

PROJECT COMPASSION

FOR ALL FUTURE GENERATIONS



**UPPER PRIMARY (3–6)
TEACHER HANDBOOK**



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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](#)



STUDENT WORKBOOK AND INTERACTIVE ZONE

The Project Compassion Student Workbook can be printed or used as an online 'fillable' PDF. It is a place for students to complete activities and record their learning and prayers for each Project Compassion story. It is accompanied by an interactive [Student Zone](#), a central place hosting the stories, films, photo galleries and website links to support student research.

Download the Student Workbook [here](#).

RESOURCES GUIDE

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

	Resource	Description/Suggested Use
For Students	Student Workbook	A printable/fillable PDF where students can input their responses and submit back to the teacher. Tasks include: Fact Check, Map, Global Goals (Sustainable Development Goals), Prayer and Reflection.
	Primary Student Zone	An interactive image with films, photos, stories and information for students to use to complete their student workbook.
	Audio Described Stories	A story for each week with included audio descriptions.
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.
	Upper Primary Teacher Handbook PDF	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 3 featured Project Compassion programs and the work of Caritas Australia.
	Fundraising Booklet	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories. visit schools.projectcompassion.org.au to register your fundraising activities!

	Resource	Description/Suggested Use
Media	Films	There is an Introduction Film (Primary) specifically for Primary Schools, along with short 'Day in the Life' films for Ronita (Philippines) , Leaia (Samoa) and Memory (Malawi) .
	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.

WELCOME TO PROJECT COMPASSION 2024!

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.

RESOURCES 2024

In addition to materials for each week, this year we have we have included three general Religious Education tasks to support the ease of integration across Learning Areas:

- **Lent Link (p. 9)** aims to deepen the connection between the Project Compassion stories and the Lenten traditions of fasting, praying and almsgiving. By making explicit links, students are encouraged to see how their actions support the work of the church through Caritas Australia and are an extension of their faith.

- **CST Link** for each story introduces students to Catholic Social Teaching principles and supports them to identify CSTs in action.
- **RE Link** provides discussion questions and suggestions to link Project Compassion stories to the themes and Bible texts in Religious Education curricula across Australia.

We also endeavour to support the **integration of a Catholic worldview** throughout various Learning Areas.

A series of teacher-led tasks to accompany the written stories are provided. Students encounter a participant in a Caritas Australia project by engaging with their story through the text, films and photographs. Students can witness the challenges and positive changes of people who experience extreme poverty and injustice.

The Project Compassion Student Workbook

This a global education workbook supporting students to learn more about each of the featured countries.

As students reflect on their learning, responding to the stories and issues of social and ecological justice, they practise planning personal and collective responses and can start to see how their local action can have a global impact.

Download the Student Workbook [here](#).

For more information about Caritas Australia and Project Compassion, visit our [website](#).

ABOUT THE THEME

The theme of Project Compassion 2024 is **‘For All Future Generations’**. It is an expression of hope and reminds us that the good that we do today will extend and impact the lives of generations to come. It invites us to make the world a better place by working together now and finding long-term solutions to global issues.

This year, ***For all Future Generations*** is inspired by the story of the burning bush in the book of Exodus (Exodus 3:1-20).

In this story, God tells Moses that he has heard the cry of his people. God responds to injustice and chooses Moses to speak to Pharaoh. Although Moses is afraid, God promises to be with him. Thus, God says, ‘By this name I shall be invoked for all future generations.’

As God called Moses, so now God calls us to work *for all future generations*.

God said,
**“This is my name for all time; by this name I shall
be invoked for all generations to come.”**

Exodus 3:15

Project Compassion 2024 shares the stories of three resilient women from different corners of the world. Although they face vastly different challenges in their day-to-day lives, they are all united by their dream of creating a better tomorrow for all future generations.

We encourage students to discover the power of giving and the impact that their contribution, however big or small, can have in the lives of others. When we lend a hand to someone in need, they will go on to help others and make better opportunities for future generations. Compassion is contagious and creates a ripple effect of kindness and prosperity.

Project Compassion acts as a timely reminder during Lent that by putting our faith and compassion in action today, we have the power to create lasting change for generations to come.

INTRODUCING THE THEME, *FOR ALL FUTURE GENERATIONS*

Explore the story of the burning bush, where God appears to Moses.

Students think about God being in unexpected places. God can be found in the beauty of creation but also in the challenging situations where people are experiencing extreme poverty. Discuss as a class.

Reflection Activity: Students are encouraged to look for God in the everyday interactions with others and the natural environment and complete the following sentence starters.:

I saw God when...

For a moment it looked like...

But I knew it was God by the way...

For example: *I saw God when I saw a person stop and talk to someone sleeping beside the street. For a moment it looked like two people talking. But I knew it was God by the way they smiled warmly at each other.*

Display: Create a tree display in your classroom.

- On the trunk of the tree write ‘For all future generations.’
- Students write their reflections from the activity above on leaves to add to the tree display.
- Continue to add to the tree over the season of Lent, with a particular focus on drawing closer to God through intentionally finding God in unexpected places or encounters.

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

Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. Australians play a significant role in social, cultural, political and economic developments in the Asia region.

Look for Ronita's Story (Philippines).

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. **Look for Leaia's Story (Samoa).**

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. **Look for Memory's Story (Malawi)**

Ethical Understanding

In developing and acting with ethical understanding, students: examine values (see Catholic Social Teaching Guide page 14), explore rights and responsibilities and consider other points of view.

ENGLISH

Year 3

Identify how images extend the meaning of a text. **(AC9E3LA09)**

Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. **(AC9E3LY05)**

Identify the purpose of layout features in print and digital texts and the words used for navigation. **(AC9E3LA05)**

Year 4

Identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout. **(AC9E4LA05)**

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts. **(AC9E4LY05)**

HISTORY

Year 3

Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes. **(AC9HS3K01)**

GEOGRAPHY

Year 3

The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. **(AC9HS3K05)**

Year 4

The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent. **(AC9HS4K05)**

Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place. **(AC9HS4K06)**

CIVICS AND CITIZENSHIP

Year 3

Why people participate within communities and how students can actively participate and contribute to communities. **(AC9HS3K07)**

Year 4

Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity. **(AC9HS4K09)**

HASS – Skills

Year 3 and 4

Locate, collect and record information and data from a range of sources, including annotated timelines and maps. **(Y3 AC9HS3S02 , Y4 AC9HS4S02)**

HEALTH AND PHYSICAL EDUCATION

Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts. **(AC9HP4P01)**

Select, use and refine personal and social skills to establish, manage and strengthen relationships. **(AC9HP4P04)**

Describe how choices and actions can be influenced by stereotypes. **(AC9HP4P03)**

DESIGN AND TECHNOLOGY

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs. **(AC9TDE4K01)**

Describe the ways of producing food and fibre. **(AC9TDE4K03)**

MATHEMATICS

Year 3

Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context. **(AC9M3ST02)**

Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest. **(AC9M3ST03)**

Measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings. **(AC9M3M02)**

Year 4

Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results. **(AC9M4ST03)**

Interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units. **(AC9M4M01)**

GEOGRAPHY

Year 6

The geographical diversity and location of places in the Asia region, and its location in relation to Australia. **(AC9HS6K04)**

Australia's interconnections with other countries and how these change people and places. **(AC9HS6K05)**

ECONOMICS AND BUSINESS

Year 5

Types of resources, including natural, human and capital, and how they satisfy needs and wants. **(AC9HS5K08)**

CIVICS AND CITIZENSHIP

Year 5

How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal. **(AC9HS5K07)**

HASS – Skills

Locate, collect and organise information and data from primary and secondary sources in a range of formats. **(Y5 AC9HS5S02, Y6 AC9HS6S02)**

ENGLISH

Year 5

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas. **(AC9E5LY05)**

Year 6

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning. **(AC9E6LA07)**

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources. **(AC9E6LY05)**

MATHEMATICS

Year 5

Compare 12- and 24-hour time systems and solve practical problems involving the conversion between them. **(AC9M5M03)**

Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation. **(AC9M5ST03)**

Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure. **(AC9M5M01)**

Year 6

Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions. **(AC9M6ST02)**

Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem. **(AC9M6M01)**

HEALTH AND PHYSICAL EDUCATION

Explain how identities can be influenced by people and places, and how we can create positive self-identities. **(AC9HP6P01)**

Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes. **(AC9HP6P03)**

DESIGN AND TECHNOLOGY

Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments. **(AC9TDE6K01)**

Explain how and why food and fibre are produced in managed environments. **(AC9TDE6K03)**

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions. **(AC9TDE6P01)**

ABOUT LENT

Discuss: What do you know about Lent? What significance does it have for you?

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 explains, “Lent is a time of grace to the extent that we listen to him [Jesus] as he speaks to us. And how does he speak to us? First, in the word of God, which the Church offers us in the liturgy. May that word not fall on deaf ears; if we cannot always attend Mass, let us study its daily biblical readings, even with the help of the internet. In addition to the Scriptures, the Lord speaks to us through our brothers and sisters, especially in the faces and the stories of those who are in need.”

[\(Pope Francis’s Lenten Message 2023\)](#)

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 the Philippines, Samoa and Malawi.

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: Each week, write a prayer for the community you learn about in your Project Compassion Student Workbook.

Fast: What will you give up for Lent this year?

Give: What will you give? How will you give it?

Explore the different stories, programs and issues for each week of Project Compassion with our Caritas Q&As.

WHAT ARE CARITAS Q&As?

During Project Compassion, Caritas Australia is offering the chance to interact online with our staff and partners in Australia and overseas!

Caritas Q&As are 30-minute sessions hosted by Caritas Australia on Zoom. The sessions are a unique opportunity for students to connect with the people positively affected through Caritas-supported programs and to learn more about the impact of their generous donations.

Caritas Q&As are open to students in **Years 4–12** and are available across all time zones.

HOW WILL IT WORK?

Caritas Q&As run across Lent during school term and will focus on a different Project Compassion story and program each week.

Help prepare your students for a Caritas Q&A by:

- showing them the relevant Project Compassion video
- working through our Project Compassion school resources or relevant social justice resources
- guiding them to create a question to ask Caritas staff/partners.

HOW DO I REGISTER?

Go to caritas.org.au/project-compassion/caritas-q-and-a/ to register your class in the session that suits you.



**Register your class
for Caritas Q&As**



PRIMARY SCHOOL TIMETABLE FOR GRADES 4–6

All times listed below are AEDT. Please adjust for your time zone.

Ronita's story (Philippines) REGISTER	Monday 19 February	Tuesday 20 February	Wednesday 21 February	Thursday 22 February
	10:15 am 1:00 pm 3:00 pm	9:15 am 11:30 am 2:15 pm	10:30 am 11:30 am 2:00 pm	9:00 am 10:00 am 12:15 pm
	Monday 26 February	Tuesday 27 February	Wednesday 28 February	Thursday 29 February
	10:00 am 4:00 pm	11:30 am 1:00 pm	9:15 am 1:00 pm	11:00 am 5:00 pm

Leaia's story (Samoa) REGISTER	Monday 4 March	Tuesday 5 March	Wednesday 6 March	Thursday 7 March
	11:00 am 1:30 pm 2:30 pm	9:00 am 1:00 pm 2:15 pm	9:30 am 11:30 am 12:45 pm	9:00 am 10:00 am 3:00 pm

Memory's story (Malawi) REGISTER	Monday 11 March	Tuesday 12 March	Wednesday 13 March	Thursday 14 March
	9:30 am 1:00 pm 2:15 pm	10:30 am 11:30 am 12:30 pm	9:30 am 12:30 pm 2:00 pm	9:00 am 1:00 pm 5:00 pm

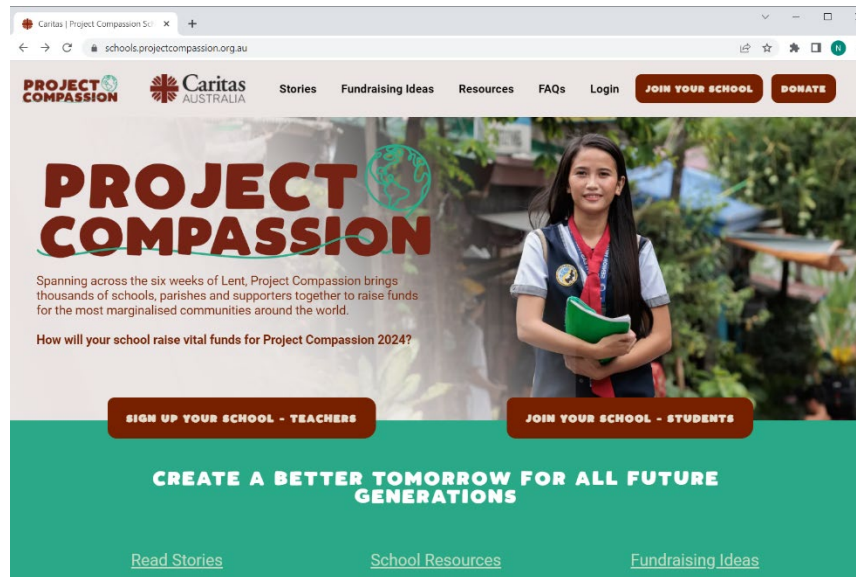
FUNDRAISE ONLINE!

We know that many schools are now cashless, but don't worry we have you covered!

This year, try fundraising online. When you set up your own online fundraising page, you will receive tools and resources to help make your fundraiser a success.

Simply head to schools.projectcompassion.org.au and set up your school as a fundraiser.

You can create teams for your class groups as well as individual fundraising pages. Be sure to share your fundraising URL and your unique QR code to get the donations rolling in!



HOW IT WORKS

1. GO TO schools.projectcompassion.org.au
2. SELECT 'Sign up your school – Teachers'
3. SEARCH for your school name
4. CHOOSE your personal message and fundraising goal
5. CREATE class or house teams (optional)
6. SHARE your school page to encourage support
7. START fundraising!



STUDENT WORKBOOK AND STUDENT ZONE

Download the [Student Workbook](#) as a fillable PDF and share with your students to complete on their computer, or print the workbook for students to fill in.

The [Student Workbook](#) is where students can record their responses as they explore the stories and countries featured in Project Compassion. Tasks include: Fact Check, Map, Global Goals (Sustainable Development Goals), Prayer and Reflection. If printing, we recommend printing the passport as an A5 booklet..

The [Student Zone](#) is an interactive image with films, photos, stories and links to assist students to research and complete their Student Passport.

The icons below appear in both the [Student Workbook](#) and the [Student Zone](#) to help student locate the information they need to complete the activities.



Story



Climate zone



Short film



Map



Photo Gallery



Time Zone



Information



Global Goals



Click below to access the
Primary [Student Zone](#)

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: Tim Lam/Caritas Australia (top left, top right, bottom right), Richard Wainwright/Caritas Australia (middle right, bottom left), Laura Womersley/Caritas Australia (middle left)

RONITA'S STORY (PHILIPPINES)



Education is a basic human right that works to raise people out of poverty, but worldwide 244 million children and youth are still out of school.¹

Without an education it is hard to participate in our community and reach our full potential.

Ronita is 22 years old. She lives in the Philippines with her husband Lean and their two children, Egzy Grey who is 3 years old and Clark who is 5 years old.

Ronita's husband works seven days a week in waste disposal, from 3 am to 9 pm each day. It is exhausting work, made harder by the very hot climate. Despite this, Ronita and her husband are only able to rent a very small brick room (measuring around 10 square metres).

Ronita described their living conditions: **"We will carry a pail [from a neighbour] and we will put it in our drums so we can have water. And it's very difficult because it's too small. When you come to our house, when you open the door, that's it. We don't have room. We don't have anything. When you open it, the kitchen, the living room, the room, it's already in one place."**

Ronita left school early to start her family. But without completing secondary school, it would be hard for Ronita to earn money to overcome the cycle of poverty.

Thankfully, Ronita heard about an Alternative Learning System (ALS) program run by Caritas Australia's partner in the Philippines, the Faithful Companions of Jesus (FCJ).

Ronita (22) smiles as she holds her sons, Egzy Grey (3) and Clark (5), in their small home in Quezon City, Philippines. Photo: Richard Wainwright/Caritas Australia

RONITA'S STORY (PHILIPPINES)

For over 20 years, the Faithful Companions of Jesus has supported the local community and will be serving approximately 2,000 participants over the next three years. The area FCJ works in is an urban slum, built next to a local dumpsite and on top of a fault line. Many of the houses are in poor condition and some don't have running water.

In addition to the ALS program, FCJ also runs programs to teach house renovating, food processing, basic literacy skills, urban gardening, upcycling and activities to help residents earn an income. They run a seniors group and children's sport and play groups. They also have a clinic visited weekly by a doctor and a community nurse.

When her first son Clark was just 2 years old, Ronita enrolled in the ALS program to continue learning in a safe and flexible environment. The ALS classes allow young mothers to bring their children to class if they cannot afford childcare. This made it possible for Ronita to continue her studies, even following the arrival of her second child, Egzy Grey.

She remarked, **"I need to study. I need to work hard for my kids. I need to find a good job to be an inspiration to them. The ALS in there was so very nice. The teachers, they inspire us and they gave us the best so that we could graduate. Mum Jen is a very good teacher to us. She always laughs with us and when she teaches us, she's always looking at us, focusing on us."**

Ronita also attends a young mothers' group regularly, which is facilitated by FCJ staff member Nurse Lyn. The group provides support for each other and they have the opportunity to learn how to manage their money and how their family can stay healthy.

Ronita said, **"When I'm with young mums I feel confident because they're like me. They're young with children. I know that they understand my situation."**

After completing her ALS classes, Ronita was then able to go back to secondary school where she went on to finish Grade 12 and earn her Senior High School Diploma. With her new diploma, Ronita has now secured a job at a call centre, which she hopes will allow her to support her mother, husband and two young children.

She said, **"I am so thankful for FCJ. One day I hope I will be a school teacher. I have now graduated senior school and I am so proud of myself. I feel hopeful for the future... Now it's not impossible for me to achieve my dream... Thank you for that."**

¹ [UNESCO](#)



RONITA'S STORY – LEARNING ACTIVITIES

Read Ronita's Story (Philippines) and watch ['A Day in the Life'](#) film.

TASK 1: DISCUSSION

- What challenges did Ronita face?
- Where is Ronita working now?
- How did Caritas Australia help?
- What is special about the Alternative Learning System program that helped Ronita continue her education?
- What are five other activities that FCJ run for the community?
- What is Ronita's dream for the future?

Curriculum links: English, HASS

TASK 2: STUDENT WORKBOOK

Complete tasks for the Ronita's Story (Philippines) section. Download and print the [Student Workbook](#) and direct students to the [Student Zone](#) to help them complete the activities.

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery for Ronita's Story via the [Primary Student Hub](#). Ask students:

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

Curriculum links: English

TASK 4: KAHOOT! QUIZ

Test students' knowledge of Ronita's story by playing the [KAHOOT!](#)

Curriculum links: English, HASS, Mathematics

TASK 5: 10 SQUARE METRES

Ronita and her husband rent a very small brick room (measuring around 10 square metres).

Mark out 10 square metres on your classroom floor.

How does 10 square metres compare to the size of your classroom? How does it compare to the size of your students' bedrooms?

Students gather around the area and think about what they would find hardest about living in such a small area.

Watch Ronita's ['Day in the Life'](#) film, asking students to record all the ways Ronita uses the small space she has.

Conclude by focusing on how resilient and flexible Ronita is. Despite having a very small home, Ronita works really hard to use the one room for all purposes such as cooking, washing, ironing, playing with her children and studying.

Curriculum links: Mathematics, English, HASS

TASK 6: INTERNATIONAL WOMEN'S DAY (IWD) – 8 March

Friday 8 March is International Women's Day (IWD). This year the Project Compassion stories demonstrate how women across the world are working with Caritas Australia to build better lives for their families and their communities now and *for all future generations*.

Make a display for IWD in your classroom or the reception area of your school. Use some of the Project Compassion stories and pictures from the photo galleries. Students add photos of women they know who work hard to support their families and communities, such as teachers!

Curriculum link: HASS, Health and Physical Education

TASK 7: CATHOLIC SOCIAL TEACHING LINK – SOLIDARITY

Solidarity

noun

- a firm and persevering commitment to the common good, which reminds us that everything is related
- the act of standing shoulder to shoulder with others
- a way of saying, 'I'm here with you'

A. How is solidarity demonstrated in Ronita's story?

B. How is supporting Project Compassion an act of solidarity?

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

Curriculum link: Religious Education

TASK 8: RE LINK

Read the 'The Parable of the Good Samaritan' (Luke 10:25–37)

Discuss with the class how Jesus concludes the story of the Good Samaritan by telling us that the individual acting as a neighbour to the injured man "was the one who treated him with mercy" and emphasises that an act of mercy demonstrates enduring, steadfast and faithful love. We are then told to 'go and do likewise'.

Caritas Australia works to love our neighbours all around the world because we are part of God's big family and because God's love is shown when we love and serve others.

Discuss:

- Who is our neighbour?
- Students record how they can demonstrate their commitment to loving their neighbour through prayer, fasting and almsgiving.

Class display

In _____ (class) we love our neighbour by ...

Students add examples of things they can, or have done, to show love of their neighbour. Encourage students to notice and acknowledge when they have seen others show love for others too.

Curriculum link: Religious Education

LEAIA'S STORY (SAMOA)



Have you noticed that the weather is changing? Perhaps there are more hot days? More wind? More rain? Or less rain?

Samoa is a beautiful country surrounded by water, but there is not enough clean drinking water in some areas, with many families facing extreme hardship as a result.

Leaia is a mother of five children aged 8 to 13: Sepoima, Pati, Lisiti, Eseta and Olevia. During the week, Leaia completes daily tasks with her sister Ene, while their husbands work on a cattle farm on the other side of the island. Their husbands come home each weekend to spend time with the family.

In an incredible act of resourcefulness, Leaia's family built their home entirely out of recycled scraps collected from a nearby recycling plant! They did this to avoid wasting precious household income.

Leaia grows fruit and vegetables in her home garden to feed her family. The income from her husband's work is only enough to cover the extra things their children need. The family relies on solar power for lighting and a gas and wood burner for cooking. Their home is not connected to a piped water system so they rely on rainwater collected in old fridges.

As a result of climate change, they have faced longer dry seasons and briefer rainy seasons in recent years. This has left Leaia's family without enough clean water at times.

Leaia said, "It makes me feel worried for my family and I, especially my kids, because of the lack of water supply we have access to. We really need the water all the time... It seems like the days are hotter and the weather has become drier than in previous years."

Leaia (right) stands with her family in front of their home that is now connected to a rainwater tank. Photo: Laura Womersley/Caritas Australia

LEAIA'S STORY (SAMOA)

When their water ran out, Leaia had to walk with her young children to collect water in buckets and containers from a neighbour down the street. Before being able to rely on her neighbour, she would walk a 40-minute round trip each day with her young children to fetch water in hot, humid conditions. The children would have to take several breaks, as the buckets were very heavy for them to lift.

Leaia explained, **"When it was very hot, there was not much water. It became difficult for me to collect, and this would mean we had very little water, plus it was far... Without water, we can't do any of our daily activities, we rely heavily on water to live."**

Leaia's children would also miss school sometimes from lack of water.

"If there isn't enough water, the kids can't go to school because the water supply at school isn't clean," Leaia said.

With the support of Caritas Australia's local partner Caritas Samoa, a 3,000 litre water tank was installed at Leaia's home to harvest rainwater. This means that her family can now have reliable access to clean water to drink and bathe in. The time that was previously used to collect drinking water can now be used for other essential tasks and, most importantly, her children don't have to miss out on school.

In rural areas of Samoa, poverty rates are strongly linked to lower levels of education. Caritas Samoa is installing water tanks in crucial areas of communities, such as schools and family homes, to prevent children from missing out on their right to an education.

During the next phase of the program, Caritas Samoa will work to provide homes like Leaia's with hygienic toilets connected to septic tanks, which will improve the health of rural communities. This will only be possible with the generosity of Australians supporting Caritas Australia's partnership with Caritas Samoa.

Leaia remarked, **"I hope this program helps other families in need, like mine. Thank you, Caritas, for the water tank and the opportunity. Caritas Samoa has helped us so much. We are very thankful and grateful for the water tank. It has helped us and made our daily life easier."**



LEAIA'S STORY – LEARNING ACTIVITIES

Read Leaia's Story (Samoa) and watch '[A Day in the Life](#)' film.

TASK 1: DISCUSSION

- Where does Leaia's family get water from?
- What impact is climate change having on Leaia's family's ability to access clean water?
- How does having easy access to clean water help Leaia's children go to school?
- How did Caritas Australia help?
- How will you share Leaia's story with others?

Curriculum links: English, HASS

TASK 2: STUDENT WORKBOOK

Complete tasks for the Leaia's Story (Samoa) section. Download and print the [Student Workbook](#) and direct students to the [Student Hub](#) to help them complete the activities.

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery for Leaia's Story via the [Student Zone](#). Ask students:

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

Curriculum links: English

TASK 4: KAHOOT! QUIZ

Test students' knowledge of Leaia's story by playing the [KAHOOT!](#)

Curriculum links: English, HASS, Mathematics

TASK 5: RAINWATER HARVESTING

Explain that rainwater harvesting is the process of collecting and storing rainwater for later use, such as drinking, washing, watering gardens, washing clothes and flushing toilets.

Before the installation of the rainwater tank, Leaia used half pipes to channel rain from her roof into old fridges and containers.



Now, Leaia has a water tank. The rainwater falls onto the roof, runs into the gutter and down the downpipe, filling her tank.

If you have a water tank at your school, show the students how the water is collected from the roof/surface to the gutter, down the pipe into the tank. What does your school use rainwater for? How does this compare to how Leaia's family uses rainwater?

Students draw and label a rainwater harvesting system like Leaia's to demonstrate their understanding about how rainwater tanks work.

Extension – Students create their own model of a rainwater harvesting system out of recycled materials.

Curriculum links: HASS, Design and Technologies

TASK 6: WATER WALK SIMULATION

Students see what it is like to live without easy access to clean water. They will imagine they are living in a small, remote village in Mozambique where people do not have taps in their houses and the one village pump has broken down – not for the first time. Includes instructions, templates, background information, reflection questions, etc..

Download [Water Walk Simulation](#)

Curriculum links: HASS, Mathematics, Health and Physical Education, Religious Education

TASK 7: WATER MATHEMATICS

Instructions

1. Get each student to log how many times they use a tap in a day. Collect the results and tabulate.
2. Using graphs, show how many times you would use taps as a class in a week.
3. By putting a bowl in a sink, collect and measure the water used on five visits to a school tap to wash hands. Find out the average amount used on each visit to the tap and work out the average daily and weekly use.
4. If you wanted to use this much water, but had to collect it in a 10 litre bucket, how many times would you have to fetch water?
5. Ask students to time each other carrying a pile of books for 50 metres. If the water you collected was 500 metres away, how long might this take per day, per week? Extension: students can work out the time it would take for 1, 2 and 3 kilometres. What factors would make water collection take more or less time?
6. Discuss which data would be most effective to show and how you would show it, e.g. on PowerPoint, create a booklet, include on a poster.

Curriculum links: Mathematics, Health and Physical Education

TASK 8: CATHOLIC SOCIAL TEACHING LINK – HUMAN DIGNITY

Human Dignity

noun

- 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

A. How is human dignity demonstrated in Leaia'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](#)

Curriculum links: Religious Education

TASK 9: RE LINK

"When we speak of the need to care for our common home, our planet, we appeal to that spark of universal consciousness and mutual concern that may still be present in people's hearts. Those who enjoy a surplus of water yet choose to conserve it for the sake of the greater human family have attained a moral stature that allows them to look beyond themselves and the group to which they belong. How marvellously human! The same attitude is demanded if we are to recognize the rights of all people, even those born beyond our own borders."

(Pope Francis, *Fratelli Tutti* n117)

Fratelli Tutti is an encyclical, or open letter, written by Pope Francis asking us to reach out to our sisters and brothers in need. We are challenged to turn outwards and think of ourselves as one global family, becoming neighbours to all. *Fratelli Tutti* calls us to put human dignity at the centre.

- Discuss the quote from *Fratelli Tutti*, pulling out the themes of solidarity, being in a global family and working for the common good of all.
- Students brainstorm how they can conserve water for the sake of others at school and at home.
- Mark **World Water Day – 22nd March**

Create a Tapitas* Water Wall with a picture of a tap at the top and then water droplets cascading down. They write a prayer on the droplet before adding their droplet to the display wall. Combine prayer and almsgiving encouraging students to donate \$5 (or a gold coin donation) per droplet to raise money for Project Compassion.

Download the Tapitas template [here](#).

*Tapitas is just a play on the word Caritas ☺

Conclude with a class prayer:

*God of life,
help us to appreciate your gift of water.
As we drink, wash, cleanse and grow,
remind us how brilliant water is
and how precious it is too.*

*We pray for people living without clean water,
and for those who must travel
long distances to collect it.
Bless Caritas Australia's work, supporting families to access clean water.
Amen*

*Prayer adapted from CAFOD's Water Assembly

Curriculum links: Religious Education

MEMORY'S STORY (MALAWI)



Do you know what you would like to do when you finish school? Do you have a dream job in mind?

Many young people in Malawi, especially girls, don't have the chance to finish school. And if they do, there are not a lot of opportunities available after school.

Memory is 26 years old and lives in rural Malawi. Her parents are subsistence farmers, which means they rely on what they can grow to survive.

With the changing climate making it difficult to grow enough food, poverty levels remain high in Malawi. Nearly 70 per cent of the population live on less than \$2.15 a day. This is one of the highest rates of poverty in the world.¹

As the eldest of 5 children, Memory had to support her family with chores such as farming, carrying water, cooking and cleaning, while also attending school.

"Growing up in the village was not easy. My parents don't have a job, so they depend on farming. When the season goes wrong, we suffer a lot and become food insecure. Sometimes we need to bathe without soap. Sometimes we need to walk without shoes," Memory said. **"When I was in primary school, I went to school barefooted because my parents didn't have money to buy shoes for me."**

It is particularly hard for girls and women. When families are living in poverty, parents often make the difficult choice to only send their sons to school, thinking that when their daughters get married, their husbands will support them.

Memory stands in a workshop at the technical college where she completed her three-year carpentry course.

Photo: Tim Lam/Caritas Australia

MEMORY'S STORY (MALAWI)

"Many women in my community drop out of school because they can't afford school fees, which lead to early marriage and more poverty," Memory said. **"But I told myself I can't stop going to school because this is the only way I can get a better life."**

Memory worked hard to secure her dream. The local leaders in her village suggested Memory go to a college where they teach job skills like carpentry.

"It was my dream to go to college, so I was very excited to get that opportunity. My parents also were very excited to see their daughter go to college," Memory said.

Caritas Australia's partner, CADECOM, supported Memory with her course and boarding fees through a program called A+. The program has provided opportunities for more than 360 youth to be empowered through job skills such as welding, carpentry, tailoring and brick laying.

"In my community, most people think that only men can be carpenters, so I want to prove to my community that women can do it as well," Memory said.

After three years, Memory graduated with an Advanced Certificate in Carpentry and Joinery. With her new skills, she secured a job as a carpenter at one of the largest hydroelectric power companies in Malawi.

The A+ program also supported Memory's family through Village Savings and Loans groups and provided them with goats and training in bee keeping and irrigation farming to increase their food supply.

Since 2016, the A+ program has supported 7,397 households to improve food security, provide access to basic water and sanitation and increase women's income.

With the income from her carpentry job, Memory can now provide some financial support to her parents.

"Because I studied carpentry, my siblings admire me and want to get educated so they can get a job and assist my parents," Memory said. **"In the future, I want to build a house for my parents because the one they are using now is in a bad condition. I also want to own my own workshop so I can help the community and employ others in the community."**

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



¹ [World Bank](#)

MEMORY'S STORY – LEARNING ACTIVITIES

Read Memory's Story (Malawi) and watch ['A Day in the Life'](#) film.

TASK 1: DISCUSSION

- What made life hard for Memory?
- Why is finishing school or finding good employment more difficult for girls and women in Malawi?
- How has Memory improved her life and that of her family and community?
- How is Memory challenging gender stereotypes?
- How did Caritas Australia help?
- How is Memory supporting (or planning to support) future generations?
- How will you share Memory's story with others?

Curriculum links: English, HASS, Health and Physical Education

TASK 2: STUDENT WORKBOOK

Complete tasks for the Memory's Story (Malawi) section. Download and print the [Student Workbook](#) and direct students to the [Student Zone](#) to help them complete the activities.

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery for Memory's Story via the [Student Zone](#). Ask students:

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

Curriculum links: English

TASK 4: KAHOOT! QUIZ

Test students' knowledge of Memory's story by playing the [KAHOOT!](#)

Curriculum links: English, HASS, Mathematics

TASK 5: EDUCATION BOARD GAME

Explore how poverty can stop some children from going to school with this simple board game.

Materials needed: printed copies of the board game (page 29), markers for each student and a 6-sided die.

Curriculum Links: HASS, Health and Physical Education

TASK 6: MEMORY'S DREAM JOB!

"In my community, most people think that only men can be carpenters, so I want to prove to my community that women can do it as well."
(Memory)

Class discussion

- Recall/define what a stereotype is.
- Students think, pair, share some stereotypes that have heard or seen. For example, boys prefer playing with cars and girls prefer playing with dolls, etc..
- *Optional: Watch [A Class That Turned Around Kids' Assumptions of Gender Roles!](#) (2 mins).*
- Share stories with students about how you have seen stereotypes change in Australia (and globally) over time.
- Unfortunately, stereotypes may lead us to judging people or groups of people based on certain characteristics. Reflect on how God has made us each with different gifts and talents. We are all unique, and sometimes we can surprise each other!

Curriculum links: English, Health and Physical Education, HASS

MEMORY'S STORY – LEARNING ACTIVITIES

TASK 7: HYDROELECTRICITY!

Fact: Only 14% of the population in Malawi have access to electricity.

Memory now works at a hydroelectric power company. Hydroelectricity is a renewable energy source that uses the power of moving water to generate electricity. This is great for people and planet.

Make a [water wheel](#) to demonstrate hydroelectricity.



Memory stands on a bridge at the hydroelectricity station, water rushes below.

Photo: Tim Lam/Caritas Australia

Extension Activity: Ask students what they think 'Energy Poverty' is?

Definition: In 2010, World Economic Forum defined energy poverty as *the lack of access to sustainable modern energy services and products*.

Ask students to list as many ways they use electricity as they can in 2 mins. Then consider the relationship between access to electricity and education and/or poverty.

Students complete the sentence 'Electricity helps me learn by...'

Curriculum links: Science, HASS, English, Mathematics

TASK 8: INTEGRATED COMMUNITY DEVELOPMENT

Since 2016, the A+ program the program has supported 7,397 households to:

- improve food security (irrigation farming, raising goats)
- access basic water and sanitation (water pump, toilets, tippy-taps)
- increase their income (Savings and Loan scheme, selling honey from bee keeping)

Students create a poster by writing, drawing and explaining the different A+ activities supported by Caritas Australia's partner, CADECOM.

Curriculum Links: HASS, Science, Design and Technology, Health and Physical Education, English



TASK 9: CATHOLIC SOCIAL TEACHING LINK – SUBSIDIARITY AND PARTICIPATION

Subsidiarity

noun

- 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 ensures people are architects of their own development
- A. How is subsidiarity and participation demonstrated in Memory's story?
- B. How is supporting Project Compassion one way you can demonstrate a commitment to subsidiarity and participation?

For more teaching resources on Subsidiarity and Participation refer to our [CST Toolkit](#)

Curriculum link: Religious Education

TASK 10: RE LINK – LEADERSHIP

Memory has demonstrated leadership in working hard to secure her dream of going to college and getting a job, proving women can become carpenters too, being a good role model for her siblings and sharing her commitment to her community with the hope that one day she will own her own workshop so she can employ others in her community.

Discuss: How is Memory being a good leader? List some of Memory's qualities as a leader.

Discuss: What does Scripture say about leaders?

Moses – Read the story of the Burning Bush (Exodus 3:1-20) where this year's Project Compassion theme is drawn from. God has to be very convincing in order for Moses to take action. At first, Moses gives excuses as to why he isn't the right person for the job. It took great courage for Moses to approach Pharaoh and boldly passes on the important message: "Let my people go." The Israelites, Moses's people, had been made slaves by Egypt and Moses was the one chosen to lead them to freedom. When the time came, Moses was willing to step up and lead, and God was with him.

Jesus – One of the most powerful events in the life of Jesus is when he washes his disciples' feet in John 13. When he is finished, he says to them, "You call me teacher and Lord, and you are right, for so I am. If I then, the Lord and teacher, washed your feet, you also ought to wash one another's feet." Jesus isn't just talking about feet. He's talking about servant leadership. Great leaders focus on serving others.

Brainstorm characteristics/qualities/values of a good leader. Discuss how everyone can be a good leader, not just people who have special leadership roles.

Students choose 2 qualities they already have and 2 qualities they would like to improve or strengthen.

Curriculum link: Religious Education, Health and Physical Education

EDUCATION BOARD GAME

How does poverty stop children getting to school?

To play in pairs:

Use a marker for each player and one dice.

Put some counters in the middle.

Put your marker on any orange space to start.

Take turns throwing the dice to see how far to move.

Whenever you land on a blue space, take one counter.

You need six counters to finish your primary school education.

Mum and Dad sell lots of vegetables at the market. They buy you a uniform. **Go forward 4 spaces.**

Your family has a good growing season, selling extra crops at the market. You buy new school books. **Go forward 4 spaces.**

You need to walk a long way to collect water. You have no time to go to school. **Go back 1 space.**

You complete a year of school. Well done! **Move forward 3 spaces.**

You complete a year of school. Well done! **Move forward 3 spaces.**



You fall down and hurt your leg. You cannot walk to school. **Miss a turn.**

You complete a year of school. Well done! **Move forward 3 spaces.**



Your big sister gets married. You must stay home to care for your little sister and brother. **Miss a turn.**

Aid money from overseas is given to your country. New teachers are trained. **Move forward 5 spaces.**

No rain! No crops grow. No money for school books. **Miss a turn.**

You complete a year of school. Well done! **Move forward 3 spaces.**

Still no rain! Still no crops growing. Too hungry to study. **Move back 2 spaces.**



You complete a year of school. Well done! **Move forward 3 spaces.**

The government cannot afford a teacher for your school. **Move back 3 spaces.**

Vegetables from overseas are cheaper to buy in the market so your family's crops do not sell. No money for new uniform. **Go back 2 spaces.**

Little sister is ill. You miss school to help your parents earn money for medicine. **Miss a turn.**



You complete a year of school. Well done! **Move forward 3 spaces.**



THANK YOU

PHOTO CREDITS

Ronita's Story (Philippines) – Richard Wainwright/Caritas Australia

Leaia's Story (Samoa) – Laura Womersley/Caritas Australia

Memory's Story (Malawi) – Tim Lam/Caritas Australia

TEACHERS

For more school resources, please visit:

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COMMUNITY ENGAGEMENT ANIMATORS

QLD/NT – Andrew.Knife@caritas.org.au

NSW/ACT – Chris.Nolan@caritas.org.au

VIC/TAS – Gwen.Michener@caritas.org.au

WA/SA – Paul.Reid@caritas.org.au

JUSTICE RESOURCES TEAM

Nicole.Dobrohotoff@caritas.org.au

GENERAL ENQUIRIES


education@caritas.org.au

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 1800 024 413

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