



End poverty
Promote justice
Uphold dignity



PROJECT COMPASSION FOR ALL FUTURE GENERATIONS



Primary (Years F–2) TEACHER HANDBOOK



lent.caritas.org.au



1800 024 413



#projectcompassion

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Aboriginal and Torres Strait Islander people are advised that videos, 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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Please note: This resource contains links to external web sites. Caritas Australia takes no responsibility for the content of such sites, nor do links to such sites imply endorsement of the views expressed therein. External links are provided for informational purposes only. Access the full policy here: [Caritas Australia's Copyright Policy](#)

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.

PROJECT COMPASSION 2022

Project Compassion 2022 includes 5 stories:

- Anatercia's Story (Mozambique)
- Biru's Story (India)
- Janice's Story (Australia)
- Rosalie's Story (Democratic Republic of Congo)
- Shaniella's Story (Solomon Islands)

Resources 2022

The Project Compassion stories for **Primary (F-2)** are presented as **Photo Storybooks** and are available for download at lent.caritas.org.au. There is also an accompanying series of **short films** suitable for Primary students. Links for these are included in the relevant Learning Tasks.

Learning Tasks include: a weekly story with comprehension questions; Lent prayer activity; a country study providing opportunities for students to explore global issues featured in the Project Compassion story; and other activities across a range of curricula.

RESOURCES GUIDE

All our resources are online! Access the films and written stories, teaching materials, and our fundraising and awareness raising ideas at lent.caritas.org.au. 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	Photo Storybooks	A Photo Storybook for each Project Compassion story, designed especially for Primary (F-2) students. Download Photo Storybooks
	Schools Guide	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
For Teachers	Teacher Handbook PDF	An explanation of the Project Compassion resources, including learning tasks, printable worksheets and links to short films for each Project Compassion story. Also outlines related curriculum areas and codes. 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.
	Films	There is a specific primary school film for Anatercia's story along with short 'Day in the Life' films for Anatercia , Biru , Rosalie and Shaniella .
All Purpose	Introducing Project Compassion (PPT)	Overview of all five programs and the work of Caritas Australia. Share in the classroom or at assembly.
	Fundraising Booklet	Ideas to inspire fundraising and awareness raising activities, linked to the Project Compassion stories.

	Resource	Description / Suggested Use
Prayer and Reflection	Ash Wednesday Liturgy	Liturgy of the Word, including distribution of the ashes.
	Prayer (PPT)	The Project Compassion prayer with beautiful images. Use as a daily or weekly prayer for students or staff or at an assembly.
	Weekly Scripture Reflections for Teachers	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent.
Telling Others	Way of the Cross (PPT)	A reflection following the Way of the Cross, to use during Holy Week. Comes with Leaders' Notes.
	Newsletter Notices	A brief insert for your weekly school newsletter, explaining the week's Project Compassion story. Include in print/online school communications. Use on school social media and website.

INTRODUCTION

WELCOME TO PROJECT COMPASSION 2022!

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.

LENT LINK

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

PRAYER, FASTING, ALMSGIVING

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

Prayer

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

Fasting

Fasting is about giving something up for a time. Many people give up something they love to eat. This can help you understand a little more about what it's like for somebody who is different from you. You can also give up something you 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 you care for others and that you are thankful for all God has given you. Caring for others is part of many faiths.

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

ABOUT THE THEME

The theme of Project Compassion 2022 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's theme comes from the biblical story of Noah's Ark. More specifically, when the flood waters subsided, a dove returned with an olive branch indicating a new beginning. God set a rainbow in the sky as a sign of a special and unbreakable relationship with the human family and the entire earth.

**God said, 'This is the sign of the covenant
that I make between me and you and every
living creature that is with you, for
all future generations.'**

Genesis 9:12

Project Compassion 2022 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 and thrive.

INTRODUCING THE THEME TO YOUR CLASS

For All Future Generations

Think about yourself in 10 years time, 20 years time, 50 years time. How old will you be then? What do you hope your life will be like? What do you need to do *now* to make that future possible?

Write or draw your ideas on squares of coloured paper and use them to make a rainbow display in the classroom.

When we take care of each other and the earth *now*, the future is hopeful for everyone: for us *and* for all future generations.

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 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 **Janice'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 **Biru's Story (India)**.

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 **Anatercia's Story (Mozambique)**, **Rosalie's Story (DRC)** and **Shaniella's Story (Solomon Islands)**.

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.

CURRICULUM: BEYOND RELIGIOUS EDUCATION

Learning Area	Foundation	Year 1	Year 2
English	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. ACELY1650	Respond to texts drawn from a range of cultures and experiences. ACELY1655 Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. ACELY1656	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background. ACELA1460 Use comprehension strategies to build literal and inferred meaning and begin to analyse texts. ACELY1670
Science	Living things have basic needs, food and water. ACSSU002	People use Science in their daily lives including when caring for their environment and living things. ACSHE022 Living things have a variety of external features. ACSSU017	People use Science in their daily lives including when caring for their environment and living things. ACSHE035 Earth's resources are used in a variety of ways. ACSSU032 Living things grow, change and have offspring similar to themselves ACSSU030
Geography	The representation of the location of places and their features on simple maps and models. ACHASSK014 The places people live in and belong to, their familiar features and why they are important to people. ACHGK002 The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples. ACHASSK016	The natural, managed and constructed features of places, their location, how they change and how they can be cared for. ACHASSK031 Draw simple conclusions based on discussions, observations and information displayed in pictures, texts and maps. ACHASSI025	The way the world is represented in Geographical regions and the location of Australia in relation to these divisions. ACHASSK047 The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place. ACHASSK049 The connections of people in Australia to people in other places across the world. ACHASSK050
History	How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums. ACHASSK013	Differences and similarities between students' daily lives and life during their parents and grandparents' childhoods. ACHASSK030	How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) ACHASSK046

CURRICULUM: RELIGIOUS EDUCATION AND BEYOND

Learning Area	Foundation	Years 1 and 2
Health and Physical Education	<p>Identify personal strengths. ACPPS001</p> <p>Identify and describe emotional responses people may experience in difficult situations. ACPPS005</p> <p>Identify actions that promote health, safety and wellbeing. ACPPS006</p>	<p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities. ACPPS015</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing. ACPPS018</p> <p>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected. Exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories. ACPPS024</p>
Design and Technology (F-2)	<p>Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. ACTDEK003</p> <p>Visualise, generate, develop and communicate design ideas through describing, drawing, and modelling. ACTDEP006</p>	
The Arts (F-2)	<p>Dance Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples. ACADAR004</p> <p>Music Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples. ACAMUR083</p> <p>Visual Arts Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples. ACAVAR109 Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists. ACAVAM106</p>	

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: Sameer Bara, Richard Wainwright, Arlette Bashizi, Emidio Josine, Neil Nuia)

ANATERCIA'S STORY

LEARNING TASKS



Read [Anatercia's Story \(Photo Storybook\)](#) or watch [Anatercia's film](#).

Ask students:

1. Where does Anatercia live?
2. What kinds of vegetables do Anatercia's family like to grow?
3. Why did Anatercia need to walk so much each day?
4. Why did the vegetables on Anatercia's farm fail?
5. How did Caritas Australia help?

Curriculum links: English, Science

LENT LINK

Write a prayer for Anatercia and her community using the **Lent Link Worksheet (p. 28)**. **Note:** Introduce this activity in relation to Lent and the threefold tradition of prayer, fasting and almsgiving. See notes on page 4.

TASK 1: Country Study

Can you find Mozambique on a world map? Using the world map provided on **page 27** and either Google maps or an old-fashioned atlas, locate Mozambique. Colour this country in and label it.

Extension: Which region of the world is Mozambique in: Africa, Europe, Asia, Oceania, North America or South America? Find out some facts about Mozambique, e.g., how many people live there?

Curriculum link: Geography

Anatercia carries corn next to her fields in Gaza province, Mozambique.

Photo: Emidio Josine



TASK 2: Water, Water Everywhere

How much water do you use a day? Can you think of every time you used water in the last day? Most people in Australia have easy access to clean water at home and school, unlike Anatercia who had to walk for hours every day to get water.

Count how many taps you have in your house and garden.

Brainstorm all the purposes you use water for at home and at school. Do people in Mozambique need water for the same purposes?

Does anyone have a water tank? What do you use this water for?

Most of us have plenty of water by simply turning on a tap. But more than 40% of people in the world are affected by **water scarcity** (i.e. a lack of fresh water due to physical shortage (e.g. caused by drought) or due to human systems or activities (e.g. war or pollution) that prevent people's access to safe water). [Source: UN](#)

How would your life be different without easy access to clean water?

Is there anything we can do about this? Can you reduce the amount of water you use each day?

Curriculum links: Science, Sustainability

TASK 3: Tippy Tap

Can you create a tippy tap? Find the instructions on making your own Tippy Tap [here](#).

You could set it up in your playground! Staff and children could use it to wash their hands for a week. How much water did you use?

Curriculum links: Design and Technology, Science



**A view of a tippy tap Anatercia uses in her village in Gaza province, Mozambique.
Photo: Emidio Josine**

TASK 4: A Day in the Life

Watch [Anatercia's 'Day in the Life' film](#).

Use the pictures and words on **A Day in the Life Worksheet (p. 33)** to write sentences about Anatercia's life. You will also need to add your own words to complete your story.

Words: rain, tap, food, beans, corn, cassava, sweet potato, school book, pencils

Curriculum links: English, Science, Geography, and Health and Physical Education



TASK 5: Sprout, Little Seed, Sprout!

a. Seed Science

With the seeds and gravity irrigation system Caritas Australia helped provide, Anatercia's family and community can now grow their crops and produce enough food all year round. Seeds are small but mighty!

- What do seeds need to grow?
- What stops seeds from germinating?
- How do plants make seeds?
- Why is it important to collect seeds?

b. Small But Mighty

Watch this [short time-lapse video showing the growth of a bean plant](#).

Complete the **Lifecycle of a Bean Worksheet (p. 34)** Then try growing some bean plants from seed. Follow these [instructions](#). To watch all the germination action unfurl in the classroom, plant a few seeds into a glass jar. Follow these [instructions](#).

After the seeds have sprouted their first leaves (cotyledons), their true leaves will start to emerge and then they'll be ready to transplant into the school garden. To extend this activity, have students check and track the plants' growth each day.

Curriculum links: Science, Sustainability

TASK 6: CST Link

The Preferential Option for the Poor is about all of us taking part in promoting justice for people experiencing extreme poverty, especially those like Anatercia who live in remote places where there are fewer resources. Use the Caritas Australia [CST Toolkit](#) to guide students' reflection on this principle.

TASK 7: RE Link

Jesus told many stories about plants. One is The Parable of the Mustard Seed ([Matthew 13:31-32](#)). Read the scripture passage. Ask students, how big is a mustard seed? Have some mustard seeds on hand to show the class. Get students to research mustard plants (including their botanical name, origin, climate and how big a mustard tree can grow), or have this information ready to share with the class. To understand the scale, have students draw a picture of themselves standing next to a mustard tree. Then, return to Jesus' parable. What does it mean? How is this related to Anatercia's story? Finish with this prayer:

Creator God,
You make all of creation to flourish,
each in its own way.
We pray for Anatercia, her family and community
and for the earth that sustains us all.
With each seed planted and each new sprout,
remind us, as Pope Francis says, that
"The future does have a name...
and its name is hope."
May we be full of hope for all future generations.
Amen.



Read [Biru's Story \(Photo Storybook\)](#). Ask students:

1. Why was Biru's job as a shepherd so difficult?
2. How did Biru learn to repair bicycles?
3. What made it possible for Biru to start his own business?
4. How did Caritas Australia help?
5. How do people in Biru's community treat him?

Curriculum link: English

LENT LINK

Write a prayer for Biru and his community using the **Lent Link Worksheet (p. 29)** **Note:** Introduce this activity in relation to Lent and the threefold tradition of prayer, fasting and almsgiving. See notes on page 4.

TASK 1: Country Study

Can you find India on a world map? Using the world map provided on **page 27** and either Google maps or an old-fashioned atlas, locate India. Colour this country in and label it.

Extension: Which region of the world is India in: Africa, Europe, Asia, Oceania, North America or South America? Find out some facts about India, e.g. how many people live there?

Curriculum link: Geography

Biru is seen working at his bicycle repair shop outside his home in his village in the state of Jharkhand, India.
Photo: Sameer Bara



TASK 2: Dollar Street

Dollar Street is a website full of photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in India. Once you have selected the country, you can explore all the different categories. <https://www.gapminder.org/dollar-street/matrix>

Choose 1 category e.g. Most loved item, Most loved toys, Next things I plan to buy, Kitchen, Children's Room, Street View, etc.

Select a photo from a family in India.

Imagine you are talking to a friend on the telephone and telling them about the photo. Describe what you see.

Discuss some of the similarities and differences between your life here in Australia and the life of a family in India. You could draw a Venn diagram.

How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc.)?

Curriculum links: English, Science, Geography, Health and Physical Education

TASK 3: A Day in the Life

Watch [Biru's 'Day in the Life' film](#).

Make a list of all the things you did on the weekend. Which things were easy to do? Which things were hard? Why?

Think about Biru's story, his skills, interests and abilities. Now, imagine Biru and his family are visiting you. Make a list of some activities that everyone could do together. What kinds of things might you consider when you are making plans? (e.g.: the accessibility of venues, their facilities and programs; transport options; distance between places; physicality of activities; etc.)

Now think about people in your class and school community? How might

you better include each other?

Curriculum links: English, Science and Geography, Health and Physical Education

TASK 4: Bike Shop

Consider doing this task on or in the week leading up to [National Ride to School](#) Day on 25th March 2022. Make Biru's Story a part of your whole school's National Ride to School program.

a. Bicycle Anatomy Lesson

Bring a bicycle into the classroom and position it so that everyone has a good view. Have students draw a picture of the bicycle. As a class, see how many parts of the bicycle you can name. For example: saddle, brakes, gears, handlebars, chain, front wheel, rear wheel, forks, frame, tyres, bottom, bracket, stand.

b. Pedal Power

Did you know India is one of the top five producers of bicycles in the world?! Check out this link to see how many bicycles are being produced right now! <https://www.worldometers.info/bicycles/>

As a class, explore the internet to discover as many different kinds of cycles as you can. See if you can find a picture of:

- a bicycle
- a tricycle
- a cycle rickshaw
- a bicycle or motorcycle carrying a passenger
- a bicycle or motorcycle transporting lots of cargo

Discuss why people use bicycles, thinking particularly of people and communities experiencing poverty.

Curriculum links: English, Science, Geography and History



TASK 4: Bike Shop (continued)

c. On the Move!*

For this activity, each student needs:

- 1 circle of white paper (Approx. 17cm diameter)
- 1 long rectangle of card (Approx. 2cm x 13cm)
- 1 piece of coloured backing paper (A4)
- 1 **bicycle cutout** (see p. 35)
- 1 metal paper fastener/split pin
- a glue stick
- coloured pencils, crayons or textas

1. Using a toothpick or the pointy end of the paper fastener/split pin, carefully poke a hole in the centre of the circle of paper.
2. Now, on that same circle of paper, draw a picture of the landscape where Biru lives. Watch the ['Day in the Life'](#) film if you haven't already. In the centre of the circle students can write a message for Biru or the Project Compassion theme: *For all future generations*.
3. As before, poke a hole through the end of your narrow strip of card. Glue the bicycle cutout to the opposite end of the strip.
4. Also poke a hole in the centre of the backing paper.
5. Position the bicycle strip and the landscape circle on the rectangle backing paper so that the three small holes are aligned. Feed the paper fastener through the three layers. Turn the artwork over and spread the wings of the paper fastener/split pin open.
6. Gently turn the bicycle or the circle. Now you're on the move!

*Adapted from <https://www.familythemedays.com/bicycle-safety---crafts.html>

Curriculum links: Design and Technology, Visual Arts





TASK 5: Same But Different

Learn more about people living with different disabilities in Australia by watching one or more of these short documentary films in the ABC series called [Same But Different](#). (Duration 6-9 mins)

Curriculum links: English, Health and Physical Education

TASK 6: Fearfully and Wonderfully Made

Read [Psalm 139:13-14](#). Have students name one of their own strengths. If they have trouble naming something, ask others in the class to make suggestions for that person. Collate these strengths into a list. Think about Biru: walking is difficult for him but he has many other strengths. What special strengths, skills, experience, knowledge or wisdom do you think Biru shows? Are any of these strengths similar to ones already on your list? Look at the strengths list together and discuss any similarities and differences. Remind students that we are all different and all “fearfully and wonderfully made”.

Curriculum links: English, Health and Physical Education

TASK 7: CST Link

Think about the CST principle of Dignity of the Human Person. Ask students:

- How is dignity reflected in Biru's story?
- How can including people of all abilities make the world a better place?

For more on dignity, including further activities for Primary (F-2) students, visit our [CST Toolkit](#).

TASK 8: RE Link

Biru showed great courage when he chose to follow his dream of opening his very own bike repair business. He had to let go of the work that was familiar to him and trust in his own strengths and the support of his family, community and organisations like Caritas Australia.

Read [Luke 12:6-7](#). In this little story of the five sparrows, Jesus reminds us to take courage from the fact that God cares for us and all people greatly. And so, even when we are facing new changes or challenges, we needn't be afraid. Finish your reflection with this prayer:

Loving God,
you made us and celebrate us all.
Help us to see each other for who we are:
fearfully and wonderfully made,
in all our similarities, differences and dignity.
We pray for Biru, his family and community.
May they and we continue to thrive
in “courage for whatever comes in life,”*
for all future generations.
Amen.

*St Teresa of Avila



Read [Janice's Story \(Photo Storybook\)](#). Ask students:

1. Why is dance so important to Janice?
2. What kinds of activities happen at the Djilpin Arts centre?
3. Why does Janice love Djilpin Arts so much?
4. How did Caritas Australia help?

Curriculum links: English, Geography

LENT LINK

Write a prayer for Janice and her community using the **Lent Link Worksheet (p. 30)**. **Note:** Introduce this activity in relation to Lent and the threefold tradition of prayer, fasting and almsgiving. See notes on page 4.

TASK 1: Country Study

Can you find Australia on a world map? Using the world map provided on **page 27** and either Google maps or an old-fashioned atlas, locate Australia. Colour this country in and label it.

Extension: Which region of the world is Australia in: Africa, Europe, Asia, Oceania, North America or South America? Mark the borders of Australia's Northern Territory on the map. Look at this [AIATSIS Map of Indigenous Australia](#). Djilpin Arts is just east of Katherine, on Jawoyn Country. Can you find it? What direction is the Northern Territory from where you live? What is the weather like in the Northern Territory? What time is it in the Northern Territory?

Curriculum link: Geography

**Janice poses for a photograph near Djilpin Arts in Northern Territory, Australia.
Photo: Richard Wainwright**



TASK 2: Photo Study

As a class, view the photos in [Janice's Photo Storybook](#). Ask students:

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

Curriculum links: English, Health and Physical Education

TASK 3: Listen Up!

Listening is an important part of how we learn and share meaning, understanding and wisdom. In Australia, listening to Janice and other First Nations peoples' voices and stories is especially important.

a. Listening Meditation

Sit comfortably. Gently close your eyes. Notice your breath. Listen to the air flow in and out. Listen. Can you hear the breath of others in the room? Notice what else you can hear. Take a deep breath in. And out. After a minute or two, finish with another deep breath in and out, then gently open your eyes.

For more on deep listening, see Miriam-Rose Ungunmerr Baumann's '*dadirri*' reflection on the [Miriam Rose Foundation website](#).

b. Now, Hear This!

Choose a song by or featuring a First Nations artist/s. (**Find a list of suggestions on p. 36**) Listen to the song. When the song is finished, allow a minute of quiet. Then have students write down any words that describe how this song makes them feel, and any questions they have for the singer/songwriter.

Curriculum links: English, Geography, The Arts

TASK 4: Story Keepers

First Nations perspectives are fundamental to learning more about caring for each other and our common home. Story Sharing is one important part of this, along with others outlined in the pedagogical approach called [Eight Aboriginal Ways of Learning](#). This approach is about "relational responsiveness, a protocol of attending to relational obligations in the field you're working in, relating and responding holistically to people, land, culture, language, spirit and the relationships between these with integrity and intellectual rigour." [Source: 8 Ways](#)

a. Brainstorm

Name all the different ways you can communicate a story. Write them on the board. (Prompts might include ways to communicate stories using **words, images, gestures and sounds**.) Can you think of any other storytelling traditions in countries and cultures around the world?

b. Class Yarn

Go back to Janice's Story. Remember how "Janice is a traditional dancer who tells her family's stories through movements which have been handed down over generations"? Stories are important. Why? And, how do stories help keep cultures alive? Are there any special or important stories that are loved and told (or sung or danced or performed) again and again by: you, your family, your church, school or other local community group?

Make a multi-media collage of your special story. Use all kinds of materials (sand, grains, bark, leaves, corrugated cardboard, textured paper, cellophane) to help tell the story. When you've finished, share your story and collage with a friend. Get them to close their eyes and imagine the scene by feeling the collage as you describe it.

Curriculum links: English, Geography, The Arts, History



TASK 5: Dance Story

Watch this [Bangarra Dance Company](#) performance of [Brolga \(2001\)](#). Ask students:

- What does this dance tell us about the Brolga?
- What other ideas or feelings are being expressed?
- What is your opinion of the work?

Curriculum links: English, Geography, The Arts

TASK 6: CST Link

The CST principle of Subsidiarity and Participation reminds us that all people have the right to participate in decisions that affect their lives. Refer to the [CST Toolkit](#) for further activities. Ask students:

- How is the principle of Subsidiarity and Participation at work in Janice's Story?
- Who should be involved in decision-making in the Djilpin Arts community? Why?

TASK 7: RE Link

Consider doing this task outside. You might even invite students to remove their shoes to better feel the connection to the earth.

In the Bible, when Moses was in the wilderness looking after his flock and he came across a burning bush, God spoke to him and said: "Remove the sandals from your feet, for the place on which you are standing is holy ground." (Exodus 3:5) Janice and her community at Djilpin Arts make art that celebrates and shows respect for Country. They know how important art is to culture and to human survival and wellbeing.

Spend a moment of quiet thinking about what you love or value about the place where you live. Finish with this prayer:

Holy God,
you meet us in quiet gardens and wild places,
in busy streets and wide-open spaces;
all creation hums with life.
May Janice and Djilpin Arts continue to thrive,
and – having remembered the sacred earth again –
may we too grow in love and harmony
with the people and places we call home,
for the sake of all future generations,
Amen.

ROSALIE'S STORY

LEARNING TASKS



Read [Rosalie's Story \(Photo Storybook\)](#).

1. What made life hard when Rosalie was a child?
2. What does Rosalie sell at her shop?
3. How does the shop help Rosalie and her family?
4. How did Caritas Australia help?

Curriculum links: English, Geography

LENT LINK

Write a prayer for Rosalie and her community using the **Lent Link Worksheet (p. 31)**. **Note:** Introduce this activity in relation to Lent and the threefold tradition of prayer, fasting and almsgiving. See notes on page 4.

TASK 1: Country Study

Can you find the Democratic Republic of Congo (DRC) on a world map? Using the world map provided on **page 27** and either Google maps or an old-fashioned atlas, locate DRC. Colour this country in and label it.

Extension: Which region of the world is the DRC in: Africa, Europe, Asia, Oceania, North America or South America? Find out some facts about DRC, e.g. how many people live there?

Curriculum link: Geography

Rosalie poses for a photograph near her home in Bukavu, eastern Democratic Republic of Congo. Photo: Arlette Bashizi

ROSALIE'S STORY

LEARNING TASKS



TASK 2: Wonder

Look again at the photos in [Rosalie's Story \(Photo Storybook\)](#). Choose 3 photos you really like.

- What do you see?
- What do you think is going on?
- What does this photo make you wonder about?

Curriculum links: English, Geography

TASK 3: Rights of the Child

Rosalie was just a child when she was made to work in the army.

In 1989, world leaders in the United Nations General Assembly adopted the [Convention on the Rights of the Child](#). This commitment has helped transform the lives of children all over the world. Introduce students to the Convention with the [UN's simplified version](#), along with our **The Rights of the Child Worksheet (p. 37)**

Curriculum link: Health and Physical Education

TASK 4: A Day in the Life

Watch [Rosalie's 'Day in the Life' film](#).

- Is there anything in Rosalie's day that surprised you?
- Which things in Rosalie's day are similar to things you do in your day?
- Which things are different?

Imagine you are visiting Rosalie and tagging along as she goes about her day. Which activities might you enjoy doing with Rosalie? Why?

Curriculum links: English, Geography, Health and Physical Education

TASK 5: Pre-Loved Goods

a. I Can Help Others Too!

Rosalie was able to start up her own business with a loan of money she borrowed from her local community group. Now, not only does she have her own shoe shop, Rosalie is also the leader of the group able to help other women to save money and set up their own businesses. Think about what you are learning at school that can help you help others. Complete the **I Can Help Others Too! Worksheet (p. 38)**.

b. Shoe Shop

Rosalie earns a living selling shoes. (One day, she would also like to sell ice cream!)

How many pairs of shoes do you have? What about other members of your family or household? Who has the most pairs? Who has the least? Whose shoes are the biggest? Whose are the smallest? Make a graph to show this.

Draw a picture of your favourite shoes. Make a shop-like window display of all the class drawings.

You can include information about how donations have big impact.

\$6 can provide soap and a tippy tap to protect communities against COVID-19 in the Democratic Republic of Congo.

\$25 can help a family to establish a vegetable garden to feed their family in the Democratic Republic of Congo.

Curriculum links: English, Science and Geography, Health and Physical Education, Visual Arts

ROSALIE'S STORY

LEARNING TASKS



TASK 6: Peace Time

a. Looks Like, Sounds Like, Feels Like: Peace

Use a Y chart to explore peace. Then discuss students' ideas about what peace means: how it looks, sounds and feels. Revisit Rosalie's story. What helped to make her life more peaceful?

b. Handprint Peace Dove

The dove is a common symbol of peace and hope (see, for example, [the story of Noah in Genesis 8](#), and [Picasso's Dove \(1949\)](#) that helped it become a symbol of the peace movement after World War II).

Make your own flock of peace doves! Follow these [instructions](#).

Curriculum links: English, Visual Arts, Religious Education, Health and Physical Education

TASK 7: CST Link

Think about the CST principle of Solidarity. Ask students:

- What does it mean to stand in solidarity with others? (Refer to the [CST Toolkit](#) for ideas.)
- How could you stand in solidarity with Rosalie and others (especially children) whose rights and freedoms have been denied?

TASK 8: RE Link

What is compassion? The word compassion comes from another, older word *compati*, which means 'to suffer with'. To have compassion is to see and sense another's pain, suffering or struggle and walk alongside them through the experience. Whether we do this literally, or in some less direct way (for example, by donating to Project Compassion), compassion moves us to action.

It is challenging to be compassionate when our hearts are hard, or when we are so focused on ourselves that we don't even notice other people's feelings, needs or wants. But God can help us as God helped the people of Israel: "A new heart I will give you, and a new spirit I will put within you; and I will take out of your flesh the heart of stone and give you a heart of flesh" ([Ezekial 36:26](#)).

After a moment of quiet, finish with this prayer:

God of peace,
you invite us all into a life of freedom,
community and belonging.
We pray for Rosalie and her family
and others in the DRC and around the world
whose futures feel uncertain
because of conflict and poverty.
Bring your peace,
keep them safe,
soften our hearts to help with compassion:
for all future generations.
Amen.

SHANIELLA'S STORY

LEARNING TASKS



Read [Shaniella's Story \(Photo Storybook\)](#).

1. Why did Shaniella decide to move away from home?
2. What happened at Shaniella's training centre?
3. How did Caritas Australia help?
4. What does Shaniella want to do when she finishes her training at the centre?

Curriculum links: English, Health and Physical Education

LENT LINK

Write a prayer for Shaniella and her community using the **Lent Link Worksheet (p. 32)**. **Note:** Introduce this activity in relation to Lent and the threefold tradition of prayer, fasting and almsgiving. See notes on page 4.

TASK 1: Country Study

Can you find the Solomon Islands on a world map? Using the world map provided on **page 27** and either Google maps or an old-fashioned atlas, locate the Solomon Islands. Colour this country in and label it.

Extension: Which region of the world is the Solomon Islands in: Africa, Europe, Asia, Oceania, North America or South America? Find out some facts about the Solomon Islands, e.g. how many people live there?

Curriculum link: Geography

Shaniella is seen in a classroom at her Rural Training Centre near the capital Honiara, Solomon Islands.
Photo: Neil Nuia

SHANIELLA'S STORY

LEARNING TASKS



TASK 2: Photo Study

As a class, view the photos in [Shaniella's Photo Storybook](#). Ask students:

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

Curriculum links: English, Health and Physical Education

TASK 3: A Day in the Life

Watch [Shaniella's 'Day in the Life' film](#).

Use the pictures and words on **A Day in the Life Worksheet (p. 39)** to write sentences about Shaniella's life. You will also need to add your own words to complete your story.

Words: tap, water, plant, chicken, eggs, books, shed, sewing machine, volleyball

Curriculum links: English, Geography, Science, Health and Physical Education

TASK 4: Water Flows

Before the landslide, Shaniella's school used a gravity-fed water system to supply water to the school buildings and food garden. Investigate how gravity helps water flow by using an assortment of cardboard tubes, egg cartons, shoeboxes, paper cups and other recyclables to construct a marble run. Do this activity in small groups or as a whole class. Test each cardboard construction by running a marble through it (to represent the flow of water). Compare them to see which design moves the marble most effectively. Which one worked the best? Why? Which ones didn't

work so well? Why? Do any designs help the marble to speed up and/or slow down? Why is this important?

Curriculum links: Science, Design and Technology

TASK 5: Tank Talk

After the landslide, Caritas helped Shaniella's school install eight new water tanks! Do you have water tanks at your school? What about home? How does the tank system work? And, what do you use the tank water for?

Curriculum links: Science, Design and Technology



Shaniella collects water from a water tank at her Rural Training Centre near the capital Honiara, Solomon Islands. Photo: Neil Nuia

SHANIELLA'S STORY

LEARNING TASKS



TASK 6: Water Game

Every year millions of people around the world become sick and even die from drinking unclean water and from not being able to wash. Learn more about water at Shaniella's school with our **Water Game** (p. 40).

Curriculum links: Science, Health and Physical Education

TASK 7: CST Link

Care for our common home is vital for the common good of all people. And since we all share the earth, we also all share the responsibility to care for it.

- What parts of Shaniella's story remind us to care for our common home?
- What small action could you take to help care for our common home?

For further resources on the Catholic Social Teaching principle, Care for Our Common Home, including classroom activities, visit our [CST Toolkit](#).

TASK 8: RE Link

Water is a very important part of Shaniella's Story. It also features throughout Scripture. Can you think of any Bible stories involving water? Read the story of Jesus and the Woman of Samaria in [John 4:1-15](#). Why was the Samaritan woman surprised that Jesus asked her for a drink? What do you think Jesus meant by 'living water'?

After your discussion, including the physical, ecological and spiritual importance of water, finish with this prayer:

God of life,
We praise you for our sister water
whose oceans, rivers, lakes and rains,
sustain us like living water.
We pray for Shaniella and her community
in all the opportunities and challenges they face.
As they and we adapt to a changing climate,
help us 'be the change you wish [us] to be in the world'*
caring for our common home together,
for all future generations.
Amen.

* Ghandi

THANK YOU

PHOTO CREDITS

Anatercia's Story (Mozambique) – Emidio Josine

Biru's Story (India) – Sameer Bara

Janice's Story (Australia) – Richard Wainwright

Rosalie's Story (Democratic Republic of Congo) – Arlette Bashizi

Shaniella's Story (Solomon Islands) – Neil Nuia

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

TEACHERS

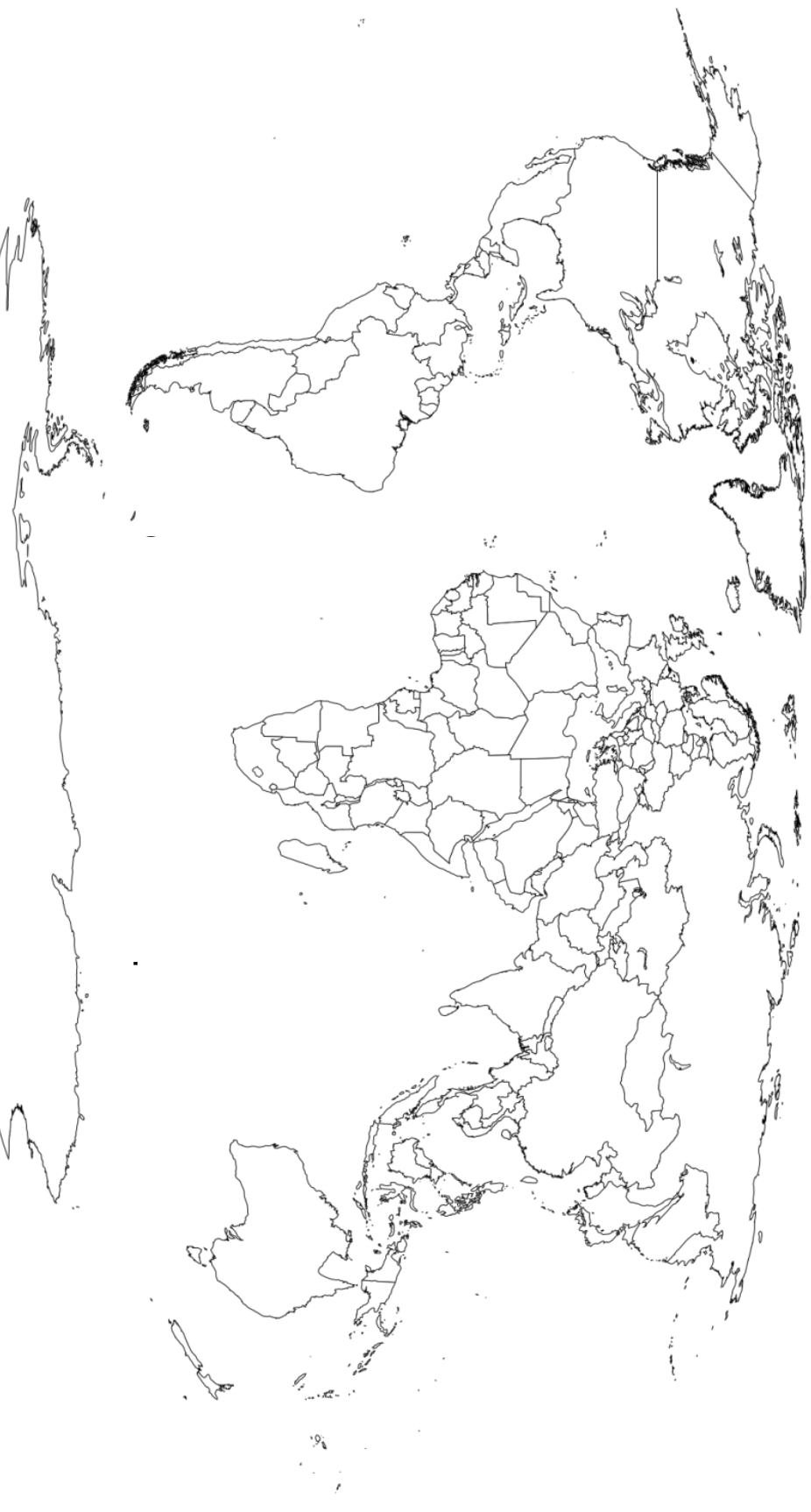
For more school resources, please visit: caritas.org.au/resources/school-resources/

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 and the Australian Humanitarian Partnership.

World Map



© 2009 www.free-world-maps.com



Name:



LENT LINK: Prayer Worksheet

My Prayer for Anatercia

Write a prayer for Anatercia and her community in Mozambique.

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.....

.....

Name:



LENT LINK: Prayer Worksheet

My Prayer for Biru

Write a prayer for Biru and his community in India.

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Name:



LENT LINK: Prayer Worksheet

My Prayer for Janice

Write a prayer for Janice and her community in Australia.

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Name:



LENT LINK: Prayer Worksheet

My Prayer for Rosalie

Write a prayer for Rosalie and her community in the Democratic Republic of Congo.

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Name:



LENT LINK: Prayer Worksheet

My Prayer for Shaniella

Write a prayer for Shaniella and her community in the Solomon Islands.

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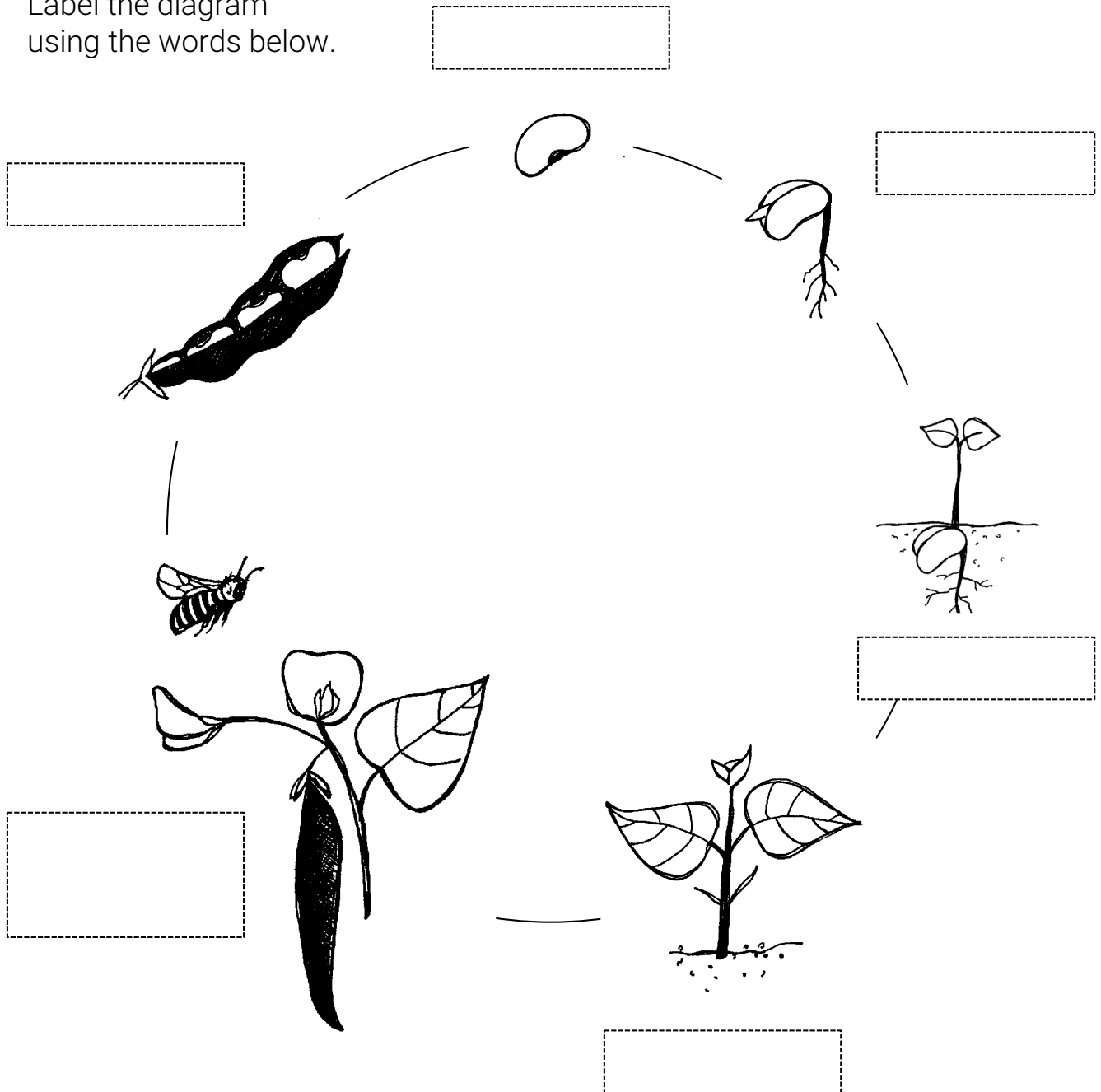
.....

Name:

LEARNING TASK: Worksheet

Life Cycle of a Bean

Label the diagram
using the words below.



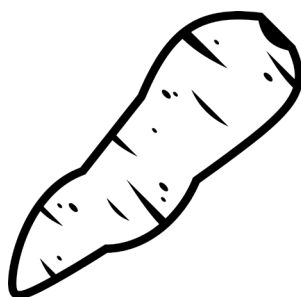
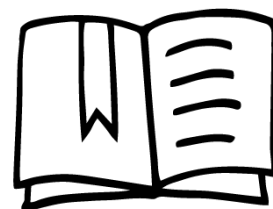
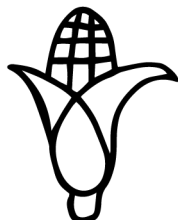
Words: bean pod, flowers and fruit, plant, seed, seedling, sprout

Name: _____

LEARNING TASK: Worksheet

A Day in the Life of Anatercia

Use the pictures and words below to write sentences about Anatercia's life.
You will also need to add your own words to complete your story.



Words: rain, tap, food, beans, corn, cassava, sweet potato, school book, pencils

Bicycle Cut-outs



NOW HEAR THIS!

Song Suggestions



Balang T. E. Lewis [‘Café del Wulgularr’](#), *Sunshine After Rain* (2005)

Luke Stevens [Digeridoo Music](#) (multiple tracks)

Shellie Morris and the Borroloola Songwomen [‘Waliwaliyangu Li-Anthawirriyarra A-Kurija’](#) (Saltwater People Song), *Together We Are Strong* (2013)

www.shelliemorris.net

Gurumul [‘Jesu’](#), *The Gospel Album* (2015)

www.gurumul.com

Jessica Mauboy [‘My Island Home’](#) for Indigenous Literacy Foundation (2020)

www.jessicamauboy.com.au

Baker Boy [‘Somewhere Deep’](#) (featuring Yirrma) or [‘Meditjin’](#) (featuring Jess B.), *Gela* (2021) www.bakerboyofficial.com

Emily Wurramara [‘Black Smoke’](#), *Milyakburra* (2018)

www.emilywurramara.com.au

Name:

LEARNING TASK: Worksheet

I Can Help People Too!

Rosalie is helping others in her local community by sharing the things she has learnt about saving money and running a business. What are you learning at school that will help you help others? Finish the sentences below.

At school, I am learning to

.....

.....

This will help me help others by

.....

.....

Draw a picture of yourself helping others.









Name:

Every child has rights!



World leaders agreed that every child has rights. Rights are what we need to live a full life. We have included some rights below. Colour in the pictures for each right.

	<p>Right 24(a)</p> <p>You have the right to the best health care.</p>		<p>Right 28</p> <p>You have the right to a good quality education.</p>
	<p>Right 24(b)</p> <p>You have the right to safe water to drink.</p>		<p>Right 30</p> <p>You have the right to enjoy your own culture, language and religion.</p>
	<p>Right 27</p> <p>You have the right to food, clothing and a safe place to live.</p>		<p>Right 31</p> <p>You have the right to play and rest.</p>

In the box, draw a picture that shows some of your rights.

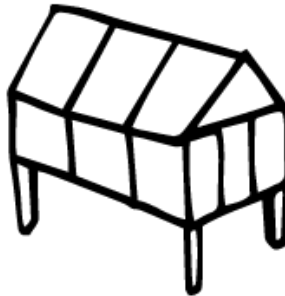
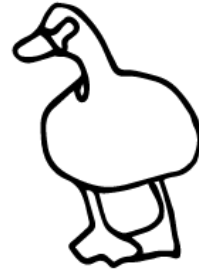
How is Caritas Australia upholding the rights of children around the world?

Name:

LEARNING TASK: Worksheet

A Day in the Life of Shaniella

Use the pictures and words below to write sentences about Shaniella's life.
You will also need to add your own words to complete your story.



Words: tap, water, plant, chicken, eggs, books, shed, sewing machine, volleyball

Water Game

Learn how a restored source of fresh water has impacted on Shaniella's school in the Solomon Islands.

You need:

A dice
Counters for each child

Start

1

2

Oh no!
Broken water
pipes! Go back
to the start.

3

4

You
help in
the kitchen.
Roll again.

5

6

No
water
in the tank.
Miss a turn.

7

You
plan to
save water.
Roll again.

14

13

12

Your
water
bucket has
a hole in it.
Go back 2.

11

10

9

You help
in the
garden.
Move forward
2 spaces.

8

15

You miss
class
because of a
landslide. Go
back 3 spaces.

16

17

Tanks
are full
from rain!
Move forward
3 spaces.

18

19

You stop
to wash
your hands.
Miss a turn.

20

21

School
gets a
new water tank!
Go forward 2
spaces.

22

23

You have
fresh drinking
water! Roll
again.

29

28

27

26

You cannot
wash.
Go back 2
spaces.

25

24

Finish

30

School

ring
ring

Caritas
AUSTRALIA



SHANIELLA, SOLOMON ISLANDS

Does your school have clean water? What about water tanks? Do you have a vegetable garden and chickens too? Shaniella's school is in the Solomon Islands - a country that sometimes experiences tsunamis, cyclones, drought, floods and landslides. In 2020, a landslide damaged Shaniella's school, including its gravity-fed water system, buildings and food garden. It was terrible! With Caritas Australia's support, the school installed 8 new water tanks. This gave students access to fresh drinking water and toilets again! The community also learned more about Disaster Risk Reduction and how to prepare for and respond to emergencies. Things are looking bright for Shaniella, for her school community and for all future generations.

Shaniella is 23 years old. She grew up in a village in the Solomon Islands with her father, mother and three brothers.

Shaniella went to a local school until grade 11 but was unable to complete her final year because she did not pass the exam. Girls' and women's participation in secondary education, training and employment in the Solomon Islands is much lower than male students'. With the poverty rate in Makira province at around 32 percent, Shaniella knew that without relevant job skills, she would struggle to earn a living.

In 2020, Shaniella decided to move away from home to study at a rural training centre outside the capital, Honiara. The school is supported by Caritas Australia Solomon Islands (CASI) through the Happy, Healthy, Holistic Community Development program. It caters mainly for young women from poorer communities

but is now starting to enrol male students too. Learning focuses on job-related skills.

Shaniella chose to study hospitality and tourism, as well as compulsory subjects like life skills, cooking, sewing and agricultural production.

Not long after Shaniella started, her new school was hit by a landslide, flooding and a cyclone, all in quick succession! It was terrible.

"I was in school that time when the landslide occurred," Shaniella says. "I was devastated because I had no knowledge of what to do and where to get information."

Shaniella

After the landslide, and with Caritas Australia's support, Shaniella's school and community were able to recover. The new water tanks they installed also supply water to nearby schools, health centres and the wider community. As well as running some Disaster Risk Reduction workshops, Caritas helped boost the local food security by providing the school with planting materials, 200 chickens and training in agriculture and poultry management.

Now, Shaniella can complete her job skills training, with enough water and food to eat, as well as better hygiene and sanitation. She is improving her ability to earn an income, learning skills which will expand her job opportunities. The school community is also thriving!

Shaniella is confident she will be ready to work in the hospitality and tourism industry when the Solomon Islands opens up to international visitors again.