

Sisilia's Story (Tanzania)

Primary (3-6)

Case Study with
Learning Activities





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



See



Judge



Act

Learning Intentions

Students will be able to:

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

Success Criteria

Students will be able to demonstrate their understanding by:

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

Sisilia's Story (Tanzania)



Water is essential for daily life, but not everyone has access to this vital resource at home or at school. What happens when they don't?

13-year-old Sisilia lives in a remote village in northern Tanzania, with her family. They live in a small home with one bed and no toilet.

'My mother does small farming and sometimes sells vegetables to get money. We don't have a regular income because my father passed away many years ago. Life is hard, but we try our best,' Sisilia said.

In Tanzania, nearly 40% of people do not have access to clean drinking water and 75% do not have access to basic sanitation. ([World Bank](#)).

Prior to the installation of a water tap in her village, Sisilia had to walk 30 mins, 3 times a day to collect water from a dirty canal.

Sisilia said:

I got very tired. Carrying heavy water containers every day after walking long distances was not easy. Sometimes my arms and back hurt. Sometimes I got home late and tired, and it was hard to focus on my homework or revise for exams. The water we fetched came from an irrigation canal, which was not treated and often unsafe for drinking ...we often had stomach problems.

Other dangers existed too. Sisilia shared:

I feared wild animals like hyenas and elephants, especially in the evenings when it was getting dark. Sometimes there is flooding, and it made the journey more dangerous. I also worried about slipping near the canal because the ground can be very muddy.



Sisilia preparing to go to school. Photo: Caritas Australia.

With the support of Caritas Australia's partner in Tanzania, the Diocese of Mbulu Development Department (DMDD), Sisilia's community and school joined the A+ Successor Project. The project has helped improve access to clean water in Sisilia's village and school. While Sisilia still collects water 3 times a day, she only needs to walk 2 minutes to a tap near her home, and her school now has water taps too! At school the children can now wash their hands, drink clean water and water the school garden to grow food that they can eat for lunch.



Through the project, Sisilia participated in a SWASH (School Water, Sanitation, and Hygiene) Club where she learnt about the importance of handwashing and keeping the classroom and toilets clean.

'We also teach other pupils about hygiene and sanitation through songs and poems. Sometimes we even talk to our parents about good hygiene and sanitation practices,' Sisilia said.



'I feel proud when I teach others about hygiene and sanitation through SWASH club.'

As a result, Sisilia has become a confident leader, promoting hygiene, sanitation and awareness of human rights in her community.

'I have gained confidence to speak in front of others and to educate people in my community about hygiene and sanitation as well as their rights and responsibilities,' Sisilia said. 'I now talk to parents in my neighbourhood about the importance of sending their children to school. I explain that education is a basic human right.'

Sisilia is determined to continue her education. Her favourite subjects are Science, English and Maths. She shared, 'I like learning about the human body, the environment, and how things work – it helps me understand the world better and how we can solve problems like poor sanitation.'



Sisilia hopes that the time she saves collecting water can be used to focus on her studies and achieve her dreams, such as building a strong and comfortable home for her family and becoming a pilot!

'I want to be a pilot so I can fly all over the world and see new places,' Sisilia said. 'Also, I want to help my family live a better life. If I can study without spending so much time fetching water, I know I can achieve my dream.'



Sisilia's Story (Tanzania)



Sisilia preparing to go to school.
Photo: Caritas Australia

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

TASK 1: CASE STUDY COMPREHENSION

- Where does Sisilia live?
- What challenges did Sisilia face?
- Why did Sisilia's lack of easy access to clean water affect her schooling?
- How did Caritas Australia and its partners help?
- How did Sisilia share her knowledge about hygiene and sanitation?

Curriculum links: English, HASS

TASK 2: PHOTO GALLERY

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

Ask students:

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

Curriculum links: English



TASK 3: MATHAMTICALLY SPEAKING

Facts ([World Bank](#)):

- 40% of the population in Tanzania do not have access to basic water facilities.
- 75% of the population in Tanzania do not have access to basic sanitation.

Activity

Using a search engine, find the total population of Tanzania and Australia. Then:

1. Calculate approximately how many people this means do not have access to clean drinking water.
2. Calculate approximately how many people this means do not have access to basic sanitation.
3. How do these populations without clean drinking water or basic sanitation compare in size to Australia's total population?
4. What does this make you think about?
5. What questions do you have about this information?

Curriculum links: Mathematics

TASK 4: COUNTRY STUDY

Complete a Fact Check and Map on Tanzania to learn more about the country in which Sisilia and her family live. See page 8 for activity.

Curriculum links: HASS, English, Mathematics, Religious Education



Sisilia writing on a blackboard in a classroom in rural Tanzania. Photo: Caritas Australia



FACT CHECK: TANZANIA

Visit the [Student Zone](#).



Population:

Capital City:

Official Language:

Currency:

Climate Zone:



MAP



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



GLOBAL GOAL LINK Which Global Goal links to Sisilia's story?



TASK 5: CATHOLIC SOCIAL TEACHING LINK – COMMON GOOD

Common Good

- something "belonging to all and meant for all", e.g. the climate (Pope Francis, *Laudato Si'* n23)
- an idea that ensures people reach their full potential as individuals and communities
- what happens when individual rights to personal possessions and community resources are balanced with our collective responsibility to meet the needs of others.

Student-friendly explanation

- We should always try to think about what is good for everyone, not just ourselves.
- It's about living together in a community.

A. How is the Common Good demonstrated in Sisilia's story?

B. How is supporting Project Compassion one way you can demonstrate a commitment to the Common Good?

For more teaching resources on The Common Good refer to our [CST Toolkit](#)

Curriculum link: Religious Education

TASK 6: CONVENTION ON THE RIGHTS OF THE CHILD

In 1990, all countries in the United Nations (UN), except USA, ratified* the United Nations Convention on the Rights of the Child. The Convention, is an international agreement between countries with 54 articles (paragraphs), which address various rights for children. The UN define a child as anyone under 18 years old.

The basic ideas of the Convention are:

- All children are equal and have the same rights.
- Every child has the right to have his or her basic needs fulfilled.
- Every child has the right to protection from abuse and exploitation.
- Every child has the right to express his or her opinion and to be respected.

* **Ratified** – give formal consent, make it officially valid. The USA signed, but did not ratify it, so it is not legally binding in the USA.



TASK 6: CONVENTION ON THE RIGHTS OF THE CHILD (CONT.)

Here is a children's version of the [Convention on the Rights of the Child](#). Discuss the Convention and what it contains. What surprises students? What would they like to learn more about?

Article 28 states that every child has the right to education.

It reads:

- *Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.*

The 2025 SDG (Sustainable Development Goal) Report states 272 million children around the world are still out of school. Indicating that while access to education is a right, many children are denied this right.

Write the following statement: All children should be able to go to school. Use the [Three Whys Thinker Key](#) to engage students in deeper thought and then discussion around this.

Write the following statement: Not all children of school age around the world are going to school. Repeat the [Three Whys Thinker Key](#). Students discuss responses with each other and the class.

Curriculum links: English, Health and Physical Education, HASS



Sisilia teaching her fellow SWASH club members the importance of practicing good hygiene. Photo: Caritas Australia



TASK 7: RE LINK

Read James 2:14-17

Discuss with the class how James 2:14-17 reminds us that faith without action is empty, that true faith is shown through the good we do for others. It is not enough to simply say we believe in God; our faith is shown through the good things we do for others.

Caritas Australia shows faith in action by helping people in need around the world. Talk with the class about how our words and actions can work together to show love and kindness in our everyday lives - at school, at home and in our community.

Discuss:

- What does it mean to show our faith through our actions?
- Students record practical ways they can live out their faith by helping others at school, at home and in the community.

Class display

In _____ (class) we show our faith by ...

Students add examples of things they can, or have done, to put their faith into action. Encourage students to notice and celebrate when they see others showing their faith through kindness and good works.

Curriculum link: Religious Education



Sisilia with Rither Mallewo, Program Manager at Diocese of Mbulu Development Department (DMDD). Photo: Caritas Australia



Sisilia in a classroom in rural Tanzania. Photo: Caritas Australia

TASK 8: WRITE A PRAYER

Write a prayer for Sisilia and her community in Tanzania. Template is on the next page.

Students can write their own prayer or could try a You-Who-Do-Through structured prayer.

YOU-WHO-DO-THROUGH PRAYER

YOU - Begin by addressing God or naming God. "Loving God", "God of Mercy", "God who heals".

WHO - name 'WHO' God is for us, for example: "Giver of all good gifts", "You are always ready to forgive", "Our strength and hope".

DO - we ask God to act, to 'DO' something: "Be with us as we gather in your name", "Grant peace to our world".

THROUGH - We pray to God in and THROUGH Christ, so our prayer concludes with a simple "Through Christ our Lord Amen", or "In the name of Jesus your Son, Amen."

[You, Who, Do Through prayer pattern](#)

Curriculum link: Religious Education, English

Name: _____

My Prayer for Sisilia







Thank You

PHOTO CREDITS

Sisilia's Story (Tanzania) – Caritas Australia

TEACHERS

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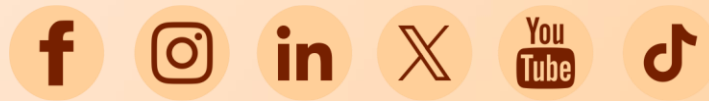
GENERAL ENQUIRIES

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+ Thank You ✱



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