

## Manaini's Story (Fiji)

Primary (3-6)

Case Study with  
Learning Activities

Manaini sells fresh fruits and vegetables by the roadside in a small village in Fiji.  
Photo: Caritas Australia



## Teacher Information

The learning tasks follow the 'See, Judge, Act' learning inquiry cycle used in Caritas Australia's education resources. This reflection–action process was first used by a Belgian Catholic priest, Joseph Cardijn (who later became a Cardinal) with Young Christian Workers prior to the first World War. This approach was also recommended in the 1961 encyclical letter written by Pope John XXIII called Mater et Magistra (Mother and Teacher).

**See:** A story with comprehension questions, activities and a country study

**Judge:** A Catholic worldview, reflecting on what they have learnt in light of the Catholic faith.

**Act:** Faith in action, including prayer.

The document contains hyperlinks within to enable easy access across the different components. They are broken into the following categories:

- Case Study
- See
- Judge
- Act

## Learning Intentions

Students will be able to:

- explain Manaini's story
- explain how Caritas Australia and its partners have been able to support Manaini and her family
- describe the personal impacts of the program for Manaini and her family
- understand the social and economic context in Fiji.



### Case Study



### See



### Judge



### Act

## Success Criteria

Students will be able to demonstrate their understanding by:

- completing comprehension tasks
- connecting Manaini's story to Catholic Social Teaching (CST)
- organising and/or reflecting on ways to support people like Manaini and/or the work of Caritas Australia.

## Manaini's Story (Fiji)



Fiji is a popular island holiday destination in the Pacific Ocean. Yet, [almost a quarter](#) of Fiji's population lives in poverty. In remote areas, the rate is higher. Having access to fresh food, knowing how to best use it to meet your family's needs and working together as a community all contribute to ways in which lives can be changed.

Manaini, mother of six and grandmother of two, lives in a remote village in northern Fiji. She relied on small scale farming and mat weaving for income. Manaini and her family's meals were simple and not always balanced with the nutrients they needed. She had to make do with the small amount of money she had. Life was challenging.

Manaini joined a Caritas Australia-supported project run in partnership with FRIEND (Foundation for Rural Integrated Enterprises and Development). She was part of the first meeting FRIEND held in the community when the project was introduced. She attended the food processing training when it first began. Before the training, Manaini shared that she often relied on processed foods from the supermarket for her family when she could afford it, and that she threw parts of her fresh crops away because she didn't know she could use them.

Manaini explained:

All the leftover root crops would be thrown to the pigs and chickens as we had not realised the importance of it.

After the food processing training, we learnt how to make use of the food that was available. We learnt a new skill which allows us to make use of the food. For example, drying all types of root crops such as breadfruit, cassava, taro, and yams to make varieties of flour. Making roti out of leftover boiled root crops.



Manaini sits in the community building near her home, weaving a mat she will sell for extra income, in a small village in Fiji. Photo: Caritas Australia

The FRIEND programs are specific to community needs. They focus on cultural values, traditional knowledge, and participation in a way that enables each community to drive its own progress.

After consultation, Manaini and her neighbours were provided with seeds for their gardens. She and her village are now able to sell chillies and other vegetables on a street stall to make extra income for their families.

Having even a small amount of extra income has had a big impact on Manaini's life. 'The things I worry about the most is my kids' education. But my hope after what we've learnt, it'll help me earn and meet my children's educational needs.' Programs like this are essential for keeping children in school and breaking the cycle of poverty.

Manaini values the tools and skills the project has given her. 'I now make my own flour from local and available root crops. We no longer misuse our earnings after the financial literacy training. In addition, I have my own backyard garden from the seeds given by FRIEND.'

The program's focus on growing fresh produce and drying local foods has led to healthier eating habits and has reduced diseases such as type 2 diabetes and heart disease.

The project has also improved safety in the village. 'In the village, very few households had their own solar lights, but the installation of these streetlights ensured safety for everyone,' Manaini said.

Before the solar streetlights, families used kerosene lamps, when they could afford the fuel. If there was no money, they were unable to use their lamps, and everything had to be done during the day. This limited social activities, made evening study difficult for students, and left the elderly at risk of falls.

Manaini said: 'The project as a whole has a lot of value in my life as it totally changed the life of my family and even the community.'

*Along with your generous support, this program is also supported by the Australian Government, through the Australian NGO Cooperation Program (ANCP).*





## Manaini's Story (Fiji)



Manaini stands in front of her home with her husband (centre), daughter (left), granddaughter (left) and son (centre) in a small village in Fiji. Photo: Caritas Australia

Read Manaini's Story (see page 4-5 of this document) and watch the '[Day in the Life](#)' film.

### TASK 1: CASE STUDY COMPREHENSION

- Where does Manaini live?
- What challenges did Manaini face?
- How did learning these new skills and receiving this support help Manaini and her family?
- What difference did the solar lights make in her community?
- What can we learn from Manaini's story about not wasting what we have?

Curriculum links: English

### TASK 2: PHOTO GALLERY

As a class, view the photos on the [Primary Student Zone](#).

Ask students:

- What do the photos show you about Manaini's life?
- Which photo do you like the best? Why?
- What questions would you like to ask Manaini?
- What do you want to learn more about?

Curriculum links: English



## TASK 3: VEGETABLES

Manaini grows a range of vegetables that may not be readily available across Australia such as breadfruit, cassava, taro and yams. Students choose one of the vegetables and find the following:

- Two pictures – one that shows inside and one that shows outside
- A list of places where it grows
- 5 facts about it
- A recipe that uses it.

Present the information on a single page (handwritten, Word, PowerPoint, infographic template) to share with the class.

Curriculum links: HASS, Design and Technologies

## TASK 4: COUNTRY STUDY

Complete a Fact Check and Map on Fiji to learn more about the country in which Manaini and her family live. See next page for activity.

Curriculum links: HASS, English, Mathematics, Religious Education



Manaini plants seedlings next to her home in a small village in Fiji, to grow more food for her family. The seeds were provided by Caritas Australia's partner, the Foundation for Rural Integrated Enterprises and Development (FRIEND). Photo: Caritas Australia



# Manaini's Story (Fiji)



## FACT CHECK: FIJI

Visit the [Student Zone](#).



Population: .....

Capital City: .....

Official Language: .....

Currency: .....

Climate Zone: .....

## MAP



- Colour and label Fiji and nearby oceans. Use the colours from the Fiji national flag.
- What direction is Fiji from Australia? .....
- What hemisphere is Fiji in? .....
- What is the time difference between Fiji and Australia? .....



**GLOBAL GOAL LINK** Which Global Goal links to Manaini's story? .....



## TASK 5: CATHOLIC SOCIAL TEACHING LINK – COMMON GOOD

### Subsidiarity and Participation

- from the Latin word *subsidium*, meaning support or assistance
- the idea that people and groups have the right to participate in decisions that affect them and, when they can't meet their own needs, other parts of society (e.g. the government) act according to their duty to assist with resources and support
- an approach to common life that promotes participation and ensures people are architects of their own development

### Student friendly explanation

- All people should be able to participate in their community and have a say in decisions that affect them.

A. How is subsidiarity and participation demonstrated in Manaini's story?

B. How is supporting Project Compassion one way you can uphold subsidiarity and participation?

For more teaching resources on Subsidiarity and Participation refer to our [CST Toolkit](#)

Curriculum links: Religious Education

## TASK 6: MIND MAPPING

Manaini and her community have faced many issues, including

- Sometimes buying expensive processed food
- Throwing food to animals
- Eating unbalanced meals
- Going without when there was no money
- Not having lights after dark which meant limited social activities, difficulty studying at night and safety risks.

In pairs or small groups, students choose one or more topics and complete a [mind map](#) showing how Manaini and her community were assisted to face and/or overcome these issues. Add an additional layer to the mind map that shows what the impact of these solutions might have on their lives. Share these with each other.

**Extension Activity:** Choose a classroom, school or wider community issue that you believe needs addressing. Complete a mind map offering possible solutions and impacts for those involved.

Curriculum links: English HASS, Health and Physical Education, Religious Education



## TASK 7: RE LINK

Read John 6:1-14

Highlight Verse 12:

*'Gather the pieces that are left over, so that nothing may be wasted.'*

### Discuss:

- Why do you think Jesus said this?
- What does it tell us about how Jesus viewed the gifts God gives us?
- How is Manaini living out the same message as Jesus in this story?

### Reflection Writing:

Write a response for 2-3 of these prompts.

- What does 'nothing wasted' mean to me?
- How can I use what I have in better ways?
- How can caring for what we have help other people?
- What do I think Jesus is asking us to do today when He says 'Gather the leftovers'?

- How is Manaini showing the same care that Jesus showed?

Curriculum link: Religious Education

## TASK 8: WRITE A PRAYER

Students could write their own prayer or write a Litany prayer.

### LITANIES

Litanies are simple, ancient forms of prayer that use repeated statements in response to petitions, praise, intercessions, praise or blessings.

Litanies consist of a lead statement followed by a repeated response, such as "pray for us", "we praise you, we bless you, we thank you", "Lord hear us"; or "Lord Have Mercy".

Leader: Statement or Petition

All: Repeated Response

[Litany](#)

Curriculum link: Religious Education, English

Name: \_\_\_\_\_

# My Prayer for Manaini



Handwriting practice area with seven horizontal lines.





Thank You

## PHOTO CREDITS

Manaini's Story (Fiji) – Caritas Australia

## TEACHERS

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

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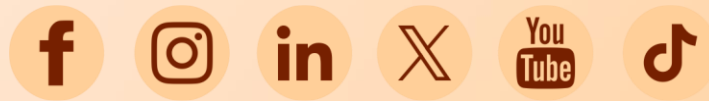
## GENERAL ENQUIRIES

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We are a valued partner of the Australian Government, receiving flexible funding under the Australian NGO Cooperation Program (ANCP) each year to implement development and poverty alleviation programs overseas.

**+ Thank You ✱**



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