Lower Primary

Teacher Handbook







CARITAS AUSTRALIA

PROJECT COMPASSION

Unite Against Poverty this Lent

2027

Caritas AUSTRALIA

Contents

Resources Guide	3
Introduction	4
About the Theme	5
Curriculum: Religious Education and Beyond	6-8
Fundraising Online!	9
Catholic Social Teaching (CST) Guide	10
Patricia's Story (Solomon Islands): Learning Tasks	11-13
Yeshareg's Story (Ethiopia): Learning Tasks	14-16
Reaksmey's Story (Cambodia): Learning Tasks	17-20

RESOURCES FOR LOWER PRIMARY

The Project Compassion stories for Primary (F–2) are presented as Photo Storybooks and are available for download here: Photo Storybooks

There is also an accompanying series of short films suitable for Primary students. Links for these are included in the relevant Learning Tasks.

Learning Tasks include: a weekly story with comprehension questions, a photo study, a country study, cross-curricula activities, CST link and RE Link and prayer.

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 animation before sharing the Project Compassion resources with your students.

Watch Caritas Australia's Safeguarding Animation

Please note: This resource contains links to external web sites. Caritas Australia takes no responsibility for the content of such sites, nor do links to such sites imply endorsement of the views expressed therein. External links are provided for informational purposes only. Access the full policy here: Caritas Australia's Copyright Policy

Resource Guide

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. Narrated versions and audio described versions also available here.
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.
	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.
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!
Media	Films	❑ Project Compassion Introduction Film ❑ 'Day in the Life' films for primary schools: Solomon Islands, Cambodia and Ethiopia ❑ Story film: Patricia (upper primary)
	Photo Galleries	View photos from the field. Photos for each story are available through the interactive Primary Student Zone.

	Resource	Description/ Suggested Use
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 Scripture Reflections for Teachers	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.

Introduction

Welcome to Project Compassion 2027!

Caritas Australia is the international aid and development organisation of the Catholic Church in Australia and is part of one of the largest aid and development networks in the world – Caritas Internationalis – working in over 200 countries and territories.

Each year, Project Compassion runs during the six weeks of the Church season of Lent. We invite people across Australia to help us raise funds AND act in solidarity with the millions of people across the world with whom we work. We ask you to join us in building a more just and fairer world: a world in balance, at peace and free of poverty.

Project Compassion is an opportunity for students to learn about life in different countries through the personal stories of people who have participated in Caritas Australia-supported programs. The notions of our interconnectedness as one human family are embedded throughout the content and suggested learning tasks. We understand that the curriculum leaves little room for additional content, so we endeavour to offer compelling and interactive content that can be unpacked with high impact teaching strategies, higher order thinking and collaborative learning tasks that capture your students' imagination, intellect, compassion and will to act for social justice.

Lent Link

This is a weekly Religious Education task that deepens the link between the Project Compassion stories, the Lenten traditions, the themes, and Scripture. For Primary (F–2) students, we maintain a focus on prayer, especially for the people and communities in the Project Compassion Stories.

Prayer, Fasting and Almsgiving

You may wish to introduce the Lent Link prayer activity in relation to the threefold Lenten tradition of prayer, fasting and almsgiving (as outlined below). By making explicit links, students are encouraged to see how their actions to learn and support the work of the church, through Caritas Australia, are an extension of their faith.

Prayer

During Lent, Christians pray for themselves and others. We encourage you to pray for the people and communities you learn about through the stories we share during Project Compassion.

Fasting

Fasting is about giving something up for a time. Many people give up something they love to eat or something they like to do such as spending time watching television. Through 'fasting' we can become more aware of others who don't have what they need or the opportunities to do what they would like to do.

Almsgiving

Almsgiving means donating money or items to people who have less than you. It is a way to show that you care for others and that you are thankful for all God has given you. Caring for others is part of many faiths.

Let's be brave enough to give generously this Lent. What can you go without during each week of Lent? Maybe it's a snack or treat that you have each week. You can place the money saved in our Project Compassion boxes. Your support of Project Compassion is a way of saying you care about creating a fairer world for all.

About the Theme

The theme of Project Compassion 2027 is ***Unite Against Poverty***. It reminds us that when people work together, change is possible.

Poverty is more than not having enough money. It can mean not having the things people need to live safely and well, such as food, clean water, shelter, health care, education or opportunities.

As members of God's global family, we are called to care for one another and stand alongside people experiencing challenges. Through prayer, learning, fundraising and action, Project Compassion encourages us to recognise our shared humanity and respond with compassion and hope.

> *Bear one another's burdens, and in this way you will fulfil the law of Christ.*
>
> **Galatians 6:2**

When people come together to share their skills, resources and strengths, they can help build communities where everyone has the opportunity to thrive. By working together, we can create a fairer and more just world and help bring about God's vision of hope, dignity and peace for all.

Introducing the Theme to Your Class:

Unite Against Poverty

Help students understand that poverty means some people do not have the things they need like food, clean water, a safe home or a chance to go to school. Explain that when we work together and care for others, we can help make life better for people who need it.

Ask students to think about:

What does it mean to work together?

How can we help others who don't have what they need?

What can our class or school do to show kindness and care?

Invite students to draw or write a short message of hope for people around the world. You could display these around a globe or map to show how we are all connected.

You might also make a "Wall of Unity" where students add drawings, kind words, or simple promises to help others. This can be used for prayer or reflection during Lent.

By taking these small but caring steps, your class can help share Jesus' message of love, kindness, and hope.

Curriculum:
Religious Education and beyond

PROJECT COMPASSION AND THE AUSTRALIAN CURRICULUM

Linking the themes of Project Compassion with the curriculum is an opportunity for students to engage more deeply with justice and the work of Caritas Australia. The stories and learning tasks featured can relate broadly to the following Australian Curriculum areas.

RELIGIOUS EDUCATION THEMES ACROSS AUSTRALIA

There are many Religious Education curricula around the country, however it is not surprising that there are also many common themes. We have drawn on these common themes:

- Living the mission of Jesus
- Catholic Social Teachings: Human Dignity, Preferential Option for the Poor, Solidarity, Subsidiarity and Participation, Care for Our Common Home and The Common Good
- Initiation and belonging
- Action for justice and peace.

CROSS-CURRICULUM PRIORITIES

Asia and Australia's engagement with Asia

People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives. (AAK2). **Look for Reaksmey's Story (Cambodia).**

Sustainability

Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future (SF1). **Look for Patricia's Story (Solomon Islands) and Yeshareg's Story (Ethiopia).**

GENERAL CAPABILITIES KEY IDEAS

Intercultural Understanding

Intercultural understanding encourages students to reflect on their thoughts and feelings when taking on a range of perspectives. They learn to mediate perspectives to pursue inclusive and equitable outcomes.

Personal and Social Capability

Students gain an understanding of the role of advocacy in contemporary society. They learn to build their capacity to take responsibility for their social, physical and natural environments.

Ethical Understanding

In developing and acting with ethical understanding, students: understand the role that values (see Catholic Social Teaching Guide page 10), rights and responsibilities, and norms have in ethical decisions.

Curriculum Links

Foundation	Year 1	Year 2
ENGLISH Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators. (AC9EFLE01) Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. (AC9EFLY02) Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05) **MATHEMATICS** Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning. (AC9MFN03) Represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies. (AC9MFN05) **HASS (GEOGRAPHY)** The features of familiar places they belong to, why some places are special and how places can be looked after. (AC9HSFK03) **HASS (SKILLS)** Share a perspective on information, such as stories about significant events and special places. (AC9HSFS03) Share narratives and observations, using sources and terms about the past and places. (AC9HSFS05)	**ENGLISH** Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. (AC9E1LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures. (AC9E1LY05) **MATHEMATICS** Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies. (AC9M1N04) Use mathematical modelling to solve practical problems involving additive situations including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem. (AC9M1N05) **HASS (GEOGRAPHY)** The natural, managed and constructed features of local places, and their location. (AC9HS1K03) Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models. (AC9HS1S02) **HASS (SKILLS)** Discuss perspectives related to objects, people, places and events. (AC9HS1S04) Develop narratives and share observations, using sources, and subject-specific terms. (AC9HS1S06)	**ENGLISH** Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions. (AC9E2LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning. (AC9E2LY05) **MATHEMATICS** Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation. (AC9M2N06) **HASS (SKILLS)** Discuss perspectives related to objects, people, places and events. (AC9HS2S04) Develop narratives and share observations, using sources, and subject-specific terms. (AC9HS2S06)

Curriculum Links

Caritas AUSTRALIA | PROJECT COMPASSION

<table>
<tr><th>Foundation</th><th>Year 1</th><th>Year 2</th></tr>
<tr><td rowspan="2">SCIENCE
Explore the ways people make and use observations and questions to learn about the natural world. (AC9SFH01)
Engage in investigations safely and make observations using their senses. (AC9SFI02)
Share questions, predictions, observations and ideas with others. (AC9SFI05)
HEALTH AND PHYSICAL EDUCATION
Investigate who they are and the people in their world. (AC9HPFP01)
TECHNOLOGIES (DESIGN & TECHNOLOGIES)
Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose. (AC9TDEFP01)
THE ARTS (VISUAL ARTS)
Explore how and why the arts are important for people and communities. (AC9AVAFE01)
Create arts works that communicate ideas. (AC9AVAFC01)</td><td>SCIENCE
Identify the basic needs of plants and animals, including air, water, food or shelter and describe how the places they live meet those needs. (AC9S1U01)
Describe how people use science in their daily lives, including using patterns to make scientific predictions. (AC9S1H01)
Suggest and follow safe procedures to investigate questions and test predictions. (AC9S1I02)
Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary. (AC9S1I06)</td><td>SCIENCE
Describe how people use science in their daily lives, including using patterns to make scientific predictions. (AC9S2H01)
Suggest and follow safe procedures to investigate questions and test predictions. (AC9S2I02)
Make and record observations, including informal measurements, using digital tools as appropriate. (AC9S2I03)
write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary. (AC9S2I06)</td></tr>
<tr><td colspan="2">HEALTH AND PHYSICAL EDUCATION
Describe their personal qualities and those of others, and explain how they contribute to developing identities. (AC9HP2P01)
TECHNOLOGIES (DESIGN & TECHNOLOGIES)
Explore how plants and animals are grown for food, clothing and shelter. (AC9TDE2K03)
Generate and communicate design ideas through describing, drawing or modelling, including using digital tools. (AC9TDE2P01)
Evaluate the success of design ideas and solutions based on personal preferences and including sustainability. (AC9TDE2P03)
THE ARTS (VISUAL ARTS)
Explore where, why and how people across cultures, communities and/or other contexts experience visual arts. (AC9AVA2E01)
Use visual conventions, visual arts processes and materials to create artworks. (AC9AVA2C01)</td></tr>
</table>

Fundraise Online

Raise funds the easy way - online!

No cash at your school? No problem!

Setting up your schools online fundraising page is simple!

Visit: projectcompassion.org.au/schools

Tips for success at your school:

• Create teams for classes or houses to add a little friendly competition!

• Share your fundraising page and QR code with your school community to spread the word!

• Access awesome tools and resources to make Project Compassion at your school the best yet!

Register your fundraiser

Note: If you placed your resource order online, you've already completed this step and set up your page. Simply go to projectcompassion.org.au to log in to your school's online dashboard!

1. HEAD TO: projectcompassion.org.au/schools

2. SEARCH for your school

3. ACTIVATE your school's profile – just create an account and follow the prompts to complete setup.

4. SELECT how your school is going to fundraise!

5. SET UP teams for each class or homeroom to spark some friendly competition!

6. SHARE your school's fundraising page or class pages with your school community. Note: parents can register their child with all online donations made contributing to your class/school total.

7. LET THE FUNDRAISING BEGIN!

Unite your whole school community and take on **The BIG Water Walk** at your school this Lent. Your school will raise funds to bring clean, safe drinking water to communities around the world!

How to host your School's BIG Water Walk:

1. Pick a date: Choose a day during Lent that works for your school.

2. Set your route: You could plan laps around your school oval, circuits through your school grounds, or even a walk to a local park!

3. Consider adding a challenge: Consider carrying water during the walk to simulate the daily journey faced by vulnerable communities.

4.Promote the Event: Share details with students, parents, and staff to build excitement and support



Download The BIG Water Walk Toolkit

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

We believe every human being is created in the image and likeness of God and therefore has inherent dignity that should always be safeguarded.



SUBSIDIARITY AND PARTICIPATION

We believe all people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by people closest and most affected by the issues and concerns of the community.





SOLIDARITY

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.



THE COMMON GOOD

We believe the good of each human person is intimately related to the good of the whole community. We are all responsible for each other.

PREFERENTIAL OPTION FOR THE POOR

We believe in prioritising the women, men and children most vulnerable to extreme poverty and injustice.



CARE FOR OUR COMMON HOME

We believe that care for our common home is vital for the common good of all people. We believe a true ecological approach is a social approach. We are to be protectors of creation and of one another.



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

Photo credits: Caritas Jerusalem (middle left). Peter Caton/ Caritas Australia (bottom left and top right), Caritas Australia (remaining photos).

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Patricia’s story

Solomon Islands

Read Patricia's Story (Photo Storybook) and watch the ‘A Day in the Life’ film.

Task 1: Class Discussion

- Where does Patricia live?
- Why was collecting water hard for Patricia and her mother?
- How did collecting water affect Patricia’s life?
- What changed in Patricia’s village?
- What can Patricia do now that water is close to home?

Curriculum links: English, HASS

Task 2: Photo Study

As a class, view the photos in Patricia’s Photo Storybook.

Ask students:

- What do the photos tell you about Patricia’s life?
- Which photo do you like the best? Why?
- What questions would you like to ask Patricia?
- What are the similarities and difference between where Patricia lives and where you live?
- What do you want to learn more about?

Curriculum links: English, HASS



Patricia collecting water from a water source that is located in a dense forest 1-2km from her village. Photo: Caritas Australia

Patricia's Story – Learning Activities

Task 3: Country Study

Can you find the Solomon Islands on a world map? Using the world map provided on page 20 and either Google maps or an atlas, locate the Solomon Islands. Colour this country in and label it.

Extension: What is the capital of the Solomon Islands? Which region of the world is the Solomon Islands in: Africa, Europe, Asia, Oceania, North America or South America? What direction is the Solomon Islands from where you live? What time is it in the Solomon Islands?

Curriculum link: HASS (Geography)

Task 4: Water Helpers

List all of the ways that water is used at school and at home. Sort the list into these categories:

- Drinking
- Washing
- Cleaning
- Growing

Curriculum link: Science

Task 5: Design a Dream School

Patricia had to stop going to school because she was too tired from collecting water from so far away. Now that she has easier access to water, she plans on going back to school.

Design a school for Patricia that helps children learn, play, have access to the things they need (like clean water) and care for one another. Think about what would make your school a safe, welcoming and happy place for all students.

Share your designs with a partner or small group. Can you explain:

- What is your favourite part of your school?
- How does your school help children learn?
- How does your school help children to stay healthy?
- What would you improve if you designed it again?

Curriculum link: Technologies, English



Patricia's Story – Learning Activities

Task 6: Catholic Social Teaching Link

The Common Good

- Something "belonging to all and meant for all", e.g. the climate (Pope Francis, *Laudato Si'* n23)
- An idea that ensures people reach their full potential as individuals and communities
- What happens when individual rights to personal possessions and community resources are balanced with our collective responsibility to meet the needs of others

Student-friendly explanation

- 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 Patricia's story?

B. How is supporting Project Compassion one way you can help the Common Good?

For more teaching resources on the Common God refer to our CST Toolkit

Curriculum link: Religious Education

Task 7: RE Link – Water Gives Life

Read Scripture: *Jesus the Living Water* (John 4:13-14)

The water that I will give will become in them a spring of water gushing up to eternal life.

Explain to students that water helps people live, grow and stay healthy. In the Bible, Jesus uses water as a symbol of God's love, care and the new life he offers us.

Discuss:

- Why is water important?
- How does water help people live and grow?
- How did access to clean water change Patricia's life?
- Why might water be a sign of hope?

Activity:

Provide each student with a paper water droplet.

Students complete one of the following prayer starters:

Thank you, God, for...

God, please help...

Curriculum link: Religious Education



Reaksmey’s story

Cambodia

Read Reaksmey's Story (Photo Storybook) and watch the ‘A Day in the Life’ film.

Task 1: Class Discussion

- Why was it difficult for Reaksmey to communicate with other people?
- What did Reaksmey learn at Epic Arts?
- How did learning sign language help Reaksmey?
- What job does Reaksmey have now?
- Why is it important for everyone to have the chance to learn and feel included?

Curriculum links: English, HASS

Task 2: Photo Study

As a class, view the photos in Reaksmey’s Photo Storybook.

Ask students:

- What do the photos tell you about Reaksmey's life?
- Which photo do you like the best? Why?
- What questions would you like to ask Reaksmey?
- What do the photos tell you about the activities and skills Reaksmey is learning?
- What do you want to learn more about?
- **Curriculum links:** English, HASS



Reaksmey baking bagels in the kitchen at Epic Arts café. Photo: Caritas Australia

Reaksmey's Story – Learning Activities

Task 3: Country Study

Can you find Cambodia on a world map? Using the world map provided on page 20 and either Google maps or an atlas, locate Cambodia. Colour this country in and label it.

Extension: What is the capital of Cambodia? Which region of the world is Cambodia in: Africa, Europe, Asia, Oceania, North America or South America? What direction is Cambodia from where you live? What time is it in Cambodia?

Curriculum link: HASS (Geography)

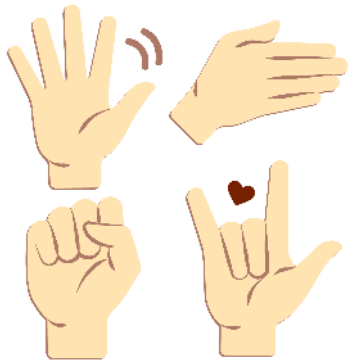
Task 4: Let's Communicate!

Reaksmey learned sign language, which helped him communicate with others and make new friends.

Work with a partner and try to share a simple message without speaking.

You might use:

- Gestures
- Facial expressions
- Drawing
- Signs



Afterwards, discuss:

- What was easy?
- What was challenging?
- Why is communication important?
- How can we help everyone feel included?

Curriculum link: English, HPE

Task 5: Everybody belongs

At Epic Arts, Reaksmey was able to learn new skills, make friends and feel included.

Create a class poster titled: '**Everyone Belongs**'

Draw or write ways people can help others feel welcome and included. Ideas might include:

- Being kind
- Sharing
- Inviting others to join in
- Listening carefully
- Helping a friend

Curriculum link: HPE, Visual Arts

Reaksmey's Story – Learning Activities

Task 6: Catholic Social Teaching Link

Human Dignity

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

Student friendly explanation

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

A. How is Human Dignity demonstrated in Reaksmey's story?

B. How is supporting Project Compassion one way you can help promote Human Dignity?

For more teaching resources on Human Dignity refer to our CST Toolkit

Curriculum link: Religious Education



Task 7: RE Link – We Belong to One Body

Read Scripture: *1 Corinthians 12:12-27*

Explain that St Paul teaches us that we are all different, but we all belong to God's family. Just as a body has many parts, each person has different gifts and talents that help the community.

Discuss:

- What gifts and talents does Reaksmey have?
- How did learning sign language help Reaksmey connect with others?
- Why is it important that everyone feels included?
- What gifts do you bring to your classroom?

Activity:

Provide each student with a paper puzzle piece. Students draw or write:

A gift I can share is...

Invite students to share their puzzle piece with the class.

Join the pieces together to create a class display titled:

We All Belong

Curriculum link: Religious Education

Yeshareg's story

Ethiopia

Read Yeshareg's Story (Photo Storybook) and watch the 'A Day in the Life' film.

Task 1: Class Discussion

- What did Yeshareg learn to grow?
- What did Yeshareg do with the food she grew?
- How did growing potatoes help Yeshareg's family?
- What is a women's savings group?
- Why is it important for families to have enough healthy food?

Curriculum links: English, HASS

Task 2: Photo Study

As a class, view the photos in Yeshareg's Photo Storybook.

Ask students:

- What do the photos tell you about Yeshareg's life?
- Which photo do you like the best? Why?
- What questions would you like to ask Yeshareg?
- What do the photos tell you about how Yeshareg cares for her family and community?
- What do you want to learn more about?

Curriculum links: English, HASS



Yeshareg cultivating sweet potatoes in her garden in her village.
Photo: Peter Caton/Caritas Australia

Yeshareg's Story – Learning Activities

Task 3: Country Study

Can you find Ethiopia on a world map? Using the world map provided on page 20 and either Google maps or an atlas, locate Ethiopia. Colour this country in and label it.

Extension: What is the capital of Ethiopia? Which region of the world is Ethiopia in: Africa, Europe, Asia, Oceania, North America or South America? What direction is Ethiopia from where you live? What time is it in Ethiopia?

Curriculum link: HASS (Geography)

Task 4: What do Plants Need

Look at pictures of plants and vegetables.

Discuss:

- What do plants need to grow?
- What happens if plants do not get enough water or sunlight?
- Why is growing food important?

Activity:

Plant a few seeds in a class garden or pot. Work together to care for them and observe how they change and grow over time. Discuss what helped your plants thrive.

Curriculum link: Science, Technologies

Task 5: Saving for a Goal

Yeshareg learned how to save money through her women's savings group. She learned how to save money and plan for the future.

Students think about a savings goal they'd like to work towards.

Draw or write:

My goal is…

I can reach my goal by….

Students share their goal with a partner.

Savings Investigation: Imagine you want to save $20. If you were able to save $1 a week, how many weeks would it take to save up? What about if you save $2 each week?

Share and Reflect:

- What did you learn about saving a little at a time?
- How did learning to save help Yeshareg plan for her family's future?
- Why do you think it is important to make a plan when working towards a goal?

Curriculum link: Mathematics, English



Yeshareg's Story – Learning Activities

Task 6: Catholic Social Teaching Link

Subsidiarity and participation

- From the Latin word subsidium, meaning support or assistance
- The idea that people and groups have the right to participate in decisions that affect them and, when they can't meet their own needs, other parts of society (e.g. the government) act according to their duty to assist with resources and support
- An approach to common life that promotes participation and ensure people are architects of their own development

Student friendly explanation

- All people should be able to participate in their community and have a say in decisions that affect them.
- When they cannot meet their own needs, other parts of society should step in to offer support and assistance.

A. How is Subsidiarity and Participation demonstrated in Yeshareg's story?

B. How is supporting Project Compassion one way you can demonstrate Subsidiarity and Participation?

For more teaching resources on Subsidiarity and Participation refer to our CST Toolkit

Curriculum link: Religious Education

Task 7: RE Link – From Small Things, Great Things Grow

Scripture: *The Parable of the Mustard Seed* (Matthew 13:31-32)

Read or retell the Parable of the Mustard Seed.

Explain that Jesus taught that even the smallest seed can grow into something great. In the same way, small actions can make a big difference.

Discuss:

- What happens to a seed when it is cared for?
- What small steps did Yeshareg take to help her family?
- How can small acts of kindness make a difference?
- What can we do to help others?

Activity

Draw a large garden bed, tree or plant on butcher's paper.

Ask students to think of ways they can help others at home, at school or in their community. On paper flowers, leaves or vegetables, students draw or write one way they can:

- Show kindness
- Help someone
- Share with others
- Care for creation
- Include a friend



Add each contribution to the class garden.

Curriculum link: Religious Education

WORLD MAP



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