

# **Rosalie's Story**

Democratic  
Republic of Congo

**Primary (3-6)  
Case Study and  
Activities**



# ROSALIE'S STORY

DEMOCRATIC REPUBLIC OF CONGO



Rosalie lives with her husband and seven children in the Democratic Republic of Congo (DRC).

Rosalie had a tough childhood. Her family didn't have much money to pay for food, clothing and school fees so she didn't get to go to school for long.

The DRC is a country rich in minerals, some of which are used to make mobile phones and computers. But it is also a country that has experienced a lot of conflict and unrest. When Rosalie was just 15 years old, she was forced to join the army.

Along with other child soldiers, Rosalie worked in the army for many years, even after she was married and had children of her own. Sometimes, she had to take her children onto the battlefield with her. It was very hard.

Rosalie wanted a new life.

Leaving the army was just the beginning. Rosalie had to adjust to ordinary life and work out a way to earn a sustainable income to provide food for her children. This is a common struggle for former soldiers in the DRC.

**Rosalie poses for a photograph near her home in Bukavu, eastern Democratic Republic of Congo.** Photo: Arlette Bashizi



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## DEMOCRATIC REPUBLIC OF CONGO



But Rosalie was determined to turn her life around and set a new path for herself and her family. With the help of Caritas Australia's local partners, she learned new business and social skills.

Rosalie also joined a Saving and Internal Lending Community group (SILC), which helped her with a loan to start her own small business, selling second-hand shoes and natural remedies. One day, she hopes to sell ice cream too!

Through the program, she gained essential skills in generating an income while gaining a sense of belonging and community spirit. Rosalie became the SILC group's president, helping other women to save and start up their own businesses.

Rosalie now earns enough income to pay for food, clothing and school fees for her seven children. She is determined to give her children the best chance to finish school.

**"I can eat, dress, maintain my health and help others. My children study and manage to eat twice a day," Rosalie says. "The program allowed me to break out of my ways of just thinking about myself and I have learnt to work hand-in-hand with other members of the community. Really, there is more joy in sharing with others."**

Rosalie is a courageous leader and role model for women and others in her community. She is striving to help her family and community break the cycle of poverty and create lasting change for all future generations.



# ROSALIE'S STORY

## LEARNING TASKS



Read *Rosalie's Story* (DRC).

### TASK 1: Discussion

- What challenges did Rosalie face when she was a child?
- How did you feel when you learnt that Rosalie was a child soldier?
- Rosalie's determination to have a different kind of life helped her and her children. What else helped her to break out of the extreme poverty she was experiencing?
- What enabled Rosalie to start her own business?
- How has Caritas Australia helped?
- Members of Rosalie's Saving and Internal Lending Community group share resources together to help each other thrive. Can you think of an example in your family or community when people shared what they had? What impact did it have?
- If you were starting your own small business, what would it be?

**Curriculum links:** English, HASS

### TASK 2: A Day in the Life

To learn more about Rosalie, watch her ["A Day in the Life"](#) film.

### TASK 3: Pre-Loved Goods

#### a. Watch and Learn

Watch this TED-Ed video to learn about [The Lifecycle of a T Shirt](#).

#### b. Pre-Loved Goods Stall

Be inspired by Rosalie! Host a pre-loved goods stall. Have students bring

in a good quality item of clothing that they no longer wear. Get them to sort, price and display the items. Set a date and time to open your stall and make posters to promote it amongst other students in the year level or wider school community. Have students handle, count and record any money you raise before donating to Caritas Australia!

**Curriculum links:** English, HASS, Science

### TASK 4: Rights of the Child

Rosalie was just a child when she was forced to work in the army.

In 1989, world leaders in the United Nations General Assembly adopted the [Convention on the Rights of the Child](#). This commitment has helped transform the lives of children all over the world. Introduce students to the Convention with the [UN's simplified version](#), along with our [The Rights of the Child Worksheet](#).

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

### TASK 5: Peace Time

#### a. Recipe for Peace

What is peace? As a class, make a list of synonyms and antonyms. Revisit Rosalie's story. What helped to make her life more peaceful? Turn your ideas about peace into a recipe by using the format of a typical food recipe (with ingredients and method) to create a step-by-step guide. Your recipe for peace should outline what it takes to make peace, something everyone in the world should get to enjoy.

# ROSALIE'S STORY

## LEARNING TASKS



### TASK 5: Peace Time (continued)

#### b. Origami Peace Dove

The dove is a common symbol of peace and hope (see, for example, [the story of Noah in Genesis 8](#), and [Picasso's Dove \(1949\)](#) that helped it become a symbol of the peace movement after World War II).

This activity requires 1 square piece of white paper and a scrap of green paper to cut an olive leaf. Follow the instructions in this [step-by-step video](#).

**Curriculum links:** HASS, English, Health and Physical Education

### TASK 6: CST Link

Think about the CST principle of Solidarity. Ask students:

- What does it mean to stand in solidarity with others? (Refer to the [CST Toolkit](#) for ideas.)
- How could you stand in solidarity with Rosalie and others (especially children) whose rights and freedoms have been denied?

### TASK 7: RE Link

What is compassion? The word compassion comes from another, older word *compati*, which means 'to suffer with'. To have compassion is to see and sense another's pain, suffering or struggle – to imagine what it's like to be in their shoes – and stand alongside them through the experience. Whether we do this literally, or in some less direct way (for example, by donating to Project Compassion), compassion moves us to action.

It is challenging to be compassionate when our hearts are hard, or when we are so focused on ourselves that we don't even notice other people's feelings, needs or wants. But God can help us as God helped the people of Israel: "A new heart I will give you, and a new spirit I will put within you; and I will take out of your flesh the heart of stone and give you a heart of flesh" ([Ezekial 36:26](#)). After a moment of quiet, finish with this prayer:

God of peace,  
you invite us all into a life of freedom,  
community and belonging.  
We pray for Rosalie and her family  
and others in the DRC and around the world  
whose futures feel uncertain  
because of conflict and poverty.  
Bring your peace,  
keep them safe,  
soften our hearts to help with compassion:  
for all future generations.  
Amen.

Name: \_\_\_\_\_

## LEARNING TASK: Worksheet

# The Rights of the Child

“Rights” are things that every child should have or be able to do. All children have the same rights. These rights (or “articles”) are listed in the United Nations Convention on the Rights of the Child. Almost every country has agreed to these rights. You can look up a simplified version of all 54 rights on the UNICEF website.

Which rights should you practice in your classroom? Draw your own pictures for the rights that are not illustrated.

### Right 2

All children have these rights, no matter who they are.



### Right 4

The government must help your family to protect your rights and create an environment where you can grow and reach your potential.



### Right 7

You have the right to a name and a nationality (to belong to a country).



### Right 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.



### Right 12

You have the right to give your opinion and for adults to listen and take it seriously.



### Right 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



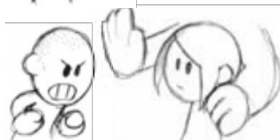
### Right 17

You have the right to get information that is important to your well-being.



### Right 19

You have the right to be protected from being hurt and mistreated, in body or mind.



### Right 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).



### Right 23

You have the right to special education and care if you have a disability, so that you can live a full life.



### Right 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.



### Right 27

You have the right to food, clothing, a safe place to live and to have your basic needs met.



### Right 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



### Right 30

Indigenous children have the right to practise their own culture, language and religion.



### Right 31

You have the right to play and rest.



### Right 32

You have the right to protection from work that harms you, and is bad for your health and education.



### Right 38

You have the right to protection and freedom from war.



# THANK YOU

## PHOTO CREDITS

Rosalie's Story (Democratic Republic of Congo) – Arlette Bashizi

## PRIMARY STUDENTS

Learning about people not having what they need to live a healthy and safe life can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or a trusted adult. They can share your concerns via our [website](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email [education@caritas.org.au](mailto:education@caritas.org.au)

## TEACHERS

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

Stay up to date with events and resources! Subscribe to [Caritas Australia's Education e-newsletter](#)



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