



FOR ALL FUTURE  
GENERATIONS

# PROJECT COMPASSION

UPPER PRIMARY (3–6)  
TEACHER HANDBOOK



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**Aboriginal and Torres Strait Islander people are advised that images and external links contained in this resource may contain images, voices or names of people who have since passed away.**

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## IMPORTANT

Please consider your audience when selecting which stories and activities you wish to share with your class. Students may have personally experienced the social justice issues that are explored in this resource.

## STUDENT PROJECT COMPASSION PASSPORT

The Project Compassion Passport is a printable workbook for students to complete for each story/week and collect their Project Compassion stamps. It is accompanied by an interactive [Passport Hub](#), a central place hosting the stories, films, photo galleries and website links to support student research. Stamps are on page 36.

We recommend printing the student Passport as an A5 booklet.

Download the student Passport for printing [here](#).

## PROJECT COMPASSION 2023

Project Compassion 2023 includes 4 stories:

- Laxmi (Nepal)
- Tereesa (Australia)
- Priscilla (Zimbabwe)
- Thu (Vietnam)

# RESOURCES 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/project-compassion](https://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	<a href="#">Student Passport</a>	A <a href="#">printable PDF</a> 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. Tip: Print as an A5 booklet.
	<a href="#">Student Passport Hub</a>	An interactive image with films, photos, stories and information for students to use to complete their student passport.
	<a href="#">AD Stories</a>	A story for each week with included audio descriptions.
For Teachers	<a href="#">Schools Guide</a>	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
	<b>Teacher Handbook PDF</b>	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.
Media	<b>Weekly films</b>	There is a specific <a href="#">PC23 school film</a> introducing the four stories. There are also short 'Day in the Life' films for <a href="#">Laxmi</a> (Nepal), <a href="#">Tereesa</a> (Australia), <a href="#">Priscilla</a> (Zimbabwe) and <a href="#">Thu</a> (Vietnam).
	<b>Photo Galleries</b>	View photos from the field. The photos for each story are available through the <a href="#">Passport Hub</a> (interactive image). Use these photos to promote rich discussion about the 4 stories.

	Resource	Description / Suggested Use
All Purpose	<a href="#">Introducing Project Compassion (PPT)</a>	Overview of all four featured Project Compassion programs and the work of Caritas Australia.
	<a href="#">Fundraising Booklet</a>	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories.
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 Reflections</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.

## WELCOME TO PROJECT COMPASSION 2023!

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 stand 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 endeavor 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' intellect, compassion and their will to act for social justice.

## RESOURCES 2023

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 CST's 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 Passport

The Student Passport is 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 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 Passport [here](#).

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

# ABOUT THE THEME

The theme of Project Compassion 2023 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, the theme asks us to think about the great yes that Mary spoke when the angel told her she was to become the mother of Jesus. She freely accepted God’s invitation to take up a unique place in the history of the human family.

The prayer Mary shared with her cousin Elizabeth says, “all generations will call me blessed”.

Her *yes* is for *all future generations*. May ours be too!

**And Mary said,  
“Surely, from now on  
all generations will call me blessed.”**

**Luke 1:48**

Project Compassion 2023 shares the stories of resilient and inspiring individuals whose lives and futures have been impacted by the ongoing support of our partners and by your generosity.

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.

During Lent we encourage your school to be the pebble that enables Caritas Australia to create the ripples that will improve the livelihoods of vulnerable communities, supporting them to flourish and create opportunities for future generations to live to their full potential.

## INTRODUCING THE THEME TO YOUR CLASS

### For All Future Generations

Explain to students that when we take care of each other and the earth *now*, the future is hopeful for everyone: for us *and* for all future generations.

Students consider how they would like the future to look. They might think about the future in 10 years, 20 years, or 50 years.

What can they do *now* to make that future possible?

Students complete the [colouring in sheets](#) highlighting the theme and display their work around their classroom or school.



# 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

### Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander Histories and Cultures priority provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Through the Australian Curriculum, students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. Look for **Tereesa's Story (Australia)**.

### 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 **Laxmi's Story (India)** and **Thu's Story (Vietnam)**.

### 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 **Priscilla's Story (Zimbabwe)**.

## 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), explore rights and responsibilities and consider other points of view.

## GEOGRAPHY

### Year 3

The representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries. (AC9HS3K03)

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)

## 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)

## 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

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)

## 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)

## 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)

## VISUAL ARTS

Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place. (AC9AVA4E02)

Share and/or display artworks and/or visual arts practice in informal settings.

(AC9AVA4P01)

## 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 5

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place. (AC9HS5K04)

### 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)

## HISTORY

### Year 6

Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children. (AC9HS6K02)

## ECONOMICS AND BUSINESS

### Year 5

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

### Year 6

Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices. (AC9HS6K08)

## 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)

## VISUAL ARTS

Explore ways that First Nations Australians use visual arts to continue and revitalise cultures. (AC9AVA6E02)

Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings. (AC9AVA6P01)

## 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 says, *"Let us not grow tired of doing good in active charity towards our neighbours. Lent is a favourable time to seek out – and not to avoid – those in need; to reach out – and not to ignore – those who need a sympathetic ear and a good word; to visit – and not to abandon – those who are lonely. Let us put into practice our call to do good to all, and take time to love the poor and needy, those abandoned and rejected, those discriminated against and marginalized."*

(Pope Francis' Lenten Message 2022)

During Lent, we take time to think about how the Holy Spirit can help us be more like Jesus. We take time to think about how we can care more about others.

Through Project Compassion, we can 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 in Nepal, Australia, Zimbabwe and Vietnam.

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 Passport.

**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/](https://caritas.org.au/project-compassion/caritas-q-and-a/) to register your class in the session that suits you. The timetable is on the following page.

**After Project Compassion**, at the beginning of Term 2, Caritas Australia will host more sessions where schools can share how their awareness raising and fundraising activities went through Term 1. This is a great opportunity to share your success, learn from other schools and continue to connect through social justice.



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



# LIVE CARITAS Q&As

## PRIMARY SCHOOL TIMETABLE

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

<b>Laxmi's Story (Nepal)</b>  <a href="#">REGISTER</a>	Monday 27 February	Tuesday 28 February	Wednesday 1 March	Thursday 2 March
	<ul style="list-style-type: none"> <li>• 10.00am</li> <li>• 11.30am</li> <li>• 1.00pm</li> <li>• 2.00pm</li> <li>• 4.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.15am</li> <li>• 10.00am</li> <li>• 11.45am</li> <li>• 12.30pm</li> <li>• 2.15pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.30am</li> <li>• 10.30am</li> <li>• 11.30am</li> <li>• 1.00pm</li> <li>• 2.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.00am</li> <li>• 10.00am</li> <li>• 11.00am</li> <li>• 12.15pm</li> <li>• 5.00pm</li> </ul>

<b>Tereesa's Story (Australia)</b>  <a href="#">REGISTER</a>	Monday 6 March	Tuesday 7 March	Wednesday 8 March	Thursday 9 March
	<ul style="list-style-type: none"> <li>• 11.00am</li> <li>• 12.45pm</li> <li>• 1.30pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.00am</li> <li>• 1.00pm</li> <li>• 2.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.15am</li> <li>• 11.45am</li> <li>• 12.45pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.00am</li> <li>• 10.00am</li> <li>• 3.00pm</li> </ul>

<b>Priscilla's Story (Zimbabwe)</b>  <a href="#">REGISTER</a>	Monday 13 March	Tuesday 14 March	Wednesday 15 March	Thursday 16 March
	<ul style="list-style-type: none"> <li>• 9.45am</li> <li>• 1.00pm</li> <li>• 2.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• 10.30am</li> <li>• 11.30am</li> <li>• 12.15pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.30am</li> <li>• 12.30pm</li> <li>• 1.30pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.00am</li> <li>• 1.00pm</li> <li>• 5.00pm</li> </ul>

<b>Thu's Story (Vietnam)</b>  <a href="#">REGISTER</a>	Monday 20 March	Tuesday 21 March	Wednesday 22 March	Thursday 23 March
	<ul style="list-style-type: none"> <li>• 9.45am</li> <li>• 10.30am</li> <li>• 12.45pm</li> </ul>	<ul style="list-style-type: none"> <li>• 10.00am</li> <li>• 1.00pm</li> <li>• 2.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.00am</li> <li>• 10.00am</li> <li>• 3.00pm</li> </ul>	<ul style="list-style-type: none"> <li>• 9.30am</li> <li>• 11.30am</li> <li>• 1.30pm</li> </ul>

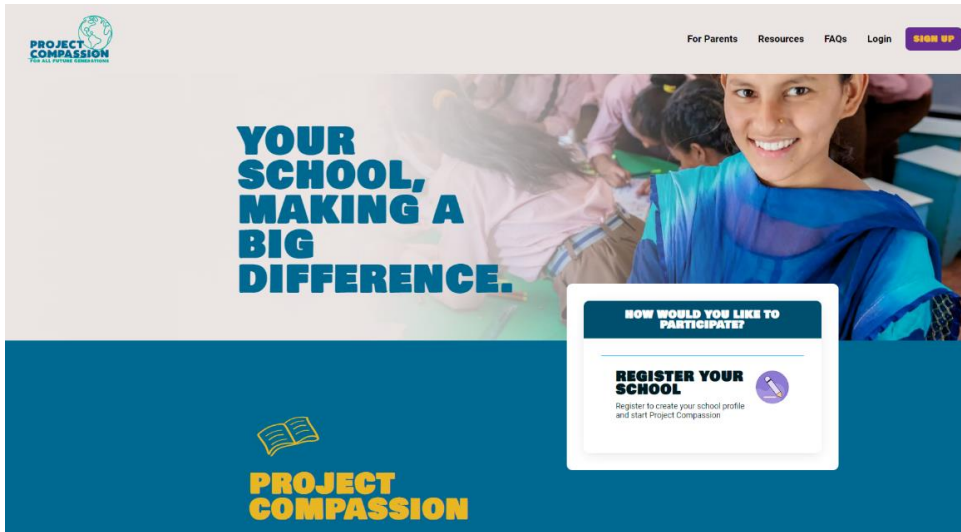
# FUNDRAISE ONLINE!

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

This year, we have rolled out our new Project Compassion online fundraising website. We strongly recommend you set up an online fundraising page so you can access all of our handy tools and resources to help make your fundraiser a success.

**Simply head to [caritas.org.au/project-compassion](https://caritas.org.au/project-compassion) 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!



**[caritas.org.au/project-compassion](https://caritas.org.au/project-compassion)**

## HOW IT WORKS

1. GO TO [caritas.org.au/project-compassion](https://caritas.org.au/project-compassion)
2. SELECT 'Fundraise'
3. SIGN UP your school
4. CREATE class teams (optional)
5. CHOOSE your personal message and fundraising target
6. SHARE your school page to encourage support
7. START fundraising!



# STUDENT PASSPORT AND PASSPORT HUB GUIDE

The [Student Passport](#) is a printable PDF 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. We recommend printing the passport as an A5 booklet. Once each country is completed, provide your students with their passport stamp, available on p.38.

The [Passport Hub](#) 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 Passport and the Passport Hub 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



Poverty Rate



Click below to access the  
[\*\*PRIMARY PASSPORT HUB\*\*](#)



# 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 left to right, top to bottom: Richard Wainwright, Phan Tan Lam, Richard Wainwright, Richard Wainwright, Phan Tan Lam, Richard Wainwright)



Laxmi is 16 years old and lives with her mother and siblings in Jajarkot, a remote district in Nepal where almost half of the population live below the poverty line. Her family's house is situated next to a giant suspension bridge – the second biggest in Nepal – which stretches over the mighty Bheri River.

Despite her family not having very much money, Laxmi's parents were determined that their daughter receive an education.

**"Even though I didn't go to school, I wish my children to live a happy life and earn well," Mankala, Laxmi's mother, said.**

Laxmi loved going to school. She joined a child's club at her school that was run with the support of Caritas Australia's partner, Caritas Nepal. The club supports students to participate in extracurricular activities to develop their speaking, writing and leadership skills through activities such as debating competitions and essay writings. The children also organise awareness-raising activities such as public rallies, street dramas and putting up posters to highlight different issues such as child rights.

Sadly, tragedy struck when Laxmi's father, who worked hard to pay for his children's education, passed away. Laxmi stopped attending her classes for a while but, with the encouragement of her mother and fellow students in the child's club, Laxmi returned to school.

**"If I don't get to study, then I'll experience hardship. I'll have to struggle like mother. I know we can only get good employment after we study," Laxmi said.**

Laxmi (16) organising group games with child's club members at her old school in western Nepal.

Photo: Richard Wainwright/Caritas Australia





After Laxmi returned to school, she became more actively involved in her child's club and developed greater confidence. Keen to take on a leadership role, Laxmi was elected as the chairperson of her club!

**"Before I was involved in child club, I was very shy and didn't talk much," Laxmi said. "Now, I talk to everyone, laugh with them. Teachers tell me, 'You used to be so quiet. Why are you so noisy now?'"**

Laxmi's grades have excelled since joining the child's club – she is the top of her class in many subjects and has received a number of prizes in recognition of her academic achievements. But her proudest achievement is something that will have a lasting impact for future generations: water taps!

Clean water has long been an issue at Laxmi's school. Laxmi and her child's club members discussed the need to build multiple water taps at the school so all students can access clean drinking water. They lobbied the school administration, the ward office and the municipality office until they eventually agreed to construct a series of water taps on the school grounds. This experience made Laxmi realise that her voice matters, that her actions can make a difference.

Laxmi has graduated from high school and is now studying a Diploma in Civil Engineering at a technical school. Her dream is to work as an engineer and create a better life for her mother who is working from dawn to dusk every day to support her children.

Laxmi continues to be involved in the child's club, serving as an advisor. She attends the meetings regularly, mentoring the next generation of young leaders at her old school.

**"Even though I don't study in this school now, I want them to learn from the things I did. Teach them what they can do," Laxmi said.**

Every time Laxmi walks past her old school, she sees students using the drinking taps and feels immense pride at her accomplishments.

**"This is my village. These things happened in my village, in my school," Laxmi said.**

**"Even if I go elsewhere for studies or employment, when I come back later in the future and visit the school, I'll see the taps. I'll reminisce about these memories and feel really happy."**

Since 2018, Caritas Nepal has supported more than 5,000 children through the child's clubs.





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

### TASK 1: DISCUSSION

- Why was it hard for Laxmi to go to school?
- What kinds of activities happen at the child's club?
- How does Laxmi describe how she has changed?
- What is Laxmi's greatest achievement so far?
- How is Laxmi supporting future generations?
- How did Caritas Australia help?
- How will you share Laxmi's story with others?

**Curriculum links:** English, HASS

### TASK 2: PASSPORT

Complete tasks for the Laxmi's Story (Nepal) section. Download and print the [Student Passport](#) and use the [Project Compassion Passport Hub](#) to help you complete the passport.

**Curriculum links:** HASS, English, Mathematics, Religious Education

### TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery via the Passport Hub. Ask students:

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

**Curriculum links:** English

### TASK 4: KAHOOT! QUIZ

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

**Curriculum links:** English, HASS, Mathematics

### TASK 5: POSTERS - GLOBAL ISSUES

Through the child's club, students learn about their rights and then raise awareness in the broader community by holding rallies and putting up posters.

For this task, in groups, students raise awareness about the work of Caritas Australia by creating posters to display around their classroom or school.

Students choose which [global issue](#) they would like to focus on. E.g., Education, Water, Food, Inclusion of people living with disabilities, First Nations Australian participation, climate change, etc.

Provide students with criteria for their poster. For example: Caritas Australia's logo, the Project Compassion theme: For All Future Generations, global issue heading, statistic, how Caritas Australia is responding to the global issue, how we can help by donating to Project Compassion.

**Curriculum Links:** English, HASS, Health and Physical Education



### TASK 6: WATER CHALLENGE

1 in 9 people worldwide do not have access to safe and clean drinking water - that's 780 million people.

Most of the world's population spends up to 3 hours a day to get the water they need to survive. They don't have taps in their houses, schools or even in their villages.

Challenge students to save 5 litres of water every day in the lead up to World Water Day on 22 March.

[Create an online fundraising page](#) for your class/school Water Challenge to raise awareness and gain support from your friends and family. Join your classmates on World Water Day and take your bucket of water on a 3 kilometre walk in solidarity with so many other communities around the world who don't have easy access to clean water. And you'll be helping raise money to help improve access to clean water for children around the world.

More water-themed activities and resources are available on our [website](#).

**Curriculum Links:** English, HASS, Health and Physical Education, Mathematics

### TASK 7: CATHOLIC SOCIAL TEACHING (CST) 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, oppression and injustice

- A. How is Human Dignity demonstrated in Laxmi'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 8: RE LINK

#### [Mark 10:13-16](#)

People were bringing little children to him in order that he might touch them; and the disciples spoke sternly to them. But when Jesus saw this, he was indignant and said to them, "Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it." And he took them up in his arms, laid his hands on them, and blessed them.

NRSVCE

- Read the above scripture passage.
- How does the above scripture passage relate to Laxmi's story?

*(Jesus valued children, he taught his disciples that children had just as much right to see him and be blessed as the adults.)*

**Curriculum links:** Religious Education



# TEREESA'S STORY

## AUSTRALIA



Tereesa, a proud Gamilaroi woman, is now an artist, studying at TAFE and working at Baabayn Aboriginal Corporation.

Tereesa grew up in Western Sydney, born and raised on Darug land. A mother of four young children, she found it hard to find a stable home and provide for them on her own.

Seeking a better future for her children, Tereesa found the support she was looking for when she joined the Baabayn Aboriginal Corporation's Young Mums and Bubs Group, supported by Caritas Australia.

Baabayn (which means 'Ancestral Woman' in Gumbaynggirr language) was founded by five Elders who wanted to create a community and welcoming environment for First Nations Australian families and individuals.

**"Baabayn is a place where people can come and gather. It's a belonging place. It's a place of culture, finding out about who your mobs are," said Auntie Jenny, one of the founders of Baabayn.**

The Young Mums and Bubs Group supports young mothers to learn skills in arts and crafts, working with others to earn an income and how to manage their money. Baabayn also helped Tereesa find a home for her family.

There are many other great activities for people to participate in at Baabayn too. Tereesa's children attend the Homework Club. There is also a Yarn Circle, a Jarjums (children) Club and a Youth Group.

**"It's important because we were always on the fringe as Aboriginal people and we were always ostracised and left outside... Baabayn is a place of welcoming," Auntie Jenny said.**

Tereesa with one of her first artworks she painted at Baabayn Aboriginal Corporation in Western Sydney. Photo: Richard Wainwright/Caritas Australia



As part of the Young Mums and Bubs Group, Tereesa met other young women who have been through similar life experiences.

Growing up, Tereesa didn't have the opportunity to learn about her First Nations culture. But through Baabayn, she was able to hear stories from Elders and reconnect with her culture.

Already an aspiring artist, Tereesa was able to flourish at Baabayn. She has sold her artwork at local markets.

**"When I paint, every painting has a story. And my story is very long," Tereesa said. "I don't think I'd be the person I am today without Baabayn and being part of the Mum's Group has brought out a lot of creativity in my bones that I didn't even know I had. I'm relaxed, very relaxed when I'm painting. It helps me calm. I've been through a storm per se and painting, I just feel at peace."**

Tereesa's artwork was recognised at the 2022 Vivid Light festival in Sydney. Vivid Light illuminates the city with art projected onto the city landscape.

Four of Tereesa's artworks – *Crow Totem*, *Connections of Both Land & Water Tribes*, *Yinaar Miyaay (Women's Business)* and *Goanna Totem* – were projected onto the Wulugul Walk at Barangaroo.

**"I've never been to Vivid and to have my artwork displayed is over the moon amazing. I never thought in a million years that this was something that would happen to me," Tereesa said.**

Today, Tereesa is studying a certificate in Community Services so that she can increase her skills and give back to her community.

After volunteering at Baabayn, Tereesa was offered paid employment with the Youth Group and is now an assistant to the Young Mums and Bubs Group. As a former participant, Tereesa understands what it is like to be in the shoes of the members and can share her experiences and insights with other young mums.

Tereesa's children now produce their own artwork and are eager to learn more about First Nations Australian culture, history and symbols.

**"I want my children to continue learning about their culture," Tereesa said. "I want them to have an involvement with the community. The community has your back. It's good to have that to lean on and I want my kids to realise that as well."**

With your support, the work of Baabayn can continue so that young mothers like Tereesa can keep their culture strong for future generations.





# TEREESA'S STORY

## LEARNING TASKS



Read Tereesa's Story (Australia) and watch [‘A Day in the Life’ film](#).

### TASK 1: DISCUSSION

- It was hard for Tereesa to raise 4 young children on her own. Where did Tereesa find support?
- What kinds of activities happen at the Baabayn Aboriginal Corporation?
- Why is Baabayn important to the local community?
- Why is art important to Tereesa?
- How did Caritas Australia help?
- How does art help keep cultures alive?
- How will you share Tereesa's story with others?

**Curriculum links:** English, HASS, Aboriginal and Torres Strait Islander Histories and Cultures

### TASK 2: PASSPORT

Complete tasks for the **Tereesa's Story (Australia)** section. Download and print the [Student Passport](#) and use the [Project Compassion Passport Hub](#) to help you complete the passport.

**Curriculum links:** HASS, English, Mathematics, Religious Education

### TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery via the Passport Hub. Ask students:

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

**Curriculum link:** English

### TASK 4: KAHOOT! QUIZ

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

### TASK 5: THE ART OF STORY TELLING

- A. "When I paint, every painting has a story. And my story is very long," Tereesa said. I'm relaxed, very relaxed when I'm painting. It helps me calm."**

Tereesa uses painting to share her story and connect with her culture. It also helps her feel calm.

Students think of their own story and select an art medium that both helps them feel calm and to tell part of their story. For example, colouring, painting, drawing, making music, sculpting, writing a poem, weaving, etc.). Allow time for students to share their art with others, and potentially the wider school community through an art event.

- B. "I've never been to Vivid and to have my artwork displayed is over the moon amazing. I never thought in a million years that this was something that would happen to me," Tereesa said.**

Students explore art projection. Demonstrate the difference when projecting an image onto a flat wall, compared to a curved wall, pillar or archway. Experiment with different modifications to the image so they adapt to the different shapes and landscape.

#### Extension

Can your class create a large art display/mural based on Project Compassion: For All Future Generations? Or hold a colouring-in competition to help raise money for Project Compassion. Colouring-in worksheets are available for [download](#).

**Curriculum links:** Aboriginal and Torres Strait Islander Histories and Cultures, Visual Arts, Design and Technology



### TASK 6: CLASS YARN CIRCLE

Another activity Baabayn Aboriginal Corporation offers is a Yarn Circle.

*The use of a **yarning circle** (or dialogue circle) is an important process within Aboriginal culture and Torres Strait Islander culture. It has been used by Indigenous peoples from around the world for centuries to learn from a collective group, build respectful relationships, and to preserve and pass on cultural knowledge.<sup>1</sup> It promotes belonging by giving students an opportunity to listen and be heard.*

Put time aside each day for the class to participate in a yarning circle. They can share stories about their day, their family, their culture. To learn more about hosting yarning circles in the classroom visit [QCAA](https://www.qcaa.qld.edu.au).

<sup>1</sup> <https://www.qcaa.qld.edu.au>

**Curriculum links:** English, Aboriginal and Torres Strait Islander Histories and Cultures, Health and Physical Education

### TASK 7: CATHOLIC SOCIAL TEACHING (CST) 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 Tereesa's story?  
(consider the welcome and support she received at Baabayn and how Tereesa volunteered and is now working at Baabayn to provide support for other mums. Tereesa also speaks about how the 'community has your back'.)
- B. How is supporting Project Compassion an act of solidarity?

- C. When have you stood 'shoulder to shoulder' with someone in need of support?

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

**Curriculum links:** Religious Education

### TASK 8: RE LINK

Tereesa found a way to share her story through art. Jesus was also a great storyteller. He often used parables in his teaching and ministry.

Share the parable: **The Friend at Midnight** ([Luke 11:5-13](#))

Discuss how the friend eventually agrees to help his neighbour because he was persistent rather than because they are friends, despite the late hour and the inconvenience of it.

Tereesa has demonstrated great persistence. She didn't give up when life was difficult, she found support and has worked hard. She can now provide for her family and enjoy sharing and celebrating her artistic achievements with others!

Ask students to reflect on a time when they have demonstrated persistence.

**Curriculum links:** Religious Education

# PRISCILLA'S STORY

## ZIMBABWE



Priscilla lives with her husband Charles and two of their grandchildren, Obry (8) and Jayden (7) in the Hwange region, in northwest Zimbabwe.

In Hwange, the impacts of climate change such as unpredictable rainfall, drought, poor quality soils and high temperatures have made it much harder to grow enough food to eat. With almost half of the population living in extreme poverty, on less than \$2.15/day<sup>1</sup>, buying food is not an option, leaving many families at risk of extreme hunger.

During times of intense drought and food shortages, Priscilla had to commute to the town centre and wait in long queues to collect food.

**“It was stressful because we didn't know what to give our children because there was nothing to give them,” Priscilla said.**

Lack of food was also having an impact on children attending school. Women and girls in particular were spending most of their time going out to look for food to feed their families.

**“Life was very difficult,” explained Priscilla. “The challenges we faced included walking long distances to fetch water from the borehole so that we can water our gardens, bathe, wash our clothes and utensils. The manual pumping of the borehole was cumbersome for some of us who have grown old.”**

In 2019, Priscilla joined the Zimbabwe Integrated Community Development Program, run by Caritas Australia's partner organisation, Caritas Hwange. Through the program, Priscilla and her community learnt conservation farming. This involves not disturbing the soil too much, using lots of soil cover (mulch) to help retain water and learning about growing a variety of drought-resistant crops which require less water to grow.

**Priscilla holds millet from this year's harvest in her storeroom at her home in Hwange district, north-western Zimbabwe.**  
Photo: Richard Wainwright/Caritas Australia



# PRISCILLA'S STORY

## ZIMBABWE



Priscilla was able to produce a bumper harvest in her first year of practising conservation farming. She has grown millet, sorghum, and maize. And, with her new-found knowledge, Priscilla has helped train and support other farmers in her community to learn conservation farming techniques to produce better yields too.

**“Even for those who have no knowledge of it, we try to assist them. That’s why we work in groups,” Priscilla said. “We work in a united and productive manner. Each one of us in the group has a role to play. Some do the digging of the basin, while some do the manure.”**

Priscilla also used the funds from her harvest to start poultry farming, where she can sell eggs to pay for her grandchildren’s school fees, books, and stationery.

**“With the poultry project running, this will be an income-generating source that will help us survive even during droughts,” Priscilla said.**

Caritas Hwange repaired a cattle dip tank for Priscilla and her community. The tank is filled with water mixed with insecticide that kills ticks and insects. Back in 2017, a number of Priscilla’s cattle died from tickborne diseases. The dip tanks are a vital resource for the community as they help keep livestock healthy.

**“We get milk from the cows and the manure we use in conservation farming comes from the cattle. Protecting our cattle is very important to us as they are a source of emergency funds especially in difficult times such as during a drought,” said Priscilla.**

Caritas Hwange’s other activities include repairing a borehole, so Priscilla and her community have access to clean water closer to home and establishing a community garden to grow nutritious vegetables to eat and sell. To help water the community garden and fill the dip tank, a solar-powered water pump was installed.

Priscilla now has the skills and resources she needs to build resilience for her family.

Cartas Hwange’s Zimbabwe Integrated Community Development Program has supported over 10,000 people so far. With your support through Project Compassion, we can all ensure communities have what they need now and for all future generations.

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



<sup>1</sup>[World Bank](#)

# PRISCILLA'S STORY

## LEARNING TASKS



Read Priscilla's Story (Zimbabwe) or watch the [film](#).  
'[A Day in the Life](#)' film is also available.

### TASK 1: DISCUSSION

- Why was it hard for Priscilla to grow enough food to feed her family?
- How did Caritas Australia help?
- How does Priscilla support her family now?
- How is Priscilla supporting others in her community?
- How will you share Priscilla's story with others?

**Curriculum links:** English, HASS

### TASK 2: PASSPORT

Complete tasks for the **Priscilla's Story (Zimbabwe)** section. Download and print the [Student Passport](#) and use the [Project Compassion Passport Hub](#) to help you complete the passport.

**Curriculum links:** HASS, English, Mathematics, Religious Education

### TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery via the Passport Hub. Ask students:

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

**Curriculum link:** English

### TASK 4: KAHOOT! QUIZ

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

**Curriculum links:** English, HASS, Mathematics

### TASK 5: 'FOOD FOR LIFE' BOARD GAME

Climate change is impacting many farmers as they try to grow enough food to feed and support their family. Students explore the issue of food security through playing the board game.

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

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

### TASK 6: CONSERVATION FARMING

Conserving water in the soil is particularly important in drought-affected areas. Discuss some of the principles of conservation farming.

Codesign an experiment with your class in relation to conservation farming. For example, have two pots the same size, filled with the same soil or potting mix. Cover the soil in Pot A with mulch such as straw, woodchips, shredded paper, leaves etc. Leave Pot B with no cover. Water both pots with the same amount of water and leave them in the sun for a few days. Students then remove the covering of Pot A and compare the soil, first by looking at the colour and then by feeling the soil to see if the soil in Pot A that have covering feels more damp/darker in colour than the soil in Pot B.

Students write a report including the title, aim, hypothesis, materials and method, observations and results, analysis, and conclusion.

**Curriculum Link:** Science, English, Mathematics, HASS



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

#### Preferential option for the poor

*noun*

- 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
- A. How is preferential option for the poor demonstrated in Priscilla's story?
- B. How is supporting Project Compassion one way you can demonstrate preferential option for the poor?

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

**Curriculum links:** Religious Education

### TASK 8: RE LINK

#### The Parable of the Sower ([Mark 4:1-20](#))

- Read the scripture passage and discuss:
- What do you think are the key messages of the parable?

Like the seeds that were able to grow and flourish on good soil, what small thing can you do this week that can make a difference to the larger issues of climate change or poverty?

**Curriculum links:** Religious Education

# FOOD FOR LIFE Board Game

## Instructions

Use a different coloured marker for each person in your group and one dice. Place your markers at the start. Take turns throwing the dice to see how far to move. See how long it takes you to grow FOOD FOR LIFE.



**Caritas**  
AUSTRALIA

End poverty  
Promote justice  
Uphold dignity

## START

You are a  
farmer  
in Zimbabwe

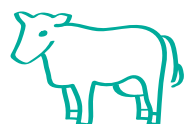


You don't have enough  
money to buy seeds.  
Go back 2 spaces.

It hasn't rained so your  
crops don't grow. Move  
back 3 spaces.

You learn new farming  
methods. You grow  
more food than ever  
before. Move forward  
3 spaces.

You don't have enough  
money to send your  
grandchildren to  
school. Go back 2  
spaces.



You need water to  
keep your plants  
alive but have to walk  
a long distance to get  
it from the borehole.  
Go back 2 spaces.

A good crop means you  
have enough money spare  
to buy some chickens.  
You now have another  
way to make a living!  
Move forward 2 spaces.



A strong wind blows  
the mulch off your  
garden, leaving your  
crops to dry out. Move  
back 5 spaces.

One of your cows gets  
sick. You take time to  
check that others in  
the herd aren't sick too.  
Move back 3 spaces.

## CONGRATULATIONS!

You now have  
FOOD FOR LIFE!



You join with others  
to grow food in the  
community nutrition  
garden. Move forward 2  
spaces.

You pause from your  
own work to help train  
other farmers in your  
community. Move  
forward 1 space.



You earn extra money  
by selling eggs and  
can now afford to buy  
school supplies for your  
grandchildren. Move  
forward 3 spaces.





Thu lives with his wife, Linh, in Vietnam. Many years ago, there was a war in Vietnam. Even though the war ended in 1975, poverty and inequality remain widespread and there are still 800,000 tonnes of unexploded land mines across the country.

Thu was just 12 years old when he lost his leg. One day, he was looking after his cows when he stepped on an unexploded land mine. Thu now uses a prosthetic leg to walk.

**“War is most terrible with great loss. At the end of the war, there are still consequences,” Thu says.**

Living with a disability in rural Vietnam presented many challenges for Thu, who worked mainly as a rice farmer.

**“It is hard to get a job in rural areas where people earn their living mainly from farming. However, local farming here depends on the natural weather... There is often drought in summertime and flood in rainy season. Life is therefore extremely difficult,” says Thu.**

In addition to being the breadwinner for his family, Thu cares for his wife, Linh, after she suffered a stroke.

**“She is my wife and we have been living together and depending on each other, I am the one to be there with her and for her,” says Thu.**

Determined to turn their lives around, Thu and Linh joined the Empowerment of People with Disabilities program, run by Caritas Australia’s local partner organisation in Vietnam, the Centre for Sustainable Rural Development (SRD).

Thu looks after cows near his home in Quang Tri province, Vietnam. When Thu was 12-years-old, he lost his leg after stepping on an unexploded land mine. Photo: Phan Tan Lam/Caritas Australia





**“Many people with a disability in Vietnam feel that other people would only look at their disabilities rather than at their capacities,” says Toan Tran, SRD Program Manager. “People with disabilities and their families have minimal opportunities to access health care services, education, income generation, vocational training and jobs.”**

The Empowerment of People with Disabilities program supports people living with disabilities to establish Village Savings and Loans Associations (VSLA) so that they can access affordable loans. Through the VSLA, Thu was able to obtain a loan which he used to open his own barber shop.

Thu also joined an incense-making group. With the extra income from selling incense he was able to repair his house and fix his front yard to prevent flooding during the rainy season. Thu now plans to invest in livestock, such as pigs, ducks, or chickens, so he has multiple ways to earn a living.

Before he joined the program, Thu mostly stayed at home. The VSLA provides a welcoming and inclusive space for people with a disability like Thu and Linh to socialise, learn and support each other.

**“I think having a club is good, where people living with disabilities can join and help one another. Additionally, there are many meaningful activities from the project to support my family and others,” Thu says.**

For Thu, the greatest impact that the program has had is seeing the change in Linh’s physical and mental wellbeing. With the support of a physiotherapist, Linh can now walk short distances with the aid of a walking stick.

Caritas Australia’s partner also helped Thu to build an accessible toilet with a handrail so that Linh could use the toilet by herself. With his wife’s increased independence, Thu now has more time to focus on other activities, such as walking his grandson to school and working at his barber shop.

**“I am grateful to Caritas Australia for the help they give to people living with disability like me and my wife,” Thu says. “Thank you to Caritas Australia and the Australian people.”**

With your generosity, the Empowerment of People with Disabilities program was able to support more than 6,300 people in Vietnam in the last financial year.



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



Read Thu's Story (Vietnam) or watch the [film](#).  
'A Day in the Life' film is also available.

### TASK 1: DISCUSSION

- Why was it hard for Thu to provide for his family?
- What did Thu use his loan for?
- In addition to the loan, how else does the Village Savings and Loans Associations (VSLA) benefit Thu and Linh?
- How did Caritas Australia help?
- How will you share Thu's story with others?

**Curriculum links:** English, HASS

### TASK 2: PASSPORT

Complete tasks for the **Thu's Story (Vietnam)** section. Download and print the [Student Passport](#) and use the [Project Compassion Passport Hub](#) to help you complete the passport.

**Curriculum links:** HASS, English, Mathematics, Religious Education

### TASK 3: PHOTO GALLERY

As a class, view the Photo Gallery via the Passport Hub. Ask students:

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

**Curriculum link:** English

### TASK 4: KAHOOT! QUIZ

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

**Curriculum links:** English, HASS, Mathematics

### TASK 5: CLUBS

Thu said, "I think having a club [Village Savings and Loan Association] is good, where people living with disabilities can join and help one another. Additionally, there are many meaningful activities from the project to support my family and others."

What clubs are available at your school? Students can learn about the clubs and invite others to join them in attending a club. If there is no club that suits their interest, can they start a club?

**Curriculum links:** Health and Physical Education

### TASK 6: INCENSE

Thu learnt how to make incense. Incense burning is a common cultural and religious practice in many Asian countries, including Vietnam. A popular time to sell the incense is Tet Festival (Vietnamese New Year), the most important annual celebration in Vietnam.

Incense is also used in the Catholic tradition, although not as often at Mass now. There are many references to incense in scripture and the most common incense students might be familiar with is frankincense from the Christmas story. Research when, how and why incense is used in the Catholic Mass. You could invite your Parish Priest to explain the use of incense in the Catholic tradition and show the students the thurible.

**Curriculum links:** HASS, Religious Education



### TASK 7: CATHOLIC SOCIAL TEACHING (CST) LINK – SUBSIDIARITY AND PARTICIPATION

#### Subsidiarity and Participation

*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 the subsidiarity and participation demonstrated in Thu's story?
- B. How is supporting Project Compassion one way you can promote subsidiarity and participation?

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

**Curriculum links:** Religious Education

### TASK 8: RE LINK

*"Every human person is precious and has value that does not depend on what they have or on their abilities, but on the simple fact that he or she is a person, the image of God."*

Pope Francis<sup>1</sup>

- How does this quote relate to Thu's story?

#### The Parable of the Mustard Seed ([Mark 4:30-32](#))

Read the scripture and discuss.

From little things, big things grow! Thu started with a loan for a barber shop. He then went on to join an incense making group. He earned enough money to fix his house. Now he is looking at investing in livestock.

What small steps can your students take that will lead to a better life for themselves and for others?

**Curriculum links:** Religious Education

<sup>1</sup> [Pope Francis, speech 13 Dec 2021](#)



# ABOUT PROJECT COMPASSION AND CARITAS AUSTRALIA

## GENERAL ACTIVITIES

### TASK 1: DEEP DIVE

Use Caritas Australia's [interactive map](#) to answer the following questions:

- What global issues do Caritas Australia and its partners address?
- What is the main focus for programs in Australia?
- Why do you think Caritas Australia works where it does?
- What do you think would be the most challenging global issue to address?

### TASK 2: COMPASSION IN ACTION – CLOZE and/or WORD SEARCH

Watch Caritas Australia's [Compassion in Action](#) video and complete the following Cloze and/or Word Search activity on the following pages.

### TASK 3: CREATIVE CARITAS THINKING KEYS

Use the grid on **page 35** to complete creative thinking tasks about Caritas Australia and Project Compassion.

### TASK 4: WAY OF THE CROSS

As a class or school community, prepare for Easter by praying the Way of the Cross. Available to download from the [Project Compassion website](#).



A young woman and her mother walking to work in Nepal.

Photo: Richard Wainwright/Caritas Australia



# CLOZE ACTIVITY Name: \_\_\_\_\_



Use the words at the bottom of the page to fill in the spaces.

Caritas Australia is the international a \_ \_ \_ and development organisation for the Catholic Church in Australia.

Unfortunately, global poverty is on the rise. COVID-19 has pushed many people deeper into poverty, making hard lives even harder.

Every day 200 million children miss out on s \_ \_ \_ \_ \_ , 690 million people go h \_ \_ \_ \_ \_ and 2.2 billion people do not have access to clean drinking w \_ \_ \_ \_ \_ .

However, we can all be part of the Caritas story, working together to end p \_ \_ \_ \_ \_ , uphold d \_ \_ \_ \_ \_ and promote j \_ \_ \_ \_ \_ .

For more than 50 years, Caritas Australia has walked alongside the most vulnerable communities in A \_ \_ \_ \_ \_ and around the world.

Through the g \_ \_ \_ \_ \_ Caritas and church networks, Caritas Australia works with local p \_ \_ \_ \_ \_ reaching some of the most remote and marginalised communities in the world where the need is greatest.

With projects addressing f \_ \_ \_ security, e \_ \_ \_ \_ \_ , water and s \_ \_ \_ \_ \_ , and d \_ \_ \_ \_ \_ risk reduction, Caritas Australia is there before, during and after an e \_ \_ \_ \_ \_ .

This life-changing work is made possible through the c \_ \_ \_ \_ \_ of Australian supporters. Caritas Australia has a rich history of partnership with Catholic s \_ \_ \_ \_ \_ , parishes and communities across Australia to support our n \_ \_ \_ \_ \_ .

This year, the Project Compassion theme is, For All Future G \_ \_ \_ \_ \_ .

Throughout Project Compassion inspiring stories from N \_ \_ \_ \_ , Australia,

V \_ \_ \_ \_ and Z \_ \_ \_ \_ highlight the importance of working hand in hand with c \_ \_ \_ \_ around the world.

As we prepare to celebrate the love of Christ at Easter, may we stand together as a global family, challenging ourselves to live and act with l \_ \_ \_ and h \_ \_ \_ , now and for all future generations.

school  
poverty  
Zimbabwe  
Generations  
dignity

education  
partners  
food  
sanitation  
neighbours

water  
global  
compassion  
emergency  
Nepal

Vietnam  
disaster  
communities  
love  
Australia

justice  
hungry  
hope  
aid  
schools



## CLOZE ACTIVITY (ANSWERS)

Use the words at the bottom of the page to fill in the spaces.

Caritas Australia is the international **aid** and development organisation for the Catholic Church in Australia.

Unfortunately global poverty is on the rise. COVID-19 has pushed many people deeper into poverty, making hard lives even harder.

Every day 200 million children miss out on **school**, 690 million people go **hungry** and 2.2 billion people do not have access to clean drinking **water**.

However we can all be part of the Caritas story, working together to end **poverty**, uphold **dignity** and promote **justice**.

For more than 50 years Caritas Australia has walked alongside the most vulnerable communities in **Australia** and around the world.

Through the **global** Caritas and church networks, Caritas Australia works with local **partners** reaching some of the most remote and marginalised communities in the world where the need is greatest.

With projects addressing **food** security, **education**, water and **sanitation**, and **disaster** risk reduction, Caritas Australia is there before, during and after an **emergency**.

This life-changing work is made possible through the **compassion** of Australian supporters. Caritas Australia has a rich history of partnership with Catholic **schools**, parishes and communities across Australia to support our **neighbours**.

This year, the Project Compassion theme is, For All Future **Generations**.

Throughout Project Compassion inspiring stories from **Nepal**, Australia, **Vietnam** and **Zimbabwe** highlight the importance of working hand in hand with **communities** around the world.

As we prepare to celebrate the love of Christ at Easter, may we stand together as a global family, challenging ourselves to live and act with **love** and **hope**, now and for all future generations.

school  
poverty  
Zimbabwe  
Generations  
dignity

education  
partners  
food  
sanitation  
neighbours

water  
global  
compassion  
emergency  
Nepal

Vietnam  
disaster  
communities  
love  
Australia

justice  
hungry  
hope  
aid  
schools

# CARITAS AUSTRALIA WORD SEARCH



Name: \_\_\_\_\_

Find the words below. Use the remaining letters to uncover the secret message.

T	H	I	L	O	O	H	C	S	S	E	C	I	T	S	U	J	H
Y	T	I	N	G	I	D	L	S	A	T	I	R	A	C	E	N	E
C	A	R	E	S	R	U	O	B	H	G	I	E	N	T	W	N	A
E	C	P	A	C	H	N	O	I	T	A	T	I	N	A	S	E	L
P	V	U	A	O	A	R	E	T	A	W	L	L	O	V	E	P	T
G	I	T	P	R	O	T	U	R	T	C	A	E	I	G	Y	A	H
O	E	E	M	P	T	A	H	S	N	S	B	D	S	N	R	L	C
E	T	N	I	A	O	N	Y	O	E	N	O	U	S	I	G	I	O
M	N	N	E	T	U	O	E	T	L	A	L	C	A	V	N	C	M
E	A	T	I	R	O	S	N	R	R	I	G	A	P	I	U	F	M
R	M	O	R	A	A	L	T	D	S	E	C	T	M	G	H	E	U
G	L	J	O	Y	F	T	I	R	U	T	V	I	O	S	U	W	N
E	N	O	I	T	A	S	I	N	A	G	R	O	C	M	R	B	I
N	R	E	F	G	A	E	N	O	E	L	R	N	P	L	E	A	T
C	A	O	T	S	D	I	O	N	N	S	I	E	R	A	Y	B	I
Y	O	I	T	Y	I	S	V	S	E	S	T	A	L	K	A	M	E
D	S	E	U	E	A	M	G	N	I	T	S	A	F	L	R	I	S
A	R	M	D	T	N	E	M	P	O	L	E	V	E	D	P	Z	Q

- AID

ALMSGIVING

AUSTRALIA

CARE

CARITAS

CATHOLIC

COMMUNITIES
- COMPASSION

DEVELOPMENT

DIGNITY

DISASTER

EDUCATION

EMERGENCY

FASTING
- FOOD

GENERATIONS

GLOBAL

HEALTH

HOPE

HUNGRY

JOY
- JUSTICE

LENT

LOVE

NEIGHBOURS

NEPAL

ORGANISATION

PARTNERS
- POVERTY

PRAYER

SANITATION

SCHOOL

VIETNAM

WATER

ZIMBABWE

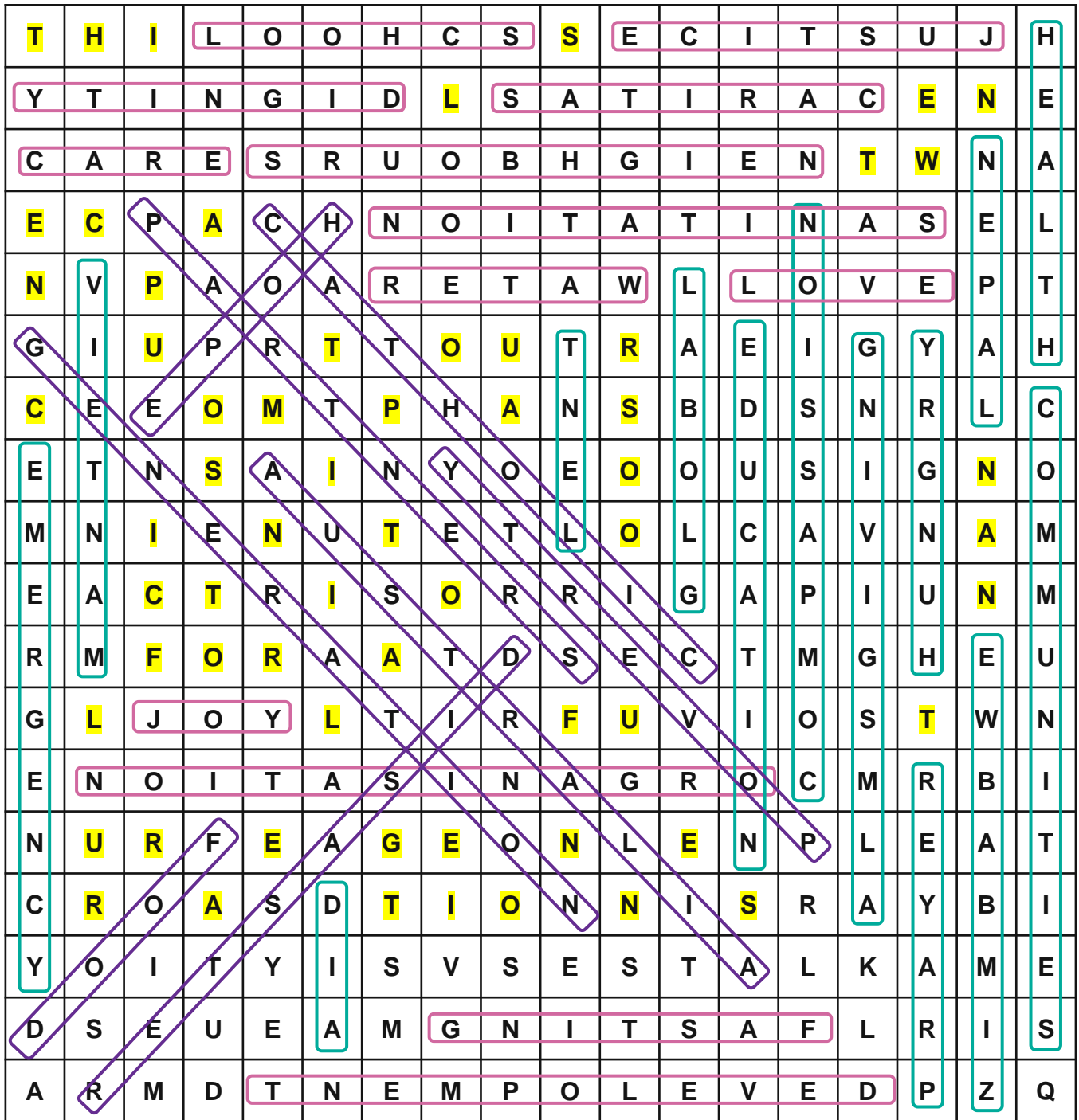
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# CARITAS AUSTRALIA WORD SEARCH

Name: \_\_\_\_\_

Find the words below. Use the remaining letters to uncover the secret message.



AID  
ALMSGIVING  
AUSTRALIA  
CARE  
CARITAS  
CATHOLIC  
COMMUNITIES

COMPASSION  
DEVELOPMENT  
DIGNITY  
DISASTER  
EDUCATION  
EMERGENCY  
FASTING

FOOD  
GENERATIONS  
GLOBAL  
HEALTH  
HOPE  
HUNGRY  
JOY

JUSTICE  
LENT  
LOVE  
NEIGHBOURS  
NEPAL  
ORGANISATION  
PARTNERS

POVERTY  
PRAYER  
SANITATION  
SCHOOL  
VIETNAM  
WATER  
ZIMBABWE

**THIS LENT WE CAN PUT OUR COMPASSION  
INTO ACTION FOR ALL FUTURE GENERATIONS**



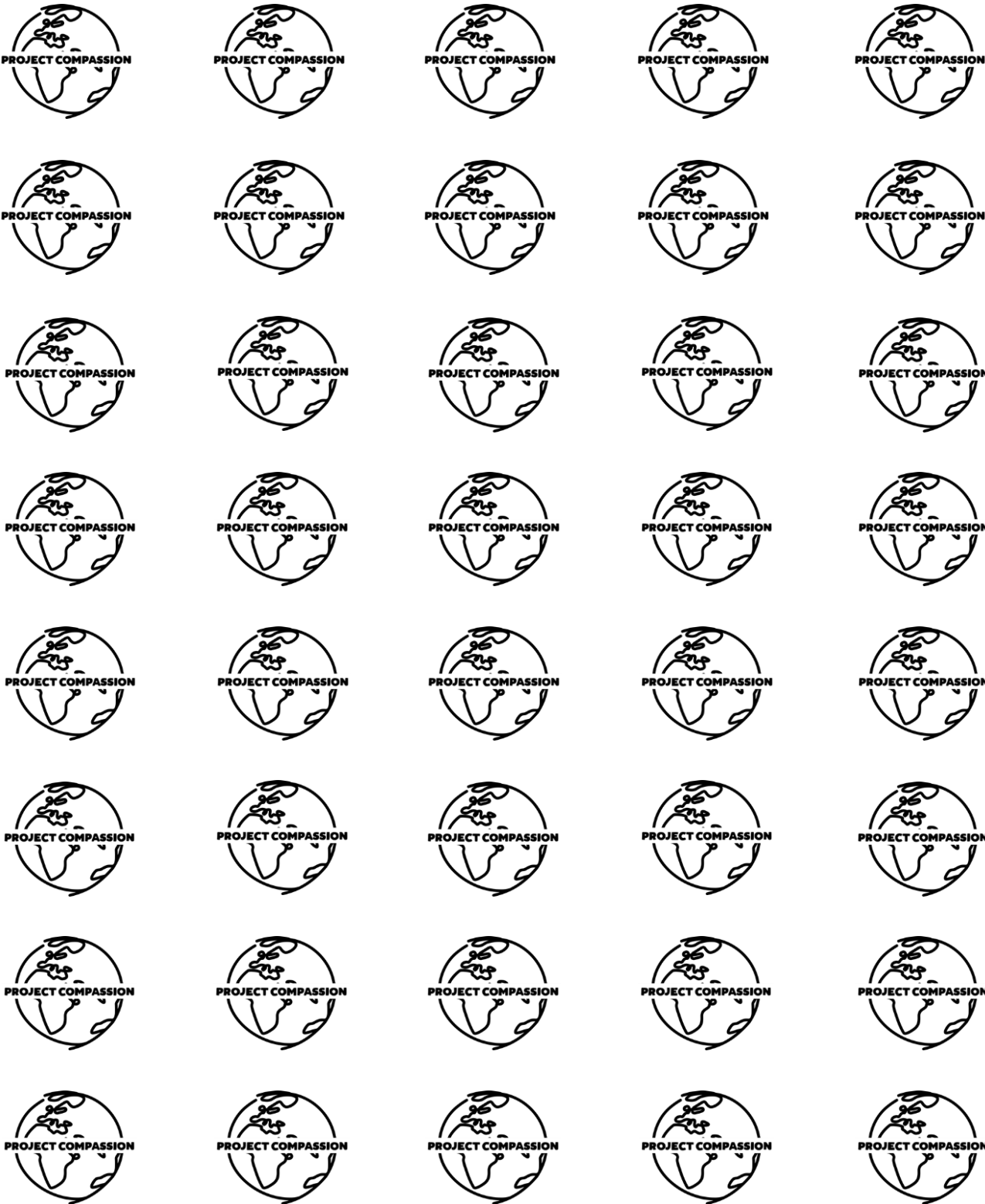
# CREATIVE CARITAS

## THINKING KEYS



<b>The What If Key</b> What if all people had enough healthy food to eat?	<b>The Disadvantages Key</b> Disadvantages – What are the disadvantages of a Project Compassion box? How can they be overcome?	<b>The Combination Key</b> Combine a Project Compassion box and a stapler. What new invention could you create?
<b>The BAR Key</b> To make a new improved Project Compassion Box, what could you make bigger? What could you add? What could you replace?	<b>The Variation Key</b> How many ways can you tell people about Caritas Australia?	<b>The Picture</b> In what ways could a circle be connected to Caritas Australia or Project Compassion?
<b>The Prediction Key</b> Predict how the lives of one community might be changed with improved access to clean water close to their home?	<b>The Different Uses Key</b> Find 5 different environmentally friendly uses for Project Compassion boxes and/or posters after Easter.	<b>The Ridiculous Key</b> What might the consequences of the following statement be? The government of each country should buy food for every family who can't afford it.
<b>The Alphabet Key</b> Compile a list of words from A–Z relating to Caritas Australia.	<b>The Commonality Key</b> What does a Project Compassion box and a school have in common?	<b>The Question Key</b> The answer is Caritas Australia, what is the question? Write at least 5.
<b>The Brainstorming Key</b> Brainstorm how to eliminate poverty.	<b>The Forced Relationships Key</b> You need to tell people about Caritas Australia using any or all of these objects: rubber bands, glue and a beach ball.	<b>The Alternative Key</b> Work out three ways to fundraise for Caritas Australia without mentioning money.

# PASSPORT STAMPS



# THANK YOU

## PHOTO CREDITS

Laxmi's Story (Nepal) – Richard Wainwright/Caritas Australia

Tereesa's Story (Australia) – Richard Wainwright/Caritas Australia

Priscilla Story (Zimbabwe) – Richard Wainwright/Caritas Australia

Thu's Story (Vietnam) – Phan Tan Lam/Caritas Australia

## PRIMARY STUDENTS

Learning about people not having what they need to live a healthy and safe life can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or a trusted adult. They can share your concerns via our [website](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email [education@caritas.org.au](mailto:education@caritas.org.au)

## TEACHERS

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

Stay up to date with events and resources! Subscribe to [Caritas Australia's Education e-newsletter](#)



Caritas Australia gratefully acknowledges the support of the Australian Government through the Australian NGO Cooperation Program.

**FOR ALL FUTURE  
GENERATIONS**



# **PROJECT COMPASSION**



**Caritas**  
AUSTRALIA

End poverty  
Promote justice  
Uphold dignity



[caritas.org.au/project-compassion](https://caritas.org.au/project-compassion)



1800 024 413



#projectcompassion