

# Monoranjon's Story (Bangladesh)

Primary (F-2)

Case Study with  
Learning Activities

Monoranjon lives in a region in southwest Bangladesh that is highly vulnerable to the effects of climate change.  
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



## Case Study

### Learning Intentions

Students will be able to:

- explain Monoranjon's story
- explain how Caritas Australia and its partners have been able to support Monoranjon and his family
- describe the personal impacts of the program for Monoranjon and his family
- locate Bangladesh on a world map.



## See



## Judge

### Success Criteria

Students will be able to demonstrate their understanding by:

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



## Act

A portrait of a middle-aged man with short, dark hair, smiling broadly. He is wearing a red button-down shirt with a subtle, repeating geometric pattern. The background is a soft-focus outdoor setting with green foliage and a hint of a building in the distance.

# MONORANJON'S STORY

BANGLADESH

PRIMARY (F TO 2)  
PHOTO STORYBOOK





Monoranjon is a farmer. He lives with his wife and two children in a small village in Bangladesh.



Bangladesh is a country filled with rich soil and many waterways. This means that it is perfect for farming.



However, the weather is changing. There are more hot days, dry times and floods. This makes it hard for families like Monoranjon's to grow food.



The heatwaves and droughts are making it harder for plants to grow. Families sometimes run out of water.



‘In this dry season no seedlings come out from seeds. Due to heat of the sun and lack of water, plants are dying.’

- Monoranjon



The floods and the rising sea level are making the water and soil too salty for the crops. They are also damaging the mangrove forests that protect the coastline.



With the help of Caritas, Monoranjon has learnt to prepare for the changing weather.



Monoranjon is helping the community to look after the mangroves.



He has learnt new ways to farm so that he can still provide for his family.



He plants vegetables that can grow in saltier soil. He is learning how to keep the plants healthier by mulching and composting.



Monoranjon is also learning how to farm fish, prawns and crabs.



He has also learnt how to be a beekeeper.



Now he can earn more money to support his family and send his children to school.



Other people in Monoranjon's community have been watching his new farming skills and learning from him.



When you donate to Project Compassion, you are helping farmers like Monoranjon to learn new skills and be a role model in their community.



## Monoranjon's Story (Bangladesh)



Monoranjon and his wife, Anita, live in a village in southwest Bangladesh that is highly vulnerable to climate change. Photo: Caritas Australia

Read Monoranjon's Story (see page 4-19 of this document) and watch the '[Day in the Life](#)' film.

### TASK 1: CLASS DISCUSSION

- What made life hard for Monoranjon?
- How has Caritas Australia and their partners assisted Monoranjon and others in his community?
- What is climate-smart farming and why might it be important for Monoranjon and his community?
- What does this story teach us about caring for our neighbours around the world?

Curriculum links: English, HASS

### TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English



## TASK 3: HOW DO WE PREPARE?

The Community Managed Sustainable Livelihoods and Resilience Program taught Monoranjon and his community about *disaster risk reduction*, also known as *disaster preparedness*. In Australia we also learn how to prepare for disasters. Create a [mind map](#) or [one-page document](#) to show some of the disasters we learn how to prepare for and in what ways we prepare for them.

Curriculum link: HASS, English

## TASK 4: COUNTRY STUDY

Can you find Bangladesh on a world map? Using a world map (next page) and using either Google maps or an old-fashioned atlas, locate Bangladesh. Colour this country in and label it.

Curriculum links: HASS, English, Mathematics, Religious Education



Anita working on her farm in southwest Bangladesh.  
Photo: Caritas Australia

# WORLD MAP





## TASK 5: CATHOLIC SOCIAL TEACHING LINK – PREFERENTIAL OPTION FOR THE POOR

### Preferential Option for the Poor

- the act of prioritising the needs of the poor over the desires of the rich, the rights of workers over profits and the preservation of the environment over its exploitation
- a way of responding in love to the unjust circumstances in which millions of people live.

### Student-friendly explanation:

- The Bible teaches us to take extra special care of the most vulnerable people in society.
- We should try to create a fairer world.

A. How did Caritas Australia respond in love to Monoranjon?

B. How is supporting Project Compassion upholding the Catholic Social Teaching of the Preferential Option for the Poor?

For more teaching resources on the Preferential Option for the Poor refer to our [CST Toolkit](#).

Curriculum link: Religious Education



Monoranjon with his wife Anita, daughter Sushmita and son Chandon outside their home in southwest Bangladesh.  
Photo: Caritas Australia



## TASK 6: RE LINK

Read Matthew 5:14-16

Take a torch (or similar) and place it under a bucket or basket. Ask students what do they notice. Then place the torch on top of a desk or at a level higher than where the students are sitting. What do they notice now? How much light can be seen?

Jesus asked us to let our lights shine. Discuss with the class, what are our lights and how we can make them shine and be seen:

- at school
- at home
- in the community
- or communities like Monoranjon's

Create a large light image to display in the classroom e.g. a sun with rays coming off it, a torch with a beam of light or a lamp with light beams. Each student can add a way they can be a light to the world onto the light source. If using the sun, each student might be one of the sunrays. If using a torch or lamp, each student could write their response on a Post-it sized piece of paper and add it to the light beam.

Curriculum link: Religious Education

## TASK 7: WRITE A PRAYER

Template is on the next page.

Students could write their own prayer or write a prayer of intercession.

## PRAYER OF INTERCESSION

A prayer of intercession is where we pray for the needs of others. Prayers of intercession are usually written in this format:

We pray for...

That...

Lord , hear us.

[Prayers of petition and intercession](#)

Curriculum link: Religious Education, English

Name:

# My Prayer for Monoranjon



A large rounded rectangular frame containing seven horizontal lines for writing a prayer. The frame is decorated with icons: a hammer on the left, a water drop on the left, hands clasped in prayer on the left, a stack of books on the left, a cloud with rain on the right, a glass of water on the right, an open book on the right, and a house with a palm tree on the right. At the bottom center of the frame is an icon of a mountain range with a winding river.



Thank You

## PHOTO CREDITS

Monoranjon's Story (Bangladesh) – Caritas Australia

## TEACHERS

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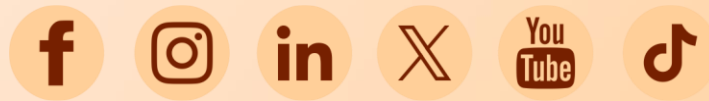
## GENERAL ENQUIRIES

[education@caritas.org.au](mailto:education@caritas.org.au)



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**+ Thank You ✱**



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