



Ronita's Story (Philippines)

Primary (3–6)
Case Study and
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 Ronita's story
- explain how Caritas Australia and Faithful Companions of Jesus have been able to support Ronita and her family
- describe the personal impacts of the program on Ronita and her family
- express the social and economic context in the Philippines.

Success Criteria

Students will be able to demonstrate their understanding by:

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

RONITA'S STORY (PHILIPPINES)

CASE STUDY



Education is a basic human right that works to raise people out of poverty, but worldwide 244 million children and youth are still out of school.¹

Without an education it is hard to participate in our community and reach our full potential.

Ronita is 22 years old. She lives in the Philippines with her husband Lean and their two children, Egzy Grey who is 3 years old and Clark who is 5 years old.

Ronita's husband works seven days a week in waste disposal, from 3 am to 9 pm each day. It is exhausting work, made harder by the very hot climate. Despite this, Ronita and her husband are only able to rent a very small brick room (measuring around 10 square metres).

Ronita described their living conditions: **"We will carry a pail [from a neighbour] and we will put it in our drums so we can have water. And it's very difficult because it's too small. When you come to our house, when you open the door, that's it. We don't have room. We don't have anything. When you open it, the kitchen, the living room, the room, it's already in one place."**

Ronita left school early to start her family. But without completing secondary school, it would be hard for Ronita to earn money to overcome the cycle of poverty.

Thankfully, Ronita heard about an Alternative Learning System (ALS) program run by Caritas Australia's partner in the Philippines, the Faithful Companions of Jesus (FCJ).

Continue reading Ronita's story on the next page.

Ronita (22) smiles as she holds her sons, Egzy Grey (3) and Clark (5), in their small home in Quezon City, Philippines. Photo: Richard Wainwright/Caritas Australia

RONITA'S STORY (PHILIPPINES)



For over 20 years, the Faithful Companions of Jesus has supported the local community and will be serving approximately 2,000 participants over the next three years. The area FCJ works in is an urban slum, built next to a local dumpsite and on top of a fault line. Many of the houses are in poor condition and some don't have running water.

In addition to the ALS program, FCJ also runs programs to teach house renovating, food processing, basic literacy skills, urban gardening, upcycling and activities to help residents earn an income. They run a seniors group and children's sport and play groups. They also have a clinic visited weekly by a doctor and a community nurse.

When her first son Clark was just 2 years old, Ronita enrolled in the ALS program to continue learning in a safe and flexible environment. The ALS classes allow young mothers to bring their children to class if they cannot afford childcare. This made it possible for Ronita to continue her studies, even following the arrival of her second child, Egzy Grey.

She remarked, **"I need to study. I need to work hard for my kids. I need to find a good job to be an inspiration to them. The ALS in there was so very nice. The teachers, they inspire us and they gave us the best so that we could graduate. Mum Jen is a very good teacher to us. She always laughs with us and when she teaches us, she's always looking at us, focusing on us."**

Ronita also attends a young mothers' group regularly, which is facilitated by FCJ staff member Nurse Lyn. The group provides support for each other and they have the opportunity to learn how to manage their money and how their family can stay healthy.

Ronita said, **"When I'm with young mums I feel confident because they're like me. They're young with children. I know that they understand my situation."**

After completing her ALS classes, Ronita was then able to go back to secondary school where she went on to finish Grade 12 and earn her Senior High School Diploma. With her new diploma, Ronita has now secured a job at a call centre, which she hopes will allow her to support her mother, husband and two young children.

She said, **"I am so thankful for FCJ. One day I hope I will be a school teacher. I have now graduated senior school and I am so proud of myself. I feel hopeful for the future... Now it's not impossible for me to achieve my dream... Thank you for that."**

¹ [UNESCO](#)



SEE

TASK 1: COMPREHENSION ACTIVITY


Read Ronita's Story (Philippines) and watch '[A Day in the Life](#)' film.

- What challenges did Ronita face?
- Where is Ronita working now?
- How did Caritas Australia help?
- What is special about the Alternative Learning System program that helped Ronita continue her education?
- What are five other activities that FCJ run for the community?
- What is Ronita's dream for the future?

Curriculum links: English, HASS

TASK 2: COUNTRY STUDY

Complete a Fact Check and Map on Samoa to understand about the country in which Leaia and her family live. See [page 7](#) for activity. Click on

 in the [Student Zone](#) to help complete the activities.

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery for Ronita's Story via the [Student Zone](#).

Ask students:

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

Curriculum links: English

TASK 4: KAHOOT! QUIZ

Test students' knowledge of Ronita's story by playing the [KAHOOT!](#)

Curriculum links: English, HASS, Mathematics

TASK 5: 10 SQUARE METRES

Ronita and her husband rent a very small brick room (measuring around 10 square metres).

Mark out 10 square metres on your classroom floor.

How does 10 square metres compare to the size of your classroom? How does it compare to the size of your students' bedrooms?

Students gather around the area and think about what they would find hardest about living in such a small area.

Watch Ronita's '[Day in the Life](#)' film, asking students to record all the ways Ronita uses the small space she has.

Conclude by focusing on how resilient and flexible Ronita is. Despite having a very small home, Ronita works really hard to use the one room for all purposes such as cooking, washing, ironing, playing with her children and studying.

Curriculum links: Mathematics, English, HASS

PHILIPPINES – RONITA’S STORY



FACT CHECK: PHILIPPINES

Visit the [Student Zone](#).



Population	
Capital City	
Official Language	
Climate Zone	

MAP



- Colour and label the Philippines and nearby oceans. Use the colours from the Philippines national flag.
- What direction is the Philippines from Australia?
- What hemisphere is the Philippines in?
- What time is it there now?



GLOBAL GOAL LINK Which Global Goal links to Ronita’s story and how do they relate to their story?

JUDGE

TASK 6: CATHOLIC SOCIAL TEACHING LINK – SOLIDARITY

Solidarity

noun

- a firm and persevering commitment to the common good, which reminds us that everything is related
- the act of standing shoulder to shoulder with others
- a way of saying, 'I'm here with you'

A. How is solidarity demonstrated in Ronita's story?

B. How is supporting Caritas Australia an act of solidarity?

For more teaching resources on Human Dignity refer to our [CST Toolkit](#).

Curriculum link: Religious Education

TASK 7: RE LINK

Read the 'The Parable of the Good Samaritan' (Luke 10:25–37)

Discuss with the class how Jesus concludes the story of the Good Samaritan by telling us that the individual acting as a neighbour to the injured man "was the one who treated him with mercy" and emphasises that an act of mercy demonstrates enduring, steadfast and faithful love. We are then told to 'go and do likewise'.

Caritas Australia works to love our neighbours all around the world because we are part of God's big family and because God's love is shown when we love and serve others.

Discuss:

- Who is our neighbour?
- Students record how they can demonstrate their commitment to loving their neighbour through prayer, fasting and almsgiving.

Class display

"In _____ (class) we love our neighbour by ..."

Students add examples of things they can, or have done, to show love of their neighbour. Encourage students to notice and acknowledge when they have seen others show love for others too.

Curriculum link: Religious Education

ACT

TASK 8: GLOBAL GOALS

On [page 6](#), you explored Global Goals that you believe links with Ronita's story. Select a couple of goals and reflect on what can you do in your everyday life to support the achievement of these goals?

TASK 9: RANDOM ACTS OF KINDNESS

As Christians we are called to display kindness to "our neighbour". One way is to do a *random* act of kindness for someone where we recognise they need help and assist them, without being asked and without seeking praise.

Watch this video - [Life Vest Inside - Kindness Boomerang - "One Day" \(youtube.com\)](#)

Discuss the ways people in the video demonstrated random acts of kindness (RAOK) to one another.

Discuss some other ways we can demonstrate random acts of kindness to people.

Challenge yourself to complete a certain number of random acts of kindness (per day, week, month etc.).

Reflection

After completing your challenge, reflect on your experience.

- What RAOK did you display?
- How did you feel before and after the experience?
- How did the person receiving the RAOK react?

TASK 10: INTERNATIONAL WOMEN'S DAY (IWD) – 8 March

8 March is International Women's Day (IWD). This Caritas Australia story demonstrates how women across the world are working with Caritas Australia to build better lives for their families and their communities now and *for all future generations*.

Make a display for IWD in your classroom or the reception area of your school. Use Ronita's and other Caritas Australia women's stories and pictures from the photo galleries to highlight their stories. Students may also like to add photos of women they know who work hard to support their families and communities, such as teachers!

Curriculum link: HASS, Health and Physical Education

TASK 11: WRITE A PRAYER

Write a prayer for Ronita and her community in the Philippines.

Here are some ideas to assist you in writing your prayer:

- Prayer of Thanksgiving: I am thankful that Ronita and/or Ronita's community in Philippines ...
- Prayer of Petition: I ask that Ronita and/or Ronita's community in Philippines ...
- Prayer of Intercession: I pray that Ronita and/or Ronita's community in Philippines and/or people like Ronita are/is able to ...

THANK YOU



PHOTO CREDITS

Ronita's Story (Philippines) – Richard Wainwright/Caritas Australia

TEACHERS

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GENERAL ENQUIRIES

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