



PROJECT COMPASSION

**UNITE
AGAINST
POVERTY**
this Lent



 projectcompassion.org.au

**Primary
CATECHIST**

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IMPORTANT – STUDENT WELLBEING

At Caritas Australia, we believe that all people should be treated with respect and dignity. Everyone has the right to feel safe, especially children and vulnerable adults. Please consider your audience when selecting which stories and activities to share with your class.

Our new Safeguarding animation recognises that learning about challenges to the health, wellbeing and safety of others and our earth can be hard and encourages young people to talk to their teacher or trusted adult if they're feeling worried or upset about anything they have learnt through our resources or activities. The animation also acknowledges Caritas Australia's commitment for children and vulnerable adults to feel valued and heard by encouraging them to share their great ideas with us.

Please use our new animation before sharing the Project Compassion resources with your students.



[Watch Caritas Australia's Safeguarding Animation](#)

Other Available Resources for Schools

All our resources are online! Access the films and written stories, teaching materials and our fundraising and awareness raising ideas at caritas.org.au/resources/project-compassion. Below is a list and short description of all the resources, as well as suggestions for use.

	Resource	Description/ Suggested Use
For Students	Photo Storybooks	A Photo Storybook for each Project Compassion story, designed especially for Primary (F–2) Students.
	Photo Storybooks with Narration	Narrated versions of each story.
	Audio Described Stories	Audio described versions of each story.
For Teachers	School's Guide	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
	Primary Teacher Handbook	Available in Lower Primary , Upper Primary and Secondary versions, provides an explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion. Send to specialist subject learning area teachers (e.g. Visual Art). Use as PD reading if seeking to integrate global education from a Catholic perspective across curriculum areas.
All Purpose	Introducing Project Compassion (PPT)	Overview of all 4 featured Project Compassion programs and the work of Caritas Australia.
	School's Fundraising Guide	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories. Visit projectcompassion.org.au/schools to register your fundraising activities!

	Resource	Description/ Suggested Use
Media	Films	Project Compassion Introduction Film . 'Day in the Life' films for primary schools: Tanzania , Bangladesh and Fiji . Story film: Sisilia (upper primary). Fundraising film
	Photo Galleries	View photos from the field. Photos for each story are available through the interactive Primary Student Zone.
Prayer and Reflection	Ash Wednesday Liturgy	Liturgy of the Word, including distribution of the ashes.
	Prayer (PPT)	The Project Compassion prayer with beautiful images. Use as a daily or weekly prayer for students or staff, or at an assembly.
	Weekly Reflections	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent.
	Way of the Cross (PPT)	A reflection following the Way of the Cross, to use during Holy Week. Leaders' Notes included.
Telling Others	Newsletter Notices	A brief insert for your weekly school newsletter, explaining the week's Project Compassion story. Include in print/online school communications. Use on school social media and website.
	Social Media Toolkit	Content and assets to share your support of Project Compassion through your social media channels.

Lent Link

ABOUT LENT

Class discussion:

What do you know about Lent?

What significance does it have for you?

Explain that every year throughout Lent we commit to strengthening our faith through prayer, fasting and almsgiving. These are the three pillars or traditions of Lent.

Pope Francis said:

...in Lent, *to act also means to pause*. To pause *in prayer*, in order to receive the word of God, to pause like the Samaritan *in the presence of a wounded brother or sister*. Love of God and love of neighbour are one love... For this reason, prayer, almsgiving and fasting are not three unrelated acts, but a single movement of openness and self-emptying.

([Pope Francis's Lenten Message 2024](#))

Through Project Compassion, we can think about the faces and stories of those in need and learn how, with our support, Caritas Australia is working with local partners around the world to help end poverty, uphold dignity and promote justice. Over the coming weeks, we will hear stories of hope from Tanzania, Bangladesh and Fiji.

Let's focus on how we can be people of hope in our family, our school community and with our global family – for all future generations.

PRAYER - During Lent, Christians pray for themselves and others. We are encouraged to pray for the people and communities we learn about through the stories shared during Project Compassion.

FASTING - Fasting is about giving something up for a time. Many people give up something they love to eat. This can help us understand a little more about what it's like for somebody who is different from us. We can also give up something we like to do, like spending time watching television.

ALMSGIVING - Almsgiving means donating money or items to people who have less than you. It is a way to show that we care for others and that we are thankful for all God has given us. Caring for others is part of many faiths. Let's be brave enough to give generously this Lent.

What can we go without during each week of Lent? Maybe it's a snack or treat that we have each week. We can place the money saved in our Project Compassion boxes. Our support of Project Compassion is a way of saying we care about creating a fairer world.

Pray – Start with the [Project Compassion Prayer \(PPT\)](#). Each week, students are also invited to write a prayer for the community they are learning about in their Project Compassion Student Workbook.

Fast – discuss what students might consider to 'give up' for Lent this year?

Give – Discuss way we can give. Look at the ['Your donation counts'](#) poster to explore what your collective community efforts can achieve.

About the Theme

The theme of Project Compassion 2026 is ***Unite Against Poverty***.

It reminds us that when we work together as a global family, we can make a real difference. Poverty is complex, but it is not inevitable. When we act with kindness, courage and generosity, we can help create a fairer world where everyone has what they need to live and grow.

This year's theme invites us to reflect on the example of Jesus, who walked alongside the poor and marginalised and called us to do the same. His message was clear: love one another, stand with the oppressed, and respond to suffering with empathy and action.

For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.

Matthew 25:35-36

This is the heart of solidarity. When we recognise the dignity of every person and respond to their needs, we participate in God's mission of love and justice in the world.

Project Compassion 2026 shares the stories of individuals and communities who, with your support and the help of Caritas Australia's partners, are overcoming the challenges of poverty. Their stories show us what's possible when we unite in hope and compassion.

Introducing the Theme to Your Class:

Unite Against Poverty

Help students understand that poverty is not just about lacking money, it can mean going without education, clean water, food, healthcare, or a safe place to live. Explain that by uniting and taking action together, we can make a real difference in the lives of people facing these challenges.

Ask students to think about:

- What does it mean to 'unite'?
- Who are we uniting with?
- What actions can we take as a class or school to show compassion and support?

Invite students to write a message of unity or hope for people experiencing poverty. These could be displayed around a large globe or map in your classroom, showing that we are part of a global community working together to create change.

You might also create a 'Wall of Unity' where students contribute drawings, poems, or pledges that reflect their commitment to ending poverty. These can become prayer or reflection points throughout Lent.

By taking these small but powerful steps, your class can be part of the movement to ***Unite Against Poverty***, bringing the message of Jesus to life through action, love and hope.

Catholic Social Teaching (CST) Guide

Catholic Social Teaching (CST) principles cover all spheres of life – the economic, political, ecological, personal and spiritual. The principles are inspired by Scripture and the writings of the Pope and other Catholic leaders about social issues.

Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.

HUMAN DIGNITY

Every person is made in the image of God. We are all valuable and worthy of respect and fairness because we are all human.



SUBSIDIARITY AND PARTICIPATION

All people should be able to participate in their community and have a say in decisions that affect them.



SOLIDARITY

We are all connected.
We need to work together and support each other as one human family.



THE COMMON GOOD

We should always try to think about what is good for everyone, not just ourselves. It's about living together in a community.



PREFERENTIAL OPTION FOR THE POOR

The Bible teaches us to take extra special care of the most vulnerable people in society. We should try to create a fairer world.



CARE FOR OUR COMMON HOME

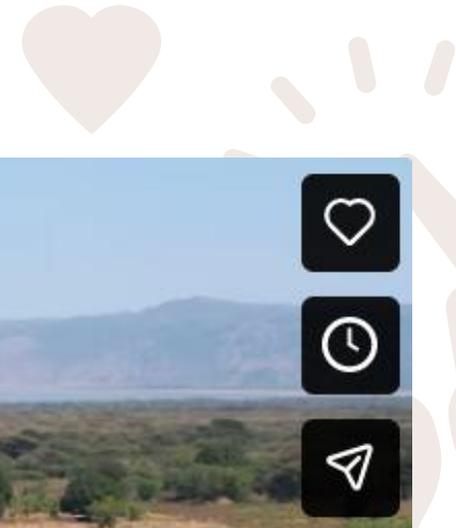
Earth is a gift from God that we should care for and protect; for current and future generations.



For more on Catholic Social Teaching, including classroom activities, short films and other resources, visit our [CST Toolkit](#).

Photo credits: Caritas Jerusalem (middle-left). Caritas Australia (remaining photos).

Project Compassion Film



Introduction to Project Compassion 2026

Caritas Australia

Caritas AUSTRALIA

PROJECT COMPASSION

03:28

vimeo

<https://vimeo.com/1127387184>

PROJECT COMPASSION LENTEN PRAYER

God of all love,

We remember that on the night before he died
Your son, Jesus, prayed
that his friends 'may all be one.'

Yet we see so much division in the world.
War, conflict, violence and hatred
must all distress you.

Millions of people suffer
when they don't have peace and respect.
They lack the necessities of life: food, water,
health, education and security.

We pray that we may all
Unite Against Poverty this Lent.
May our support for **Project Compassion**
be a sign to ourselves and others,
of our hope for a better world.

This Lent, we pray that our dedication
to prayer, fasting and almsgiving
will help restore your vision of justice and peace.

Guided by the Holy Spirit,
we pray in Jesus' name,

Amen.



Sisilla with her mother outside their home in rural Tanzania. Photo: Caritas Australia.

Where We Work

For over 60 years, Caritas Australia has stood alongside communities in Australia and around the world, working together to create lasting change.



Sisilia's Story

Tanzania



Sisilia's Story

Tanzania

Water is essential for daily life, but not everyone has access to this vital resource at home or at school. What happens when they don't?

13-year-old Sisilia lives in a remote village in northern Tanzania, with her family. They live in a small home with one bed and no toilet.

'My mother does small farming and sometimes sells vegetables to get money. We don't have a regular income because my father passed away many years ago. Life is hard, but we try our best,' Sisilia said.

In Tanzania, nearly 40% of people do not have access to clean drinking water and 75% do not have access to basic sanitation. ([World Bank](#)).

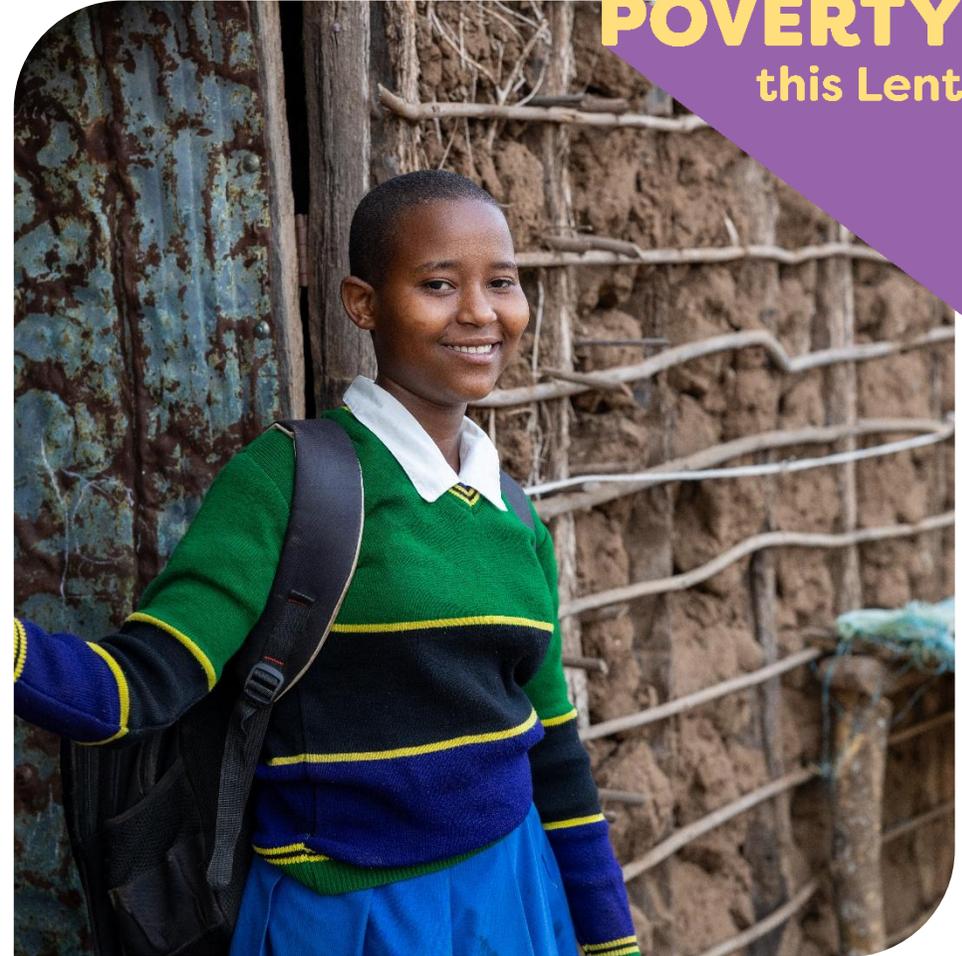
Prior to the installation of a water tap in her village, Sisilia had to walk 30 mins, 3 times a day to collect water from a dirty canal.

Sisilia said:

I got very tired. Carrying heavy water containers every day after walking long distances was not easy. Sometimes my arms and back hurt. Sometimes I got home late and tired, and it was hard to focus on my homework or revise for exams. The water we fetched came from an irrigation canal, which was not treated and often unsafe for drinking ...we often had stomach problems.

Other dangers existed too. Sisilia shared:

I feared wild animals like hyenas and elephants, especially in the evenings when it was getting dark. Sometimes there is flooding, and it made the journey more dangerous. I also worried about slipping near the canal because the ground can be very muddy.



Sisilia preparing to go to school. Photo: Caritas Australia.

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With the support of Caritas Australia's partner in Tanzania, the Diocese of Mbulu Development Department (DMDD), Sisilia's community and school joined the A+ Successor Project. The project has helped improve access to clean water in Sisilia's village and school. While Sisilia still collects water 3 times a day, she only needs to walk 2 minutes to a tap near her home, and her school now has water taps too! At school the children can now wash their hands, drink clean water and water the school garden to grow food that they can eat for lunch.

Through the project, Sisilia participated in a SWASH (School Water, Sanitation, and Hygiene) Club where she learnt about the importance of handwashing and keeping the classroom and toilets clean.

'We also teach other pupils about hygiene and sanitation through songs and poems. Sometimes we even talk to our parents about good hygiene and sanitation practices,' Sisilia said.

'I feel proud when I teach others about hygiene and sanitation through SWASH club.'

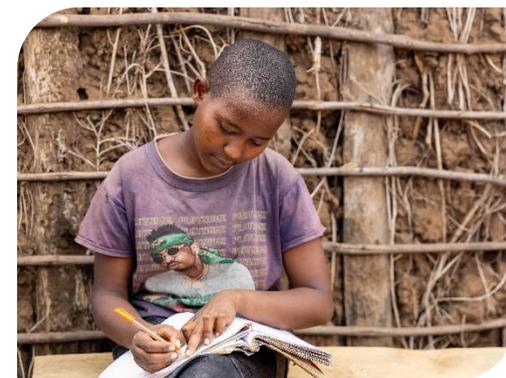
As a result, Sisilia has become a confident leader, promoting hygiene, sanitation and awareness of human rights in her community.

'I have gained confidence to speak in front of others and to educate people in my community about hygiene and sanitation as well as their rights and responsibilities,' Sisilia said. 'I now talk to parents in my neighbourhood about the importance of sending their children to school. I explain that education is a basic human right.'

Sisilia is determined to continue her education. Her favourite subjects are Science, English and Maths. She shared, 'I like learning about the human body, the environment, and how things work – it helps me understand the world better and how we can solve problems like poor sanitation.'

Sisilia hopes that the time she saves collecting water can be used to focus on her studies and achieve her dreams, such as building a strong and comfortable home for her family and becoming a pilot!

'I want to be a pilot so I can fly all over the world and see new places,' Sisilia said. 'Also, I want to help my family live a better life. If I can study without spending so much time fetching water, I know I can achieve my dream.'



Sisilia's Story – Learning Activities



Sisilia writing on a blackboard in a classroom in rural Tanzania.
Photo: Caritas Australia

Lower Primary (P-2): Read Sisilia's Story ([Photo Storybook](#)) and watch the '[Day in the Life](#)' film.

Upper Primary (3-6): Read Sisilia's story (previous pages), watch the '[Day in the Life](#)' film or [Sisilia's Story](#) film.

TASK 1: CLASS DISCUSSION

- Where does Sisilia live?
- What challenges did Sisilia face?
- Why did Sisilia's lack of easy access to clean water affect her schooling?
- How did Caritas Australia and its partners help?
- How did Sisilia share her knowledge about hygiene and sanitation?

TASK 2: PHOTO STUDY

As a class, view the photos in [Sisilia's Photo Storybook](#) or via [Upper Primary Student Zone](#).

Ask students:

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

Sisilia's Story – Learning Activities

TASK 3: CATHOLIC SOCIAL TEACHING LINK – THE COMMON GOOD

The Common Good

- We should always try to think about what is good for everyone, not just ourselves.
- It's about living together in a community.

A. How is The Common Good demonstrated in Sisilia's story?

B. How is supporting Project Compassion an act of working for The Common Good?

For more teaching resources on The Common Good, refer to our [CST Toolkit](#)

TASK 4: RE LINK

Read James 2:14-17

Discuss with the class how James 2:14-17 reminds us that faith without action is empty, that true faith is shown through the good we do for others. It is not enough to simply say we believe in God; our faith is shown through the good things we do for others.

Caritas Australia shows faith in action by helping people in need around the world. Talk with the class about how our words and actions can work together to show love and kindness in our everyday lives - at school, at home and in our community.

Discuss:

- What does it mean to show our faith through our actions?
- Students record practical ways they can live out their faith by helping others at school, at home and in the community.

Class display

In _____ (class) we show our faith by ...

Students add examples of things they can, or have done, to put their faith into action. Encourage students to notice and celebrate when they see others showing their faith through kindness and good works.

TASK 5: WRITE A PRAYER

Template is on the next page. Students can write their own prayer or could try a You-Who-Do-Through structured prayer.

YOU-WHO-DO-THROUGH PRAYER

YOU - Begin by addressing God or naming God. "Loving God", "God of Mercy", "God who heals".

WHO - name 'WHO' God is for us, for example: "Giver of all good gifts", "You are always ready to forgive", "Our strength and hope".

DO - we ask God to act, to 'DO' something: "Be with us as we gather in your name", "Grant peace to our world".

THROUGH - We pray to God in and THROUGH Christ, so our prayer concludes with a simple "Through Christ our Lord Amen", or "In the name of Jesus your Son, Amen."

[You, Who, Do Through prayer pattern](#)

Name:

My Prayer for Sisilia



Monoranjon's Story

Bangladesh

Monoranjon lives in a region in southwest Bangladesh that is highly vulnerable to the effects of climate change. Photo: Caritas Australia

Monoranjon's Story

Bangladesh

Climate change causes extreme weather events such as floods, heatwaves, droughts and melting ice caps as well as causing sea levels to rise. Bangladesh is a densely populated country and is highly vulnerable to the impacts of climate change.

Monoranjon lives with his wife, Anita and two children Sushmita, aged 14 and Chandon, aged 5 in a small village in the southwest region of Bangladesh. In this area, almost 10 million people are facing poverty, and of those, almost 6 million cannot meet their minimum daily needs. Monoranjon, like many people, relies on agriculture to provide for his family ([World Bank](#)).

'In this dry season no seedlings come out from seeds. Due to heat of the sun and lack of water, plants are dying,' Monoranjon said.

There is a strong chance that much of the region Monoranjon and his family lives in will be under water within the next thirty years. The area is already highly affected by climate change, experiencing extreme heat waves, droughts, floods, cyclones and rising sea levels. Rising sea levels have increased the salinity (saltiness) of crop soil, which makes it harder for plants to grow, and have threatened the survival of the mangrove forests near where Monoranjon lives. These mangrove forests are the largest in the world and play a vital role in protecting the coast against climate change. In the dry season, severe water shortages increase the risk of families running out of water. As a result, many farmers have had to supplement or replace their incomes with prawning, crabbing, and fishing.

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Monoranjon lives in a region in southwest Bangladesh that is highly vulnerable to the effects of climate change. Photo: Caritas Australia

Prior to joining Caritas Bangladesh's Community Managed Sustainable Livelihoods and Resilience Program (CMLRP-II), Monoranjon struggled to make ends meet, facing the constant threat of natural disasters. Without enough income from his crops and fishing, Monoranjon was at risk of being unable to afford to send his children to school.

Joining the livelihood program brought hope back into Monoranjon's life. Through peer learning sessions, he gained knowledge and new skills to improve the life of his family and community. Monoranjon takes part in local groups that grow mangroves and raise awareness about their role in the climate crisis. He has learnt climate-resilient organic vegetable farming; how to grow salt-tolerant vegetables and skills such as mulching, composting and producing and using organic fertiliser and pesticide. Monoranjon has also learnt poultry and livestock rearing, and fish polyculture (growing multiple fish species in the same pond) to increase the number of fish he can grow and sell. In addition, Monoranjon has also been able to add to his income through beekeeping! As a result of these great new skills and activities, his family's financial situation has improved. He is now able to continue sending his children to school, provide them with better nutrition, and improve their overall well-being and health.

Dr Satanu Roy from Caritas Bangladesh told Caritas Australia:

We discuss disaster planning with them, and they prepare their own disaster plan so that they can be aware about the timings of disasters, and because of climate change what will be the challenges they have to face. Now they have learned in advance.

Monoranjon, before joining the project, knew farming, but the organic method of farming – the modern technology in farming, he didn't know about the technology.

The community has embraced climate-smart farming practices and disaster risk reduction strategies. Monoranjon's involvement in the program has also elevated his standing within the community, as he is able to share his knowledge with his neighbours and local community.

Monoranjon shared, 'Getting this training from Caritas, I am very happy. In my personal training and with the help of them I have learned a lot. I understand how to keep our livestock well, and how we live in our area, about climate.'

Looking ahead, Monoranjon sees a future where he continues to thrive as an experienced and progressive farmer, guiding others towards a path of sustainable development and resilience.

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



Monoranjon's Story – Learning Activities



Monoranjon with his son, Chandon, inside their home in southwest Bangladesh.
Photo: Caritas Australia

Read Monoranjon's Story ([Photo Storybook](#)) and watch the '[Day in the Life](#)' film.

TASK 1: CLASS DISCUSSION

- What made life hard for Monoranjon?
- How has Caritas Australia and their partners assisted Monoranjon and others in his community?
- What is climate-smart farming and why might it be important for Monoranjon and his community?
- What does this story teach us about caring for our neighbours around the world?

TASK 2: PHOTO STUDY

As a class, view the photos in [Monoranjon's Photo Storybook](#) or via [Upper Primary Student Zone](#).

Ask students:

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

Monoranjon's Story – Learning Activities

TASK 3: CATHOLIC SOCIAL TEACHING LINK – PREFERENTIAL OPTION FOR THE POOR

Preferential Option for the Poor

- The Bible teaches us to take extra special care of the most vulnerable people in society.
- We should try to create a fairer world.

A. How is Preferential Option for the Poor demonstrated in Monoranjon's story?

B. How is supporting Project Compassion one way we can help to take care of the most vulnerable people in society?

For more teaching resources on Preferential Option for the Poor, refer to our [CST Toolkit](#)

TASK 4: RE LINK – LEADERSHIP

Read Matthew 25:34-40. Discuss how the Seven Corporal Works of Mercy are relevant in the world today.

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Welcome the stranger
5. Visit the sick
6. Visit the imprisoned
7. Bury the dead

Reflection Questions

- Which Corporal Work of Mercy relates to Monoranjon's story?
- What did I find hard learning about Monoranjon's story?
- Where do I fit into the story?
- What is God asking of me now?
- How can we help others who are facing challenges like Monoranjon?

TASK 5: WRITE A PRAYER

Template is on the next page.

Students could write their own prayer or write a prayer of intercession.

PRAYER OF INTERCESSION

A prayer of intercession is where we pray for the needs of others. Prayers of intercession are usually written in this format:

We pray for...

That...

Lord, hear us.

[Prayers of petition and intercession](#)

Name:

My Prayer for Monoranjon



Manaini's Story

Fiji

Manaini sells fresh fruits and vegetables by the roadside in a small village in Fiji.
Photo: Caritas Australia

Manaini's Story

Fiji

Fiji is a popular island holiday destination in the Pacific Ocean. Yet, [almost a quarter](#) of Fiji's population lives in poverty. In remote areas, the rate is higher. Having access to fresh food, knowing how to best use it to meet your family's needs and working together as a community all contribute to ways in which lives can be changed.

Manaini, mother of six and grandmother of two, lives in a remote village in northern Fiji. She relied on small scale farming and mat weaving for income. Manaini and her family's meals were simple and not always balanced with the nutrients they needed. She had to make do with the small amount of money she had. Life was challenging.

Manaini joined a Caritas Australia-supported project run in partnership with FRIEND (Foundation for Rural Integrated Enterprises and Development). She was part of the first meeting FRIEND held in the community when the project was introduced. She attended the food processing training when it first began. Before the training, Manaini shared that she often relied on processed foods from the supermarket for her family when she could afford it, and that she threw parts of her fresh crops away because she didn't know she could use them.

Manaini explained:

All the leftover root crops would be thrown to the pigs and chickens as we had not realised the importance of it.

After the food processing training, we learnt how to make use of the food that was available. We learnt a new skill which allows us to make use of the food. For example, drying all types of root crops such as breadfruit, cassava, taro, and yams to make varieties of flour. Making roti out of leftover boiled root crops.

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Manaini sells fresh fruits and vegetables that she and her community have grown and packaged on their farms, by the roadside in a small village in Fiji. Photo: Caritas Australia

The FRIEND programs are specific to community needs. They focus on cultural values, traditional knowledge, and participation in a way that enables each community to drive its own progress.

After consultation, Manaini and her neighbours were provided with seeds for their gardens. She and her village are now able to sell chillies and other vegetables on a street stall to make extra income for their families.

Having even a small amount of extra income has had a big impact on Manaini's life. 'The things I worry about the most is my kids' education. But my hope after what we've learnt, it'll help me earn and meet my children's educational needs.' Programs like this are essential for keeping children in school and breaking the cycle of poverty.

Manaini values the tools and skills the project has given her. 'I now make my own flour from local and available root crops. We no longer misuse our earnings after the financial literacy training. In addition, I have my own backyard garden from the seeds given by FRIEND.'

The program's focus on growing fresh produce and drying local foods has led to healthier eating habits and has reduced diseases such as type 2 diabetes and heart disease.

The project has also improved safety in the village. 'In the village, very few households had their own solar lights, but the installation of these streetlights ensured safety for everyone,' Manaini said.

Before the solar streetlights, families used kerosene lamps, when they could afford the fuel. If there was no money, they were unable to use their lamps, and everything had to be done during the day. This limited social activities, made evening study difficult for students, and left the elderly at risk of falls.

Manaini said: 'The project as a whole has a lot of value in my life as it totally changed the life of my family and even the community.'

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



Manaini's Story – Learning Activities



Read Manaini's Story ([Photo Storybook](#)) and watch the '[Day in the Life](#)' film.

TASK 1: CLASS DISCUSSION

- Where does Manaini live?
- What challenges did Manaini face?
- How did learning these new skills and receiving this support help Manaini and her family?
- What difference did the solar lights make in her community?
- What can we learn from Manaini's story about not wasting what we have?

TASK 2: PHOTO STUDY

As a class, view the photos in [Manaini's Photo Storybook](#) or via [Upper Primary Student Zone](#).

Ask students:

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

Manaini's Story – Learning Activities

TASK 3: CATHOLIC SOCIAL TEACHING LINK – HUMAN DIGNITY

Human Dignity

- We are all special because God made us.
 - All people – ourselves and others – should be treated with respect and fairness because God made each one of us!
- A. How is Human Dignity demonstrated in Manaini's story?
- B. How is supporting Project Compassion one way you can uphold the dignity of others?

For more teaching resources on Human Dignity, refer to our [CST Toolkit](#)

TASK 4: RE LINK

Read John 6:1-14

Highlight Verse 12:

'Gather the pieces that are left over, so that nothing may be wasted.'

Discuss:

- Why do you think Jesus said this?
- What does it tell us about how Jesus viewed the gifts God gives us?
- How is Manaini living out the same message as Jesus in this story?

Reflection Writing:

Write a response for 2-3 of these prompts.

- What does 'nothing wasted' mean to me?
- How can I use what I have in better ways?
- How can caring for what we have help other people?
- What do I think Jesus is asking us to do today when He says 'Gather the leftovers'?
- How is Manaini showing the same care that Jesus showed?

TASK 5: WRITE A PRAYER

Students could write their own prayer or write a Litany prayer.

LITANIES

Litanies are simple, ancient forms of prayer that use repeated statements in response to petitions, praise, intercessions, praise or blessings.

Litanies consist of a lead statement followed by a repeated response, such as "pray for us", "we praise you, we bless you, we thank you", "Lord hear us"; or "Lord Have Mercy".

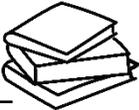
Leader: Statement or Petition

All: Repeated Response

[Litany](#)

Name: _____

My Prayer for Manaini



Responding to Emergencies

Disclaimer

This story was prepared in September 2025. The humanitarian crisis in Gaza continues to evolve daily and circumstances on the ground may have changed since the resource's production.

Content Warning

The following story includes real images and information from Gaza, which some readers may find distressing. Please read the story before sharing with your students.

This story is shared with care and compassion.

Responding to Emergencies

Gaza

Emergencies happen without warning. They take the form of natural disasters like cyclones, floods and earthquakes as well as war or conflict.

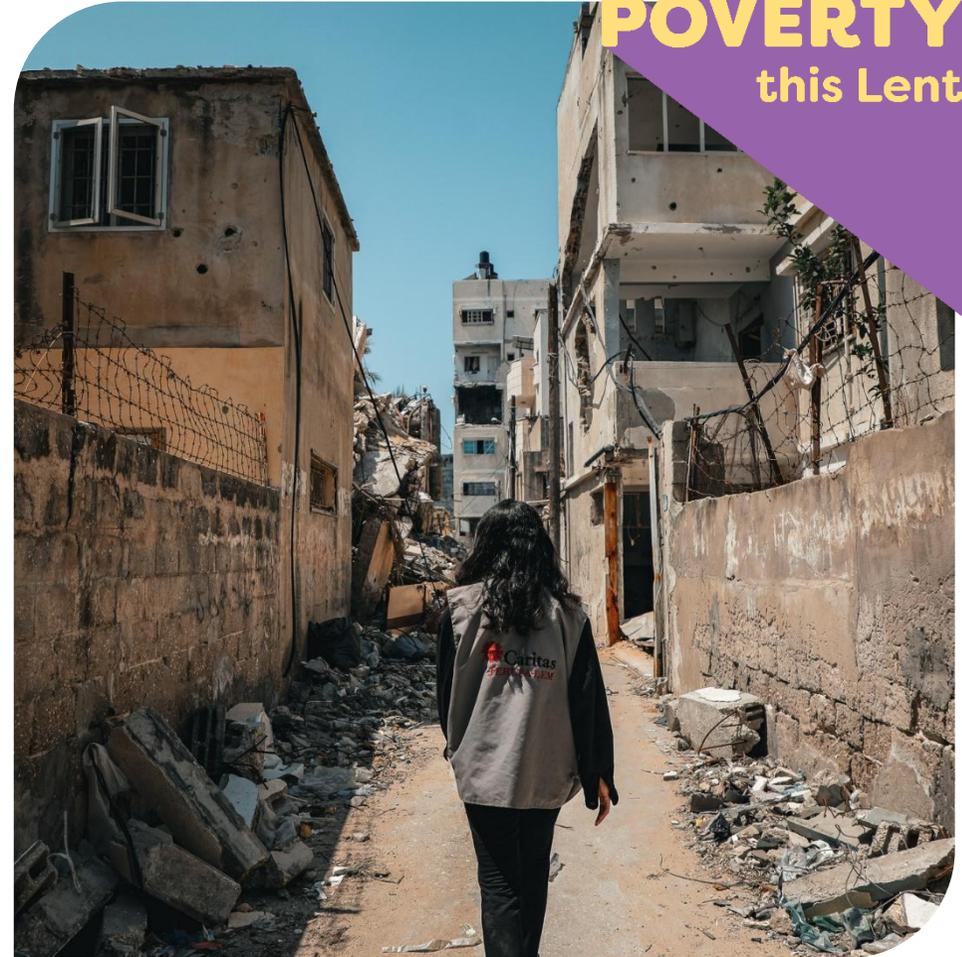
Immediately following an emergency, Caritas Australia and our partners around the world provide urgent relief to communities affected by the crisis, through the distribution of food, clean water, shelter, hygiene kits and other emergency supplies.

We use churches and agencies that are trusted by the local community to reach affected households. They prioritise resources in terms of what is needed, where they are needed and who needs them. These local networks rely on skilled people in the area who understand the local environment, helping us reach people in need in remote areas.

In 2025, The United Nations reported that 305 million people would require emergency assistance throughout the world. This included those affected by wars, famine, hunger, displacement and severe natural disasters in such places as Sudan, Gaza, Ukraine and the Democratic Republic of the Congo. ([Crisis and Emergency Response | United Nations](#))

Caritas continues to respond in each of these places. Last year, Caritas Australia directly supported 285,100 people through 23 projects across 15 countries.

**UNITE
AGAINST
POVERTY**
this Lent



Caritas Jerusalem staff walks amongst the rubble of destroyed buildings in Gaza.
Photo: Caritas Jerusalem

An emergency cannot use a single solution as there is rarely a single issue. They create many issues that require many solutions with many different levels of support. The conflict in Gaza hasn't only had the immediate threat for personal safety of its citizens, soldiers and humanitarian aid workers. There is ongoing health and safety threats for all, that have changed over time.

Since war broke out in Gaza in October 2023

- Famine has been declared in Gaza
- Homes, hospitals and essential water and sanitation structures have been destroyed.
- 1.9 million (or 9 out of 10) residents have been displaced (forced to leave their homes)
- 92% of housing has been severely damaged or destroyed.

As a result, urgent food, clean water, shelter, hygiene kits and other emergency supplies are needed.

Caritas Jerusalem staff member Ahmad has been directly affected by this war. His life and work transformed overnight. Like most people in Gaza, Ahmad and his family have been ordered to evacuate their home many times. Each time, they left their home carrying almost nothing.

Through these repeated displacements, Ahmad found strength in his work as part of Caritas Jerusalem's Media and Communications team.

'Thank God we work at Caritas, allowing us to serve people in the most challenging conditions despite the lack of medicine,' he explains. 'How beautiful it is to see a mother or child come to you for help and to be able to provide them with support in the most difficult circumstances. This organisation helps us make our voices heard, which has brightened our days.'

'I hope this ordeal ends so we can go back to rebuild Gaza, our children's future, our country, and our organisation.'

Ahmad's story is a reminder that Caritas's mission is lived not only through its programs, but through the courage and resilience of its frontline staff.

It takes months, and sometimes years, for a community to recover from an emergency. Despite dangerous and challenging conditions, Caritas Australia's partners on the ground are continuing to deliver emergency aid and adapt their response as situations change.

Through your ongoing support, Caritas Australia's local partners can continue to work on the frontline of emergencies and with affected communities, helping them to rebuild and recover.



Emergency Response – Learning Activities



TASK 1: CLASS DISCUSSION

- How does Caritas Australia help in emergencies?
- What challenges might there be when responding to emergencies?
- When help arrives, what other things can make a difference to people's hope and dignity?
- How does our faith call us to act when we learn about an emergency somewhere in the world?
- What are some things we can do to respond to emergencies, even if we are far away from them?

TASK 2: LENT LINK

Lent is about preparing for the death and resurrection of Jesus. We do this through prayer, fasting and almsgiving.

After learning about how Caritas Australia responds to emergencies around the world, discuss as a group how you can support people affected by crisis this Lent.

- Is there a class action you could complete?

Emergency Response – Learning Activities

TASK 3: CATHOLIC SOCIAL TEACHING LINK – SOLIDARITY

Solidarity

- We are all connected.
 - We need to work together and support each other as one human family.
- A. How is Solidarity shown in Caritas Australia's response to emergencies?
- B. How is supporting Project Compassion one way we can show Solidarity with people in crisis?

For more teaching resources on Solidarity, refer to our [CST Toolkit](#)



TASK 4: RE LINK

Read Micah 6:8

Discuss with the class how Micah 6:8 reminds us that God asks us to act justly, love tenderly and walk humbly with Him. When we act with justice, love and humility, we care for others and help make the world a fairer place.

Caritas Australia shows these qualities through their emergency response work, helping people affected by conflict, natural disasters and hardship around the world. Talk with the class about how we can also live out this message by showing fairness, kindness and care for others in our everyday lives.

Discuss:

What does it mean to act justly, love tenderly and walk humbly?

Students record practical ways they can live out these actions by helping others at school, at home and in their community.

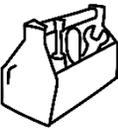
Create a class display to record these ideas.

TASK 5: WRITE A PRAYER

See template on the next page.

Name: _____

My Prayer for Gaza



A large rectangular area with a rounded top and bottom, containing seven horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the page.



CARITAS AUSTRALIA
PROJECT
COMPASSION

Unite Against Poverty this Lent

