

# Case Study

## Ditosa, Mozambique



Includes a story, classroom activities and worksheets for:

- F-Y2
- Y3-4
- Y5-6

# Case Study: Ditosa, Mozambique

## Lower Primary (F-2)



*Note to Teachers: Caritas Australia first shared Ditosa's story for Project Compassion during 2013. We would like to revisit Ditosa's story and provide an update on the Matuba Children's Centre and how Ditosa is going now, five years on.*

Ditosa lives in Mozambique. Caritas Australia shared her story five years ago when Ditosa was 12 years old.

Back then, Ditosa was living with her grandmother, in a one-room mud hut. Her grandmother made a small living from gardening and selling charcoal but it was difficult to afford school fees, uniforms, lunches and transport for Ditosa to get to school.

Caritas asked the people in Ditosa's village how they wanted to make things better. The people said they needed better ways to help children like Ditosa who have no parents.

Caritas helped the people in the village to build a Children's Centre.

Ditosa started attending the Matuba Children's Centre (which Caritas set up in 2007) after school each day. The Centre provides children, like Ditosa, with lunch every day, study help,

and training in computer skills, jewellery-making, sewing, raising chickens and growing vegetables.

In 2013, floods destroyed their house. Her Caritas friends helped Ditosa's grandmother to build a new two-room house.

The Children's Centre now has new activities such as a pig project, teaching the children to sew uniforms and build carpentry benches for sale. The Centre sells things that children have made or grown to help them to buy food, medicines and other things they need.

Now the Centre doesn't need any more money from Caritas Australia to keep running the regular activities. However they do still need support in times of emergency such as drought. At these times, our support of Project Compassion can help provide maize, beans and sweet potato seeds.

In 2018, Ditosa's grandmother is still selling produce from

her garden but says she is now too old to work in other people's gardens. She finds it hard enough walking the 30 kilometre round trip, three times a week to work in her own garden.

Ditosa has finished school and hopes to go to university.

**"I love to learn and want to be a police woman when I leave school."**

**-Ditosa**

"Education is important in my life but I know that university is expensive, so if I can't go to the police academy I want to learn commercial science so that I can work in a bank," says Ditosa.

Ditosa was able to stay at school with the support of people like you.

**Her just future has started with education.**

**A just future starts with all of us.**

# Classroom Activities (F-Y2)



FIND THE INTERACTIVE STUDENT WORKBOOK AT  
<https://www.thinglink.com/scene/1129236899907502081>  
(Click 'Refresh' if the hot spot icons are not displaying correctly.)

## RELIGIOUS EDUCATION



### Prayer

God of Justice, All children have the right to an education. We thank you for the opportunity that Ditosa and her friends have been given through the Children's Centre in Matuba. We pray they have fun learning different skills and that they do well in school. We pray that all children treasure their education and work to build a better future for all people.

Amen.

Or write or say your own prayer for Ditosa and her community.



### Catholic Social Teaching Principles: Preferential Option for the Poor

*We believe that some people need extra help, particularly those who are living in poverty.*

- How does your support of Caritas Australia help people living in poverty?

## LEARNING TASKS

### INQUIRY TOPIC: A JUST FUTURE STARTS WITH EDUCATION



**Watch Ditosa's original film from 2013-** created specifically for primary school students.



### Task 1: Story Study

*English ACELY1650, ACELY1660, ACELY1670.*

#### Read Ditosa's story and discuss:

- Where does Ditosa live?
- What made life hard for Ditosa?
- What helped make things better for Ditosa?
- How did Caritas Australia help?
- What job would Ditosa like to have?
- How are you and Ditosa similar and different? Write your answers in your book or use a Venn diagram(p.8).
- Retell Ditosa's story in a series of captioned images.



### Task 2: Consider the photographs in the collage.

*English ACELY1650, ACELY1660, ACELY1670.*

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?



### Making prayer beads - (Instructions p.9)

*Religious Education*

One of the activities Ditosa did after school was make jewellery.

Make your own beads out of strips of paper. Write a prayer on the back of each strip of paper before rolling them into beads. For instructions see the worksheet.

Make some beads, string them together to make a class set and keep them in your prayer space. Or each student can make their own bracelet, anklet or necklace.



### Class discussion

**"A just future starts with education!"**

Ask students if they think this statement is true or false? Discuss their reasons.

# Case Study: Ditosa, Mozambique

## Middle Primary (Y3-4)



Ditosa was 12 when she featured in Project Compassion in 2013. Back then, she was living with her grandmother, in a one-room mud hut. Her grandmother made a small living from gardening and selling charcoal but it was difficult to afford school fees, uniforms, lunches and transport for Ditosa to get to school.

Ditosa started attending the Matuba Children's Centre (which Caritas set up in 2007) after school each day. The Centre provides children, like Ditosa, with lunch every day, study help, and training in computer skills, jewellery-making, sewing, raising chickens and growing vegetables.

In 2013, floods devastated the area, destroying their house. Incredibly, Ditosa stayed in the top of a tree for five days with a neighbour's family, with no food or drink, until the water subsided and she could locate her family.

Thanks to the support of Project Compassion, in 2014, Caritas Australia and Caritas Regional Chokwe (CRC) helped Ditosa's grandmother to build a new two-room house. With their help, Ditosa has also been able to afford transport fees to attend school as well as school materials and school fees.

In recent years, the Matuba Centre has expanded its activities to include a pig project, teaching the children to sew uniforms and build carpentry benches for sale. It has been so successful at generating its own income that it only needs to access Caritas funds in an emergency such as the distribution of maize, beans and sweet potato seeds during droughts.

"The joy of Matuba Child Care Centre is that it is now sustainable without Caritas Australia's financial support," says Elvira, the Centre's Director. "I never thought the day would come. Now we are thriving, with enough food from the seeds that were given to us and the rains this year have been good. But we don't want to be forgotten. We are fighting to keep Matuba operating for the sake of the children who are so poor," Elvira says.

Now, in 2018, Ditosa's grandmother is still selling produce from her garden but says she is now too old to work in other people's gardens. She finds it hard enough walking the 30 kilometre round trip, three times a week to work in her own garden.

Five years on from Project Compassion 2013, Ditosa is incredibly grateful for the support of Caritas Australia and the Australian community.

"Without the support of the people from Australia and Caritas I would not have been given this opportunity to continue my schooling."

"I am also so happy to have a house," Ditosa says, "This is all because of the generosity of the people of Australia and Mama Cacilda (Director of CRC)."

Ditosa has finished school and hopes to go to university. The challenge is that her grandmother does not have enough money to fund further study.

**"I love to learn and want to be a police woman when I leave school."**

-Ditosa

"Education is important in my life but I know that university is expensive, so if I can't go to the police academy I want to learn commercial science so that I can work in a bank," says Ditosa.

Your support through Project Compassion is helping young women like Ditosa to grow up with confidence and hope... providing them with a just future.

Ditosa was able to stay at school with the support of people like you.

Her just future has started with education.

A just future starts with all of us.

# Classroom Activities (Y3-4)



## FIND THE INTERACTIVE STUDENT WORKBOOK AT

<https://www.thinglink.com/scene/129240896210993153>  
(Click 'Refresh' if the hot spot icons don't display correctly.)

### RELIGIOUS EDUCATION



#### Prayer

God of Justice,  
All children have the right to an education. We thank you for the opportunity that Ditosa and her friends have been given through the Children's Centre in Matuba. We pray they have fun learning different skills and that they do well in school. We pray that all children treasure their education and work to build a better future for all people. Amen.

Or write or say your own prayer for Ditosa and her community.



#### Catholic Social Teaching Principles: Preferential Option for the Poor

*We believe that some people need extra help, particularly those who are living in poverty.*

- How does your support of Caritas Australia help people living in poverty?

### LEARNING TASKS

#### INQUIRY TOPIC: A JUST FUTURE STARTS WITH EDUCATION



**Watch Ditosa's original film from 2013-** created specifically for primary school students.



#### Task 1: Story Study

*English ACELY1692, Civics and Citizenship, ACHASSK072, ACHASSK093.*

#### Read Ditosa's story and discuss:

1. Where does Ditosa live?
2. What made life hard for Ditosa?
3. What helped make things better for Ditosa?
4. How did Caritas Australia help?
5. What job would Ditosa like to have?
6. How does Ditosa participate and contribute to her community?
7. How can you/your class support Caritas Australia?



#### Task 2: Photo comprehension

*English ACELY1680, ACELY1692.*

#### What can you see in the picture?

1. Where do you think the picture was taken?
2. How do you think the people are feeling?
3. How can you tell?
4. What would you like to ask them?
5. What do you think will happen next?



#### Task 3: Mozambique Country Study

*Geography, ACHASSK067, ACHASSK069.*

#### Search the tags in the Interactive Student Workbook to find the following information about Mozambique:

- Population.
- % of the population living on less than \$1.90 a day.
- Official languages.
- Main religion.
- Climate.
- Locate Mozambique on a world map. What direction is Mozambique from Australia?
- Research some of the reasons for poverty and inequality in Mozambique.



#### Task 4: Making prayer beads

*Religious Education.*

One of the activities Ditosa did after school was make jewellery.

Make your own beads out of strips of paper. Write a prayer on the back of each strip of paper before rolling them into beads. Find instructions on the worksheet (p.9).

String beads together to make a class set and keep them in your prayer space. Or each student can make their own bracelet, anklet or necklace.



#### Task 5: Elastics/ French Skipping

*Health and Physical Education ACPPS042*

See worksheet- p.10

# Case Study: Ditosa, Mozambique

## Upper Primary (Y5-6)



*"I am so grateful...and know that without the support of the people from Australia and Caritas, I would not have been given this opportunity to continue my schooling."*

—Ditosa

Caritas Australia first shared Ditosa's story for Project Compassion in 2013. We would like to revisit Ditosa's story and provide an update on how she is going now.

You might remember learning about Ditosa from Mozambique in your first year of school or when you were in Grade One.

Ditosa was 12 when she featured in Project Compassion during 2013. Back then, she was living with her grandmother, in a one-room mud hut. Her grandmother made a small living from gardening and selling charcoal but it was difficult to afford school fees, uniforms, lunches and transport for Ditosa to get to school.

Ditosa started attending the Matuba Children's Centre (which Caritas set up in 2007) after school each day. The Centre provides children, like Ditosa, with lunch every day, study help, and training in computer skills, jewellery-making, sewing, raising chickens and growing vegetables.

In 2013, floods devastated the area, destroying their house. Incredibly, Ditosa stayed in the top of a tree for five days with a neighbour's family, with no food or drink, until the water subsided and she could locate her family.

Thanks to the support of Project Compassion, in 2014, Caritas Australia and Caritas Regional Chokwe (CRC) helped Ditosa's grandmother to build a new two-room house. With their help, Ditosa has also been able to afford transport fees to attend school as well as school materials and school fees.

In recent years, the Matuba Centre has expanded its activities to include a pig project, teaching the children to sew uniforms and build carpentry benches for sale. It has been so successful at generating its own income that it only needs to access Caritas funds in an emergency such as the distribution of maize, beans and sweet potato seeds during droughts.

"The joy of Matuba Child Care Centre is that it is now sustainable without Caritas Australia's financial support," says Elvira, the Centre's Director. "I never thought the day would come. Now we are thriving, with enough food from the seeds that were given to us and the rains this year have been good. But we don't want to be forgotten. We are fighting to keep

Matuba operating for the sake of the children who are so poor," Elvira says.

Now, in 2018, Ditosa's grandmother is still selling produce from her garden but says she is now too old to work in other people's gardens. She finds it hard enough walking the 30 kilometre round trip, three times a week to work in her own garden.

Five years on from Project Compassion 2013, Ditosa is incredibly grateful for the support of Caritas Australia and the Australian community.

"Without the support of the people from Australia and Caritas I would not have been given this opportunity to continue my schooling."

"I am also so happy to have a house," Ditosa says, "This is all because of the generosity of the people of Australia and Mama Cacilda (Director of CRC)."

*"I love to learn and want to be a police woman when I leave school."*

- Ditosa

Ditosa has finished school and hopes to go to university. The challenge is that her grandmother does not have enough money to fund further study.

"Education is important in my life but I know that university is expensive, so if I can't go to the police academy I want to learn commercial science so that I can work in a bank," Ditosa says.

Your support through Project Compassion is helping young women like Ditosa to grow up with confidence and hope...providing them with a just future.

Ditosa was able to stay at school with the support of people like you.

Her just future has started with education.

A just future starts with all of us.

# Classroom Activities (Y5-6)



FIND THE **INTERACTIVE STUDENT WORKBOOK AT**

<https://www.thinglink.com/scene/1129994449133240321>  
(Click 'Refresh' is the hot spot icons don't display correctly.)

## RELIGIOUS EDUCATION



### Prayer

God of Justice, All children have the right to an education. We thank you for the opportunity that Ditosa and her friends have been given through the Children's Centre in Matuba. We pray they have fun learning different skills and that they do well in school. We pray that all children treasure their education and work to build a better future for all people.

Amen.

Or write or say your own prayer for Ditosa and her community.



### Reflect:

*"Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up."*

—Galatians 6:9

Why do you think community development can take years before a community can 'reap a harvest', or become sustainable?



### Catholic Social Teaching Principles: Preferential Option for the Poor

*We believe that some people need extra help, particularly those who are living in poverty.*

How does your support of Caritas Australia help people living in poverty?

Complete the CST worksheet (p.11)

## LEARNING TASKS

**INQUIRY TOPIC: A JUST FUTURE**

**STARTS WITH EDUCATION**



### Watch Ditosa's original ilm from 2013- created

specifically for primary school students.



### Task 1: Story Study

English- ACELY1703, ACELY1701, ACELY1713, Civics and Citizenship, ACHASSK118, ACHASSK148.

#### Read Ditosa's story and discuss:

1. Where does Ditosa live?
2. What made life hard for Ditosa?
3. What helped make things better for Ditosa?
4. How did Caritas Australia help?
5. What job would Ditosa like to have?
6. Summarise Ditosa's story in four sentences.
7. Explain how the features of Ditosa's story urge us to action.
8. How can you/your class support Caritas Australia?



### Task 2: Photo comprehension

English- ACELY1680, ACELY1692.

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?



### Task 3 : Mozambique Country Study

HASS - ACHASSI123, Geography- ACHASSK138, ACHASSK139.

#### Find the answers to the following facts about Mozambique in the interactive student workbook.

- population,
- % living on less than \$1.90 a day,
- official languages,
- main religion,
- climate,
- some reasons why poverty and inequality in Mozambique.

Use geographical tools (for example, a globe wall map or digital application such as Google Earth) to answer the following:

- location of Mozambique in relation to Australia.
- capital city of Mozambique.
- all bordering countries and their direction from Mozambique.



### Task 4: Making prayer beads

Religious Education.

One of the activities Ditosa did after school was make jewellery.

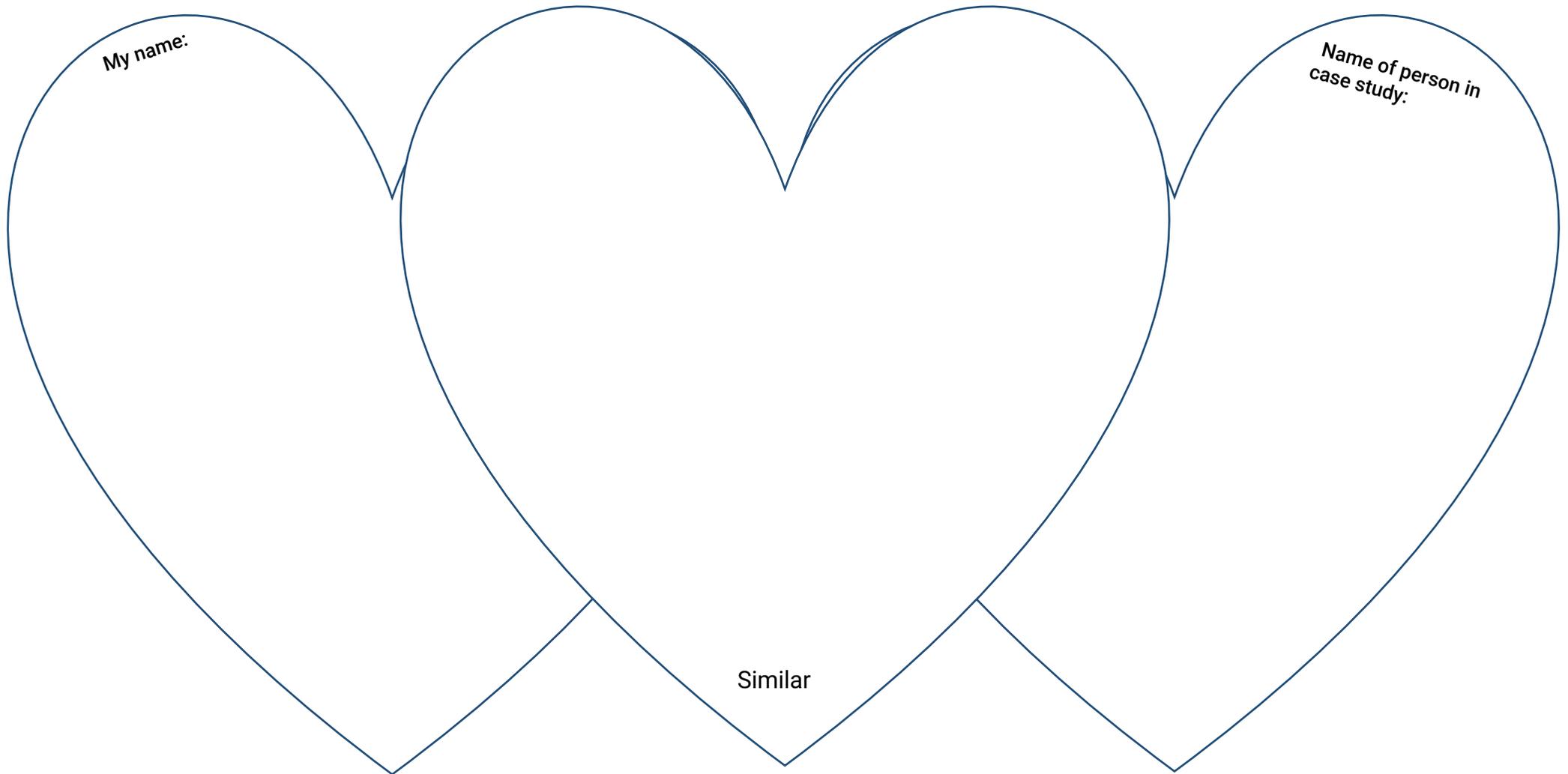
Make your own beads out of strips of paper. Write a prayer on the back of each strip of paper before rolling them into beads. For instructions see the worksheet (p.9).

Make some beads, string them together to make a class set and keep them in your prayer space. Or each student can make their own bracelet, anklet or necklace.

# Venn Diagram

A heart shape is chosen because Caritas is a Latin word meaning love and compassion.

**How are you and the person in the case study similar and different?**



# Prayer Beads

Make your own prayer beads to keep in mind your prayers for a just future for all.

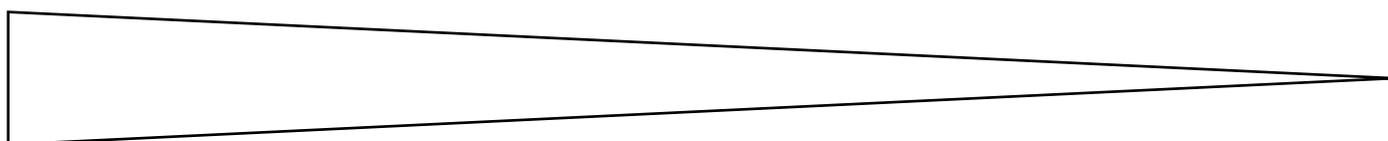
## Materials

Coloured/patterned paper (25cm long)	Scissors
Ruler	Straws (skinny)
Pencils/pens	String/wire
Glue	

## Instructions

1. Draw a triangular shape on the back of the coloured paper. It needs to be approx. 25cm long and 3cm at the widest end.
2. Cut out your paper triangle.
3. On the back of your triangle, write a prayer.
4. Place a spot of glue towards the end of your straw. Roll your paper triangle as tightly as possible around the straw starting with the widest end and with the prayer on the inside.
5. In the last wrap around, ensure there is enough glue to secure the end.
6. Cut the straw as close as possible to the paper roll to create your bead.
7. Repeat for as many prayer beads as you would like to make.
8. Thread your beads onto a piece of string or wire.

## Basic bead shape



You can make different shaped beads by altering the triangle. An internet search will show you many options.



# French skipping

## (Elastics)



French skipping is played with a long piece of elastic. Two children stand a couple of metres apart with a long circle of elastic around their ankles. Other children jump in and out of the elastics often in time with a song and with specific jump moves. The elastic is moved higher if the person jumping doesn't make a mistake. It looks as if Ditosa and her friends in Matuba have the elastic above their knees. They must be skilful!

.....  
Create your own song and jump routine. Write it below.  
.....

# Catholic Social Teaching in Action!

Caritas Australia is a Catholic, non-Government, aid and development organisation and is guided by the principles of Catholic Social Teaching. Can you find evidence of these principles in Ditosa's story?

**TASK: Identify where you can see Catholic Social Teaching in action in the case study.**

<b>Human Dignity</b> (Respect that everyone is special)	
<b>Common Good</b> (What is best for everyone)	
<b>Solidarity</b> (Working together as one family)	
<b>Subsidiarity</b> (All people have a say)	
<b>Participation</b> (Join in and contribute to the community)	
<b>Preferential Option for the Poor</b> (Some people need extra help)	