



# Leaia's Story (Samoa)

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

### **Learning Intentions**

Students will be able to:

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



## See

### **Success Criteria**

Students will be able to demonstrate their understanding by:

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



## Judge



## Act

# LEAIA'S STORY (SAMOA) CASE STUDY



**Have you noticed that the weather is changing? Perhaps there are more hot days? More wind? More rain? Or less rain?**

Samoa is a beautiful country surrounded by water, but there is not enough clean drinking water in some areas, with many families facing extreme hardship as a result.

Leaia is a mother of five children aged 8 to 13: Sepoima, Pati, Lisiti, Eseta and Olevia. During the week, Leaia completes daily tasks with her sister Ene, while their husbands work on a cattle farm on the other side of the island. Their husbands come home each weekend to spend time with the family.

In an incredible act of resourcefulness, Leaia's family built their home entirely out of recycled scraps collected from a nearby recycling plant! They did this to avoid wasting precious household income.

Leaia grows fruit and vegetables in her home garden to feed her family. The income from her husband's work is only enough to cover the extra things their children need. The family relies on solar power for lighting and a gas and wood burner for cooking. Their home is not connected to a piped water system so they rely on rainwater collected in old fridges.

As a result of climate change, they have faced longer dry seasons and briefer rainy seasons in recent years. This has left Leaia's family without enough clean water at times.

Leaia said, **"It makes me feel worried for my family and I, especially my kids, because of the lack of water supply we have access to. We really need the water all the time... It seems like the days are hotter and the weather has become drier than in previous years."**

Continue reading Leaia's story on the next page.

Leaia (right) stands with her family in front of their home that is now connected to a rainwater tank.  
Photo: Laura Womersley/Caritas Australia

# LEAIA'S STORY (SAMOA)



When their water ran out, Leaia had to walk with her young children to collect water in buckets and containers from a neighbour down the street. Before being able to rely on her neighbour, she would walk a 40-minute round trip each day with her young children to fetch water in hot, humid conditions. The children would have to take several breaks, as the buckets were very heavy for them to lift.

Leaia explained, **“When it was very hot, there was not much water. It became difficult for me to collect, and this would mean we had very little water, plus it was far... Without water, we can’t do any of our daily activities, we rely heavily on water to live.”**

Leaia’s children would also miss school sometimes from lack of water.

**“If there isn’t enough water, the kids can’t go to school because the water supply at school isn’t clean,”** Leaia said.

With the support of Caritas Australia’s local partner Caritas Samoa, a 3,000 litre water tank was installed at Leaia’s home to harvest rainwater. This means that her family can now have reliable access to clean water to drink and bathe in. The time that was previously used to collect drinking water can now be used for other essential tasks and, most importantly, her children don’t have to miss out on school.

In rural areas of Samoa, poverty rates are strongly linked to lower levels of education. Caritas Samoa is installing water tanks in crucial areas of communities, such as schools and family homes, to prevent children from missing out on their right to an education.

During the next phase of the program, Caritas Samoa will work to provide homes like Leaia’s with hygienic toilets connected to septic tanks, which will improve the health of rural communities. This will only be possible with the generosity of Australians supporting Caritas Australia’s partnership with Caritas Samoa.

Leaia remarked, **“I hope this program helps other families in need, like mine. Thank you, Caritas, for the water tank and the opportunity. Caritas Samoa has helped us so much. We are very thankful and grateful for the water tank. It has helped us and made our daily life easier.”**



# LEAIA'S STORY – LEARNING ACTIVITIES

## SEE



### TASK 1: CASE STUDY COMPREHENSION


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

- Where does Leaia's family get water from?
- What impact is climate change having on Leaia's family's ability to access clean water?
- How does having easy access to clean water help Leaia's children go to school?
- How did Caritas Australia help?
- How will you share Leaia's story with others?

**Curriculum links:** English, HASS

### TASK 2: COUNTRY STUDY

Complete a Fact Check and Map on Samoa to learn more about the country in which Leaia 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 Leaia's Story via the [Student Zone](#). Ask students:

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

**Curriculum links:** English

### ASK 4: KAHOOT! QUIZ

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

**Curriculum links:** English, HASS, Mathematics

### TASK 5: RAINWATER HARVESTING

Explain that rainwater harvesting is the process of collecting and storing rainwater for later use, such as drinking, washing, watering gardens, washing clothes and flushing toilets.

Before the installation of the rainwater tank, Leaia used half pipes to channel rain from her roof into old fridges and containers.



Now, Leaia has a water tank. The rainwater falls onto the roof, runs into the gutter and down the downpipe, filling her tank.

If you have a water tank at your school, show the students how the water is collected from the roof/surface to the gutter, down the pipe into the tank. What does your school use rainwater for? How does this compare to how Leaia's family uses rainwater?

Students draw and label a rainwater harvesting system like Leaia's to demonstrate their understanding about how rainwater tanks work.

Extension Activity – Students create their own model of a rainwater harvesting system out of recycled materials.

**Curriculum links:** HASS, Design and Technologies

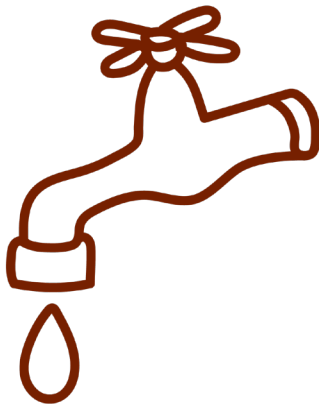


### TASK 6: WATER WALK SIMULATION

Students see what it is like to live without easy access to clean water. They will imagine they are living in a small, remote village in Mozambique where people do not have taps in their houses and the one village pump has broken down – not for the first time. Includes instructions, templates, background information, reflection questions, etc..

Download [Water Walk Simulation](#)

**Curriculum links:** HASS, Mathematics, Health and Physical Education, Religious Education



### TASK 7: WATER MATHEMATICS

#### Instructions

1. Get each student to log how many times they use a tap in a day. Collect the results and tabulate.
2. Using graphs, show how many times you would use taps as a class in a week.
3. By putting a bowl in a sink, collect and measure the water used on five visits to a school tap to wash hands. Find out the average amount used on each visit to the tap and work out the average daily and weekly use.
4. If you wanted to use this much water, but had to collect it in a 10 litre bucket, how many times would you have to fetch water?
5. Ask students to time each other carrying a pile of books for 50 metres. If the water you collected was 500 metres away, how long might this take per day, per week? Extension: students can work out the time it would take for 1, 2 and 3 kilometres. What factors would make water collection take more or less time?
6. Discuss which data would be most effective to show and how you would show it, e.g. on PowerPoint, create a booklet, include on a poster.

**Curriculum links:** Mathematics, Health and Physical Education

# SAMOA – LEAIA’S STORY



## FACT CHECK: SAMOA

Visit the [Student Zone](#).




Population	
Capital City	
Official Language	
Climate Zone	

## MAP



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

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



# LEAIA'S STORY – LEARNING ACTIVITIES

## Judge



### TASK 8: CATHOLIC SOCIAL TEACHING LINK – HUMAN DIGNITY

#### Human Dignity

*noun*

- a belief that every person is made in the image of God and is intrinsically valuable and worthy of respect, simply because they are human
- a quality of being human, independent of ethnicity, creed, gender, sexuality, age or ability
- a reality challenged by poverty, hunger, lack of water and injustice

A. How is human dignity demonstrated in Leaia's story?

B. How is supporting Caritas Australia 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

# LEAIA'S STORY – LEARNING ACTIVITIES ACT



## TASK 9: RE LINK

*"When we speak of the need to care for our common home, our planet, we appeal to that spark of universal consciousness and mutual concern that may still be present in people's hearts. Those who enjoy a surplus of water yet choose to conserve it for the sake of the greater human family have attained a moral stature that allows them to look beyond themselves and the group to which they belong. How marvellously human! The same attitude is demanded if we are to recognize the rights of all people, even those born beyond our own borders."*

(Pope Francis, *Fratelli Tutti* n117)

*Fratelli Tutti* is an encyclical, or open letter, written by Pope Francis asking us to reach out to our sisters and brothers in need. We are challenged to turn outwards and think of ourselves as one global family, becoming neighbours to all. *Fratelli Tutti* calls us to put human dignity at the centre.

- Discuss the quote from *Fratelli Tutti*, pulling out the themes of solidarity, being in a global family and working for the common good of all.
- Students brainstorm how they can conserve water for the sake of others at school and at home.

## TASK 10: MARK WORLD WATER DAY – 22nd March

Create a Tapitas\* Water Wall with a picture of a tap at the top and then water droplets cascading down. They write a prayer on the droplet before adding their droplet to the display wall. The prayer could be something they are grateful. Download the Tapitas template [here](#).

\*Tapitas is just a play on the word Caritas ☺

Conclude with a class prayer:

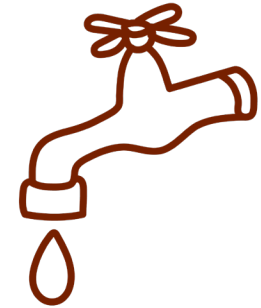
*God of life,  
help us to appreciate your gift of water.  
As we drink, wash, cleanse and grow,  
remind us how brilliant water is  
and how precious it is too.*

*We pray for people living without clean water,  
and for those who must travel  
long distances to collect it.*

*Bless Caritas Australia's work, supporting families to access clean water.  
Amen*

\*Prayer adapted from CAFOD's Water Assembly

**Curriculum links:** Religious Education



# THANK YOU



## PHOTO CREDITS

Leaia's Story (Samoa) – Laura Womersley/Caritas Australia

## TEACHERS

For more school resources, please visit:

[caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

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## GENERAL ENQUIRIES

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