



Caritas
AUSTRALIA

Memory's Story (Malawi)

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 Memory's story
- explain how Caritas Australia and CADECOM have been able to support Memory and her family
- describe the personal impacts of the program on Memory and her family
- express the social and economic context in Malawi.

Success Criteria

Students will be able to demonstrate their understanding by:

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

MEMORY'S STORY (MALAWI)

Case Study



Do you know what you would like to do when you finish school? Do you have a dream job in mind?

Many young people in Malawi, especially girls, don't have the chance to finish school. And if they do, there are not a lot of opportunities available after school.

Memory is 26 years old and lives in rural Malawi. Her parents are subsistence farmers, which means they rely on what they can grow to survive.

With the changing climate making it difficult to grow enough food, poverty levels remain high in Malawi. Nearly 70 per cent of the population live on less than \$2.15 a day. This is one of the highest rates of poverty in the world.¹

As the eldest of 5 children, Memory had to support her family with chores such as farming, carrying water, cooking and cleaning, while also attending school.

“Growing up in the village was not easy. My parents don't have a job, so they depend on farming. When the season goes wrong, we suffer a lot and become food insecure. Sometimes we need to bathe without soap. Sometimes we need to walk without shoes,” Memory said. **“When I was in primary school, I went to school barefooted because my parents didn't have money to buy shoes for me.”**

It is particularly hard for girls and women. When families are living in poverty, parents often make the difficult choice to only send their sons to school, thinking that when their daughters get married, their husbands will support them.

Continue reading Memory's story on the next page.

Memory stands in a workshop at the technical college where she completed her three-year carpentry course.
Photo: Tim Lam/Caritas Australia

MEMORY'S STORY (MALAWI)



“Many women in my community drop out of school because they can’t afford school fees, which lead to early marriage and more poverty,” Memory said. **“But I told myself I can’t stop going to school because this is the only way I can get a better life.”**

Memory worked hard to secure her dream. The local leaders in her village suggested Memory go to a college where they teach job skills like carpentry.

“It was my dream to go to college, so I was very excited to get that opportunity. My parents also were very excited to see their daughter go to college,” Memory said.

Caritas Australia’s partner, CADECOM, supported Memory with her course and boarding fees through a program called A+. The program has provided opportunities for more than 360 youth to be empowered through job skills such as welding, carpentry, tailoring and brick laying.

“In my community, most people think that only men can be carpenters, so I want to prove to my community that women can do it as well,” Memory said.

After three years, Memory graduated with an Advanced Certificate in Carpentry and Joinery. With her new skills, she secured a job as a carpenter at one of the largest hydroelectric power companies in Malawi.

The A+ program also supported Memory’s family through Village Savings and Loans groups and provided them with goats and training in bee keeping and irrigation farming to increase their food supply.

Since 2016, the A+ program has supported 7,397 households to improve food security, provide access to basic water and sanitation and increase women’s income.

With the income from her carpentry job, Memory can now provide some financial support to her parents.

“Because I studied carpentry, my siblings admire me and want to get educated so they can get a job and assist my parents,” Memory said. **“In the future, I want to build a house for my parents because the one they are using now is in a bad condition. I also want to own my own workshop so I can help the community and employ others in the community.”**

Along with your generous support, this program is also supported by the Australian Government, through Australian NGO Cooperation Program (ANCP).



¹ [World Bank](#)

MEMORY'S STORY – LEARNING ACTIVITIES

SEE




TASK 1: COMPREHENSION ACTIVITIES

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

- What made life hard for Memory?
- Why is finishing school or finding good employment more difficult for girls and women in Malawi?
- How has Memory improved her life and that of her family and community?
- How is Memory challenging gender stereotypes?
- How did Caritas Australia help?
- How is Memory supporting (or planning to support) future generations?
- How will you share Memory's story with others?

Curriculum links: English, HASS, Health and Physical Education

TASK 2: COUNTRY STUDY

Complete a Fact Check and Map on Malawi to understand about the country in which Memory and her family live. See [page 8](#) 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 Memory's Story via the [Student Zone](#). Ask students:

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

Curriculum links: English

TASK 4: KAHOOT! QUIZ

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

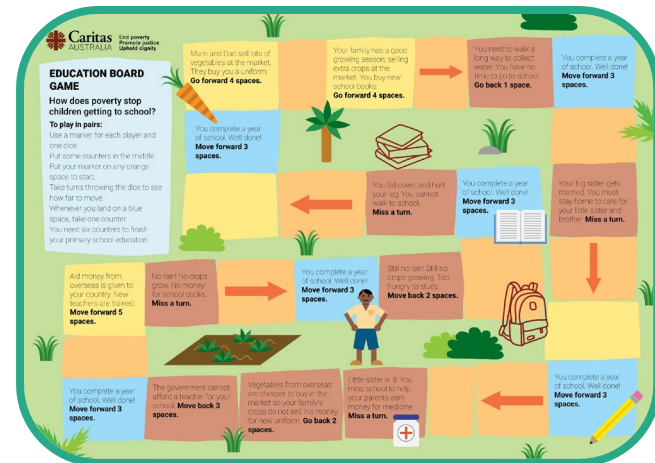
Curriculum links: English, HASS, Mathematics

TASK 5: EDUCATION BOARD GAME

Explore how poverty can stop some children from going to school with this simple board game.

Materials needed: printed copies of the board game ([page 9](#)), markers for each student and a 6-sided die.

Curriculum Links: HASS, Health and Physical Education



TASK 6: HYDROELECTRICITY!

Fact: Only 14% of the population in Malawi have access to electricity.

Memory now works at a hydroelectric power company. Hydroelectricity is a renewable energy source that uses the power of moving water to generate electricity. This is great for people and planet.

Make a [water wheel](#) to demonstrate hydroelectricity.



Memory stands on a bridge at the hydroelectricity station, water rushes below.

Photo: Tim Lam/Caritas Australia

Extension Activity: Ask students what they think 'Energy Poverty' is?

Definition: In 2010, World Economic Forum defined energy poverty as *the lack of access to sustainable modern energy services and products.*

Ask students to list as many ways they use electricity as they can in 2 mins. Then consider the relationship between access to electricity and education and/or poverty.

Students complete the sentence 'Electricity helps me learn by...'

Curriculum links: Science, HASS, English, Mathematics

TASK 7: INTEGRATED COMMUNITY DEVELOPMENT

Since 2016, the A+ program the program has supported 7,397 households to:

- improve food security (irrigation farming, raising goats)
- access basic water and sanitation (water pump, toilets, tippy-taps)
- increase their income (Savings and Loan scheme, selling honey from bee keeping)

Students create a poster by writing, drawing and explaining the different A+ activities supported by Caritas Australia's partner, CADECOM.

Curriculum Links: HASS, Science, Design and Technology, Health and Physical Education, English





FACT CHECK: MALAWI




Visit the [Student Zone](#).

Population	
Capital City	
Official Language	
Climate Zone	

MAP



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

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

EDUCATION BOARD GAME

How does poverty stop children getting to school?

To play in pairs:

Use a marker for each player and one dice.

Put some counters in the middle.

Put your marker on any orange space to start.

Take turns throwing the dice to see how far to move.

Whenever you land on a blue space, take one counter.

You need six counters to finish your primary school education.

Mum and Dad sell lots of vegetables at the market. They buy you a uniform. **Go forward 4 spaces.**

Your family has a good growing season, selling extra crops at the market. You buy new school books. **Go forward 4 spaces.**

You need to walk a long way to collect water. You have no time to go to school. **Go back 1 space.**

You complete a year of school. Well done! **Move forward 3 spaces.**

You complete a year of school. Well done! **Move forward 3 spaces.**



You fall down and hurt your leg. You cannot walk to school. **Miss a turn.**

You complete a year of school. Well done! **Move forward 3 spaces.**

Your big sister gets married. You must stay home to care for your little sister and brother. **Miss a turn.**



Aid money from overseas is given to your country. New teachers are trained. **Move forward 5 spaces.**

No rain! No crops grow. No money for school books. **Miss a turn.**

You complete a year of school. Well done! **Move forward 3 spaces.**

Still no rain! Still no crops growing. Too hungry to study. **Move back 2 spaces.**



You complete a year of school. Well done! **Move forward 3 spaces.**

The government cannot afford a teacher for your school. **Move back 3 spaces.**

Vegetables from overseas are cheaper to buy in the market so your family's crops do not sell. No money for new uniform. **Go back 2 spaces.**

Little sister is ill. You miss school to help your parents earn money for medicine. **Miss a turn.**



You complete a year of school. Well done! **Move forward 3 spaces.**





JUDGE

TASK 6: MEMORY'S DREAM JOB!

“In my community, most people think that only men can be carpenters, so I want to prove to my community that women can do it as well.”

(Memory)

Class discussion

- Recall/define what a stereotype is.
- Students think, pair, share some stereotypes that have heard or seen. For example, boys prefer playing with cars and girls prefer playing with dolls, etc..
- *Optional Activity:* Watch [A Class That Turned Around Kids' Assumptions of Gender Roles!](#) (2 mins).
- Share stories with students about how you have seen stereotypes change in Australia (and globally) over time.
- Unfortunately, stereotypes may lead us to judging people or groups of people based on certain characteristics. Reflect on how God has made us each with different gifts and talents. We are all unique, and sometimes we can surprise each other!

Curriculum links: English, Health and Physical Education, HASS

TASK 7: CATHOLIC SOCIAL TEACHING LINK – SUBSIDIARITY AND PARTICIPATION

Subsidiarity

noun

- from the Latin word *subsidiūm*, meaning support or assistance
 - the idea that people and groups have the right to participate in decisions that affect them and, when they can't meet their own needs, other parts of society (e.g. the government) act according to their duty to assist with resources and support
 - an approach to common life that promotes participation and ensures people are architects of their own development
- A. How is subsidiarity and participation demonstrated in Memory's story?
- B. How is supporting Caritas Australia one way you can demonstrate a commitment to subsidiarity and participation?

For more teaching resources on Subsidiarity and Participation refer to our [CST Toolkit](#)

Curriculum link: Religious Education



JUDGE continued

TASK 8: RE LINK – LEADERSHIP

Memory has demonstrated leadership in working hard to secure her dream of going to college and getting a job, proving women can become carpenters too, being a good role model for her siblings and sharing her commitment to her community with the hope that one day she will own her own workshop so she can employ others in her community.

Discuss: How is Memory being a good leader? List some of Memory's qualities as a leader.

Discuss: What does Scripture say about leaders?

Moses – Read the story of the Burning Bush (Exodus 3:1-20) where this year's Project Compassion theme is drawn from. God has to be very convincing in order for Moses to take action. At first, Moses gives excuses as to why he isn't the right person for the job. It took great courage for Moses to approach Pharaoh and boldly passes on the important message: "Let my people go." The Israelites, Moses's people, had been made slaves by Egypt and Moses was the one chosen to lead them to freedom. When the time came, Moses was willing to step up and lead, and God was with him.

Jesus – One of the most powerful events in the life of Jesus is when he washes his disciples' feet in John 13. When he is finished, he says to them, "You call me teacher and Lord, and you are right, for so I am. If I then, the Lord and teacher, washed your feet, you also ought to wash one another's feet." Jesus isn't just talking about feet. He's talking about servant leadership. Great leaders focus on serving others.

Brainstorm characteristics/qualities/values of a good leader.

Discuss how everyone can be a good leader, not just people who have special leadership roles.

Students choose 2 qualities they already have and 2 qualities they would like to improve or strengthen.

Curriculum link: Religious Education, Health and Physical Education

ACT

TASK 9: WRITE A PRAYER

Write a prayer for Memory and her community in the Malawi.

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

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



THANK YOU



PHOTO CREDITS

Memory's Story (Malawi) – Tim Lam/Caritas Australia

TEACHERS

For more school resources, please visit:

caritas.org.au/resources/school-resources/

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GENERAL ENQUIRIES

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