

SCIAF EDUCATION

LEARN, PRAY, ACT IN THE CLASSROOM

New water point,
Ethiopia



**WEE
BOX**

Big change

WEE BOX 2026

This Lent, we invite you to use your WEE BOX to learn, pray and act for global justice.

SCIAF are committed to faith-informed Development Education, helping you support pupils in fostering a global outlook, awareness of Learning for Sustainability issues, and encouraging critical thinking about global justice.

This year's WEE BOX appeal focuses on our work in Ethiopia where conflict, climate change, and deep aid cuts are driving a devastating water crisis, reversing decades of progress.

Because of your support, SCIAF's partners in Ethiopia and around the world are bringing life-giving water to those who need it most.

Thank you for your continued prayers and fundraising for the WEE BOX, BIG CHANGE Appeal.



Elaine McGinlay

Development Education Officer

LEARN

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TEACHERS' GUIDE

Water is life. Yet for millions of people in Ethiopia, clean, safe water remains dangerously scarce.

Every day, people walk for hours under the scorching sun in search of water – often from unsafe, distant sources. This daily task, which usually falls to women, girls and boys, exposes them to danger and traps families in poverty. Time spent fetching water means children miss school and parents lose vital hours needed to work or care for the family.

Ethiopia has made great strides in development over the past decades: improving education, health, and livelihoods. But this progress is now at risk. Recent conflicts, fragile ceasefires, and major cuts to international aid have pushed millions back into extreme poverty. In a country already suffering from the effects of the climate crisis, these pressures are devastating.

Even amid these struggles, however, hope endures.

SCIAF, through our partners in Ethiopia, are working with communities to bring life-giving water and support to those who need it most. Together, with your support we:

- Dig and repair wells so that water flows near people's homes.
- Provide clean, safe water for drinking, cooking, and sanitation.
- Provide skills training and small business support.
- Help young people receive an education.
- Support families recovering from conflict and disasters.

Hirit, Ethiopia

In Ethiopia, one in six children under five die from diseases linked to drinking dirty water and poor sanitation.


Use the WEE BOX notes to learn more about SCIAF's work in Ethiopia.

TEACHERS' GUIDE

WHAT IS DEVELOPMENT EDUCATION?

Development Education (DE) is expressed as a Learning for Sustainability (LfS) entitlement for all learners as 'sustainable development education'. Engaging with LfS in a Catholic school requires practitioners to consider complex cross-disciplinary and interdisciplinary issues in a way that enables pupils to learn about, pray for and take positive action on international development issues.

At SCIAF our DE programme is rooted in the formation and development of the whole person, in line with the Charter for Catholic Schools in Scotland, Catholic Social Teaching and sacred Scripture. Our resources use methodologies that support young people to make connections between their own lives and global social justice issues, to explore the root causes of injustice and inequality, and be empowered to make a positive difference in the world.



Collecting water,
Borena, Ethiopia

TEACHERS' GUIDE

TEACHING CONTROVERSIAL ISSUES FROM AN INTEGRAL HUMAN DEVELOPMENT APPROACH

Teaching about international aid, water security, poverty, and global justice can be challenging. These are deeply human issues that stir strong emotions, and some pupils may have lived experience of them. Discussing these topics also raises moral questions and sometimes reveal disagreement or frustration in the classroom.

As educators, our goal is not to avoid these tensions but to transform them into opportunities for dialogue, reflection, and hope.

There are well-established LfS frameworks and standpoints to explore and discuss complex global issues, including:

- **Human Rights Approach**
 - rooted in international law and focused on ensuring every person can claim their universal rights.
- **Legal / Law-Based Approach**
 - exploring how structures and policies protect people and the planet.
- **Social Responsibility Approach**
 - encouraging moral and civic responsibility for society.

These frameworks are powerful tools; however, Catholic education provides an additional framework: an approach that deepens understanding and action beyond the legal or moral, into the spiritual and relational.

- **Integral Human Development Approach**
 - a holistic model of human flourishing rooted in the inherent dignity of each person, and every person.

This approach goes beyond the frameworks of rights or law by considering the *whole person* and the *whole community* – their physical, emotional, social, spiritual, and environmental wellbeing. It is rooted in Catholic Social Teaching, affirming the dignity of every human being, the interconnectedness of creation, and the pursuit of the common good.

Using an Integral Human Development (IHD) Approach to teaching controversial, challenging and emotive issues helps learners move from “What’s fair?” to “What’s just and loving?”, and “What does our faith requires of us?”. It encourages deeper learning that connects faith with action. For example, instead of seeing international aid as a simple act of charity, we as Catholic educators understand it as a partnership rooted in solidarity and the “burning heart of the Church’s mission” (Pope Leo XIV, *Dilexi Te*)



In this resource, we draw on a simple but effective dialogue tool that supports balanced, compassionate conversation, especially when views diverge in the classroom: the acknowledge-explain-reassure-redirect framework.



ACKNOWLEDGE their concern	Show empathy and respect for feelings or viewpoints without judgement.
EXPLAIN the benefits or context	Share clear information, facts or insight. Linking to Catholic Social Teaching and real examples from SCIAF's work is a good way to do this.
REASSURE by connecting to shared values	Affirm the values your class/school have in common – fairness, dignity, compassion, and hope.
REDIRECT frustration toward empathy and action	Help pupils see how they can respond constructively through learning, prayer, and action like fundraising or campaigning.

Jaldessa, Ethiopia



Use this conversation guide if you need some quick support when using these WEE BOX resources in your school.

Concern/Question	Acknowledge	Explain	Reassure / Redirect
<i>“We’ve been helping Ethiopia for years – why are people still struggling?”</i>	That’s a fair question. People have worked hard and progress has been made.	Ethiopia was on a journey of development, but recent war, droughts, floods, high government debt repayments, and aid cuts have undone much of that progress.	It’s not about failure – new and complex problems have emerged and it’s pushing many people back into extreme poverty. It’s about standing with people as they rebuild.
<i>“We’ve already supported building hundreds of wells in Ethiopia, so why does it never seem to fix things?”</i>	It can feel frustrating when change seems slow or when progress is halted.	SCIAP’s work isn’t about quick fixes. We work with local partners to repair pumps which have been damaged where there haven’t been any resources to fix them.	We don’t just provide water: we stand with people for the long term. That’s real partnership, rooted in faith. Remember the WEE BOX stories are only one perspective from Ethiopia. Not everyone in, or from, Ethiopia has had the same experience as those who feature in this resource.
<i>“Water is an SDG priority so shouldn’t governments be doing this?”</i>	You’re right – global governments have a duty to act.	But international aid budgets have been cut drastically. The UK’s funding for water and sanitation has dropped from £110m in 2020 to £26m in 2024. The Ethiopian government is also trapped in making big debt repayments to richer countries.	That’s why we call for justice as well as generosity. Our Lent campaign asks the UK to not cut aid, and people in Scotland can lend their voices to this petition.
<i>“Why focus on Ethiopia when there are so many crises elsewhere?”</i>	It’s true there are many urgent needs worldwide.	Ethiopia’s crisis is less visible in the media but deeply serious. Drought, conflict, and aid cuts are putting millions of people at risk.	Supporting communities in Ethiopia doesn’t mean ignoring others. It means standing with those who are forgotten, as Christ calls us to do.

Concern/Question	Acknowledge	Explain	Reassure / Redirect
<i>"Aid is just charity – shouldn't countries help their own people?"</i>	It's good to want sustainable development and for people to be self-reliant.	Aid programmes fill vital gaps and SCIAF provides skills training for people to start small businesses and supports building lasting peace, this is sustainable and long lasting.	Our faith teaches us that true charity empowers others. It's about justice and solidarity, not dependency.
<i>"The world's problems are too big."</i>	It's understandable to feel overwhelmed.	Every act of compassion makes a difference: every donation, every prayer.	You are not expected to do it all alone, there are already changes for good happening at a global level and our actions add to this movement.
<i>"Charity starts at home."</i>	It's true that many people here in Scotland need support too.	SCIAF's work is part of the same calling – to love our neighbour, wherever they are.	Caring globally doesn't take away from local needs; it strengthens our shared humanity.
<i>"can our school really make a difference?"</i>	It can seem like our efforts are small.	Each Lent, schools, parishes and individuals across Scotland raise around £1million through the WEE BOX.	Together, we help people not just survive, but flourish. That's faith in action and powerful faith witness.

L-R, Hirit, Berhan, Lielti,
Ethiopia



TEACHERS' GUIDE

These WEE BOX activities will reference many areas:

POPE FRANCIS FAITH AWARD

- Find out about someone your age living in a country facing poverty or water scarcity.
- Contribute to charity with your time and talents.
- Pray in gratitude for all you have and pray for those who are not so fortunate.
- Learn about the sacredness of water and the communities who struggle to access this most basic need.
- Raise money for a Church charity and get your class involved to raise awareness.

LAUDATO SI' SCHOOLS

- Connect to Scripture: supporting pupils' prayer life as they learn-pray-act.
- Learn about how SCIAF helps to tackle global poverty and inequality.
- Respond to the cry of the poor by fundraising for SCIAF.
- Learn about how water resources are threatened around the world.
- Share your learning with the community.



THIS IS OUR FAITH

Primary

- **P3 RERC 1-24**

I know that my school is a Catholic school and that, with God's help, we can work together to show care for the world and the needs of all people.

- **P5 RERC 2-24**

I am developing my understanding of my involvement in the community of the Catholic Church by exploring the role of the lay organisations in my diocese that work to show care for the world and the needs of all people. I know that I am called to respond to the needs of others when I can. I have used this information to inspire and challenge me to respond to God's call to care for the poor.

- **P6 RERC 2-24**

I know that SCIAF is a Catholic organisation that responds to the needs of the world.

- **P7 RERC 2-24**

I know I am called to witness Jesus' love for the poor and marginalised.

Secondary

- **S1 RERC 3-21a**

Having considered Christ's example, I am aware of how I can respond to the spiritual and material needs of others.

- **S3 RERC 3-24a / 4-24a**

I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues.

RIGHTS RESPECTING SCHOOLS

- Learning about water scarcity
- Advocate for global justice using SCIAF campaign materials
- Active participation in the community by sharing learning

LEARNING FOR SUSTAINABILITY

- I am developing my knowledge and understanding of the interdependence of environment, society, economy and inequity.
- I am developing my knowledge and understanding of sustainable development.
- I am developing informed, ethical views of complex issues such as peace, reconciliation and justice.
- I am developing as an active global citizen.
- I am developing the skills to use digital technology (PPT) to support my learning on global issues.
- I am developing my knowledge and awareness of the Sustainable Development Goals, especially Goal 6.

DIGITAL SCHOOLS SCOTLAND

- I can create a digital information book-video (using Book Creator or Clips) about SCIAF's WEE BOX campaign and share with the rest of the school.
- I can create a webpage page (using Microsoft Sway) about SCIAF's work.

HOW GOOD IS OUR SCHOOL (HGIOS)

Partnership and collaboration

SCIAF provides accessible, appropriate and high-quality Development Education materials in line with the vision, aims, values and ethos of Catholic schools. Our workshops and assemblies have a positive impact on learners and contribute to their learning on global issues.

As a partner organisation to your school, we share our skills, knowledge and experience at a classroom, department, faculty, whole-school, cluster and local authority level. We work with schools to develop and maintain a strong partnership which improves outcomes for learners and for the whole school community. There isn't a cost attached to our visits or materials, although we are heartened by your fundraising efforts which sustain our work.

Collecting water, Ethiopia



TEACHERS' GUIDE

WEE BOX Resources:



DAY IN THE LIFE VISIT

Find out about 13-year-old Jeldesa's daily life in Ethiopia by booking a Day in the Life workshop from SCIAF, in your classroom. Suitable for P5-P7

getinvolved@sciaf.org.uk



WEE BOX VIDEOS

Watch with your class to find out how SCIAF respond to the needs of the world, as part of the global Catholic Church.

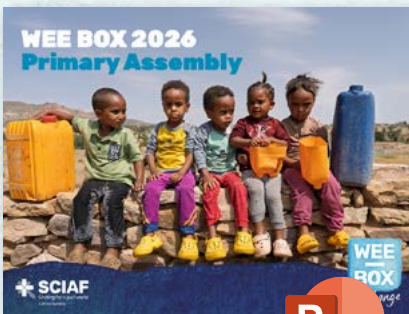
 youtube.com/sciaf



SCIAF SPEAKER

Invite SCIAF to your school to lead a WEE BOX assembly. Suitable for Primary and Secondary.

getinvolved@sciaf.org.uk

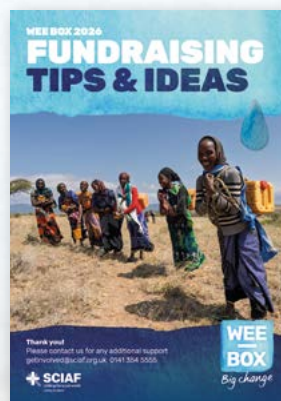


WEE BOX ASSEMBLY

A PowerPoint for staff and pupils to lead in the classroom or at assembly.

FUNDRAISING GUIDE

sciaf.org.uk/resources



Dhaki, Ethiopia

WATER IS LIFE

Success Criteria

By the end of the lesson, pupils can:

- ☒ Explain the difference between safe water, clean water, and available water.
- ☒ Describe why access to safe water matters for health and education.

PART 1: DISPLAY THE FACT ON THE WHITEBOARD

Globally, about 2.1 billion people still lack access to safely managed drinking water – meaning safe water at home, available when needed and free from contamination. Of these, over 100 million people are drinking untreated water from rivers, lakes or springs.

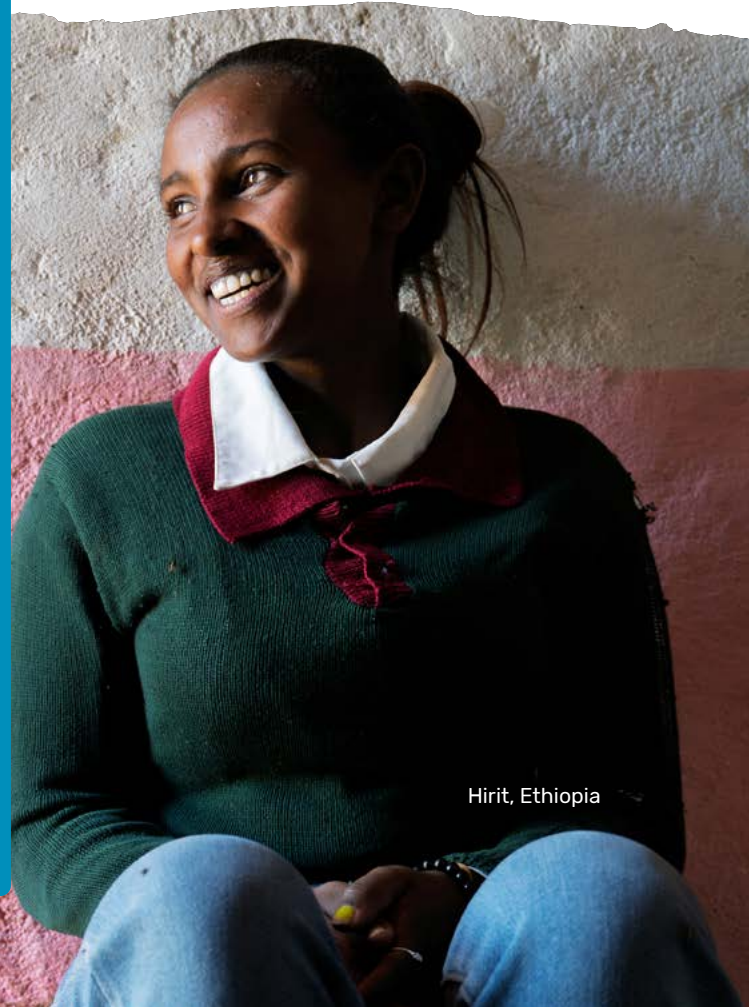
Prompt the class or initiate shoulder-partner quick discussion on 'What do you think *safe water at home* means? Why might water not be safe, even if it looks clean?'

PART 2: BREAK DOWN THE PHRASE (IN SMALL GROUPS):

Give each group one part to explore:

- **Safe water** – What makes water safe or unsafe?
- **At home** – Why does it matter if it's close or far away? Is 'at home' within the home?
- **Available when needed** – What happens during drought or when systems break? Is there enough for everyone who needs it? What are the issues with queuing for water?
- **Free from contamination** – What could contaminate water? How can it be prevented?
- **Untreated water** – why is water from lakes and rivers not always clean?

Each group researches or brainstorms their ideas and reports back, using sites like World Health Organisation, UNICEF, UNDP or Global Goals.



Hirit, Ethiopia

PART 3: PLENARY

Create a class infographic explaining the phrase safe drinking water for display.

NOTES FOR TEACHERS

Here are some definitions you might find useful:

Safely managed means at home, available, and free from contamination.

Basic service means an improved source within 30 min round trip.

Limited or unimproved means takes over 30 min and/or is unsafe.

Surface water is untreated and means directly from river/lake.

For older pupils you might want to introduce the UN definitions from the graphic below sometimes referred to as the 'SDG water access ladder'. Discuss where most people in Scotland would be on that ladder compared with people in rural Ethiopia.

SERVICE LEVEL	DEFINITION
SAFELY MANAGED	Drinking water from an improved source that is accessible on premises, available when needed and free from faecal and priority chemical contamination
BASIC	Drinking water from an improved source, provided collection time is not more than 30 minutes for a round trip, including queuing
LIMITED	Drinking water from an improved source, for which collection time exceeds 30 minutes for a round trip, including queuing
UNIMPROVED	Drinking water from an unprotected dug well or unprotected spring
SURFACE WATER	Drinking water directly from a river, dam, lake, pond, stream, canal or irrigation canal

Note: Improved sources include: piped water, boreholes or tubewells, protected dug wells, protected springs, rainwater, and packaged or delivered water.

Collecting water,
Borena, Ethiopia



WATER JUSTICE

Investigating Water Justice using an Integral Human Development Approach



Ware, Ethiopia

WHAT DO WE MEAN BY WATER JUSTICE?

Justice can be understood in different ways. For some people justice means fairness, and the principle that people receive what they deserve, although the interpretation of 'deserving' might vary from one person to another. For others, justice means the imposition of the rule of law, although the interpretation of what is lawful or unlawful can vary from country to country. For us, living our faith as Catholics, justice is not dependant on human laws or what people 'deserve' but is rooted in the principle that every person, made in the image of God, can flourish when their physical, emotional, social, spiritual, and environmental wellbeing needs are met.

Water justice is the idea that every person, everywhere in the world, should have the same access to sufficient supplies of safe water, that is fully accessible and affordable, giving them the power to make decisions that affect their daily lives. For many people around the world, however, this does not happen. People experience water injustice when their right to water is denied.

There are many issues that might be considered barriers to water justice and water security, such as weak laws, infrastructure, cooperation between governments, financing, and peace and stability.

Success Criteria

By the end of the lesson, pupils can:

- ✓ Identify key causes and effects of water injustice.
- ✓ Explain how issues like conflict, climate change, and poverty are linked to water justice.
- ✓ Suggest actions or attitudes that allow justice and hope to "flow."

PART 1: DISPLAY THE SCRIPTURE QUOTE ON THE WHITEBOARD.

Amos 5:24: "Let justice roll on like a river, righteousness like a never-failing stream."

Prompt the class or initiate shoulder-partner quick discussion on 'What do you think justice means here? What helps justice flow in the world? What might block justice flowing? How might this relate to water?'

Share the justice statement below to explain justice in light of our faith:

Justice isn't just about laws or who "deserves" what – it's about love and dignity.

Some people see justice as fairness or following rules, but our Catholic faith tells us that true justice means helping every person live the full life God wants for them.

Because we are all made in the image of God, justice happens when everyone has what they need – not just to survive, but to flourish: when people's physical, emotional, social, environmental, and spiritual needs are met.

PART 2: EXPLAIN THE CONCEPT OF 'WATER JUSTICE'.

People experience water injustice when their right to water is denied. Water injustice isn't caused by one single thing – it's a web of connected issues.

PART 3: MAP OUT HOW THE ISSUES LINK TOGETHER.

You can use A3 paper, the whiteboard or iPads for this activity. Ask pupils to brainstorm the interconnected issues associated with water scarcity.

Examples include:

Climate change – droughts or floods

Conflict – wells destroyed or unsafe to reach

Poverty – can't afford repairs or water pipes

Lack of clean water – disease spreads

Gender inequality – women/girls spend hours collecting water

Aid cuts – fewer community projects started or abandoned

Missed education – children can't attend school

Livelihood loss – crops fail, income falls

Add positive connections (justice and hope flowing):

Advocacy – for increased aid funding

Global Church – SCIAF's work to provide safe clean water

Participation – Solidarity from Scotland; prayers and fundraising

PART 4: PLENARY DISCUSSION

Where did you see the biggest blockages to justice? Where do you see hope? What would help justice flow more freely?

Optional: Ask pupils to write a short reflective piece, prayer or poem entitled 'Justice flows when everyone can flourish.'

INTERNATIONAL AID

This lesson explores the role of aid, the impact of cuts, and SCIAF's aid and development approach.

Success Criteria

By the end of the lesson, pupils can:

- ☒ Analyse and respond to arguments for and against aid.
- ☒ Understand how SCIAF's work promotes Integral Human Development.
- ☒ Reflect on their own values and responsibilities in promoting global justice.

Recent years have seen significant cuts to global aid budgets in both the UK and the USA. These decisions affect not only communities abroad but also global stability and wellbeing.

This can be a complex and political issue, so in this lesson we explore it through the lens of Catholic Social Teaching, Scripture, and Integral Human Development.

We'll ask: 'What does our faith say about these issues – and how should we respond?'

Ware, Ethiopia





PART 1: UNDERSTANDING AID

Teacher notes:

- International aid is when richer governments set aside part of their national wealth to support programmes in less wealthy countries – to reduce poverty, improve health and education, and respond to crises.
- The UK Government manages the main aid budget through the Foreign, Commonwealth and Development Office (FCDO).
- The Scottish Government oversees a smaller devolved International Development Fund of between £11 and 15 million, which supports specific countries such as Malawi, Rwanda, and Zambia, often through organisations like SCIAF.

Key Facts:

- During 2013–2021 the UK maintained its commitment to spend 0.7% of Gross National Income (GNI) on aid (about £19 billion).
- From 2021 the target was cut to 0.5 % of GNI, and the government has recently announced further big reductions
- For context, the UK Government spends around £1.28 trillion a year on all public services – so aid is less than 0.3% of total spending.
- Globally, funding for water, sanitation and hygiene programmes (WASH) has been cut by approximately 82%.

What this means:

At the projected 2027 level, UK aid would be less than half of what it once was, and less than half the support reaching people in need. Returning to 0.7% is a promise of justice, not charity. It is a relatively small amount for us, but a lifeline for millions.

But aid is not only about survival – it's about stability, peace, and shared progress.

When people have clean water, food, education, and healthcare, communities can rebuild and thrive.

Stable societies mean less conflict, less forced migration, and greater global security – benefits that extend to us here in Scotland too.

Aid puts the principle of solidarity into action – recognising that our wellbeing is connected to the wellbeing of others and actively working for their good.

Share some of the facts and statements above with your class.

**Aid that
invests in clean
water, education, and
livelihoods nurtures
human potential,
creativity, and dignity
– the seeds of a better
future.**

PART 2: ASK

Use shoulder partners, small groups, or polls to explore these questions:

- Should wealthier countries give aid to poorer countries? Why or why not?
- Why might governments reduce aid?
- What impact might this have on communities relying on long-term projects?
- What kind of aid builds independence? How does partnership (like SCIAF's approach) support sustainable aid and development?
- How can aid reduce conflict over resources such as water or food?
- Is aid an act of charity, or a form of re-balancing justice – remembering how wealthy nations gained wealth through colonialism/ resource extraction etc?
- How do modern trade systems still favour richer countries today?

PART 3: LINKING TO OUR FAITH

How does Catholic Social Teaching challenge us to think about global justice, development and aid?

International aid is not a charitable after thought in Catholic Social Teaching (CST) – it is a concrete expression of the Church's call to solidarity, the universal destination of goods, and the preferential option for the poor. CST grounds the obligation to help the needy in Scripture ('the least of these' Matthew 25) and in Papal documents such as *Caritas in Veritate* and *Fratelli Tutti*.

From these foundations emerges a clear moral imperative. Share these infographics either individually or with small groups to read and discuss.



Kaliti, Ethiopia

Solidarity with the poor

Aid is a concrete way of living the Church's preferential option for the poor, turning "charity toward the poor... into a more solicitous, more effective, more generous" reality.

(Pope John Paul II, 1988)

Integral Human Development

Assistance must promote not only material well being but also cultural, spiritual, and social dimensions, reflecting the 'integral development of man' highlighted in *Populorum Progressio*.

(Pope Paul VI, 1967)

Peace and security

By reducing poverty and its structural causes, aid contributes to global peace, a point Pope Benedict XVI links to the market's need for 'mutual trust' and to Pope Francis's observation that fighting poverty builds peace.

(Caritas in Veritate, Pope Benedict XVI, 2009)

Reciprocal gifts

Fratelli Tutti reminds us that 'development aid for poor countries... creates wealth for all,' urging a sharing of decision making and market access that benefits both donors and recipients.

(Pope Francis, 2020)

Promotion of dignity

"The Church views international aid as an essential tool for promoting dignity, reducing poverty, advancing global solidarity, and enhancing peace and security throughout the world. International assistance is a moral responsibility to assist 'the least of these' (Matthew 25). Assistance must be an expression of our solidarity with all people living in poverty"

(United States Conference of Catholic Bishops, 2020)

PART 3: TAKE ACTION

This Lent your pupils can take action on aid cuts.

We are asking supporters to sign our petition to the UK Government to return aid to 0.7% immediately.

Pupils aged 16+ can sign the petition here sciaf.org.uk/aidcuts

TAKE ACTION

WATER IN SCRIPTURE

This activity explores the sacredness of water in Scripture.

Success Criteria

By the end of the lesson, pupils can:

- ✓ Understand the sacredness of water and can give examples from Scripture of the power and life-giving nature of water.
- ✓ Understand that the lack of access to clean water effects millions of people and their need to drink, grow food, farm, and stay healthy.
- ✓ Recognise why water is precious and should be used responsibly.



Mass in Adigrat,
Ethiopia

PART 1: WATER IN SCRIPTURE

In small groups, challenge pupils to list as many Bible stories or verses that include water as they can.

Set a 3/5-minute timer. Offer 'house points' or small rewards for correct answers.

Share answers as a class.

Explain: There are more than 700 references to water in the Bible! Water appears again and again because it's so important – it shows life, cleansing, power, and renewal.

You can choose to look more in depth at one, or both of these passages.

1. Noah's Ark (Genesis 7:17 – 8:14)

Discuss: How does God use water in this passage of Scripture? What happens because of the water? What new life or change does the story bring?

2. Moses and the Red Sea (Exodus 14)

Discuss: Can you explain how water was powerful and how it was life-giving?

Read together Matthew 3:13-17

Remind the children that in the story of Noah and of the Israelites crossing the Red Sea, many people's lives are destroyed but the act of baptism brings new life: a life without sin.

PART 2: USE THE FOLLOWING MINI EXPERIMENT TO DEPICT JESUS MAKING WATER HOLY AT HIS BAPTISM.

You will need:

- a large glass bowl filled with water
- blue food colouring

Place the glass bowl with the water on a table where the whole class can see it. First explain:

- that Jesus' baptism brings new life
- that water washes away sin
- that baptism is very symbolic of Jesus' death (going down into the water) and resurrection (coming back out)

Then, share that in Jesus being baptised in water, he made all water holy. Water is a fluid so if even one drop of anything is put into it, all the water is affected.

Pour a little of the colouring into the large bowl of water and watch as the colouring permeates the whole bowl (give it a little mix if required). This visual will help the children make the connection that as the food colouring hits the water and it cannot be changed back, so too when Jesus was baptised, all water was made holy. This has a significant impact on how we use water responsibly and how precious we view water for the whole human race.

Discuss: Just like this colour spreads through all the water and can't be taken out, when Jesus was baptised, He made all water holy for everyone and everywhere. What does that mean for how we treat water? How can we use it carefully and share it fairly?

PART 3: PRAYER

Loving God, thank you for the gift of water for life, renewal, and hope.

Help us to care for this gift and to share it with others.
Amen.



WEE BOX PRAYER FOR 2026

God of Life-Giving water, we give You our praise.
We lift to you all those that seek water but do not find.
Quench their thirst and provide all that they need.
May we, the SCIAF family, continue to be a voice for those unheard;
A pillar of hope for our sisters and brothers.
We ask that You help us to play our part in building a world
where justice flows like a mighty river
Amen

Loving Father,
We pray for families in Ethiopia who must walk far to find safe water.
Strengthen our hearts to not waste water.
May we speak up for those who suffer,
and may our actions bring clean water to those who need it most.
May our support of SCIAF reflect your love for all creation.
Through Christ our Lord,
Amen

Leader: Sign of the Cross

Leader: We thank You for the gift of water that gives us life.

All repeat

Leader: Bless the work of SCIAF and the people of Ethiopia .

All repeat

Leader: Help us share Your love, like water, with those in need.

All repeat

Leader: Teach us how we can better love our neighbour.

All repeat

All together: Amen

**Remember our Stations of the Cross
are available at sciaf.org.uk/resources.**

These present reflections to help us spend time in prayer at Church or at home. We can gaze upon images, use the PowerPoint or simply use our imagination to picture the scene. We can enter spiritually into our Lord's life, passion and death. For example, we might find resonances with our own struggles in life...



USE YOUR WEE BOX TO MAKE A BIG CHANGE THIS LENT

By supporting SCIAF in this way through Lent, you can put your faith into action and ensure we can continue to work with our partners and communities across the world to fight injustice and poverty.

Hirit, Ethiopia

You can find our fundraising resources at sciaf.org.uk/resources to help with your efforts this Lent. This includes hints and tips on how to fundraise as well as information about our '40 Drops of Hope' challenge.

You can also fundraise as a class or a school by signing up for our Big Lent Walk for Water. This challenge offers schools across the country the chance to walk the length of the Blue Nile River! Along the way, you can reflect on Scripture, and learn about our sisters and brothers in Ethiopia and the work that SCIAF does to build a better world for all.

Find out more by visiting sciaf.org.uk/biglentwalk



FUNDRAISING

Big Lent Walk for Water



THE **BIG**
LENT
WALK
for water

Walk the Blue Nile River

**SIGN UP FOR THIS YEAR'S BIG
LENT WALK FOR WATER.**

With the Big Lent Walk for Water, you can take on the 1450km challenge your way! No matter what size your group, class or school is!

Download the Guide for Community Groups including:

- How to track your group walks
- How to fundraise for SCIAF through your Big Lent Walk
- Water Points: Reflections to help you and your group along the way



DON'T CUT LIVE-SAVING AID!

Take action now

This activity invites pupils to put their faith into action by joining SCIAF's campaign. It gives them the opportunity to act on what they have learned, and add their voices to the petition to stop international aid cuts.

PART 1: SHARE THE CAMPAIGN

You can read aloud the text below, or ask pupils to visit sciaf.org.uk/aidcuts to find out more.

In 2024, the UK Government promised to return the aid budget to 0.7% of national income. That would have been a lifeline for millions of the world's poorest people – and a step toward a safer, fairer world for everyone.

It's the world's poorest who will lose out: those in need of water, sanitation, and hygiene in places like Ethiopia, and families rebuilding after conflict or disaster.

Aid is not just about survival – it's about stability, peace, and shared progress. Our Catholic faith tells us that it's not charity, but solidarity – recognising that our wellbeing is bound up with the wellbeing of our sisters and brothers around the world.

PART 2: ADD YOUR VOICE

This Lent your pupils can take action on aid cuts.

We are asking supporters to sign our petition to the UK Government to return aid to 0.7% immediately.

Pupils aged 16+ can sign the petition here:
sciaf.org.uk/aidcuts

