

Manaini's Story (Fiji)

Primary (F-2)

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



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
- locate Fiji on a world map.

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

PRIMARY (F TO 2)
PHOTO STORYBOOK



Fiji is a beautiful island country in the Pacific Ocean made up of over 300 islands.



Many people in Fiji don't have what they need for a happy healthy life, including fresh food and a steady job.



Manaini lives in Fiji with her family. She found buying food from the store expensive, so she grew some of her own.




She earnt money from selling her left-over vegetables and weaving mats, but it was still hard to provide for her family.



Manaini explained that her life improved after joining a special program run by Caritas Australia's partner, FRIEND.



The program helps the community to use what they have, to bring about change.



'We learnt how to make use of the food that was available. For example, drying all types of root crops such as breadfruit, cassava, taro, and yams to make varieties of flour.'

- Manaini



They learnt how to dry some foods to sell, or grind into flour to make baked goods like cakes.



Manaini and her neighbours were also given seeds to grow in their gardens and taught how to care for them.



Manaini and her family now grow a variety of fruit and vegetables. Their meals are healthier.



Now Manaini can grow extra food. She earns money by selling chillies and other vegetables at a street stall.



Having a small amount of extra money has helped Manaini send her children to school.



The program has helped in other ways too!

Manaini's village didn't have streetlights, and some families didn't have lights in their homes.



The program helped the community get solar powered streetlights. The community can now safely gather after dark with friends and family.



‘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.’

- Manaini



You are helping families like Manaini's live a healthier life when you share her story and donate to Project Compassion.



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 4-20 of this document) and watch the '[Day in the Life](#)' film.

TASK1: CLASS DISCUSSION

- 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

TASK2: PHOTO STUDY

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
- 2-3 facts about 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

WORLD MAP





TASK 5: CATHOLIC SOCIAL TEACHING LINK – COMMON GOOD

Human Dignity

- We are all special because God made us.
- All people – ourselves and others – should be treated with respect and fairness because God made each one of us!

A. How is Human Dignity demonstrated in Manaini's story?

B. How is supporting Project Compassion one way you can uphold the dignity of others?

For more teaching resources on Human Dignity, 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 away 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](#) (written or visual) showing how Manaini and her community were assisted to face and/or overcome these issues.

Extension: 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.

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 Discussion:

- 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 as a class.

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

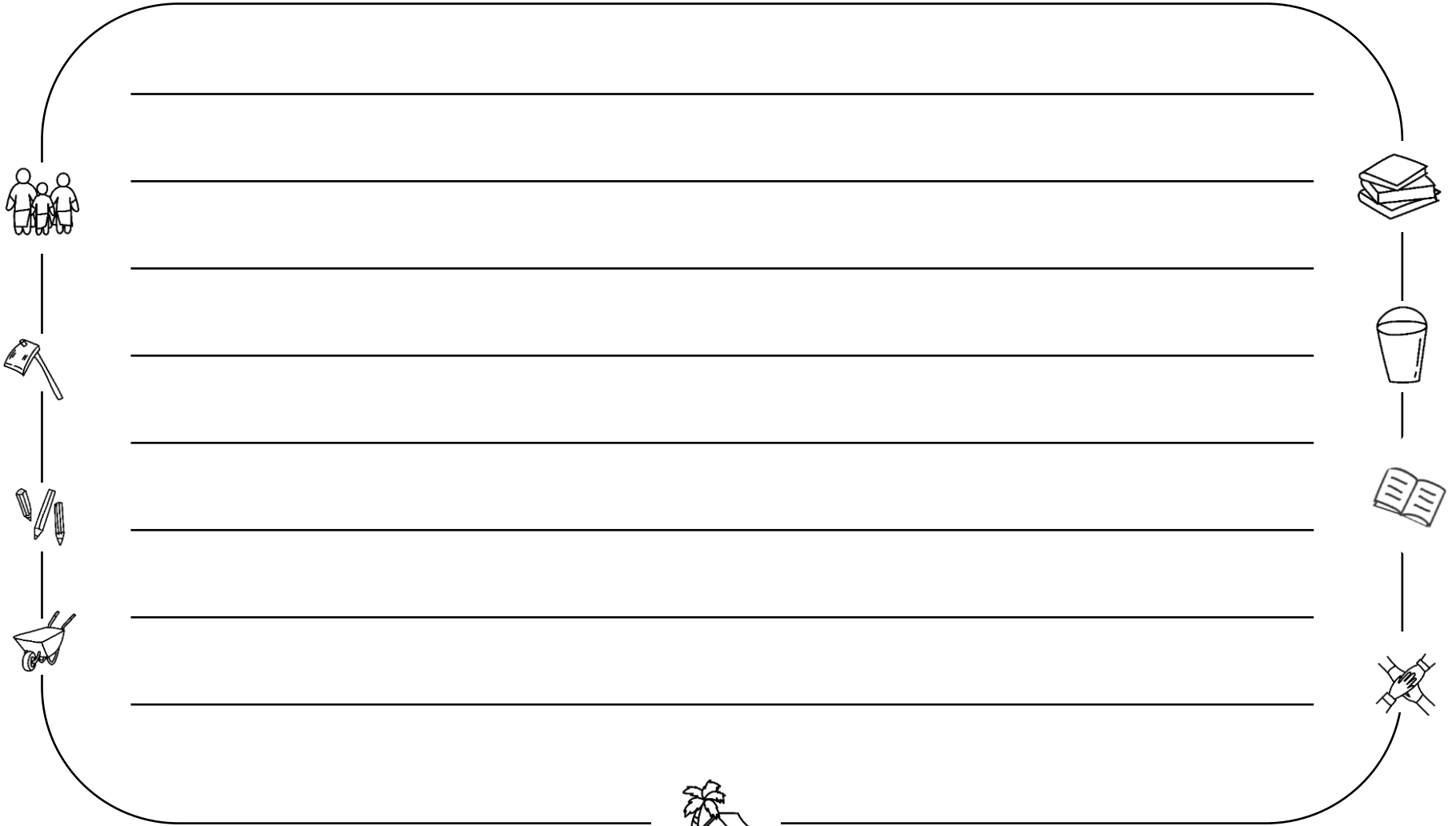
All: Repeated Response

[Litany](#)

Curriculum link: Religious Education, English

Name: _____

My Prayer for Manaini



A large rounded rectangular frame containing seven horizontal lines for writing a prayer. The frame is decorated with icons around its perimeter: a family of three on the top left, a stack of papers on the top right, a hammer on the left side, a cup on the right side, pencils on the left side, an open book on the right side, and a wheelbarrow on the bottom left. At the bottom center of the frame is an icon of a house with a palm tree.





Thank You

PHOTO CREDITS

Manaini's Story (Fiji) – Caritas Australia

TEACHERS

For more school resources, please visit: caritas.org.au/resources/school-resources/

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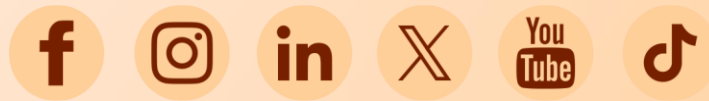
GENERAL ENQUIRIES

education@caritas.org.au



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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