countries for grades 1-3, 4-6 and 7-8:
 - Guatemala
 - Uganda
 - Sri Lanka
 - Sierra Leone

Find this resource, and more lesson plans and activities at:
crsricebowl.org/schools

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



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

Before beginning his ministry, Jesus went into the desert to pray. He didn't eat or drink; he fasted and used the time to focus on his relationship with God. During the 40 days before Easter known as Lent, we too are called to focus on our relationship with God. Catholics do three things to grow closer to God during Lent: **pray, fast** and **give alms** to those in need. Prayer, fasting and almsgiving 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 violence that forces them to migrate.

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 make more space for what's truly important—our relationship with God and our neighbor. We do this to help us recognize the difference between wants and needs. Choosing to live without something we like reminds us that everything we have is a gift from God. 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 eating simply 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 encounter people 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 encounter 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 encountering 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 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 Norma and her family in Guatemala, that she continues to be a beacon of hope and guidance for other families in her community. We pray to the Lord.

READER 2

For Annet, her family in Uganda, and all refugees fleeing violence and hardship, that they may find safety and security. We pray to the Lord.

READER 3

For Ona and the people in Gaza struggling to find meaningful work, that their God-given gifts may be used for the common good. We pray to the Lord.

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

LEADER

As we end our Lenten journey of encounter, 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 when we encounter those who thirst and hunger, those forced to flee their homes because of violence or lack of opportunity, and anyone who needs comfort, we are encountering the risen Christ.

We ask this through Christ our Lord.

Amen

JOURNEY TO GUATEMALA

■ 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 we can be the people God calls us to be.

ENCOUNTER NORMA

For young families living in the mountains of Guatemala, raising a baby can be hard. Most families grow corn and beans for a living, but a long-standing drought has caused harvests to shrink. There are few job opportunities, which means putting food on the table is a daily challenge. That’s why when Norma discovered she was pregnant, she wondered how she would manage. “When I was young, my mom and dad didn’t have money to buy much food,” she says. “My mom would split one egg among four children.” Norma wanted more for her son, Victor.

But at age 20, she didn’t have much experience beyond helping her mother around the house. So, she looked for help. She found it in a CRS-sponsored program that teaches young mothers how to raise healthy children, grow nutritious food in small gardens and manage a healthy diet. Plus, CRS provided Norma with food throughout her pregnancy and monthly medical check-ups during Victor’s first two years of life.

“I learned a lot of beautiful things,” Norma says. “I learned how to take care of my boy and what foods to feed him so that he can grow healthy and strong.”

Now, Norma is sharing what she learned with others as a “mother monitor.” “It makes me proud to share the experience I had and the lessons I learned with other women,” she says. It makes Norma proud—and makes her community a better place to raise a family.



Photo by Oscar Leiva/Silverlight for CRS

SHARE THE JOURNEY

Nutritious food is necessary for a dignified life. If none is available, families may be forced to migrate.

FACTS TO CONSIDER

Population: 15,460,732

Size: 108,889 square miles; slightly smaller than Pennsylvania

- Guatemala has the highest population of all the countries in Central America, as well as the youngest—almost half of the population is under the age of 19.
- CRS has been providing humanitarian assistance in Guatemala since 1963, supporting food security, nutrition, health, agriculture, education, disaster risk reduction and emergency response programs.
- CRS Guatemala works with YouthBuild, which provides employment, education and leadership opportunities to young people.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Norma at crsricebowl.org/stories.

LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Norma in Guatemala, 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, Norma’s story or video (available at crsricebowl.org/stories), copies of Guatemala Activity Sheet: Grades 1-3 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Find Guatemala on the map.
2. Read or watch Norma’s story.
3. Reflect:
 - Who did we meet in the story?
 - What challenges did they face?
 - What help did Norma need when she was starting a family?

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 Guatemala Activity Sheet: Grades 1-3.
3. Ask the students to share their answers to the questions.

CLOSING PRAYER (5 MINUTES)

God of love,

Thank you for the gift of caring families and communities.

Be with us as we seek to love each person we meet, and help us to support people around the world who are suffering.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE



1. Read or watch Norma’s story.
2. Lead Discussion step 3.

GUATEMALA

LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Norma in Guatemala, 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, Norma's story or video (available at crsricebowl.org/stories), copies of the Guatemala Activity Sheet: Grades 4-6 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Guatemala on the map.
2. Read or watch Norma's story.
3. Explain Life and Dignity of the Human Person.
4. Reflect:
 - What stood out to you in this story?
 - What was the experience of Norma's family before and after encountering CRS?
 - How was Life and Dignity of the Human Person demonstrated in the story?

ACTIVITY (25 MINUTES)

1. Explain that people around the world—like Norma and her family—struggle to provide a nutritious healthy lifestyle for their families. We can pray for them during Lent.
2. Have students complete the Guatemala Activity Sheet: Grades 4-6 and share their answers in pairs.
3. Provide time for group sharing.

CLOSING PRAYER (5 MINUTES)

God of dignity,

We encounter you in our brothers and sisters. Help us to spread your love and uphold the dignity of all people around the world who need support because of violence, poverty and hunger.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Norma's story.
2. Lead Discussion steps 3 and 4.

LIFE AND DIGNITY OF THE HUMAN PERSON

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Norma in Guatemala, 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: Guatemala, Norma's story or video (available at crsricebowl.org/stories), copies of the Guatemala Activity Sheet: Grades 7-8 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Guatemala 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 Norma's story.
4. Explain what Life and Dignity of the Human Person means.
5. Reflect:
 - What stood out to you in this story?
 - What was the experience of Norma's family before and after they encountered CRS?
 - How does Catholic Relief Services' work uphold the Life and Dignity of the Human Person?

ACTIVITY (25 MINUTES)

1. Explain that there are millions of people around the world who struggle to provide a healthy lifestyle for their families, like Norma and her family in Guatemala.
2. Have students complete the Guatemala Activity Sheet: Grades 7-8.
3. Ask the students to share their answers with the class.

CLOSING PRAYER (5 MINUTES)

God of all nations,

You are present in every human being, including our neighbors who are most in need.

May we come to understand our role as a member of the body of Christ and be moved to action.

Amen

AT HOME

1. Read the **Share the Journey** section of the Lenten calendar and write your thoughts about it in a short paragraph.
2. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE



1. Read or watch Norma's story.
2. Lead Discussion step 5.

JOURNEY TO UGANDA

■ 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.

ENCOUNTER ANNET

Annet's youngest sister calls her Mom—and for good reason. Since their parents' deaths 4 years ago, 16-year-old Annet has been caring for her three siblings: Gladys, 6, Irene, 8 and Emmanuel, 10.

It hasn't been easy. Ongoing violence in their home country, South Sudan, forced Annet to take her siblings and flee south to neighboring Uganda. It was a dangerous journey, but Annet kept them safe despite threats from rebel soldiers.

For more than 2 years now, Annet and her siblings have been living in Bidi Bidi, one of the world's largest refugee settlements. Formed in 2015, Bidi Bidi is home to nearly 300,000 people—many South Sudanese who, like Annet, fled for their lives to Uganda.

While Annet is happy to be away from the violence, life in Bidi Bidi is hard—especially for a young woman trying to raise her siblings. That's why CRS is building houses for families like Annet's. A place to call home means Annet can rest a little easier at night knowing her family is safe.

But that's not all. CRS is also helping people like Annet learn to farm and is giving them the tools they need to succeed. Annet was given her own plot of land to plant on so she will be able to continue providing for her siblings.

For her, that's the most important thing. While she wants her family to return to South Sudan one day, for now she knows that Bidi Bidi is the safer option. In the meantime, she encourages



Photo by Philip Laubner/CRS

her siblings to go to school and does all she can to ensure they'll have a bright future.

"My hope is to raise my siblings," she says. "And I know I can do it with the help of CRS and my Catholic faith."

SHARE THE JOURNEY

Shelter is necessary for a dignified life—when families are forced to migrate, finding safe shelter becomes uncertain.

FACTS TO CONSIDER

Population: 39,570,125

Size: 241,038 square miles; slightly smaller than Oregon

- Described as the "Pearl of Africa," Uganda is defined by its rich culture and diverse flora and fauna, but has suffered from civil war, poverty and a devastating AIDS pandemic.
- Uganda has received about 180 refugees a day since January 1, 2018, as South Sudanese people flee violence in their country; more than 1 million refugees are now living in settlements in northwestern Uganda.
- Uganda is unique in its openness and hospitality toward refugees, allowing them to move about freely, work and establish businesses.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Annet at crsricebowl.org/stories.

OPTION FOR THE POOR AND VULNERABLE

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Annet in Uganda, students will explore a Catholic social teaching principle, Option for the Poor and Vulnerable, and learn how they can care for others.

MATERIALS

Map, Annet’s story or video (available at crsricebowl.org/stories), Uganda Activity Sheet: Grades 1-3 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Uganda on the map.
2. Read or watch Annet’s story.
3. Reflect:
 - Who did we meet in the story?
 - What challenges did they face?
 - What help did Annet receive, and how is she helping her family?

ACTIVITY (25 MINUTES)

1. Explain Option for the Poor and Vulnerable. Remind students that Jesus tells us to give special care to those who are most in need. It is our Christian duty to stand up for those who are unheard and to help the poorest people.
2. Have students complete the Uganda Activity Sheet: Grades 1-3.
3. Ask the students to share their answers with the class.

CLOSING PRAYER (5 MINUTES)

Loving God,

We ask you to be with all those who are forced to leave their country because of violence.

May they find safety, and may we always support those in the world who are most vulnerable.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE



1. Read or watch Annet’s story.
2. Lead Discussion step 3.

OPTION FOR THE POOR AND VULNERABLE

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Annet in Uganda, students will explore a Catholic social teaching principle, Option for the Poor and Vulnerable, and learn how they can care for others.

MATERIALS

Map, Annet's story or video (available at [csricebowl.org/stories](https://www.csricebowl.org/stories)), scissors, glue sticks, Uganda Activity Sheet: Grades 4-6 (available at [csricebowl.org/schools](https://www.csricebowl.org/schools))

DISCUSSION (15 MINUTES)

1. Locate Uganda on the map.
2. Read or watch Annet's story.
3. Reflect:
 - What stood out to you in this story?
 - What challenges did Annet and her siblings face?
 - Where do you see the Option for the Poor and Vulnerable illustrated in her story?

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 Uganda Activity Sheet: Grades 4-6.
3. If time permits, ask students to share what they chose to pray for.

CLOSING PRAYER (5 MINUTES)

Compassionate God,

We pray that those who are poor and vulnerable be given the care and attention they need.

May they have the opportunity to care for their family and pursue their dreams.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Annet's story.
2. Lead Discussion step 3.

OPTION FOR THE POOR AND VULNERABLE

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Annet in Uganda, students will explore a Catholic social teaching principle, Option for the Poor and Vulnerable, and learn how they can care for others.

MATERIALS

Map, Facts to Consider: Uganda, Annet's story or video (available at crsricebowl.org/stories), Uganda Activity Sheet: Grades 7-8 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Uganda 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 Annet's story.
4. Reflect:
 - What stood out to you in the story?
 - How does it illustrate Option for the Poor and Vulnerable?
 - What are some ways you can help the poor and vulnerable?

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 Uganda Activity Sheet: Grades 7-8.
3. If time permits have them share their responses in small groups.

CLOSING PRAYER (5 MINUTES)

Loving God,

We experience you in all things and all people.

Help us to recognize your presence in those we encounter. May we show them kindness as if we were meeting you.

Amen

AT HOME

1. Read the **Share the Journey** section of the Lenten calendar and write your thoughts about it in a short paragraph.
2. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Annet's story.
2. Lead Discussion step 4.

JOURNEY TO SRI LANKA

■ CATHOLIC SOCIAL TEACHING FOCUS

CALL TO FAMILY, COMMUNITY 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.

ENCOUNTER CHRISTYAN

Christyan DhathCroos is from a farming village in Sri Lanka, but he spent half of his life in India. He and his family fled there during Sri Lanka's civil war. He was only 14 years old when they left. When he returned to his homeland 16 years later, Christyan was 30, and the family farm was in shambles. He and his father found their fields covered in trees and filled with rocks. Now with a wife and family to provide for, Christyan needed help.

For a refugee, returning home after so many years can be challenging. That's why CRS is helping Christyan and others like him rebuild their lives. That means helping to clear overgrown sections of farmland and ensuring those farms have access to water. Christyan is now growing rice, pumpkin and peanuts. Because of the assistance from CRS, Christyan can give his family things he never had.

Things like education. Because his family was always fleeing violence during the war, Christyan never completed school. "I want to make sure my three children are educated," he says. "That's my dream. No one in our family has finished their education, but I know my children will."

Christyan's dream is coming true. With the profits from the family's farm, Christyan can send his 4-year-old son, Godwin, to a private Catholic preschool. It's worth the money to Christyan to help Godwin achieve his dream of becoming a scientist.

Christyan isn't just teaching his family that they can achieve their dreams with the help of a good education—he's also making sure they understand the importance of helping others. "When we had nothing, CRS came and helped us, and now we have what we need. We should help others too."



Photo by Jeff Heit for CRS

SHARE THE JOURNEY

If refugees are able to return home, they often must rebuild what has been destroyed of their lives. That's why they need support to begin again.

FACTS TO CONSIDER

Population: 22,409,381

Size: 65,610 square miles; slightly larger than West Virginia

- As Sri Lanka continues to recover from a decades-long civil war and the devastating effects of recurrent natural disasters, including the 2004 tsunami, CRS has focused on rebuilding and helping those displaced after the war.
- CRS' Puthiya Vidiyal, or "New Dawn" project, supports safe and dignified lives for families who have returned to Sri Lanka after living in camps in Tamil Nadu, India, by strengthening agriculture livelihoods, training in employable skills, reducing violence and obtaining civil documents.
- Through Caritas, CRS sponsors the National Peace Program, designed to bring people together from across ethnic and religious divides to ease tensions that were the roots of the civil war.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Christyan at crsricebowl.org/stories.

CALL TO FAMILY, COMMUNITY AND PARTICIPATION

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Christyan in Sri Lanka, students will explore a Catholic social teaching principle, Call to Family, Community and Participation, and consider what community means.

MATERIALS

Map, Christyan's story or video (available at crsricebowl.org/stories), scissors, Sri Lanka Activity Sheet: Grades 1-3 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Sri Lanka on the map. Where is it?
2. Read or watch Christyan's story.
3. Reflect:
 - Who did we meet in the story?
 - What challenges do they face?
 - How does Christyan support his family?

ACTIVITY (25 MINUTES)

1. Explain Call to Family, Community 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 Sri Lanka Activity Sheet: Grades 1-3.
3. Ask the students to share their answers with a partner.

CLOSING PRAYER (5 MINUTES)

God of community,

We thank you for the gift of each person we encounter in our lives.

May we always 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.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE



1. Read or watch Christyan's story.
2. Lead Discussion step 3.

CALL TO FAMILY, COMMUNITY AND PARTICIPATION

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Christyan in Sri Lanka, students will explore a Catholic social teaching principle, Call to Family, Community and Participation, and consider what community means.

MATERIALS

Map, Christyan's story or video (available at crsricebowl.org/stories), Sri Lanka Activity Sheet: Grades 4-6 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Sri Lanka on the map. Where is it?
2. Read or watch Christyan's story.
3. Reflect:
 - What stood out to you in the story?
 - What obstacles did Christyan face?
 - What did Christyan need to support his family?

ACTIVITY (25 MINUTES)

1. Explain Call to Family, Community 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 Sri Lanka Activity Sheet: Grades 4-6.
3. If time permits, ask students to share in small groups.

CLOSING PRAYER (5 MINUTES)

God of community,

We encounter each other in our families and in our communities.

Help us to always remember to appreciate these people that make up our one 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.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Christyan's story.
2. Lead Discussion step 3.

CALL TO FAMILY, COMMUNITY AND PARTICIPATION

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Christyan in Sri Lanka, students will explore a Catholic social teaching principle, Call to Family, Community and Participation, and consider what community means.

MATERIALS

Map, Facts to Consider: Sri Lanka, scissors, Christyan's story or video (available at crsricebowl.org/stories), Sri Lanka Activity Sheet: Grades 7-8 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Sri Lanka 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 Christyan's story.
4. Reflect:
 - What stood out to you in the story?
 - How do you see Call to Family, Community and Participation illustrated in Christyan's story?
 - Why is community so important, and what are the challenges to building community in our world today?

ACTIVITY (25 MINUTES)

1. Discuss how providing families with resources not only serves that family but also serves the community by engaging community members.
2. Have students complete the Sri Lanka Activity as described on the Sri Lanka Activity Sheet: Grades 7-8
3. If time permits, lead a discussion with the questions.

CLOSING PRAYER (5 MINUTES)

God of community,

You have gifted us with family and community.

Give us the strength to uphold these precious institutions, so that they may grow and flourish.

Amen

AT HOME

1. Read the **Share the Journey** section of the Lenten calendar and write your thoughts about it in a short paragraph.
2. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Christyan's story.
2. Lead Discussion steps 3 and 5.

JOURNEY TO SIERRA LEONE

■ 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.

ENCOUNTER KUMBA

Waisa didn't spend a single day in school. When she was young, no one thought girls should receive an education. Plus, there was work to do. She helped her twelve siblings at her family's farm. She was responsible for helping her mom sell meat to their neighbors.

Now, things have changed in Sinkunia, a town in the north of Sierra Leone. Waisa knows the importance of education—especially for girls. "If there's education, Sierra Leone will develop," she says. "Our students will make sure of it."

That's why Waisa insists that her 12-year-old granddaughter, Kumba, attends the nearby CRS-sponsored school, so she can learn how to make a difference in her community and her country. And, through the nutritious lunch that CRS gives to each student every day, Kumba and her classmates can focus on their studies and not on their hunger.

Kumba's favorite subject is math because she likes the challenge. And when she completes her education, she wants to be a nurse. A nurse, Kumba says, helps cure the sick, and if there were more nurses in Sinkunia, those who get sick wouldn't have to leave the town to get healthcare.

Waisa is proud of her granddaughter and continues to work hard to support her. With no shade from the hot sun, Waisa cares for the family's garden, watering eggplants, tomatoes, onions and more to be harvested and sold through the streets of Sinkunia. Kumba helps, too, visiting the garden every day after school.

"I'm happy if I can support my daughters and granddaughters, even through university," Waisa says. With a smile, she adds, "I know that educated girls help their parents and their communities."



Photo by Laura Elizabeth Pohl for CRS

SHARE THE JOURNEY

A good education doesn't just benefit the student. It benefits the family, the community, and the common good, allowing individuals to flourish without needing to leave home.

FACTS TO CONSIDER

Population: 6,163,195

Size: 71,740 square miles; slightly smaller than South Carolina

- After a 10-year civil war in the 1990s, CRS projects in Sierra Leone are helping to rebuild the country with a focus on integrating peacebuilding.
- Rates of child and maternal mortality are high, levels of education are low, and, despite rich resource endowments and abundant land, more than 60 percent of Sierra Leoneans live on less than \$1.25 a day.
- The Ebola outbreak in Sierra Leone in 2014 was the worst the world has seen, covering the entire country and causing thousands of deaths. CRS was one of the organizations on the front lines controlling the outbreak.



For downloadable photos, visit crsricebowl.org/photos and watch a video about Kumba at crsricebowl.org/stories.

RIGHTS AND RESPONSIBILITIES

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Kumba in Sierra Leone, students will explore a Catholic social teaching principle, Rights and Responsibilities, and what it means to have human rights.

MATERIALS

Map, Kumba's story or video (available at crsricebowl.org/stories), Sierra Leone Activity Sheet: Grades 1-3 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Sierra Leone on the map.
2. Read or watch Kumba's story.
3. Reflect:
 - Who did we meet and encounter in the story?
 - What challenges do they face?
 - How will Kumba be able to help her family when she grows 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 Sierra Leone Activity Sheet: Grades 1-3.
3. Ask them to share what they drew with the class.

CLOSING PRAYER (5 MINUTES)

Loving God,

We thank you for the rights you have given us as your children of God.

May we always care for all members of our one human family as you care for us.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

**10
MINUTES**

1. Read or watch Kumba's story.
2. Lead Discussion step 3.

SIERRA LEONE

RIGHTS AND RESPONSIBILITIES

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Kumba in Sierra Leone, students will explore a Catholic social teaching principle, Rights and Responsibilities, and what it means to have human rights.

MATERIALS

Map, Kumba's story or video (available at crsricebowl.org/stories), Sierra Leone Activity Sheet: Grades 4-6 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Sierra Leone on the map.
2. Read or watch Kumba's story.
3. Reflect:
 - What stood out to you in the story?
 - What challenges do people in Sierra Leone face?
 - How does Kumba's family support her?

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 Sierra Leone Activity Sheet: Grades 4-6.
3. Ask them to share their prayers with a partner.

CLOSING PRAYER (5 MINUTES)

God of justice,

We are born in your image and likeness with certain rights.

May all members of our human family have access to the rights that they should as children of God.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10

MINUTES

1. Read or watch Kumba's story.
2. Lead Discussion step 3.



RIGHTS AND RESPONSIBILITIES

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Kumba in Sierra Leone, students will explore a Catholic social teaching principle, Rights and Responsibilities, and what it means to have human rights.

MATERIALS

Map, Facts to Consider: Sierra Leone, Kumba's story or video (available at crsricebowl.org/stories), Sierra Leone Activity Sheet: Grades 7-8 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Sierra Leone on the map.
2. Have a few students read the Facts to Consider aloud. Which do they find most interesting? Why?
3. Read or watch Kumba's story.
4. Reflect:
 - What stood out to you in the story?
 - How do you see the Catholic social teaching principle illustrated in Kumba's story?
 - How is Kumba's family important in her life?

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 Sierra Leone Activity Sheet: Grades 7-8.
3. Ask them to share their answers with the class.

CLOSING PRAYER (5 MINUTES)

God of justice,

*Born in your image and likeness,
we are granted certain rights.*

*May we always ensure that our fellow brothers
and sisters have access to these rights.*

Amen

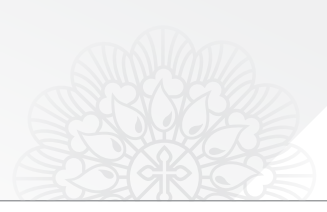
AT HOME

1. Read the **Share the Journey** section of the Lenten calendar and write your thoughts about it in a short paragraph.
2. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE



1. Read or watch Kumba's story.
2. Lead Discussion step 5.



JOURNEY TO GAZA

■ CATHOLIC SOCIAL TEACHING FOCUS

DIGNITY OF WORK AND THE RIGHTS OF WORKERS

Jesus spent years working as a carpenter. Work is important to help people fulfill their potential. And everyone must receive a fair wage to provide for themselves and their families.

ENCOUNTER ONA

Ona always knew she wanted to be a “shining woman” in her community—and an example to her two young daughters. She studied hard and eventually earned her teaching degree from a university. But in Gaza, jobs are hard to find. Even though Ona had been a good student, she could not find work as a teacher.

“The financial situation was so difficult,” Ona says. “I started to feel hopeless.”

That’s why CRS matches workers with job opportunities. Through CRS, Ona applied for an internship as a teacher and was hired to teach math.

Ona knew she wanted to take full advantage of the opportunity. “I took time to ask questions and learn. I tried to better myself—and become a better teacher.”

Through her internship, Ona gained the confidence and inspiration to branch out on her own. She saved enough money to open a tutoring center. She now helps students of all ages with their math skills, as well as with other subjects. After one month in business, 41 children had visited her center.

“When people encourage you, you start to think in a more creative way,” Ona says.

As she thinks about the future, she thinks of her children. “I hope I can be an example to my daughters. I hope that my daughters can achieve their dreams.”



Photo by Mohamed Reefi

SHARE THE JOURNEY

Access to dignified work at a living wage allows people to remain with their families and strengthen their communities.

FACTS TO CONSIDER

Population: 1,795,183

Size: 360 square miles; slightly more than twice the size of Washington, D.C.

- For the last 10 years, there has been a blockade of Gaza’s borders preventing Gazans from finding better economic opportunities.
- Gaza’s unemployment rate of 41% is one of the highest unemployment rates in the world.
- CRS’ work in Gaza has included: building transitional shelters; rehabilitating agricultural land; creating child-friendly spaces; distributing household survival kits; providing short-term work opportunities; distributing food and water; and offering psychosocial support.



For downloadable photos, visit [csricebowl.org/photos](https://www.csricebowl.org/photos).

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

GRADES 1-3

45 MINUTES

OBJECTIVE

Through the story of Ona in Gaza, students will explore a Catholic social teaching principle, The Dignity of Work and the Rights of Workers, and how they can uphold the dignity of others.

MATERIALS

Map, Ona's story, Gaza Activity Sheet: Grades 1-3 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Gaza on the map.
2. Read Ona's story.
3. Reflect:
 - Who did we meet in the story?
 - What challenges are Ona and others in Gaza facing?
 - What is Ona doing to provide for her family?

ACTIVITY (25 MINUTES)

1. Explain The Dignity of Work and the Rights of Workers. Discuss how Jesus spent years working as a carpenter. Work allows people to use their God-given talents and interests for the common good. And everyone must be paid fairly to support themselves and their families.
2. Have students complete the Gaza Activity Sheet: Grades 1-3.
3. Invite them to share the prayer they wrote.

CLOSING PRAYER (5 MINUTES)

Loving God,

We ask that you be with all those who are searching for work and a better future.

May they find dignified work, and may we always support the dignity of all workers.

Amen

AT HOME

1. Share your activity sheet with your family.
2. As a family, discuss the Lenten calendar reflection for the day.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

**10
MINUTES**

1. Read Ona's story.
2. Lead Discussion step 3.

GAZA

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

GRADES 4-6

45 MINUTES

OBJECTIVE

Through the story of Ona in Gaza, students will explore a Catholic social teaching principle, The Dignity of Work and the Rights of Workers, and how they can uphold the dignity of others.

MATERIALS

Map, Ona's story, Gaza Activity Sheet: Grades 4-6 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Gaza on the map. Where is it?
2. Read Ona's story.
3. Reflect:
 - What stood out to you in the story?
 - What challenges are Ona and the people in Gaza experiencing?
 - Where do you see The Dignity of Work and the Rights of Workers illustrated in her story?

ACTIVITY (25 MINUTES)

1. Explain The Dignity of Work and the Rights of Workers. Discuss how Jesus spent years working as a carpenter. Work is important for people. And everyone must receive a fair wage to support themselves and their families.
2. Have students complete the Gaza Activity Sheet: Grades 4-6.
3. If time permits, ask students to share their reflections.

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.
3. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE

10
MINUTES

1. Read Ona's story.
2. Lead Discussion step 3.

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

GRADES 7-8

45 MINUTES

OBJECTIVE

Through the story of Ona in Gaza, students will explore a Catholic social teaching principle, The Dignity of Work and the Rights of Workers, and how they can care for others.

MATERIALS

Map, Facts to Consider: Gaza, Ona's story, Gaza Activity Sheet: Grades 7-8 (available at crsricebowl.org/schools)

DISCUSSION (15 MINUTES)

1. Locate Gaza on the map.
2. Ask a few students to read Facts to Consider aloud. Which do they find most interesting? Why?
2. Read Ona's story.
3. Reflect:
 - What stood out to you in the story?
 - How is The Dignity of Work and the Rights of Workers upheld in the story?

ACTIVITY (25 MINUTES)

1. Explain The Dignity of Work and the Rights of Workers. Share how work is important to help people fulfill their potential, and that everyone must be paid fairly to provide for themselves and their families.
2. Discuss how access to dignified work at a living wage allows people to remain with their families and build up their communities.
3. Have students complete the Gaza Activity Sheet: Grades 7-8.
4. 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 the people we encounter—and help us to uphold and respect the dignity of work for all.

Amen

AT HOME

1. Read the **Share the Journey** section of the Lenten calendar and write your thoughts about it in a short paragraph.
2. Use the CRS Rice Bowl app to find more.

IF YOU ONLY HAVE



1. Read Ona's story.
2. Lead Discussion step 3.



GUATEMALA

LIFE AND DIGNITY OF THE HUMAN PERSON

When Norma was a child, she didn't have enough food to eat. Because of CRS' help, she is happy to be able to give her son plenty of healthy food.

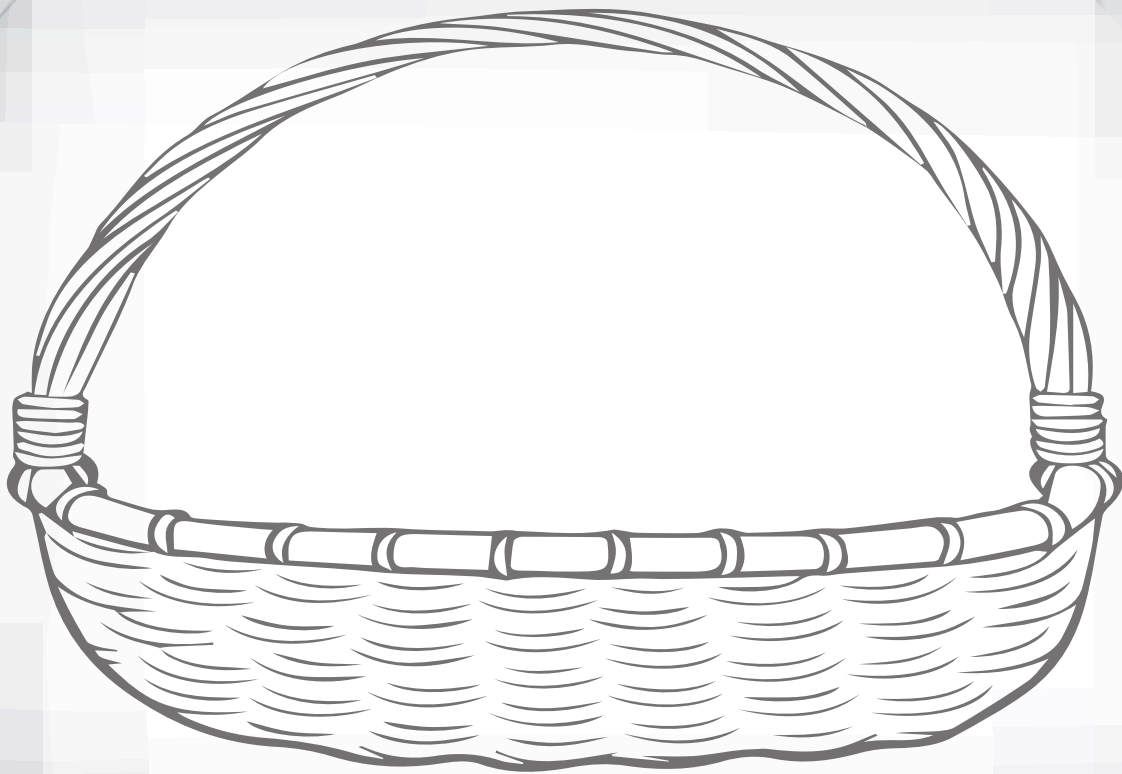
Answer the questions below.

What is your favorite meal to share with your family? _____

What is the best part about sharing meals with your family? _____



In the basket below, draw things that make up a nutritious meal. What kind of food should Norma provide for her family? What kind of healthy food do you eat with your family?





GUATEMALA

LIFE AND DIGNITY OF THE HUMAN PERSON

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

Name 3 people you see often but not every day.

Write down what you can do to care for them. _____

Share with a partner why these people are important to you and how you said you could care for them.



UGANDA

OPTION FOR THE POOR AND VULNERABLE

The Church teaches us seven ways of caring for others, called "Corporal Works of Mercy."



Draw a line to connect each verb on the left side of the sheet with the corresponding words on the right side. Make sure that your lines go through the heart on the cross.

FEED

GIVE DRINK TO

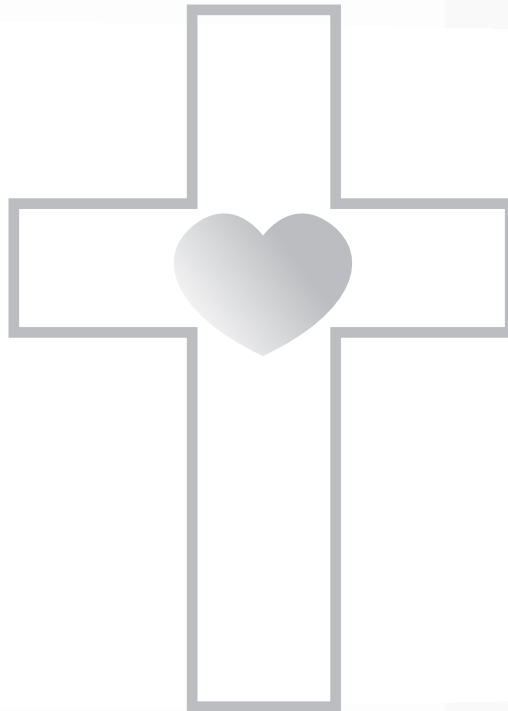
SHELTER

CARE FOR

VISIT

BURY

CLOTHE



THE NAKED

THE PRISONERS

THE SICK

THE HOMELESS

THE HUNGRY

THE DEAD

THE THIRSTY

*For the answers, look up the Corporal Works of Mercy!



UGANDA
OPTION FOR THE POOR
AND VULNERABLE

On each finger of the left hand write a cause or a person you will be praying for this Lent. On the corresponding finger of the right hand, write the end of your prayer.

Cut them out, and glue them together, making one hand.

Example:

Left hand, Index: I pray for...Annet.

Right hand, Index: ...so that...she is never hungry.





UGANDA
 OPTION FOR THE POOR
 AND VULNERABLE

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

EGYPT	LIFE	MOTHER
NAZARETH	AFRAID	FLEE
CHILD	TOWN	ANGEL

MATTHEW 2:13-15, 19-23

The angel of the Lord appeared to Joseph in a dream and said, "Rise, take the child and his mother, _____ to Egypt, and stay there until I tell you. Herod is going to search for the _____ to destroy him." Joseph rose and took the child and his mother by night and departed for _____. He stayed there until the death of Herod (...)

When Herod had died, behold, the _____ of the Lord appeared in a dream to Joseph in Egypt and said, "Rise, take the child and his mother and go to the land of Israel, for those who sought the child's _____ are dead." He rose, took the child and his _____, and went to the land of Israel. But when he heard that Archelaus was ruling over Judea in place of his father Herod, he was _____ to go back there. And because he had been warned in a dream, he departed for the region of Galilee. He went and dwelt in a _____ called _____, so that what had been spoken through the prophets might be fulfilled, "He shall be called a Nazorean."

1. What similarities did you find in the scripture story and Annet's story?

2. Do you know someone that has had to leave their home for safety reasons?

3. How can you give a voice to those who are unheard and help to those who are most vulnerable?

SRI LANKA
CALL TO FAMILY, COMMUNITY
AND PARTICIPATION



Christyan is helping his son go to school. Name three people that help you go to school. How are they helping you?

Name: _____

He/she is helping me by _____

Name: _____

He/she is helping me by _____

Name: _____

He/she is helping me by _____

Color the Thank You card, cut it out, and give it to one of the people you chose, showing your appreciaton for what they do.



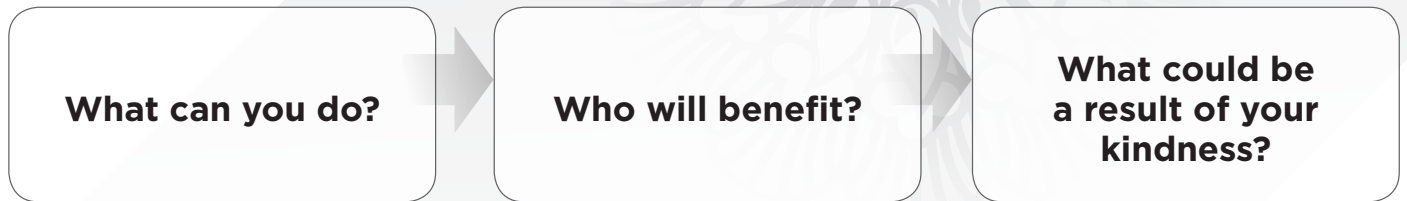
SRI LANKA

CALL TO FAMILY, COMMUNITY AND PARTICIPATION

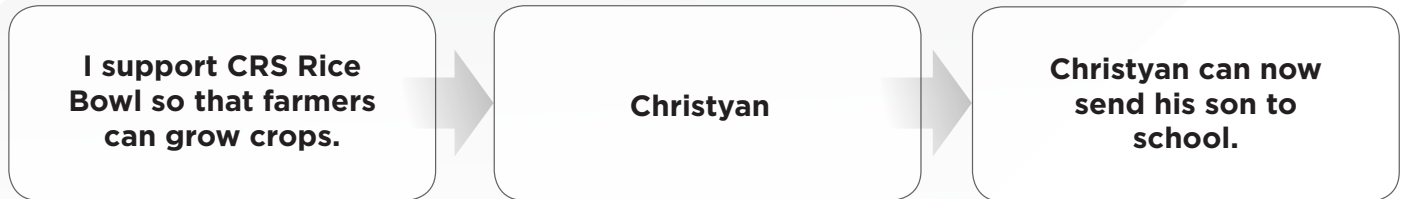


Christyan received help from CRS, and now he can help his son to go to school.

What are some acts of kindness that YOU can do to follow God's call to live in a caring community?



EXAMPLE:



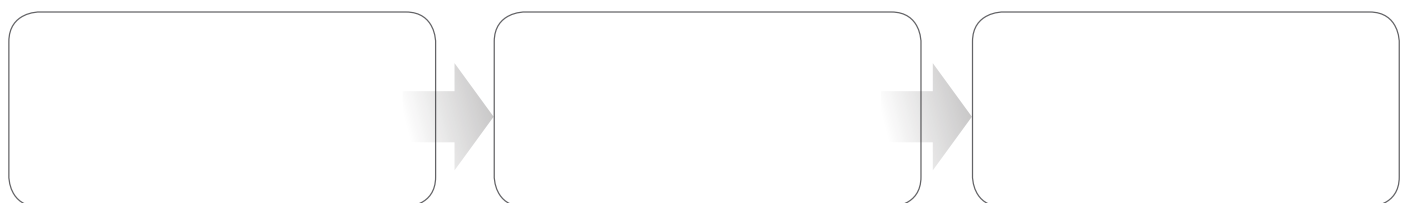
AT HOME



AT SCHOOL



IN YOUR COMMUNITY



SRI LANKA

CALL TO FAMILY, COMMUNITY AND PARTICIPATION



LIVE WORD SCRAMBLE

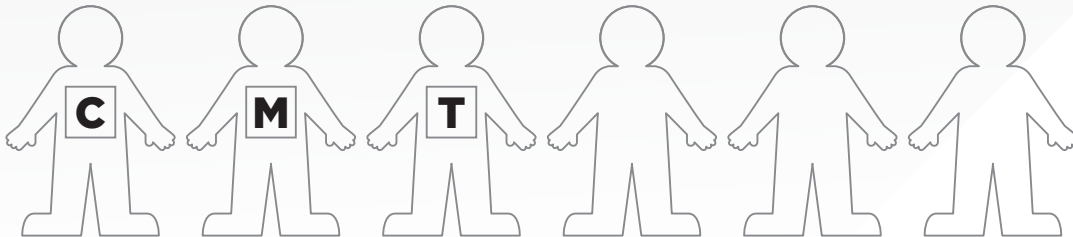
Hint for the Educator: The students will be answering questions about the Story of Hope, testing their geography skills, and solving a live word scramble.

PREPARATION

1. Cut out the 9 cards provided.
2. Ask for 9 volunteers and have them stand side by side, facing the rest of the group.
3. Tape one card on the back of each volunteer, in the following order C, M, T, U, O, M, N, I, Y.

INSTRUCTIONS

1. Ask the group the below question:
 - a. In which country does Christyan live?
2. Once they give the correct answer, tell the first three volunteers in the line to turn to reveal their letters to the rest of the group.



3. Then, ask the class to name a country for each of the letters revealed.
4. Repeat steps 2-3 asking the following questions:
 - b. What is the name of Christyan's son?
 - c. When someone leaves their country for safety purposes, they are called a ...
5. Once the questions are answered and all the letters have been revealed, ask the students to unscramble the letters and guess the word (answer: COMMUNITY).

* If the group can't think of the word, give them a hint, such as the first letter, or how many correct letters they have.*

CONCLUSION

If time allows it, have the entire group discuss:

- Did you find it challenging to have to work with others to complete the activity?
- How can this activity relate to the Catholic social teaching principle?

SIERRA LEONE RIGHTS AND RESPONSIBILITIES



Draw a picture for each of the rights in the boxes below.

FOOD

EDUCATION

A HOME

HEALTH CARE



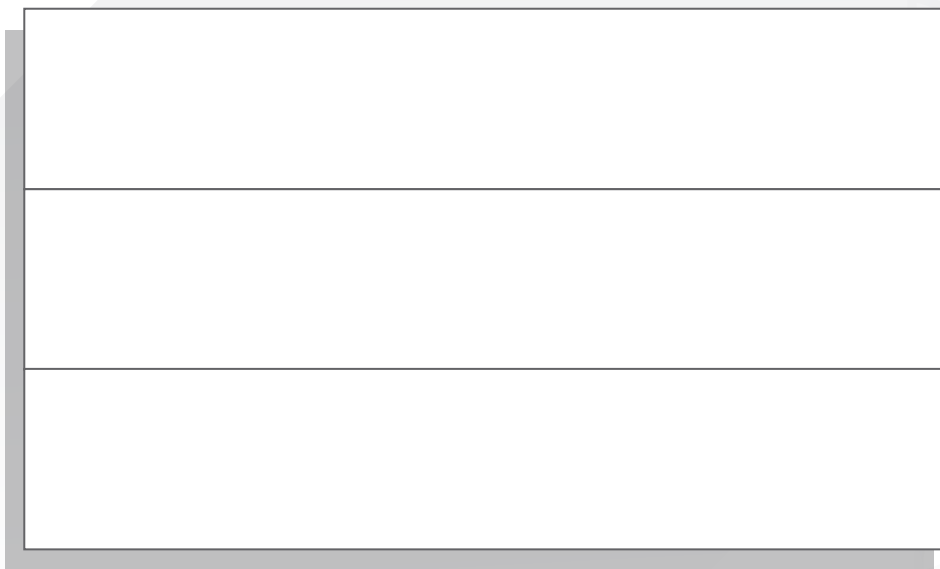
Draw a picture of Kumba and her family with these things.

SIERRA LEONE RIGHTS AND RESPONSIBILITIES



Color the flag of Sierra Leone:

- The top is green—a symbol for the agricultural and natural resources of the country
- The center is white—a symbol for unity and justice
- The bottom is blue—a symbol of Freetown’s (the capital) harbor and the hope of contributing to world peace



Give an example of a right included in what each color represents.

Green: _____

White: _____

Blue: _____

Imagine the life of someone that doesn’t have these rights. Write a prayer about it by completing the sentences.

God, don’t let me forget that there are people that _____
_____. I know I need to
_____. Amen.



SIERRA LEONE RIGHTS AND RESPONSIBILITIES

As human beings, we have the right to live and grow in peace, and to have access to necessities like food, water and education. In addition to these rights, we have the responsibility to make sure others can also enjoy them.

Unscramble the words from the lesson.

DOFO

--	--	--	--

9

RATEW

--	--	--	--	--

5

RTSGIH

--	--	--	--	--	--

1

NDUOATCE

--	--	--	--	--	--	--	--

2

EEACP

--	--	--	--	--

3

UMNAH

--	--	--	--	--

10

SRTEPCE

--	--	--	--	--	--	--

4

EACSSC

--	--	--	--	--	--

11

IFYMLA

--	--	--	--	--	--

6

ACCOTLIH

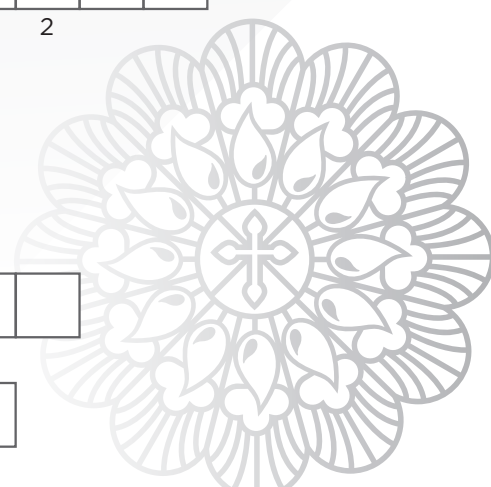
--	--	--	--	--	--	--

7

OEYTICS

--	--	--	--	--	--	--

8



Use the letters with the numbers from above to fill in the word below.

--	--	--	--	--	--

1 2 3 4 5 6

--	--	--	--	--	--

7 8 9 10 11

GAZA

THE DIGNITY OF WORK
AND THE RIGHTS OF WORKERS



Color a picture of Ona with her students.



Write a short prayer for those that do not have work.



GAZA

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

Solve the following word search using the words below.

human dignity	R	S	D	O	N	N	W	V	J	F	L	J	S	H	E
opportunity	T	E	N	A	R	I	P	L	S	Q	V	U	H	T	D
respect	G	J	S	B	C	H	Q	A	D	N	Z	S	U	E	I
vocation	G	E	J	P	A	S	E	X	N	C	C	T	M	Q	R
just work	L	G	Y	N	E	S	V	O	H	N	B	W	A	Q	M
participation	P	A	R	T	I	C	I	P	A	T	I	O	N	P	Z
basic rights	L	W	E	H	I	T	T	C	O	Y	H	R	D	V	A
productive	P	G	M	C	A	N	C	F	R	K	H	K	I	E	Y
economy	V	N	C	C	O	O	U	Q	O	I	Y	F	G	O	K
common good	Z	I	O	T	Z	N	D	T	J	P	G	R	N	J	Y
living wage	X	V	P	Y	E	S	O	P	R	U	P	H	I	F	K
purpose	Q	I	P	H	D	W	R	M	Y	O	G	L	T	M	P
	B	L	B	U	T	W	P	C	Y	N	P	C	Y	S	L
	T	R	U	C	S	G	X	O	J	L	V	P	G	Y	B
	I	X	U	D	D	O	O	G	N	O	M	M	O	C	K

Why is it important that workers are paid fairly for their work?

What happens when workers are not treated fairly in the workplace?



GAZA

OPTION FOR THE POOR AND VULNERABLE

1 Sometimes, though people have work, they find themselves in environments that don't respect their dignity. What are some injustices workers might face in the workplace.

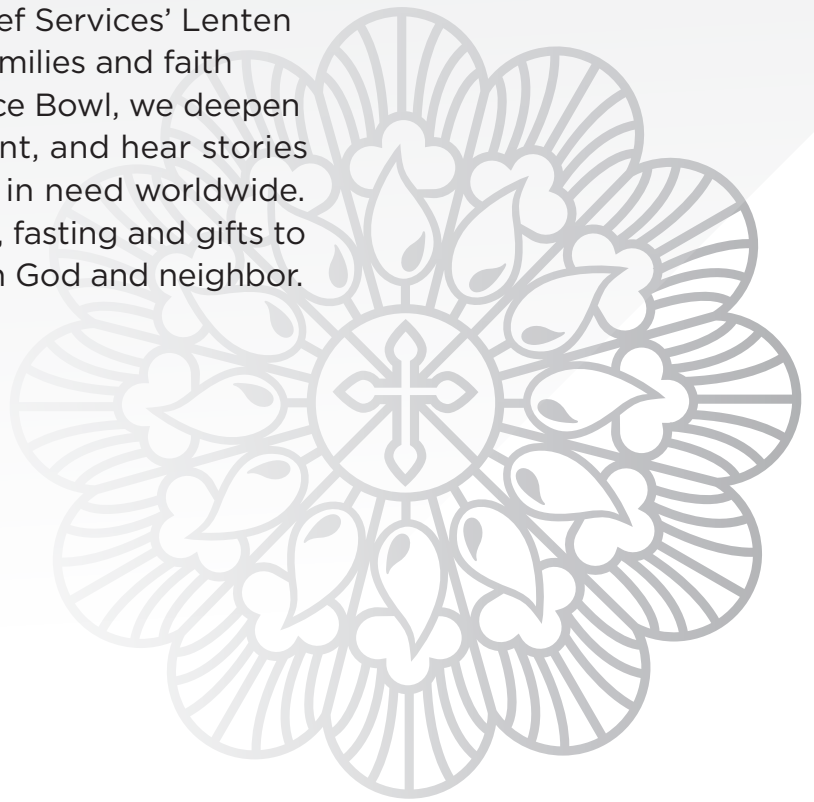
2 God calls us to use our talents for ourselves and the common good of society. How can you put your talents to work to uphold the dignity of work for our brothers and sisters around the world?



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



C

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M

M

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T

Y

[HTTP://PUZZLEMAKER.DISCOVERYEDUCATION.COM/
WORDSEARCHSETUPFORM.ASP?CAMPAIGN=FLYOUT_
TEACHERS_PUZZLE_WORDCROSS](http://puzzlemaker.discoveryeducation.com/wordsearchsetupform.asp?campaign=flyout_teachers_puzzle_wordcross)

R + + + + + + + + + + J + + +
+ E + + + + + + + + + + U H + +
+ + S B + + + + + + + + S U + +
+ E + P A + E + N + + + T M + +
+ G Y + E S V O + + + + W A + +
P A R T I C I P A T I O N + +
+ W E + I T T C + + + + R D + +
+ G + C A N C + R + + + K I + +
+ N + C O + U + + + I + + G + +
+ I O + + N D T + + + G + N + +
+ V + + E S O P R U P H I + +
+ I + + + + + R M + O + + T + +
+ L + + + + + P + Y + P + Y S +
+ + + + + + + + + + P + + +
+ + + + D O O G N O M M O C +