

**“As I Have Done”: A High School Theology Lesson Guide**

Resource for educators created by the [Loyola Institute for Ministry](http://cnh.loyno.edu/lim)

Loyola University New Orleans

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[Website to Download 3 Student Handouts](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide)

**Background**

The Loyola Institute for Ministry and Salt+Light Media present "As I Have Done," a 90-minute documentary series featuring Catholic sisters' contributions to sustainable development in East Africa. The film is [streaming for free during Lent 2020 at Salt+Light Media’s website](https://saltandlighttv.org/asihavedone/). (After Lent, it will be available through [LIM’s project website](http://cnh.loyno.edu/lim/sisters-and-sustainability)).

This free and adaptable resource is intended for Catholic high school theology/religion teachers and can be used to achieve outcomes articulated in the USCCB’s high school curriculum framework. It was created for an online learning environment but can be customized for in-person courses. Feel free to share this resource and to edit it for your students. If you have any questions about the film series or this resource, contact Project Manager Sarah DeMarais at scdemara@loyno.edu. We would love to hear how you use this film with your students!

The latest version of this document and the related student handouts can be downloaded at [this website](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide).

The [Loyola Institute for Ministry](http://cnh.loyno.edu/lim) (LIM) at Loyola University New Orleans offers degrees and certificates in religious education and pastoral studies through on campus, online, and extension programs. If you are interested in studying with LIM, contact Admissions Manager [Diane Blair](http://cnh.loyno.edu/lim/bios/diane-blair) at dblair@loyno.edu. You can follow us on social media for our latest resources for religious educators: [Facebook](https://www.facebook.com/LoyolaInstituteforMinistry/), [Twitter](https://twitter.com/LIMINO), and [Instagram](https://www.instagram.com/loyolainstituteforministry/).

**Film Overview**

“As I Have Done” includes three 30-minute episodes illustrating how Catholic sisters, inspired by faith, lead efforts to improve the lives of poor and marginalized people. Each episode could stand alone for a lesson.

* **Sisters for Sustainability**
	+ **Ministries**: sustainable farm, home for children with disabilities, sustainable village of families affected by the HIV/AIDS epidemic
	+ **Countries**: Uganda and Kenya
	+ **Congregations**: Institute of the Blessed Virgin Mary (Loreto Sisters), Little Sisters of St. Francis
* **Sisters for Justice & Peace**
	+ **Ministries**: advocacy against female genital mutilation (FGM), peacebuilding education for youth, interreligious dialogue for peacebuilding
	+ **Countries**: Tanzania and Kenya
	+ **Congregations**: Institute of the Blessed Virgin Mary (Loreto Sisters), Grail Congregation, Ursuline Sisters
	+ **Content advisory**: This episode discusses the physical consequences of female genital mutilation and includes one reference to sexual assault.
* **Sisters for Equality**
	+ **Ministries**: maternal and infant health care, women’s empowerment program, education of youth from a slum
	+ **Countries**: Tanzania and Kenya
	+ **Congregations**: Institute of the Blessed Virgin Mary (Loreto Sisters), Missionary Sisters of the Precious Blood, Grail Congregation
	+ **Content advisory**: This episode includes one reference to sexual assault.

**Additional resources for educators:**

* LIM’s website includes [this page, “CST Resources for Educators.”](http://cnh.loyno.edu/lim/cst-resources-educators) It includes links to online resources about Catholic Social Teaching, sustainable development, and Catholic sisters.
* LIM partners with the USCCB National Advisory Team on Young Adult Ministry to offer resources for people ministering with youth. Information about upcoming webinars and downloads of prior webinars are available [here](http://cnh.loyno.edu/lim/webinars).

**Background info for students, relevant for all episodes:**

* This interactive [Google Map](https://goo.gl/6gtNkZ) illustrates the locations of all projects featured in the film (in Kenya, Uganda, and Tanzania).

**Ideas for connections between the films and the** [**USCCB’s high school curriculum framework**](http://www.usccb.org/beliefs-and-teachings/how-we-teach/catechesis/upload/high-school-curriculum-framework.pdf)**, *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age:***

* Core curriculum: *The Mission of Jesus Christ*
	+ V. Moral Implications for the Life of a Believer – explore how the sisters depicted in these films respond to the universal call to holiness, love God as Jesus taught, put Jesus’ moral and spiritual teaching into practice, serve the poor and marginalized, and fulfill the mission for evangelization and stewardship
	+ VI. Prayer in the Life of a Believer – discuss the depictions of communal prayer through the film series
* Core curriculum: *Jesus Christ’s Mission Continues in the Church*
	+ II. Images of the Church – what images of the Church are reflected in the lives of the sisters?
	+ III. The Marks of the Church #5 and 6 – Ecumenism and interreligious dialogue are a theme of the episode “Sisters for Justice & Peace.”
	+ IV. The Church in the World #2 – Vocations of women religious
* Core curriculum: *Life in Jesus Christ*
	+ I. What is Life in Christ? – explore how the sisters respond to God’s plan as followers of Christ, responding in love and living in joy
	+ II. God Has Taught Us How to Live a New Life in Christ - #2 – explore how sisters are living Jesus’s Great Commandments and the teachings of the Sermon on the Mount
	+ III. Living New Life in Christ Jesus – sisters as responding to universal call to holiness by living particular forms of vocation & discipleship
* Elective: *History of the Catholic Church*
	+ II #12 – The Church & Social Justice Teaching – sisters are living the values of these classic CST texts through their ministries
* Elective course: *Living as a Disciple of Jesus Christ in Society*
	+ II. Social Teaching of the Church & III. Major Themes of Catholic Social Teaching – sisters are living the values and themes of CST. The below resource includes connections to specific CST themes for each ministry featured in each episode.
* Elective course: *Responding to the Call of Jesus Christ*
	+ V. The Consecrated Life – the work of the Spirit in religious life
* Elective course: *Ecumenical & Interreligious Issues*
	+ Ecumenism and interreligious dialogue are a theme of the episode “Sisters for Justice & Peace.” Featured sisters are members of a “Daughters of Abraham” group of Christian, Jewish, and Muslim women who build peace through dialogue and relationship.

**As I Have Done: Sisters for Sustainability**

**Teachers’ Guide**

(*Text in italics is included only in the Teachers' Guide. The editable Student Handout can be downloaded* [*here*](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide)*.)*

This episode shows how Catholic sisters are promoting sustainable development in Uganda and Kenya. One community of the Little Sisters of Saint Francis manages a sustainable farm, while another cares for children with disabilities. And a sister from the Institute of the Blessed Virgin Mary operates a village of families who have lost loved ones to the HIV/AIDS epidemic. You can see the locations of these ministries on [this map](https://goo.gl/6gtNkZ).

Background: Sustainable Development

“Sustainable development” means meeting the needs of the present without compromising the ability of future generations to meet their own needs. Watch [this Youtube video](https://www.youtube.com/watch?v=89tInECFdQ4) about the United Nations Sustainable Development Goals (SDGs) *(video time: 3:32)*.

Next, read this short article about Pope Francis’s support for the SDGs: “[Pope: World in need of ‘ecological conversion’ to advance sustainability](https://cruxnow.com/vatican/2019/03/pope-world-in-need-of-ecological-conversion-to-advance-sustainability/).”

Next, look at [this website](https://sustainabledevelopment.un.org/sdgs) and read the names of the 17 Sustainable Development Goals.

After reviewing the video, article, and website, answer these questions in 2-3 complete sentences each:

1. What is the purpose of the United Nations Sustainable Development Goals?
2. Why does Pope Francis support sustainable development?
3. Choose one of the Sustainable Development Goals that you find interesting. Identify the name and number of the goal and explain why you care about that goal and what you could do about it.

“Sisters for Sustainability” Viewing Guide

Go to this [Youtube playlist](https://www.youtube.com/playlist?list=PLwDjtx8bmj0a73Bczg2e3K00TWhO1nCFr). Click on the “Sisters for Sustainability” video.

This episode is just under 30 minutes long and contains seven segments. You will watch it one segment at a time. First, preview the questions you will answer for the segment you are about to watch. Then watch the segment, pausing as needed to answer the questions. Once you have answered all questions for one segment, preview the questions for the next segment, and so on.

*This public version of the Lesson Guide does not include suggested answers for the below questions. For this document including answers, complete the Google Form linked at* [*this website*](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide)*.*

**Segment 1: 0:00-5:50 – Nyumbani Village**

Who lives at Nyumbani Village?

What does Sr. Mary Owens say is the “spirit” of Nyumbani Village?

Why did Belita Musyoka’s family come to Nyumbani Village?

Sr. Mary Owens lists some of the services that are offered by Nyumbani Village. What are they?

**Segment 2: 5:50-11:03 – Mother Kevin Sustainable Farm**

Who was Mother Kevin?

According to Sr. Lydia, why did the Little Sisters of St. Francis start the Mother Kevin Sustainable Farm?

Why does Kizza Resty work at the farm?

Why does Prossy Nakawuka work at the farm?

Kibuuka David Nkonge says that the villagers coming together for training is a “sign of God.” What are his hopes for the villagers?

**Segment 3: 11:03-15:01 – Providence Home**

What is the purpose of Providence Home?

According to Sr. Rita, what is the slogan of Providence Home?

According to Sr. Mary Cecilia Njeri, what is the charism of the Little Sisters of St. Francis? (A charism – pronounced care-ism – is a special gift of the Holy Spirit that inspires and guides a religious community).

According to Sr. Mary Cecilia, what is the mission of the Little Sisters of St. Francis?

According to Sr. Mary Cecilia, what are some of the ways that the Little Sisters are living their charism and promoting sustainable development?

**Segment 4: 15:02-19:22 - Nyumbani Village**

According to Belita, how did her family get water before moving to Nyumbani Village?

Belita imagines what her life would be like if she had not come to live at Nyumbani Village. What does she think would have happened to her?

**Segment 5: 19:22-22:27 - Mother Kevin Sustainable Farm**

How does Prossy say that working at the farm has helped her family?

How does Sr. Lydia describe “sustainable development”?

**Segment 6: 22:27-26:10 - Providence Home**

What is Simon’s role at the Providence Home?

Sr. Mary Cecilia tells the story of a boy who was rejected by his family but cared for by the sisters. What is that boy doing now?

How do Simon and John help each other?

**Segment 7: 26:10-28:08 - Conclusion**

Kibuuka David reminds us that “God created the environment.” How does he think we should respond to this gift from God?

Catholic Social Teaching Reflections

Reflect on how the ministries you learned about in this film connect to Catholic Social Teaching. You can review the themes of Catholic Social Teaching at [the USCCB website](http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm) or this [poster from Catholic Relief Services](https://www.crs.org/sites/default/files/usops-resources/17us495_cst_poster-adult_en-digital.pdf).

1. Choose one of these themes of Catholic Social Teaching: solidarity or call to family, community, and participation. Write 5 sentences describing how the Nyumbani Village lives this theme.
2. Choose one of these themes of Catholic Social Teaching: stewardship of God’s creation; dignity of work and rights of workers; or preferential option for the poor and vulnerable. Write 5 sentences describing how the Mother Kevin Sustainable Farm lives this theme.
3. Choose one of these themes of Catholic Social Teaching: life and dignity of the human person; call to family, community, and participation; or preferential option for the poor and vulnerable. Write 5 sentences describing how the Nkonkonjeru Providence Home lives this theme.

*The following questions could be used for a class discussion, for courses with that capacity. Courses without that capacity could use these as prompts for written reflections. These questions are not included in the student handout document but could be added there.*

*Discussion Questions:*

* *How do the United Nations Sustainable Development Goals relate to Catholic Social Teaching?*
* *How are the Mother Kevin Sustainable Farm, Nyumbani Village, and/or Providence Home promoting sustainable development and the principles of Catholic Social Teaching?*
* *What inspires you about the stories in this episode?*
* *What new perspectives did you gain about people from other parts of the world?*
* *How does this film help you recognize the gifts you’ve been given in your life? What gifts in the film do you see that you might lack in some way?*
* *Why do you think that these sisters choose to work for sustainable development?*
* *What insights into the sisters’ faith do you gain? What implications does the sisters’ faith have for your own spiritual life?*
* *Catholic Social Teaching challenges us to look for God’s presence especially in the poor and vulnerable. Having seen this film, how can you be more attentive to God’s presence? Where might you look and what might you do as a result?*
* *What are ways that your local community needs sustainable development? How can you contribute to sustainable development in your local community and around the world?*
* *Why are Christians called to care for creation and promote sustainability?*
* *How can you care for God’s creation?*

*Extension Activities*

*These assignments could extend the lesson. They are not included in the student handout but could be added there or assigned separately.*

1. *Imagine that a friend or family member tells you that Christians do not need to care about the environment. Write them an email (8 sentences) explaining how sustainability and care for creation is related to faith.*
2. *Choose one of the* [*Sustainable Development Goals*](https://sustainabledevelopment.un.org/sdgs) *that is important for your local community. Write a proposal for a service project you and your classmates could do to promote this goal. Your proposal should be one page and include the following information: why you think this goal/issue is important in your community, what actions and people the service project would involve, and how the service project would help promote the SDG.*

**As I Have Done: Sisters for Justice & Peace**

**Teachers’ Guide**

(*Text in italics is included only in the Teachers' Guide. The editable Student Handout can be downloaded* [*here*](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide)*.)*

This episode brings you to Tanzania and Kenya where Catholic sisters advance peace and justice. Ursuline Sisters educate a new generation to be peacemakers, a sister from the Institute of the Blessed Virgin Mary fights against female genital mutilation, and a Grail sister builds peace through interreligious dialogue. You can see the locations of these ministries on [this map](https://goo.gl/6gtNkZ).

Background: Justice & Peace in East Africa

Promoting peace is an important part of Christianity, rooted in Jesus’s example of nonviolence and compassion. The Catholic Church recognizes that peace and justice are connected. For example, St. Pope Paul VI wrote, “If you want peace, work for justice.” In this episode you will meet Catholic sisters who are following the example of Jesus to live peacefully, help others to be peaceful, and build justice.

You will also meet a sister in Kenya who runs a project called “Termination of Female Genital Mutilation.” Female Genital Mutilation is abbreviated FGM. It is sometimes called “female circumcision” or “cutting.” FGM is an important topic but can be difficult or uncomfortable to consider. To learn about why FGM is harmful and unjust, watch [this Youtube video](https://www.youtube.com/watch?v=WJwP6C5q6Qg). *(video time: 3:15)*

This episode also features sisters and priests who are working to end violence and terrorism in Nairobi, Kenya through interreligious dialogue. Kenya has experienced several terrorist attacks over the last few decades. Interreligious dialogue brings people of different faiths together to promote peaceful relationships. “Interreligious” means between different religions (such as Christians, Jews, and Muslims), and “ecumenical” means between different Christian denominations. [Read this article about Pope Francis’s support for interreligious and ecumenical relationships](https://www.catholicnewsagency.com/news/pope-in-kenya-interreligious-dialogue-not-an-option-but-a-necessity-34141).

After reviewing the video and article, answer these questions in 2-3 complete sentences each:

1. Why is female genital mutilation unjust?
2. Why does Pope Francis say that interreligious and ecumenical dialogue is “not a luxury” but “essential”?

“Sisters for Justice & Peace” Viewing Guide

Go to this [Youtube playlist](https://www.youtube.com/playlist?list=PLwDjtx8bmj0a73Bczg2e3K00TWhO1nCFr). Click on the “Sisters for Justice & Peace” video.

This episode is just under 30 minutes long and contains seven segments. You will watch it one segment at a time. First, preview the questions you will answer for the segment you are about to watch. Then watch the segment, pausing as needed to answer the questions. Once you have answered all questions for one segment, preview the questions for the next segment, and so on.

*This public version of the Lesson Guide does not include suggested answers for the below questions. For this document including answers, complete the Google Form linked at* [*this website*](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide)*.*

**Segment 1: 0:00-5:00 – Ursuline Sisters**

Sr. Lilian lists some of the reasons that she likes working with youth. What is one of the reasons she states?

**Segment 2: 5:00-9:33 –** **Termination of Female Genital Mutilation (FGM)**

When Sr. Ephigenia first learned about the problem of female genital mutilation (FGM), how many girls and women had been affected by it?

Jene used to be a circumciser (meaning that she performed FGM on girls). She shares some reasons why she stopped. What is one of her reasons?

Who developed the “Christian Rite of Passage for a Modern Girl” to replace the traditional ritual of FGM?

**Segment 3: 9:33-13:40 - Interreligious Dialogue**

What subject does Sr. Lucy Kimaro teach?

Sr. Petronilla shares a story about a saint who met with a sultan to build peace between Christians and Muslims. Who was that saint?

Sr. Lucy and Fr. Boniface both identify reasons other than religion that can motivate violence and conflict. What is one of the reasons they identify?

**Segment 4: 13:40 – 18:11 - Termination of Female Genital Mutilation (FGM)**

According to Janet, the chief of Barut Village, how does she communicate that FGM is illegal and should not be practiced?

**Segment 5: 18:11-20:50 - Interreligious Dialogue**

This segment opens with a memorial garden for a terrorist attack. Where and what year did the attack take place?

According to Rev. Thegu Mutahi, what has been achieved by interfaith dialogue?

**Segment 6: 20:50-25:33 - Ursuline Sisters**

Sr. Conjesta says that her aim as a Catholic school educator is not to convert all students to Christianity, but to give them formation. How does she define formation? (Hint: the subtitle beginning “how to live….”)

Sr. Lilian helps youth to live “peace and justice.” What is one of the things she mentions that the Ursuline sisters teach young people?

According to Sr. Conjesta, what will make you happy or joyful?

**Segment 7: 25:33-26:55 - Conclusion**

According to Sr. Catherine, how does she help children become peaceful/peacemakers?

Why is Sr. Ephigenia “optimistic” that her ministry’s success and progress will continue?

Catholic Social Teaching Reflections

Reflect on how the ministries you learned about in this film connect to Catholic Social Teaching. You can review the themes of Catholic Social Teaching at [the USCCB website](http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm) or this [poster from Catholic Relief Services](https://www.crs.org/sites/default/files/usops-resources/17us495_cst_poster-adult_en-digital.pdf).

1. Choose one of these themes of Catholic Social Teaching: rights and responsibilities, or life and dignity of the human person. Write 5 sentences describing how the Ursuline Sisters live this theme.
2. Choose one of these themes of Catholic Social Teaching: life and dignity of the human person; option for the poor and vulnerable; or call to family, community, and participation. Write 5 sentences describing how members of the Termination of Female Genital Mutilation (FGM) project live this theme.
3. Choose one of these themes of Catholic Social Teaching: solidarity, or life and dignity of the human person. Write 5 sentences describing how the people who promote interreligious dialogue, such as the sisters, priests, and community members in the film, live this theme.

*The following questions could be used for a class discussion, for courses with that capacity. Courses without that capacity could use these as prompts for written reflections. These questions are not included in the student handout document but could be added there.*

*Discussion Questions:*

* *How are the Ursuline sisters, people advocating to end FGM, and people participating in interreligious dialogue building peace and justice?*
* *How would you define peace? How would you define justice?*
* *How would you explain to a friend how peace and justice are connected?*
* *What inspires you about the stories in this film?*
* *What new perspectives did you gain about people from other parts of the world?*
* *In this episode you heard several sisters talk about their faith. What do you think inspires the sisters to do the challenging work of building peace and justice? What implications does the sisters’ faith have for your own spiritual life?*
* *Catholic Social Teaching calls us to discipleship and so to be agents of justice and peace as Jesus was. In what ways does this episode challenge you to discipleship and so to imitate Jesus more faithfully?*
* *What are ways that your local community needs peace? How can you contribute to peace in your local community and around the world?*
* *What relationships do you have with people of different faith traditions? How can these interreligious and ecumenical relationships promote peace and understanding?*
* *Sr. Ephigenia identified FGM as a problem in her culture and is taking action to change it. What is a problem or practice that is common in your own culture that you think should be changed? What could you do to help make that change happen?*

*Extension Activities*

*These assignments could extend the lesson. They are not included in the student handout but could be added there or assigned separately.*

1. *Watch* [*this video*](https://www.youtube.com/watch?v=CgcYZVLpack)*, a prayer for peace by Pope Francis. Then write your own prayer for peace (at least 5 sentences). Depending on technology access, students could make an audio recording of their prayer or create a video.*
2. *Read* [*this interview with Sr. Ephigenia*](https://berkleycenter.georgetown.edu/interviews/a-discussion-with-sr-ephigenia-gachiri-ivbm-stop-fgm) *about her efforts to end FGM. In one paragraph (at least 5 sentences), summarize what new information you learned from the interview that was not included in the film. Then write 3 additional questions that you would ask Sr. Ephigenia if you could interview her about her ministry.*

**As I Have Done: Sisters for Equality**

**Teachers’ Guide**

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In this episode you will meet Catholic sisters promoting equality in health and education in Tanzania and Kenya. The Grail community provides health care and health education, especially for women. The Sisters of the Precious Blood take vulnerable children off the street and provide a safe home and education. A sister of the Institute of the Blessed Virgin Mary runs a nonprofit that empowers women and educates children from one of the world’s largest slums. You can see the locations of these ministries on [this map](https://goo.gl/6gtNkZ).

Background: Gender, Health, & Inequality

In this episode you will learn about Women for Women in Africa, a nonprofit serving people in Kibera. Kibera, in Nairobi, Kenya, is one of the largest slum neighborhoods in the world. “Slum” means a neighborhood that is very densely populated, with poor living conditions and unsafe housing. Read [this photo essay](https://www.theguardian.com/global-development/2019/aug/08/i-fear-for-the-children-the-families-battling-to-beat-the-odds-in-kibera-photo-essay) to learn more about the challenges faced by families in Kibera.

The episode also features a health centre in Tanzania that provides free or affordable care for the poor and vulnerable. The Grail sisters who run the centre have a particular mission for serving women, by offering health care and education, to improve outcomes for mothers and their children.

One way of measuring women’s health is the maternal mortality rate, meaning the rate of women dying because of complications in pregnancy and childbirth. Read this brief information on [the World Health Organization website](https://www.who.int/gho/maternal_health/mortality/maternal_mortality_text/en/) about maternal mortality.

After reviewing the websites above, answer these questions:

1. The photo essay introduced you to several families in Kibera. Choose one person from the essay. What is one way that her or his life is like your life? What is one way that her or his life is different from your life? Answer in 2-3 sentences, including the name of the person you chose.
2. According to the World Health Organization, how does the risk of maternal mortality compare between low-income and high-income countries? (Your answer should include the specific rate – “x times higher”)

“Sisters for Equality” Viewing Guide

Go to this [Youtube playlist](https://www.youtube.com/playlist?list=PLwDjtx8bmj0a73Bczg2e3K00TWhO1nCFr). Click on the “Sisters for Equality” video.

This episode is just under 30 minutes long and contains seven segments. You will watch it one segment at a time. First, preview the questions you will answer for the segment you are about to watch. Then watch the segment, pausing as needed to answer the questions. Once you have answered all questions for one segment, preview the questions for the next segment, and so on.

*This public version of the Lesson Guide does not include suggested answers for the below questions. For this document including answers, complete the Google Form linked at* [*this website*](http://cnh.loyno.edu/lim/i-have-done-high-school-theology-lesson-guide)*.*

**Segment 1: 0:00-6:10 – Women for Women**

Sr. Leonida Kwamboka, Sr. Kevina Ekal, and Benjamin Mbasa all share reasons why Women for Women supports the education of children. What are two of these reasons?

Sr. Leonida describes the homes and environment in the Kibera slum. Sr. Kevina identifies some of the social and economic challenges of Kibera families. List five challenges that Kibera residents face.

**Segment 2: 6:10-10:30 - Neema Health Centre**

Sr. Avelina Kimaryo explains why her congregation, the Grail Congregation, focuses on the education of women. What are the benefits she identifies of educating women?

Why did Sr. Cecilia Assey found the Neema Roman Catholic Health Centre?

**Segment 3: 10:30-14:38 – Amani Primary School**

According to Sr. Rosemarie Gituma, why did her congregation, the Sisters of the Precious Blood, start Amani Primary School?

Summarize the story of how Isaac Amyasa Mwahasi came to Amani Primary School.

**Segment 4: 14:38-19:20 - Women for Women**

How does visiting the Kibera slum make Benjamin Mbasa feel? Why?

How has Women for Women helped Eveline Kemunto’s family?

What makes Sr. Kevina Ekal smile and gives her the strength to work in Kibera?

**Segment 5: 19:20-22:58 - Amani Primary School**

According to Sr. Caroline Mwasya, what role do the sisters serve for the children?

Who does Sr. Caroline “witness” in the children?

**Segment 6: 22:58-26:58 - Neema Health Centre**

According to Sr. Avelina, what is the mission of the Grail congregation?

**Segment 7: 26:28-28:01 - Conclusion**

What is Sr. Caroline’s “hope and prayer” for the children?

Catholic Social Teaching Reflections

Reflect on how the ministries you learned about in this film connect to Catholic Social Teaching. You can review the themes of Catholic Social Teaching at [the USCCB website](http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm) or this [poster from Catholic Relief Services](https://www.crs.org/sites/default/files/usops-resources/17us495_cst_poster-adult_en-digital.pdf).

1. Choose one of these themes of Catholic Social Teaching: option for the poor and vulnerable; life and dignity of the human person; or call to family, community, and participation. Write 5 sentences describing how the Grail Sisters at Neema Health Centre live this theme.
2. Choose one of these themes of Catholic Social Teaching: option for the poor and vulnerable, or rights and responsibilities. Write 5 sentences describing how the team running Women for Women in Africa lives this theme.
3. Choose one of these themes of Catholic Social Teaching: call to family, community, and participation; or option for the poor and vulnerable. Write 5 sentences describing how the Sisters of the Precious Blood at Amani School live this theme.

*The following questions could be used for a class discussion, for courses with that capacity. Courses without that capacity could use these as prompts for written reflections. These questions are not included in the student handout document but could be added there.*

*Discussion Questions:*

* *How are the Neema Health Centre, Amani School, and Women for Women promoting equality?*
* *How does the Catholic Social Teaching theme of “option for the poor and vulnerable” relate to gender equality?*
* *How does Catholic Social Teaching relate to equality in health care and education?*
* *What inspires you about the stories in this episode?*
* *What new perspectives did you gain about people from other parts of the world?*
* *What insights into the sisters’ faith did you gain from this film? What implications does the sisters’ faith have for your own spiritual life?*
* *Why do you think that these sisters choose to work for equality in health care and education?*
* *Catholic Social Teaching challenges us to look for God’s presence especially in the poor and vulnerable. Having seen this film, how can you be more attentive to God’s presence? Where might you look and what might you do as a result?*
* *Where do you see inequality in your local community? How can you contribute to equality in your community and around the world?*
* *Why are Christians called to promote equality?*

*Extension Activities*

*These assignments could extend the lesson. They are not included in the student handout but could be added there or assigned separately.*

1. *Identify an issue of inequality in your local community. Write a one-page letter to a community leader (such as a school leader, politician, or leader of a faith community or community organization) and describe the situation you find to be unequal. Share your ideas for building equality in your community. Include how your ideas relate to your faith or spirituality.*
2. *Fr. Greg Boyle, S.J. writes about building a “circle of compassion” with “no one standing outside of that circle, moving ourselves closer to the margins so that the margins themselves will be erased.” Each of the ministries in this episode focuses on including people who are marginalized (such as women who are isolated and lack health care, women and children living in a slum, and children living on the street). Prayerfully consider who lives “on the margins” in your own community. Choose a creative way to represent your hopes for how this group of marginalized people can be better included in your community. You could write a song or a poem or produce a video or visual art to illustrate what erasing margins might look like.*