



**PROJECT COMPASSION**  
**FOR ALL FUTURE GENERATIONS**



**Primary**  
**CATECHIST HANDBOOK**



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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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## 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.**

## ABOUT THIS RESOURCE

**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)

This series of catechist-led tasks invite students to encounter a participant in a Caritas Australia project by engaging with their story through text, films and photographs.

In addition to stories for each week, discussion questions, prayers and worksheets based on the **SEE-JUDGE-ACT** rhythm are included, to support their ease of use in catechism class settings.

**Catholic Social Teachings (CST)** are a special focus for discussion and **Lent Link** activities (p. 6) are also offered to further support student engagement and learning.

For more **Project Compassion 2022 Parish resources**, go to <https://www.caritas.org.au/project-compassion/parish>

# 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.

## RESOURCES

This series of catechist-led tasks invite students to 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.

In addition to stories for each week, discussion questions, prayers and worksheets based on the **SEE-JUDGE-ACT** rhythm are included, to

support their ease of use in catechism class settings. **Catholic Social Teachings (CST)** are a special focus for discussion and **Lent Link** activities (p. 6) are also offered to further support student engagement and learning.

We endeavour to support the **integration of a Catholic worldview** throughout our resources.

For more **Project Compassion 2022 Parish resources**, go to <https://www.caritas.org.au/project-compassion/parish>

**The future does have a name...  
and its name is hope.**

Pope Francis

# 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 rainbow appeared in the sky and the dove returned with an olive branch indicating a new beginning.

**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 parish 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 CATECHISM 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.

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

### Project Compassion 2022 Prayer

Use the Project Compassion Prayer (page 5) to start or finish your introduction and at other times during the Lent. Find a PowerPoint presentation version (with photos) and other useful resources on our [Project Compassion Parish Hub](#).



# PROJECT COMPASSION PRAYER

Loving God,

We thank you for the gift of our lives and  
for the life of every person, both near to us and  
far away.

We thank you for the wonder of all your creation.

Through fasting, almsgiving and prayer  
may this Lent draw us deeper  
into the warmth and light of God's love.

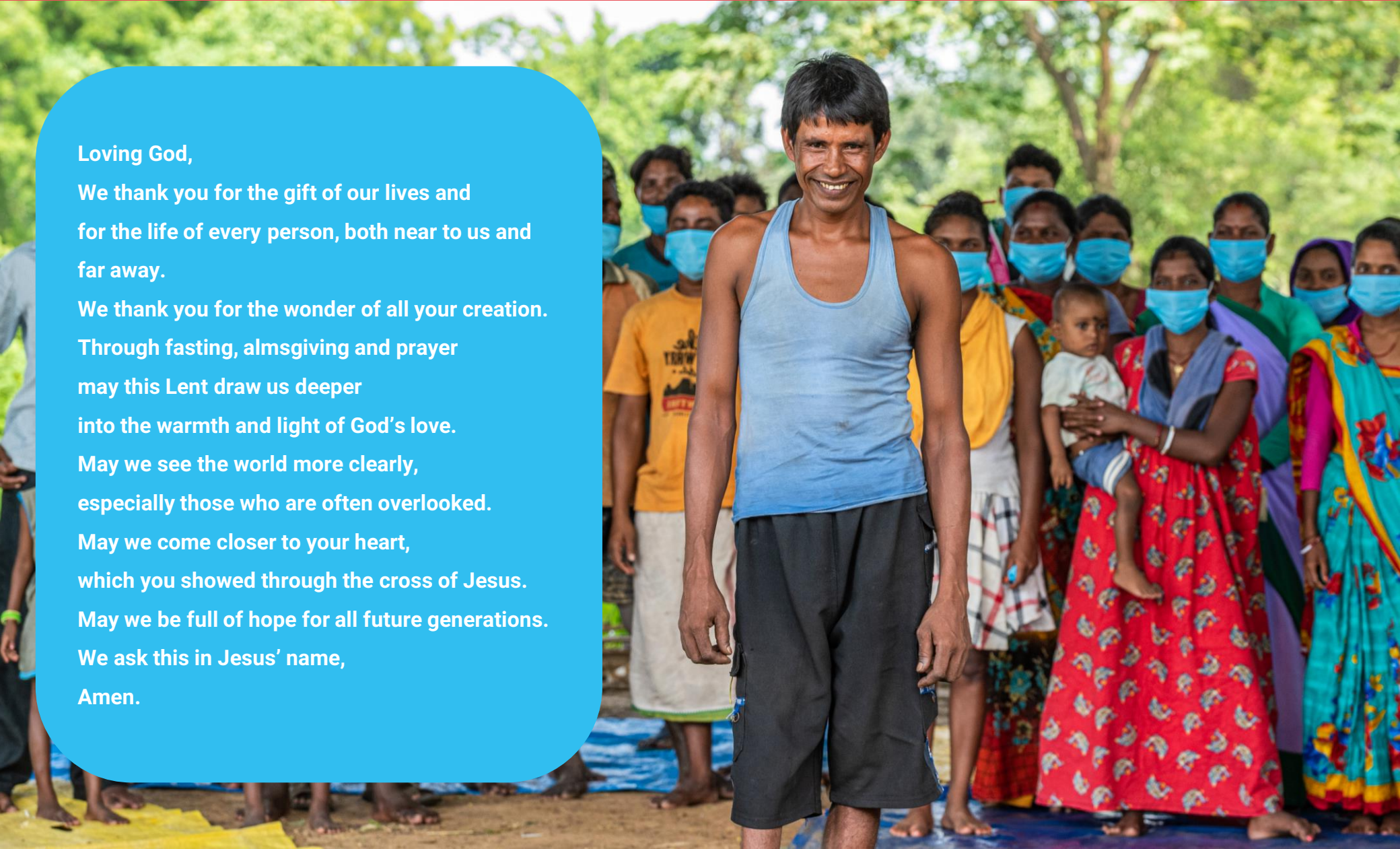
May we see the world more clearly,  
especially those who are often overlooked.

May we come closer to your heart,  
which you showed through the cross of Jesus.

May we be full of hope for all future generations.

We ask this in Jesus' name,

Amen.



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

Every year throughout Lent, many people pray, fast and give alms. These are the three pillars or traditions of Lent.

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 your 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 Mozambique, India, Australia, the Democratic Republic of Congo and the Solomon Islands.

Let's focus on how we can be people of hope in our family, our parish community and with our global family – for all future generations.

## **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.

**Pray:** Each week, write a prayer for the community you learn about, using the **Lent Link Prayer Worksheets** provided on pages 29-33.

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

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

Use the **My Reflections Worksheet** (p. 34) with Primary (3-6) students to help them think about how they can transform their compassion into action.

# 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.**

## DIGNITY OF THE HUMAN PERSON

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

## MOZAMBIQUE



Anatercia is 12. She lives with her brother, mother and elderly grandparents in a small hut in southern Mozambique. Like many rural communities, Anatercia's village has no electricity, hospital, secondary school or supermarket.

Anatercia's family are farmers. They grow crops of corn, beans, sweet potato and cassava. But with her mother's illness and her grandparent's old age, Anatercia's family couldn't look after their farm as they wanted to and, with limited access to water, their crops withered. Poor harvests meant that they were unable to sell food to earn an income and the family often went hungry.

This is a common experience in Anatercia's country. Nearly two million people currently face severe food insecurity in Mozambique, due to the combined effects of frequent natural disasters (including droughts and floods), the conflict in northern part of the country and COVID-19.<sup>1</sup>

Anatercia wanted to support her family. She worked hard, taking up more and more responsibilities around the home. She even travelled up to five hours every day just to collect water!

But Anatercia is still a child and, after a while, she struggled to cope with the burden of adult responsibilities. Her education began to suffer.

Something had to change.

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

Photo: Emidio Josine



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## MOZAMBIQUE



In 2017, Anatercia's family decided to join a program run by Caritas Australia's local partner, Caritas Regional Chokwe. The program provided initial support to the family through food baskets, seeds, school supplies and a school uniform for Anatercia. Caritas also helped them install a gravity irrigation system on their farm, as well as water taps for households in the village. Even Anatercia's grandmother learnt about more sustainable farming techniques to help the family produce enough food to eat and sell.

**"After completing the program, we managed to have food from our irrigated farm, even without rain," Anatercia says. "I have enough time to take care of my mother because I have water close to the house, I am studying here in the community, and the farm gives us food all year round."**

Now, Anatercia can easily access clean drinking water, local families are able to grow crops all year round and there is enough to eat. Anatercia is better supported by her community and has more time to study. She hopes to fulfil her dream of becoming a nurse, to help care for people like her mother and so that community members don't have to walk long distances for medical care.

With Caritas' support, Anatercia's health, education and quality of life have improved, along with the outlook of her community for all future generations.





## Primary (F-2)

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

### SEE

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?

### JUDGE

The Project Compassion theme, 'For All Future Generations', reminds us that when we take care of each other and the earth *now*, the future is hopeful for everyone: for us *and* for all for future generations.

### Catholic Social Teaching (CST): Preferential Option for the Poor

This CST principle 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.

- What do you think it means to experience poverty?
- Why should some people be given extra help when they need it?
- What might help make the future more hopeful for people experiencing poverty?

Jesus told many hope-filled stories. One is The Parable of the Mustard Seed ([Matthew 13:31-32](#)). Read the scripture passage. How big is a mustard seed? Look at some mustard seeds together and discover all

you can about mustard plants (e.g. their botanical name, origin, climate and how big a mustard tree can grow). To understand the scale, draw a picture of yourself 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.

### ACT

Write your own prayer for Anatercia and her community in Mozambique, using the **Lent Link Prayer Worksheet** (p. 29).



## Primary (3-6)

Read **Anatercia's Story (Mozambique)** or watch [Anatercia's film](#).

### SEE

1. Describe one thing in Anatercia's story that surprised you. Why was it surprising?
2. Why did Anatercia need to walk so much each day?
3. What factors made it difficult for her to keep up with school?
4. What kinds of crops do Anatercia's family like to grow?
5. Do you grow food in your own garden at home? What kinds?
6. What factors made the crops on Anatercia's farm fail?
7. How did Caritas Australia help Anatercia and her family and community?

### JUDGE

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Think about how you can transform your compassion into action. Record your ideas on the **My Reflections Worksheet** (p. 34).





Biru lives in a rural village in eastern India. He lost mobility in one of his legs after contracting polio as a child, which makes it difficult for him to walk. He managed to complete his education until grade six but was always dependent on his parents to get him to school because he was unable to walk so far on his own.

Biru started to work as a shepherd from a young age, looking after other people's cattle. He continued this work after he married his wife, Budhni and had four daughters, but it was a challenging job, especially for someone living with a disability.

Like the many millions of people in India living with a disability, Biru also faced poverty. He wondered how he would look after his family.

What other job could he do?

Although he had taught himself to repair bicycles, by watching other people, Biru never dreamed of using his skills to start his own business.

Then in 2016, Caritas India's staff saw Biru struggling to walk along with the cattle and invited him to join a program called Gram Nirman, supported by Caritas Australia. The program helps people from tribal communities and vulnerable groups to develop small businesses, improve farming and money management skills, and access government assistance.

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



Biru became involved in one of the program's community support groups which encourages members to draw on their resources to improve their incomes and quality of life.

As he participated, Biru's courage and confidence grew and his life began to turn around. Not only did he discover skills he didn't know he had, but, with Caritas' help, he also applied for government disability and housing schemes which he had not known were available.

**"I was motivated by the team, my life started changing after I entered the program," Biru says. "I didn't know that I had the skills to manage a shop, but after receiving the support, I started with cycle repairing, then I realised I can manage other skills too, like repairing motorcycles."**

Everyone loved Biru's new bicycle repair business. People started coming from kilometres away to get their bicycles fixed. They would also offer to travel to nearby towns to access bicycle parts for him!

Before, Biru had felt like a burden. Now, he is able to provide a good life for his family and an essential service to his community.

**"Now members of my community have started listening to my opinion. I am getting appreciation and recognition," Biru says.**

Around 100,000 people have benefitted from the Gram Nirman program so far, including over 15,000 families who have increased their incomes by between 40 and 50 percent.

Biru has discovered a sense of pride, confidence and hope which has inspired others living with a disability and paved the way for all future generations.





## Primary (F-2)

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

### SEE

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?

### JUDGE

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. We are different *and* all "fearfully and wonderfully made".

### Catholic Social Teaching: Dignity of the Human Person

We are all special because God made us. We have to make sure we and other people are treated with respect and fairness because God made them too.

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

Finish your discussion 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


### ACT

Write your own prayer for Biru and his community in India, using the **Lent Link Prayer Worksheet** (p. 30).





## Primary (3-6)

Read **Biru's Story (India)** and view the [Photo Gallery](#) by clicking on the  icon.

### SEE

1. Describe one thing in Biru's story that surprised you. Why was it surprising?
2. Why was Biru's job looking after cattle so difficult?
3. How did Biru learn how to repair bicycles?
4. Why do you think "Biru never dreamed of using his skills to start his own business"?
5. What made it possible for Biru to start his own bicycle repair business?
6. How did Caritas Australia help?
7. How do people in Biru's community treat him?
8. Imagine you are visiting Biru in his village. What could you learn from him?

### JUDGE

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May they and we continue to thrive  
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Amen.

\*St Teresa of Avila

### ACT

Write your own prayer for Biru and his community in India, using the **Lent Link Prayer Worksheet** (p. 30).

Think about how you can transform your compassion into action. Record your ideas on the **My Reflections Worksheet** (p. 34).



Janice is a traditional dancer who tells her family's stories through movements which have been handed down over generations. She is 44 years old and a proud Wagilak woman. She moved to a remote community in the Northern Territory of Australia when she was a young girl.

When she was 5, Janice began to learn how to dance her father's culture and her mother's culture. When Janice dances, she feels strong and connected to her parents and grandparents before her.

**"When I dance, I feel strong in my heart. It's like my grandfather and my grandmother are here with me," Janice says.**

Janice knows that, as elders in her community grow older and pass away, she must share her knowledge with the younger generation. She and her family must help keep their culture strong.

But like many remote communities, Janice's faces a range of challenges. There aren't many jobs, opportunities for education are limited and First Nations people have lower life expectancy and poorer health than others in Australia.<sup>1</sup> Loss of land, language and culture and the ongoing effects of colonisation also add to the problems for young people living in remote communities. Many leave their homes in search of work, moving to towns and cities where they may be more vulnerable.

Djilpin Arts Aboriginal Corporation is playing a big part in helping keep Janice's community and culture strong.

**Janice poses for a photograph near Djilpin Arts in Northern Territory, Australia.**

Photo: Richard Wainwright



It established a contemporary arts and culture centre in 2002. With the support of Caritas Australia, Djilpin Arts provides training and employment for young people who work in the art museum and shop. The museum features a permanent showcase of culturally significant West Arnhem Land artworks, while the shop sells traditional wood carvings, fibre art, prints and jewellery.

Elders run pandanus weaving and printmaking workshops, inspired by the colours of the environment, with designs featuring water lilies, turtles and fish. They share their knowledge with younger generations and visitors to the centre. Local guides run bush cultural tours and architect-designed tourist accommodation is available for visitors.

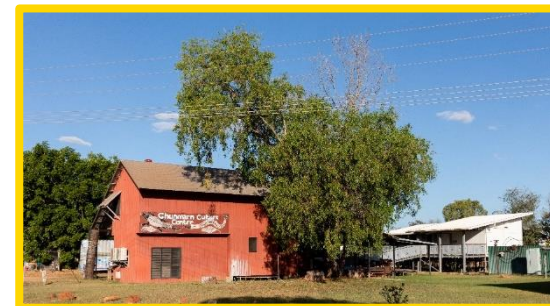
Djilpin Arts now also has a shed! It is in the main town of Katherine and opened in 2021, with help from Caritas Australia. The shed is used to display and store artworks for shipping to online customers. During COVID times, this has helped the Djilpin Arts community continue to make an income, even when there were few visitors.

Janice loves Djilpin Arts.

**“This is a safe place, a place we come with family and get away from problems. We, here in the art centre, work as a family,” Janice says. “It’s important to me because me and my brother, we got knowledge from our great grandfather, he told us to take care of your culture. It’s even more important for us to work here because we hold our culture here and we love this place.”**

Janice has been a Djilpin Artsworker since 2015, performing traditional dances and working as a host for performances and tour guide in the art museum. It is a special place for her whole family. Not only is her grandfather’s painting on display, but her brother runs cultural tours, her son plays the didgeridu for cultural performances and her two daughters work in the shop too!

Together with her community, Janice is taking care of her culture, for all future generations.



<sup>1</sup> [Australian Government, 'Closing the Gap Report 2020'](#)





## Primary (F-2)

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

### SEE

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?

### JUDGE

*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. Do you know the name of the First Nations Country you're on? (Check the [AIATSIS Map of Indigenous Australia](#) to find out.)

### Catholic Social Teaching: Subsidiarity and Participation

All people have the right to participate in decisions that affect their lives.

- 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?

Close your discussion 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.

### ACT

Write your own prayer for Janice and her community in Australia, using the **Lent Link Prayer Worksheet** (p. 31).



## Primary (3-6)

Read **Janice's Story (Australia)** and view the [Photo Gallery](#) by clicking on the  icon.

### SEE

1. Why is dance so important to Janice?
2. What are some of the challenges Janice faces?
3. What kinds of activities happen at the Djilpin Arts centre?
4. Why is it important to the local community?
5. Why does Janice love Djilpin Arts so much?
6. How did Caritas Australia help?
7. How do stories help keep cultures alive?
8. How will you share Janice's story with others?

### JUDGE

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### ACT

Write your own prayer for Janice and her community in Australia, using the **Lent Link Prayer Worksheet** (p. 31).

Think about how you can transform your compassion into action. Record your ideas on the **My Reflections Worksheet** (p. 34).

# ROSALIE'S STORY

## DEMOCRATIC REPUBLIC OF CONGO



Rosalie lives with her husband and seven children in the Democratic Republic of Congo (DRC).

Rosalie had a tough childhood. Her family didn't have much money to pay for food, clothing and school fees so she didn't get to go to school for long.

The DRC is a country rich in minerals, some of which are used to make mobile phones and computers. But it is also a country that has experienced a lot of conflict and unrest. When Rosalie was just 15 years old, she was forced to join the army.

Along with other child soldiers, Rosalie worked in the army for many years, even after she was married and had children of her own. Sometimes, she had to take her children onto the battlefield with her. It was very hard.

Rosalie wanted a new life.

Leaving the army was just the beginning. Rosalie had to adjust to ordinary life and work out a way to earn a sustainable income to provide food for her children. This is a common struggle for former soldiers in the DRC.

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



# ROSALIE'S STORY

## DEMOCRATIC REPUBLIC OF CONGO



But Rosalie was determined to turn her life around and set a new path for herself and her family. With the help of Caritas Australia's local partners, she learned new business and social skills.

Rosalie also joined a Saving and Internal Lending Community group (SILC), which helped her with a loan to start her own small business, selling second-hand shoes and natural remedies. One day, she hopes to sell ice cream too!

Through the program, she gained essential skills in generating an income while gaining a sense of belonging and community spirit. Rosalie became the SILC group's president, helping other women to save and start up their own businesses.

Rosalie now earns enough income to pay for food, clothing and school fees for her seven children. She is determined to give her children the best chance to finish school.

**"I can eat, dress, maintain my health and help others. My children study and manage to eat twice a day," Rosalie says. "The program allowed me to break out of my ways of just thinking about myself and I have learnt to work hand-in-hand with other members of the community. Really, there is more joy in sharing with others."**

Rosalie is a courageous leader and role model for women and others in her community. She is striving to help her family and community break the cycle of poverty and create lasting change for all future generations.





## Primary (F-2)

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

### SEE

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?

### JUDGE

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.

- Can you think of a time when someone stayed with you when you were struggling? What difference did it make?
- What about a time when you were a friend to someone else who was struggling? What was it like? Easy? Difficult? Why?

It can be 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" ([Ezekiel 36:26](#)).

### Catholic Social Teaching: Solidarity

We show our compassion by standing in solidarity with others, that is, by recognising that we are one human family and we each have a part to play in helping others reach their full potential.

- How could you stand in solidarity with Rosalie and others (especially children) whose rights and freedoms have been denied?

Wrap up your discussion 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.

### ACT

Write your own prayer for Rosalie and her community in Democratic Republic of Congo, using the **Lent Link Prayer Worksheet** (p. 32).



## Primary (3-6)

Read **Rosalie's Story (DRC)** and view the [Photo Gallery](#) by clicking on the  icon.

### SEE

1. What challenges did Rosalie face when she was a child?
2. How did you feel when you learnt that Rosalie was a child soldier?
3. Rosalie's determination to have a different kind of life helped her and her children. What else helped her to break out of the extreme poverty she was experiencing?
4. What enabled Rosalie to start her own business?
5. How has Caritas Australia helped?

### JUDGE

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.

- Can you think of a time when someone walked with you when you were struggling? What difference did it make?
- What about a time when you were a friend to someone else who was struggling? What was it like? Easy? Difficult? Why?

It can be 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

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Amen.

### ACT

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# SHANIELLA'S STORY

## SOLOMON ISLANDS



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'.<sup>1</sup> With the poverty rate in Makira province at around 32 percent,<sup>2</sup> 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.

The Solomon Islands is a country particularly prone to natural disasters, including tsunamis, cyclones, drought, floods and landslides.<sup>3</sup> Not long after Shaniella started, her new school was hit by a landslide, flooding and a cyclone, all in quick succession!

It was terrible.

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

# SHANIELLA'S STORY

## SOLOMON ISLANDS



**“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.”**

The landslide destroyed the school’s gravity-fed water system. It also damaged school buildings and devastated the garden which the school relies on for food.

CASI was able to help the school install eight water tanks. Students had access to clean drinking water and toilets again! The tanks also supply water to nearby schools, health centres and the wider community. CASI helped boost the local food security by providing the school with planting materials, 200 chickens and training in agriculture and poultry management. They also ran some Disaster Risk Reduction workshops, to help students, teachers and other community members learn about risks in the school’s environment, evacuation procedures and how to respond during an emergency. When the COVID-19 pandemic hit, CASI also helped improve the school’s hygiene practices. Lots of people, including around 80 students, have benefitted from the program so far!

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 has increased and diversified its crop supply and its number of poultry has quadrupled. Students are also better prepared to respond when disaster strikes.

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. Things are looking bright for Shaniella, for her school community and for all future generations.



1 [UNESCO, World Bank](#)

2 [Solomon Islands Government, 'Solomon Islands Poverty Maps', 2017](#)

3 [United Nations Office for the Coordination of Humanitarian Affairs](#)

# SHANIELLA'S STORY

## SEE, JUDGE, ACT



## Primary (F-2)

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

### SEE

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?

### JUDGE

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'?
- What part does water play in everyday life where you live?

### Catholic Social Teaching: Care For Our Common Home

Caring 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?

Close your discussion 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

### ACT

Write your own prayer for Shaniella and her community in the Solomon Islands, using the **Lent Link Prayer Worksheet** (p. 33).



# SHANIELLA'S STORY

## SEE, JUDGE, ACT



### Primary (3-6)

Read **Shaniella's Story (Solomon Islands)** and view the [Photo Gallery](#) by clicking on the  icon.

#### SEE

1. Choose one word to describe how you felt when you heard Shaniella's story.
2. Why did Shaniella decide to move away from home?
3. What environmental challenges do the Solomon Islands face?
4. What happened at Shaniella's new school?
5. What helped the school community recover?
6. How did Caritas Australia help?
7. Do you have water tanks at home and/or school?
8. What about chickens or a vegetable garden?
9. How does access to fresh food, clean water and sanitation help students thrive?
10. What does Shaniella want to do when she finishes school?
11. Have you ever visited or lived on a small or remote island? What did you like and/or dislike about it?

#### JUDGE

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](#).

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#### ACT

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Think about how you can transform your compassion into action. Record your ideas on the **My Reflections Worksheet** (p. 34).

# 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](mailto:education@caritas.org.au)

## PARISH LEADERS

For more parish resources, please visit: [www.caritas.org.au/resources/parish-materials/](http://www.caritas.org.au/resources/parish-materials/)

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.

# My Prayer for Anatercia



Write a prayer for Anatercia and her community in Mozambique. Decorate your page with drawings of things from her story.



# My Prayer for Biru



Write a prayer for Biru and his community in India.  
Decorate your page with drawings of things from  
his story.

# My Prayer for Janice



Write a prayer for Janice and her community in Australia. Decorate your page with drawings of things from her story.



Write a prayer for Rosalie and her community in Democratic Republic of Congo. Decorate your page with drawings of things from her story.

[illegible]

# My Prayer for Shaniella



Write a prayer for Shaniella and her community in the Solomon Islands. Decorate your page with drawings of things from her story.



# MY REFLECTIONS



For each country, think about how you can transform your compassion into action.  
Write down your ideas here.