

# Case Study

## Evangeline, Australia



Includes a story, classroom activities and worksheets for:

- F-Y2
- Y3-4
- Y5-6

# Case Study: Evangeline, Australia

## Lower Primary (F-2)



*Note to Teachers: Caritas Australia first shared Evangeline's story for Project Compassion during 2016. We would like to revisit Evangeline's incredible story and provide an update on how Evangeline is going now, two years on.*

Evangeline is a young Ramingining woman who lives in the small community of Beswick (Wugularr), in the Northern Territory.

For many people in Evangeline's community, life can be hard. It can be hard to find good housing, to find a job, or to have the health services needed when sick. It can also be very hard to see your traditions and culture disappear.

Culture is handed down from one generation to another. It brings a sense of belonging. For First Australians, like Evangeline, art, dance, song and storytelling are some of the ways they learn about and pass on their culture.

Evangeline left high school

in Year 11, but wasn't quite sure what to do next. She wanted to do something positive with her life.

Evangeline went to Djilpin Arts Centre which is owned by the community and is supported by Caritas Australia. At the Centre, young people come together with Elders to learn about their culture through art, storytelling, dance and song.

Evangeline got a full-time job at the centre and worked hard to become a Senior Arts Worker.

"Now we have a new gallery up. And we have our new kitchens, we look after these and we now maintain this to make sure it's running okay and in good condition. We're also trying to open up another tour for tourists to go around the waterfall, we're just planning that now."

Evangeline is busy guiding tourists, coordinating cultural activities and helping community members to

practise and market their arts, such as weaving and jewellery-making.

"We're going to take our Aunties to collect more Pandanus because they ran out and they need some more sugar bags as well. Also, our Uncles, they got didgeridoos at home so they want to come in and sell them."

**"It's good for them to learn and to keep their culture strong."**

**- Evangeline**

Your support for Project Compassion helps Australia's First Peoples to remain on country and keep their culture alive.

This work is essential for a just future with opportunities for remote communities to do well.

A just future starts with all of us.

# Classroom Activities (F-Y2)



**FIND THE INTERACTIVE STUDENT WORKBOOK AT**  
<https://www.thinglink.com/scene/1129236260838178817>  
(Click 'Refresh' if the hot spot icons do not display correctly.)

## RELIGIOUS EDUCATION



### Prayer

Loving God,

We pray that we learn from our First Australian sisters and brothers and respect their cultures. May we use the gifts that you have given us to create a just future for all peoples.

Amen

Or, write your own prayer for Evangeline.



### Catholic Social Teaching Principles: Subsidiarity

*We believe people should have a say in the decisions that affect them.*

- How does your support of Caritas Australia help others be involved in making decisions that affect their lives?

4. How are you and Evangeline similar and different? Write your answers in your book or use a Venn diagram (p.8).

5. Retell Evangeline's story in a series of captioned images.



### Task 2: Photo comprehension

*English- ACELY1650 ACELY1660 ACELY1670.*

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?

## EXTENSION ACTIVITY



### Explore First Australian Stories

*Geography- Y FY-2 ACHASSK049 / Religious Education/ HPE ACPPS024, Visual Arts ACAVAM106.*

Stories are a significant part of First Australian culture.

1. Watch an animation of a traditional Aboriginal story of creation from the **Dust Echoes website**.
2. Read the creation story in Genesis 1.
3. What is different and what is similar about these stories?

## LEARNING TASKS

**INQUIRY TOPIC: A JUST FUTURE STARTS WITH UNDERSTANDING AND SHARING YOUR CULTURE**



### Task 1: Story Study

*English ACELY1650,1660,1670, HPE Y1/2, ACPPS024 Media Arts ACAMAM054.*

Read Evangeline's story and discuss:

1. How does Evangeline and her community celebrate and pass on their culture?
2. How does Caritas Australia help?
3. Why is it important for young people like Evangeline to spend time with their community Elders?



### Task 3: Strengths

*Health & Physical Education- F ACPPS001 Y1/2 ACPPS015.*

- a. What is Evangeline's talent or strength? (What is she good at?)
- b. How does Evangeline use her strength to help others in her community?
- c. What are your talents or strengths?
- d. How can you use your strengths to help your family and others?

# Case Study: Evangeline, Australia

## Middle Primary (Y3-4)



### A just future for this community continues...

Evangeline is a young Ramingining woman who lives in the small community of Beswick (Wugularr), in the Northern Territory.

Culture is handed down from one generation to another. It brings a sense of belonging. For First Australians, like Evangeline, art, dance, song, painting and sculpture are a source of knowledge about this land and the place of First Australians in it.

People can feel a deep sense of loss when their culture and traditional ways disappear.

Her community of around 450 people faces a range of challenges, many as a result of the impact of British colonisation and a community that has had little say in the decisions that affect them. These challenges include lack of services, jobs and housing.

Evangeline left high school in Year 11, although like many young people her age, she didn't have a clear career path in mind. She tried a few different jobs but soon became discouraged.

Before long she began to think seriously about doing something positive with her life.

Evangeline was then employed at the Caritas supported Djilpin Arts Ghunmarn Cultural Centre in Beswick, and quickly rose to the role of Senior Arts Worker. This community owned centre brings together Elders and young people so that new generations can learn traditional skills and understand cultural knowledge through sharing art, storytelling, dance and song – practices that are central to traditional culture.

Evangeline and her team manage a cultural centre with a museum and a gallery, as well as award-winning cultural tourism pavilions. The centre also hosts the community's Walking with Spirits Festival.

Since 2016 the cultural centre has continued to grow.

"Now we have a new gallery up. And we have our new kitchens, we look after these and we now maintain this to make sure it's running okay and in good condition. We're also trying to open up another tour for tourists to go around the waterfall, we're just planning that now."

This year, in 2018, Evangeline is busy guiding tourists, coordinating cultural activities and helping

community members to practice and market their arts, such as weaving and jewellery-making.

"We're going to take our Aunties to collect more Pandanus because they ran out and they need some more sugar bags as well. Also, our Uncles, they got didgeridoos at home so they want to come in and sell them."

First Australians Program Coordinator, Carl O'Sullivan, says Djilpin Arts is a key employer in Beswick (Wugularr). The training and opportunities are currently supporting six young women to take on leadership roles.

Evangeline says that Caritas Australia's support for Djilpin Arts, through Project Compassion, is vital for all Wugularr's young people. Although their families do their best to pass on knowledge, Elders are dying and she is keen to spearhead the preservation of culture and lore for future generations.

Your support for Project Compassion contributes to the employment and training for First Australians.

**"It's good for them to learn and to keep their culture strong."**

**Evangeline**

The work of Evangeline and Djilpin Arts is creating opportunities for Australia's First Peoples to remain on country and keep their culture alive. This work is essential for a just future with opportunities for remote communities to thrive.

The work of Djilpin Arts is tapping into the creativity, resilience and innovation of Aboriginal communities.

Their just future has started with culture.

A just future starts with all of us.

# Classroom Activities Y3-4



FIND THE **INTERACTIVE STUDENT WORKBOOK AT**

<https://www.thinglink.com/scene/1129239789694877697>

(Click 'Refresh' if the hot spot icons don't display correctly.)

## RELIGIOUS EDUCATION



### Prayer

Loving God,

We pray that we learn from our First Australian sisters and brothers and respect their cultures. May we use the gifts that you have given us to create a just future for all peoples.

Amen

Or write your own prayer for Evangeline and her community.



### Catholic Social Teaching Principles:

#### Subsidiarity

*We believe people should have a say in the decisions that affect them.*

How does your support of Caritas Australia help others be involved in making decisions that affect their lives?

## LEARNING TASKS

### INQUIRY TOPIC: A JUST FUTURE STARTS WITH CULTURE



#### Task 1: Story Study

English, ACELY1692, Civics and Citizenship, ACHASSK072, ACHASSK093.

#### Read Evangeline's story and discuss:

1. How does Evangeline and her community celebrate and pass on their culture?
2. How does Evangeline participate and contribute to her community?
3. How does Caritas Australia, through their partner Djilpin Arts, help?
4. Why is it important for young people like Evangeline to spend time with their community Elders?
5. How can you/your class support the work of Caritas Australia?



**Watch** Evangeline's original story from Project Compassion 2016.



#### Task 2: Photo comprehension

ENGLISH ACELY1680, ACELY1692.

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?



#### Task 3: Country study - Australia

Geography, ACHASSK067, ACHASSK069.

#### Search the tags in the Interactive Student Workbook to find the following information about Australia:

1. Population.
2. Poverty in the Aboriginal Australian population in comparison to non-Aboriginal population.
3. Number of Aboriginal languages.
4. Main religion.
5. Some of the reasons for poverty and inequality in Australia.

## Extension Activities



#### Explore First Australian Art

Visual Arts ACAVAM110, ACAVAM111.

One type of ancient Indigenous Australian art is a desert landscape, or even a story, depicted as a map-like view, often painted with dots of colour.

The paintings use many traditional **symbols**.

1. What do you notice about the symbols and style?
2. Create a similar paintings of playtime in the school grounds, or of an imaginary land.



#### Explore First Australian Music

Music ACAMUR087.

1. Listen to this some of this traditional Aboriginal **song**. What instruments do you hear? Didgeridoo? Clapsticks? Try and clap the rhythm.
2. Follow these **instructions** and make your own clapsticks or 'bilma'.
3. Find out the names of two Aboriginal musicians.



#### Explore First Australian Dance

Dance ACADAR008.

1. Discuss: Which movements remind you of a crane?
2. Watch the traditional **Dance of the Crane** with your class.
3. How is the movement of the body used to represent a story, character or idea?
4. Create a dance about another Australian bird or animal.

# Case Study: Evangeline, Australia

## Upper Primary (Y5-6)



### A just future for this community continues...

Evangeline is a young Ramingining woman who lives in the small community of Beswick (Wugularr), 100 kilometres east of Katherine in the Northern Territory.

Her community of around 450 people faces a range of challenges, stemming from the violent experience of colonisation and having little say in the decisions that affect them, including few employment opportunities, crowded housing, a lack of access to services, health problems and financial hardship.

Evangeline left high school in Year 11, although like many young people her age, she didn't have a clear career path in mind. She tried a few different jobs but soon became discouraged.

Before long she began to think seriously about doing something positive with her life.

Evangeline was then employed at the Caritas supported Djilpin Arts Ghunmarn Cultural Centre in Beswick, and quickly rose to the role of Senior Artsworker. This community owned centre brings together Elders and young people, like Evangeline, so that new generations can learn traditional skills and understand cultural knowledge through sharing art, storytelling, dance and song – practices that are central to traditional culture.

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Since 2016 the cultural centre has continued to grow.

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This year, in 2018, Evangeline is busy guiding tourists, coordinating cultural activities and helping community members to practice and market their arts, such as weaving and jewellery-making.

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- Evangeline

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## RELIGIOUS EDUCATION



### Prayer

Loving God,  
 We pray that we learn from our First Australian sisters and brothers and respect their cultures. May we use the gifts that you have given us to create a just future for all peoples.  
 Amen  
 Or write your own prayer.



### Reflect:

*"Let unifying love be your measure; abiding love your challenge; self-giving love your mission!"*

—Pope Benedict XVI

- What do you think Pope Benedict XVI meant by 'unifying', 'abiding' and 'self-giving' love?
- Identify three actions you can take to demonstrate your love for others.



### Catholic Social Teaching Principles: Subsidiarity

*We believe people should have a say in the decisions that affect them.*

- How does your support of Caritas Australia help others be involved in making decisions that affect their lives?
- Complete the CST worksheet - p.9

## LEARNING TASKS

### INQUIRY TOPIC: A JUST FUTURE STARTS WITH CULTURE



### Task 1: Story Study

*English ACELY1703, ACELY1701, ACELY1713, Civics and Citizenship, ACHASSK118, ACHASSK148.*

#### Read Evangeline's story and discuss:

1. How does Evangeline and her community celebrate and pass on their culture?
2. How does Evangeline participate and contribute to her community?
3. How does Caritas Australia, through their partner Djilpin Arts, help?
4. Why is it important for young people like Evangeline to spend time with their community Elders?
5. Summarise Evangeline's story in four sentences.
6. Explain how the features of Evangeline's story urge us to action.
7. How can you/your class support Caritas Australia?



**Watch** Evangeline's original story from Project Compassion 2016



### Photo comprehension

*English- ACELY1680, ACELY1692.*

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?



### Task 2: Country Study- Australia

*HASS - ACHASSI123, Geography- ACHASSK138, ACHASSK139.*

**Search for the tags in the Interactive Student Workbook (or do your own research) to find the following facts about the Australia:**

- population
- poverty in the Aboriginal Australian population in comparison to non-Aboriginal population
- number of Aboriginal languages
- main religion,
- some of the reasons for poverty and inequality in Australia



### Extension Activity

Explore First Australian Art

*Visual Arts ACAVAM114, ACAVAR117.*

One type of ancient Indigenous Australian art is a desert landscape, or even a story, depicted as a map-like view, often painted with dots of colour.

The paintings use many traditional **symbols**.

1. What do you notice about the symbols and style?
2. Create a similar paintings of playtime in the school grounds, or of an imaginary land.



### Explore First Australian Music

*Music- ACAMUR091.*

Listen to some of this traditional Aboriginal **song**.

1. What instruments do you hear? Didgeridoo? Clapsticks? Try and clap the rhythm.
2. Follow these **instructions** and make your own clapsticks or 'bilma'.
3. Name two Aboriginal musicians.



### Explore First Australian Dance

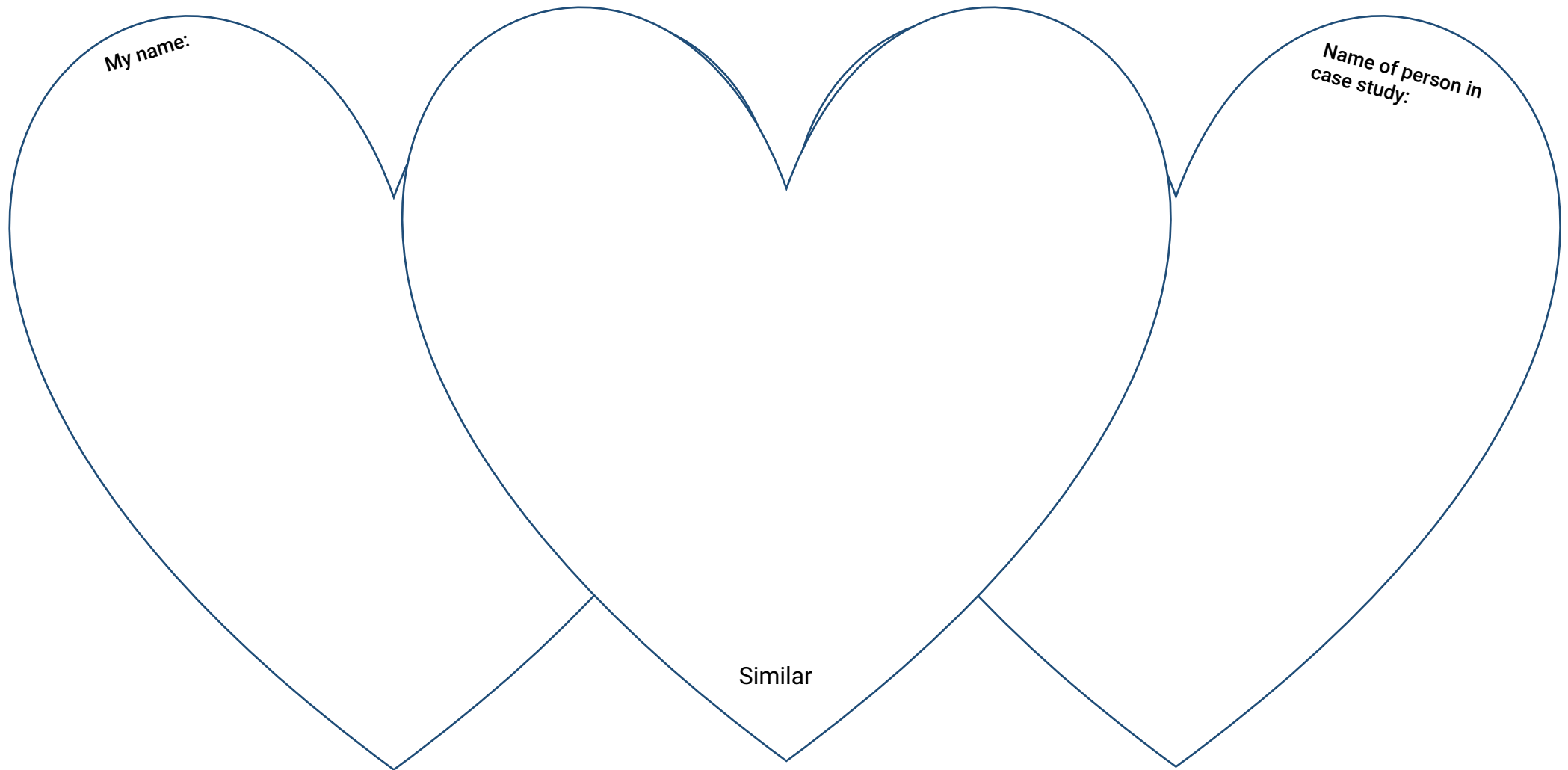
*Dance- ACADAR012.*

1. Discuss: Which movements remind you of a crane? Watch the traditional **Dance of the Crane** with your class.
2. How is the movement of the body used to represent a story, character or idea?
3. Create a dance about another Australian bird or animal.

# Venn Diagram

A heart shape is chosen because Caritas is a Latin word meaning love and compassion.

**How are you and the person in the case study similar and different?**



# Catholic Social Teaching in Action!

Caritas Australia is a Catholic, non-Government, aid and development organisation and is guided by the principles of Catholic Social Teaching. Can you find evidence of these principles in Evangeline's story?

**TASK: Identify where you can see Catholic Social Teaching in action in the case study.**

Human Dignity (Respect that everyone is special)	
Common Good (What is best for everyone)	
Solidarity (Working together as one family)	
Subsidiarity (All people have a say)	
Participation (Join in and contribute to the community)	
Preferential Option for the Poor (Some people need extra help)	