



# PROJECT COMPASSION

UNITE  
AGAINST  
POVERTY  
this Lent



 [projectcompassion.org.au](http://projectcompassion.org.au)

**Lower Primary (F-2)  
Teacher Handbook 2026**

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## 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 new 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](http://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	<a href="#">Photo Storybooks</a>	A Photo Storybook for each Project Compassion story, designed especially for Primary (F–2) students. <a href="#">Narrated versions</a> and <a href="#">audio described</a> versions also available here.
For Teachers	<a href="#">School's Guide</a>	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
	Teacher Handbook	Available in <a href="#">Lower Primary</a> , <a href="#">Upper Primary</a> and <a href="#">Secondary</a> versions, provides an explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion.
All Purpose	<a href="#">Introducing Project Compassion (PPT)</a>	Overview of all 4 featured Project Compassion programs and the work of Caritas Australia.
	<a href="#">School's Fundraising Guide</a>	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories. Visit <a href="http://projectcompassion.org.au/schools">projectcompassion.org.au/schools</a> to register your fundraising activities!
Media	Films	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Project Compassion Introduction Film</a></li> <li><input type="checkbox"/> 'Day in the Life' films for primary schools: <a href="#">Tanzania</a>, <a href="#">Bangladesh</a> and <a href="#">Fiji</a></li> <li><input type="checkbox"/> Story film: <a href="#">Sisilia</a> (upper primary)</li> <li><input type="checkbox"/> <a href="#">Fundraising film</a></li> </ul>
	<a href="#">Photo Galleries</a>	View photos from the field. Photos for each story are available through the interactive <a href="#">Primary Student Zone</a> .

	Resource	Description/ Suggested Use
Prayer and Reflection	<a href="#">Ash Wednesday Liturgy</a>	Liturgy of the Word, including distribution of the ashes.
	<a href="#">Prayer (PPT)</a>	The Project Compassion prayer with beautiful images. Use as a daily or weekly prayer for students or staff, or at an assembly.
	<a href="#">Weekly Scripture Reflections for Teachers</a>	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent.
	<a href="#">Way of the Cross (PPT)</a>	A reflection following the Way of the Cross, to use during Holy Week. Leaders' Notes included.
Telling Others	<a href="#">Newsletter Notices</a>	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.
	<a href="#">Social Media Toolkit</a>	Content and assets to share your support of Project Compassion through your social media channels.

# Introduction

## Welcome to Project Compassion 2026!

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 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 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

The interrelationships between people and the diverse environments and systems across the Asia region have global implications ([AAK2](#)).

### Look for Monoranjon's Story (Bangladesh).

### 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 Sisilia's Story (Tanzania), Monoranjon's Story (Bangladesh) and Manaini's Story (Fiji).

## GENERAL CAPABILITIES KEY IDEAS

### Intercultural Understanding

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours.

### Personal and Social Capability

Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students are encouraged to: appreciate diverse perspectives, contribute to civil society and understand relationships.

### Ethical Understanding

In developing and acting with ethical understanding, students: examine values (see Catholic Social Teaching Guide page 10), explore rights and responsibilities and consider other points of view.

# Curriculum Links

Foundation	Year 1	Year 2
<p><b>ENGLISH</b></p> <p>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)</p> <p>Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. (AC9EFLY02)</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)</p> <p><b>MATHEMATICS</b></p> <p>Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning. (AC9MFM01)</p> <p>Sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons. (AC9MFSP01)</p> <p>Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations. (AC9MFST01)</p> <p><b>GEOGRAPHY</b></p> <p>The features of familiar places they belong to, why some places are special and how places can be looked after. (AC9HSFK03)</p>	<p><b>ENGLISH</b></p> <p>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)</p> <p>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)</p> <p><b>MATHEMATICS</b></p> <p>Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning. (AC9M1M01)</p> <p>Make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them. (AC9M1SP01)</p> <p><b>GEOGRAPHY</b></p> <p>The natural, managed and constructed features of local places, and their location. (AC9HS1K03)</p> <p>How places change and how they can be cared for by different groups including First Nations Australians. (AC9HS1K04)</p> <p>Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models. (AC9HS1S02)</p> <p><b>HASS SKILLS</b></p> <p>Develop questions about objects, people, places and events in the past and present. (AC9HS2S01)</p> <p>Interpret information and data from observations and provided sources, including the comparison of objects from the past and present. (AC9HS2S03)</p>	<p><b>ENGLISH</b></p> <p>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)</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning. (AC9E2LY05)</p> <p><b>MATHEMATICS</b></p> <p>Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies. (AC9M2N05)</p> <p>Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary. (AC9M2M01)</p> <p>Recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour. (AC9M2M04)</p> <p><b>HASS SKILLS</b></p> <p>Develop questions about objects, people, places and events in the past and present. (AC9HS2S01)</p> <p>Interpret information and data from observations and provided sources, including the comparison of objects from the past and present. (AC9HS2S03)</p>

# Curriculum Links

Foundation	Year 1	Year 2
<p><b>HISTORY</b> The celebrations and commemorations of significant events shared with their families and others. (AC9HSFK02)</p> <p><b>SCIENCE</b> Observe external features of plants and animals and describe ways they can be grouped based on these features. (AC9SFU01) Engage in investigations safely and make observations using their senses. (AC9SFI02)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> Investigate who they are and the people in their world. (AC9HPFP01)</p> <p><b>THE ARTS</b> Create arts works that communicate ideas. (AC9AVAFC01)</p>	<p><b>SCIENCE</b> 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 daily and seasonal changes in the environment and explore how these changes affect everyday life. (AC9S1U02) 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) Make and record observations, including informal measurements, using digital tools as appropriate. (AC9S1I03)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> Describe their personal qualities and those of others, and explain how they contribute to developing identities. (AC9HP2P01) Identify and explore skills and strategies to develop respectful relationships. (AC9HP2P02)</p> <p><b>DESIGN AND TECHNOLOGY</b> Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. (AC9TDE2K01)</p> <p><b>THE ARTS</b> Use visual conventions, visual arts processes and materials to create artworks. (AC9AVA2C01)</p>	<p><b>SCIENCE</b> 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)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> Describe their personal qualities and those of others, and explain how they contribute to developing identities. (AC9HP2P01) Identify and explore skills and strategies to develop respectful relationships. (AC9HP2P02)</p> <p><b>DESIGN AND TECHNOLOGY</b> Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. (AC9TDE2K01)</p> <p><b>THE ARTS</b> Use visual conventions, visual arts processes and materials to create artworks. (AC9AVA2C01)</p>

# 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](http://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

1. **HEAD TO:** [projectcompassion.org.au/schools](http://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.



## 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). Caritas Australia (remaining photos).

# Sisilia's Story

## Tanzania

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

### TASK 1: CLASS DISCUSSION

- What made life hard for Sisilia and her family?
- How did the A+ Successor Project and Caritas Australia help?
- Why did Sisilia find it hard to do her schoolwork?
- What has Sisilia learnt through the SWASH Club?
- What does Sisilia dream of becoming and why?
- How will you share Sisilia's story with others?

**Curriculum links:** English, HASS

### TASK 2: PHOTO STUDY

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

Ask students:

- What do the photos tell you about Sisilia's life?
- Which photo do you like the best? Why?
- What questions would you like to ask Sisilia?
- Which photo/s show you the village where Sisilia lives? What are the similarities and difference to where you live?
- What do you want to learn more about?

**Curriculum links:** English, HASS

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Sisilia preparing to go to school. Photo: Caritas Australia

# Sisilia's Story – Learning Activities

## TASK 3: COUNTRY STUDY

Can you find Tanzania on a world map? Using the world map provided on page 23 and either Google maps or an atlas, locate Tanzania. Colour this country in and label it.

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

**Curriculum link:** Geography

## TASK 4: HANDWASHING EXPERIMENT

Washing your hands with soap and water for at least 20 seconds is the best way to stop the spread of disease.

Complete this simple [soap and pepper science experiment](#) to show students what happens when we use soap to wash our hands.

**Curriculum link:** Science, Health & Physical Education

## TASK 5: HANDWASHING SONGS

Sisilia teaches handwashing songs in her village through the SWASH Club.

Students learn a handwashing song in class to teach another year level or their family at home.

Some suggestions for songs can be found [here](#)

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

## TASK 6: WATER MATHEMATICS

Sisilia collects water for her family three times a day. How much do you think she needs to collect?

As a class, brainstorm all the ways you use water in a day. Don't forget to include, drinking, cooking and washing.

Using cups of water as the measurement, work out:

- How much water you drink
- How much water is needed to wash your hands
- How much water is needed to brush your teeth
- How much water is needed to wash the dishes
- How much water is needed to cook your favourite dinner
- How much water is needed to wash your clothes
- How much water is needed to flush the toilet.

A. Add all these together.

B. Work out how many buckets of water this would be. Think about how many times Sisilia might have to walk to collect this much water.

C. How much more water would be needed for 3 people in a house?

D. Is there a way that you can reduce the amount of water you use?

*Tip: If you have used water to add the cups up, be sure not to pour it down the drain but use it to water a school garden.*

**Curriculum Links:** Mathematics

# Sisilia's Story – Learning Activities

## TASK 7: CATHOLIC SOCIAL TEACHING LINK – COMMON GOOD

### 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 Sisilia's story?

B. How is supporting Project Compassion one way you can live in community?

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

**Curriculum link:** Religious Education

## TASK 8: RE LINK – TEACHING DIFFERENT WAYS TO PRAY

Sisilia has shown she is a teacher and a leader in her community.

Discuss how Sisilia is both a teacher and a leader in her community.

Some possible discussion points:

- She has taught both children and adults how to wash their hands using songs.
- She confidently shares her knowledge with the adults in the community.

Jesus was a great teacher. He taught in people's homes (Luke 5:17-26), the temple (Luke 2:41-51), when he was out in a boat, on the shore and on mountains (Matthew 5:1-11). He taught everywhere (Matthew 4:23-25). He taught us that God hears our prayers. He even taught us and his disciples how to pray using the Our Father.

Read Matthew 6:9-13

How are the words of this Scripture passage the same and/or different to the words of the prayer you use?

**Curriculum link:** Religious Education

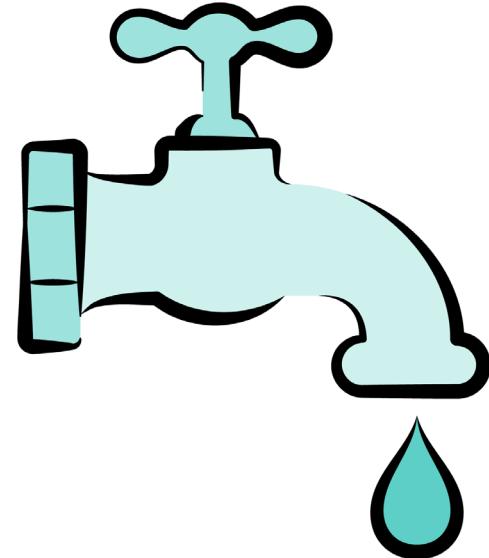
# Sisilia's Story – Learning Activities

## TASK 8: RE LINK – TEACHING DIFFERENT WAYS TO PRAY (CONT.)

The *Our Father* has also been sung and prayed all around the world. Listen to the words that Jesus taught us to pray in different languages and songs. Some examples are listed below:

- [Our Father](#) CAFOD
- Mass for God's Children: *Our Father* by Andrew Chinn
- The Lord's Prayer by Sr Janet Mead
- The Lord's Prayer (It's Yours) by Matt Maher
- *Our Father* by John Burland
- *Our Father* by Fr Rob Galea
- [Aboriginal Our Father](#) (NATSICC)

**Curriculum link:** Religious Education, Health and Physical Education



## TASK 9: PRAYER

Give each student (or pair) one of the photos from Sisilia's Photo Storybook. Ask them to create a prayer for Sisilia based on the photo that they receive. Prayers might begin with:

Please help...

Thank you, God for...

We pray for...

Use the student prayers throughout the week at the beginning or end of each day.

**Curriculum Link:** Religious Education

# Monoranjon's Story

## Bangladesh

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

### TASK 1: CLASS DISCUSSION

- What is Monoranjon's job?
- What is making farming hard for Monoranjon?
- How did Caritas Australia and Caritas Bangladesh help?
- Why did Monoranjon learn how to farm fish, prawns and crabs?
- What new skills did Monoranjon learn?
- How will you share Monoranjon's story with others?

**Curriculum links:** English, HASS

### TASK 2: PHOTO STUDY

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

Ask students:

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

**Curriculum links:** English, HASS

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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

# Monoranjon's Story – Learning Activities

## TASK 3: COUNTRY STUDY

Can you find Bangladesh on a world map? Using the world map provided on page 23 and either Google maps or an atlas, locate Bangladesh. Colour this country in and label it.

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

**Curriculum link:** Geography

## TASK 4: HOW DO YOU PREPARE?

Through a program run by Caritas Bangladesh (the Community Managed Sustainable Livelihoods and Resilience Program), Monoranjon and his community learnt to prepare for changing weather patterns. This is called *disaster risk reduction*, also known as *disaster preparedness*. In Australia we also learn how to prepare for natural disasters that occur here such as cyclones, bushfires, floods and droughts.

Read a picture book about a natural disaster (some suggestions below) to the students and discuss some of the features of natural disasters, what people can do to prepare for them and how people who are not in the natural disaster can help.

- The Turtle and the Flood by Jackie French and Danny Snell
- [Birdie's Tree Storybooks](#) by Andrea Baldwin & Anil Tortop
- Wombat Underground by Sarah L Thomson

- The Incredible True Story of Sparky the Wonder Puppy by Craig Sheather and Eloise Short

**Curriculum link:** English, HASS

## TASK 5: VOCABULARY – Extension

Some words are used to compare things. For example: cold, colder and coldest. These are called comparatives. Look at these words from Monoranjon's story with the students and see if they can work out what the comparatives are. Perhaps as a class, you can create sentences using these words.

- hot
- dry
- salt
- rich
- hard
- new

**Curriculum link:** English

# Monoranjon's Story – Learning Activities

## TASK 6: SALTY WATER

Rising sea levels have increased the salt (salinity) in the soil in parts of Bangladesh. This has had an impact on Monoranjon's farming. As a whole class conduct one of the experiments in FAO's (Food and Agriculture Organisation of the United Nations) [\*Salty experiments with soil for children and guide for teachers\*](#) booklet to see what happens to plants when water is salty or what happens when soil is watered with salty water.

**Curriculum link:** Science, HASS

## TASK 7: CATHOLIC SOCIAL TEACHING LINK – PREFERENTIAL OPTION FOR THE POOR

### Preferential Option for the Poor

- the act of prioritising the needs of the poor over the desires of the rich, the rights of workers over profits and the preservation of the environment over its exploitation
- a way of responding in love to the unjust circumstances in which millions of people live.

### Student-friendly explanation:

- 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 did Caritas Australia take care of Monoranjon and his community?

B. Why did Caritas Australia help Monoranjon and his community?

C. How is giving to Project Compassion living out the Catholic Social Teaching of the Preferential Option for the Poor?

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

**Curriculum link:** Religious Education

## TASK 8: RE LINK

Read the Matthew 5: 14-16

Take a torch (or similar) and place it under a bucket or basket. Ask students what they notice. Then place the torch on top of a desk or at a level higher than where the students are sitting. What do they notice now? How much light can be seen?

**Explain:** Just like the torch shines brighter when it's not covered, Jesus wants us to let our own lights shine too.

Discuss with the class, what our 'lights' are, and how we can make them shine and be seen:

- at school
- at home
- in the community
- for communities like Monoranjon's

# Monoranjon's Story – Learning Activities

## TASK 8: RE LINK (CONT.)

Singing the song *This Little Light of Mine* is one-way students might like to be reminded to let their light shine. There are many versions available online. Choose one that you think your class will enjoy singing.

**Curriculum Link:** Religious Education

## TASK 9: PRAYER

Students write a prayer for Monoranjon. Write prayers on coloured strips of paper. Create a class prayer chain with all the prayers and either hang it in your prayer space or place it on your class prayer table.

**Curriculum Link:** Religious Education



# Manaini's Story

## Fiji

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

### TASK 1: CLASS DISCUSSION

- How did Manaini earn money for her family before joining the FRIEND program?
- How did Caritas Australia and FRIEND help?
- What did Manaini learn?
- Why is it important to learn new skills?
- What has earning more money meant for Manaini and her family?
- How will you share Manaini's story with others?

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

### TASK 2: PHOTO STUDY

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

Ask students:

- What do the photos tell you about Manaini's life?
- Which photo do you like the best? Why?
- Which photo/s show you what you and Manaini have in common?
- What questions would you like to ask Manaini?
- What do you want to learn more about?

**Curriculum links:** English, HASS



UNITE  
AGAINST  
POVERTY  
this Lent

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.

# Manaini's Story – Learning Activities

## TASK 3: COUNTRY STUDY

Can you find Fiji on a world map? Using the world map provided on page 23 and either Google maps or an atlas, locate Fiji. Colour this country in and label it.

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

**Curriculum link:** Geography

## TASK 4: VEGETABLE MATHEMATICS

Manaini and her community grow different kinds of vegetables, such as breadfruit, casava, taro and yams. Some of these vegetables are root vegetables, which are vegetables that are grown underneath the ground.

Collect and cut out a series of fruit and vegetable pictures (weekly supermarket catalogues are a great source). In small groups, students sort and classify the fruit and vegetables that they have been given. Allow them to choose the way in which they would like to sort the fruit and vegetables.

Ask questions about the data that has been collected, such as :

- How many groups are they sorted into?
- Which group is the largest?
- Which is the smallest?
- How many does each group have?

- How many fruits/vegetables are there altogether?
- Why did you sort them this way?
- How else could you sort them?

When they are finished, groups look at the ways in which their peers have sorted them. Have any groups sorted in the same way? If so, do they have the same fruits and vegetables in the groups?

**Curriculum Links:** Mathematics

## TASK 5: WEAVING

One of the ways Manaini earns money is through weaving mats. She uses straw and wool. Weaving can be done with many different materials such as paper, wool, fabric, straw and even different things found in nature. Students learn to weave as Manaini does. They might like to display it in the classroom. Some ideas are attached.

- [Paper weaving](#)
- [Circular weaving](#)
- Weaving with other materials
- [Nature weaving](#).

**Curriculum link:** HASS, Design and Technology, Visual Arts

# Manaini's Story – Learning Activities

## TASK 6: GAMES ARE FUN

In the 'Day in the Life of Manaini', we saw Manaini and her family playing games outside as the sun began to set.

What games could you play outside with friends or family?

As a class, create a list of games people play. If you don't know how to play some of the games, ask the students who shared the game how to play it.

Students write down or video them explaining the rules of a game, they love to play. They might even be recorded playing the game. Throughout the remainder of Lent, ask if these games can be shared in the school newsletter, on the school's Facebook page or through parent pages, so that families in your school community can enjoy playing them too.

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

## TASK 7: SOLAR POWER

The sun gives us light and energy. It is very powerful. Manaini's community uses solar powered lights in the evening for study and safety. Communities around the world are using solar power to power their homes as an alternative to burning coal. It is what we call a renewable energy source. Unlike coal, it doesn't run out.

- What are other uses of solar power?
- What are some advantages of solar power?
- What are some disadvantages of solar power?
- What do you think might be solar powered in the future?

Share the statement: *The sun is important for families like Manaini's.*

As a class, in pairs or in small groups, students use the [Three Whys Thinker Key](#) to ask 'Why is that?' three times. If working in pairs or small groups, students share their responses with each other and the class.

Extension Activity: Students use the ideas presented to write a short persuasive text, convincing others that solar power is essential for communities around the world.

**Curriculum links:** Science, English



# Manaini's Story – Learning Activities

## **TASK 8: CATHOLIC SOCIAL TEACHING LINK – SUBSIDIARITY AND PARTICIPATION**

### **Subsidiarity and participation**

- from the Latin word *subsidiū*, 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.

A. How is subsidiarity and participation demonstrated in Manaini'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 links:** Religious Education

## **TASK 9: RE LINK**

*Fratelli Tutti* is a letter from Pope Francis about love and friendship.

*Fratelli Tutti* means we are all brothers and sisters.

Pope Francis reminded us that we need to treat everyone like a sister or brother and when we do so, this is called fraternal love; love that reaches out and helps others, no matter where they are from or where they live.

Explain that at times governments throughout the world haven't helped people who need it the most. Thankfully, there are smaller groups and individuals who have looked out for others and helped them when they needed it the most.

Caritas Australia and the people in the FRIEND program are helping Manaini and her community. When we support Caritas Australia, we are showing *true heroism*, and the beauty of acts of kindness.

Students share acts of kindness they have seen other students do throughout the week. Then spend some time thinking about specific acts of kindness they can do for others. This might be a whole class activity.

**Curriculum Link:** Religious Education

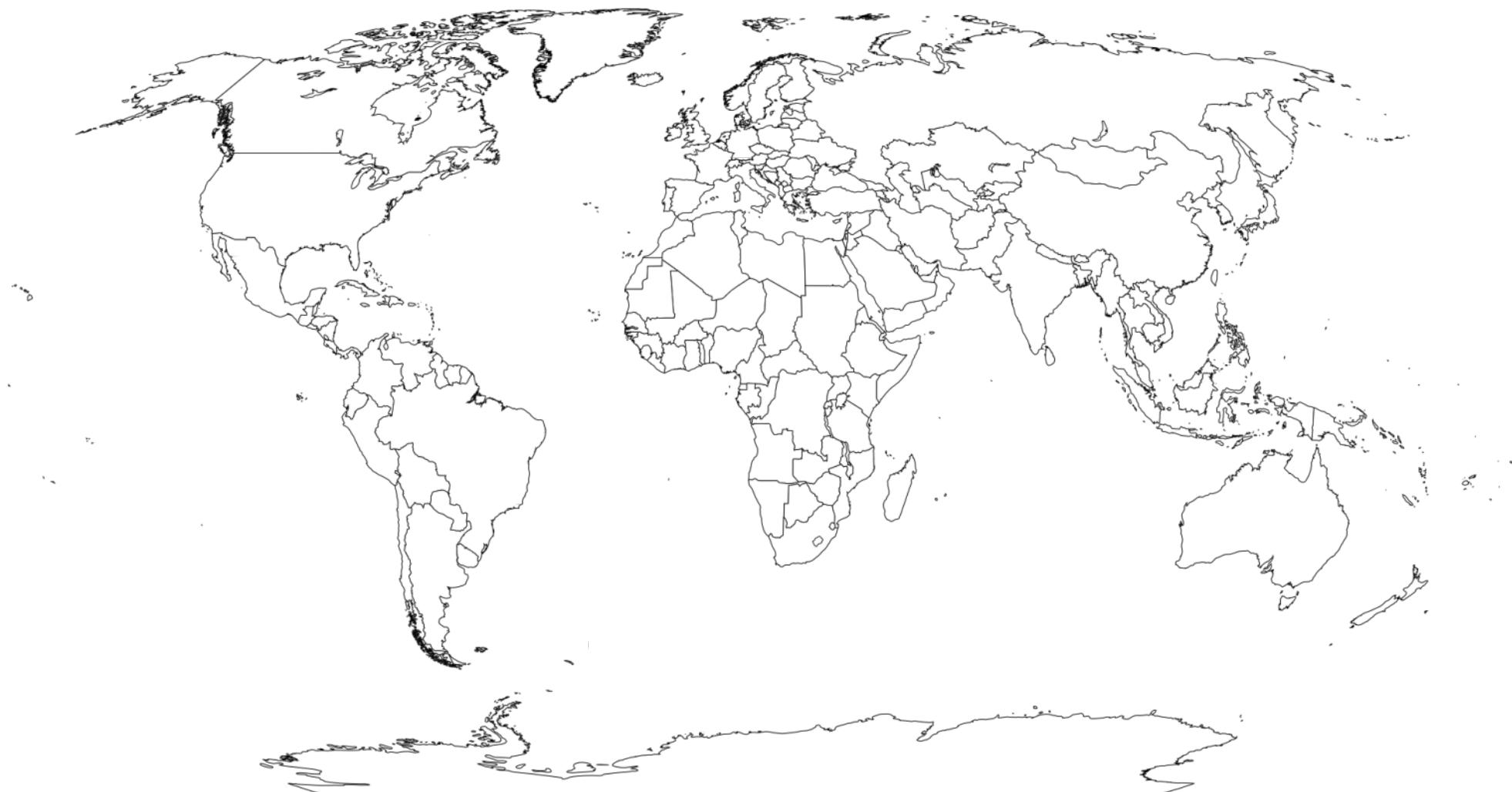
## **TASK 10: PRAYER**

Students write a prayer/s of the faithful for Manaini, her family, her community or her country.

Gather the students together for a time of prayer and pray their prayers together.

**Curriculum Link:** Religious Education

# WORLD MAP



# CARITAS AUSTRALIA PROJECT COMPASSION

Unite Against Poverty this Lent



1800 024 413



#projectcompassion



projectcompassion.org.au