

PROJECT COMPASSION BE MORE



SECONDARY TEACHER'S HANDBOOK



Caritas
AUSTRALIA

End poverty
Promote justice
Uphold dignity



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<p>A fillable PDF that students can complete independently. Available for separate download but included in this PDF for your reference.</p> <p>Print or extract and send the pages/sections you want to use with students.</p> <p>Download from lent.caritas.org.au/schools</p> <p>Student Learning Tasks include:</p> <p>Weekly story with comprehension questions and activities.</p> <p>See, Judge, Act: Learning tasks for each week, providing opportunities for students to explore global issues featured in the Project Compassion story. There are activities with a Country study (See) A Catholic Worldview (Judge) and Faith in Action (Act) learning tasks.</p>	
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"Let us not develop an education that creates in the mind of the student a hope of becoming rich and having the power to dominate. That does not correspond to the time we live in. Let us form in the heart of the child and the young person the lofty ideal of loving, of preparing oneself to serve and to give oneself to others. Anything else would be education for selfishness."

- St Oscar Romero

For more information about Caritas Australia and Project Compassion, visit our website www.caritas.org.au

Interested in contributing your expertise to Global Education resources? We'd love to hear from you! Please email education@caritas.org.au

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/schools

Below is a list and short description of all the resources you can download, as well as suggestions for use.

	Resource	Description	Suggestion for use
For Students	Student Workbook	A fillable PDF where students can input their response and submit back to the teacher. This is accompanied by a Thinglink (Interactive image) for secondary school students. The interactive images provide a starting point for student research.	Use weekly. Read the weekly story to 'see, judge and act'. Lent Link: Dedicate 20-30 mins of weekly Religious Education classes. Use in homeroom. Learn More: Go beyond RE into other subject areas, set as homework, share tasks or sections of the research with teachers from other subject areas.
For Teachers	Schools Guide Teacher Handbook PDF	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school. An explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion.	Send to subject learning area teachers. Use as PD reading if seeking to integrate global education from a Catholic perspective across curriculum areas.
Media	Weekly films Photo Galleries	There are 5 films in total, one for each week. Watch them all via the Caritas Australia Vimeo channel . View photos from the field. Available on the weekly pages hyperlinked below. Week 1 Week 4 Week 2 Week 5 Week 3	Watch in homeroom, assembly or as stimulus for learning tasks in the classroom. Use these photos to promote rich discussion about the stories.
All purpose	Faces of Project Compassion (PPT)	Overview of all 5 programs and the work of Caritas Australia. Primary and Secondary School versions are available.	Share in homeroom or assembly.
	Fundraising booklet	Fundraising suggestions linked to the Project Compassion stories.	Share with Social Justice Captains or House Captains as inspiration for fundraising and awareness raising activities.
Prayer and Reflection	Ash Wednesday Liturgy	Preparation activity and scripted Liturgy of the Word, including distribution of the ashes.	Use at Ash Wednesday school liturgy.
	Reflection Slideshow	Reflection using the Project Compassion prayer and images.	Use as a daily or weekly prayer for students or staff or at an assembly.
	Scripture Reflection for Teachers	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Gospel.	Use for weekly staff reflections during Lent or to make links in RE.
	Way of the Cross (PPT)	A reflection following the scriptural Way of the Cross, rather than the traditional Stations of the Cross. Comes with Leaders' Notes.	Use during Holy Week.
Telling others	Newsletter notices	A brief insert for your weekly school newsletter, explaining the week's Project Compassion story.	Include in print and online school and community communications. Use on school social media and website.

Welcome to Project Compassion 2021!

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 awareness 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 2021

The bulk of the learning tasks for each story are arranged in a 'See, Judge and Act' sequence. The stories lead 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. The information, questions and tasks encourage a deeper exploration of global social justice issues in each feature country, providing students the opportunity to 'see' the issue.

The Catholic Social Teaching reflection tasks provide students with a framework to 'judge'.

As students reflect on their learning, respond to the stories and issues of social justice, they practise planning personal and collective responses and can start to see how their local action can have a global impact. The learning tasks span several learning areas but can also be undertaken from a cross-curricula perspective.

Lent Link: Pray, Fasting and Almsgiving

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. It is our hope that this task can be integrated with your programmed religious education curriculum.

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. Through deeper exploration of the stories, we promote the idea of the 'two feet of justice' to carry out both charitable and justice actions. As one human family we need both social justice actions, to address the root causes of structural poverty and charitable works, that meet the immediate and basic needs of individuals.

We also endeavour to support the integration of a Catholic worldview. Catholicism is a comprehensive way of life that should animate every aspect of how we, as Catholics, view the world. We encourage you to use the Project Compassion stories and learning activities beyond the Religious Education classroom.

Introducing 'Be More' into your classroom or school

This year, Caritas Australia's Project Compassion theme is 'Be More'. It challenges us to venture into a new experience of compassion, and is taken from the invitation of St Oscar Romero, to "Aspire not to have more, but to be more." In doing so we acknowledge that we are called to a life of 'being' as opposed to 'having' because our human dignity is not gauged by what we have but what we are: made in the image and likeness of God. Who we are and how we relate to others and live out our lives is more important than what we have.

Our challenge to 'Be More' also takes us beyond ourselves. Pope Francis writes, "In the depths of every heart, love creates bonds and expands existence, for it draws people out of themselves and towards others" (Fratelli Tutti, #88).

During Lent we encourage schools to 'Be More' by making simple lifestyle changes and taking action for social and environmental justice. There are also suggestions for action in the student workbook titled 'Act'.

How will your class/school 'BE more' through Lent?

"Let us not develop an education that creates in the mind of the student a hope of becoming rich and having the power to dominate. That does not correspond to the time we live in.

Let us form in the heart of the child and the young person the lofty ideal of loving, of preparing oneself to serve and to give oneself to others. Anything else would be education for selfishness." - St Oscar Romero

Suggested activities to introduce this theme to your class

- **Pray** "Be still and know that I am God!" (Psalm 46:10).

Teacher leads with each phrase and the class repeats aloud.
Pause between phrases. Start with the full phrase and then drop an end phrase each time.

Be still and know that I am God.
Be still and know that I am.
Be still and know.
Be still.
Be.

- Students think of people who have lived-out this quote. You may like to refer to St Oscar Romero, the patron saint of Caritas or the patron of your school.
- Display the quote "Aspire not to have more but to BE more". Unpack the quote means.
Suggestions: Be kind, loving, involved, green, generous, thoughtful, active, prayerful, compassionate, forgiving, just, peaceful, creative, mindful, caring, a good listener, in solidarity, an advocate, friendly, patient ...
- Be committed, Be creative! – Students write a pledge of how they will be more this Lent. Students can creatively illustrate their pledge to display around the school.
- Be supportive - Students find ways to support others in their pledge and share their success.
- Share students' ideas/pledges with parents through your school newsletter.

You will find related resources on our [website](#).

- [St Oscar Romero Prayer](#)
- [St Oscar Romero Biography](#)
- [Romero Secondary Lesson Activities](#)

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:

CROSS CURRICULA PRIORITIES

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

The week 2 story about Margret in the Solomon Islands has a water theme, the story in week 3 contains issues of food security and week 4 looks at human impacts on natural ecosystems.

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 Project Compassion stories in week one and five (Bangladesh) and week four (Indonesia).

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.

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.
- Year 7 and 8: Initiation and belonging.
- Year 9 and 10: Action for justice and peace.

GEOGRAPHY

Year 7: The influence of accessibility to services and facilities on the liveability of places (ACHGK044).
The influence of social connectedness and community identity on the liveability of place (ACHGK046).
Strategies used to enhance the liveability of places, especially for young people (ACHGK047).

Year 9: The perceptions people have of place, and how these influence their connections to different places (ACHGK065).
Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063).

Year 10: Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076).

ECONOMICS AND BUSINESS

Year 7: Why individuals work, types of work and how people derive an income (ACHEK020).

Year 9: Why and how participants in the global economy are dependent on each other (ACHEK039).
The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042).

Year 10: The links between economic performance and living standards, and how and why variations exist within and between economies (ACHEK051).

CIVICS AND CITIZENSHIP

Common themes for Years 7-10

Reflect on their role as a citizen in Australian, regional and global contexts

Appreciate multiple perspectives and use strategies to mediate differences

Identify, gather and sort information and ideas from a range of sources

Year 7:

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK05)

How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053).

The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK06)

Year 8:

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066).

Year 9:

How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079).

Year 10:

The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091).

ENGLISH

Year 7: Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723).

Year 8: Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734).

Year 9: Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744).

Year 10: Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754).

We are excited to offer 90 live Virtual Immersion opportunities matched to the Project Compassion stories. We hope at least one session will suit your timetable wherever you live.

What is a Virtual Immersion?

Virtual Immersions are Caritas hosted Q&A sessions where schools can engage directly with Caritas Australia's program operatives in Australia and overseas. The sessions offer a unique opportunity for students to connect with the people positively affected through Caritas-supported programs and to learn more about the impact of their generous donations.

Virtual Immersions are available for Years 4-6, Years 7-9 and Years 10-12.

How will it work?

Each week during Project Compassion, a different story and program will be featured.

Students watch the Project Compassion film for that week and a series of extra films of conversations between Animators, Caritas International Program Coordinators, in-country partners and individuals featured in Project Compassion. These videos along with the teaching and learning activities available for Project Compassion will prepare students for their virtual immersion, tuning them into the story and key justice issues.

Each session will be 30 mins long and require schools to have prepared questions to ask our program staff involved in that PC story of the week.

How to register.

Go to lent.caritas.org.au/virtualimmersions to register your class in the session that suits you.

(Please note that registrations will open around 24th January 2021)

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

- 1 Register for live Q&A session



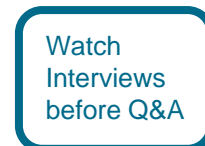
- 2 Watch Project Compassion Film



- 3 Complete Learning Activities



- 4 Watch Interviews before Q&A



- 5 Prepare questions for live Q&A



- 6 Join live Q&A via zoom



- 7 Share your ideas with other schools



Catholic Social Teaching (CST) principles cover all spheres of life- the economic, political, 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.



SOLIDARITY

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.

PREFERENTIAL OPTION FOR THE POOR

We believe in prioritising the women, men and children most vulnerable to extreme poverty and injustice.



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 the people closest and most affected by the issues and concerns of the community.

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.



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.

RELIGIOUS EDUCATION TASK:

Complete the [CST Photo Matching Task](#) to identify the principles in action.

lent.caritas.org.au

FILM STUDY GUIDE QUESTIONS FOR EACH WEEK

At Caritas Australia we believe that everyone belongs to one human family, regardless of their differences. Our programs aim to make life better for our brothers and sisters around the world.

What do we call this Catholic Social Teaching principle (CST)?

Pope Francis “asks us not to decide who is close enough to be our neighbour, but rather that we ourselves become neighbours to all” (*Fratelli Tutti*, No. 80).

Jesus teaches us to love our neighbours. Reflect on who your neighbours are.

Caritas Australia doesn’t just tell people how to make their lives better. Caritas listens and learns as the people in the communities get together to talk about what they need. Everyone gets a say, then the community decides how to solve any issues.

- How are people participating in the decision-making processes of the program?
- What do you see people doing to make their lives better and create change?
- How are community members working together for justice?

▶ Watch Jamila’s film in week 1

- Read the descriptions of the CST’s on page 9, name and describe any Catholic Social Teaching principles you can identify in this story.
- Describe 3 ways where Jamila’s dignity was respected. Were there times when her dignity was not upheld?
- How did Jamila build a sense of family and community for herself?
- This is a quote from Jamila “For the first time in my life, in the camp, I felt cared for and accepted. My worries of an uncertain future are disappearing. It was like a ray of hope that spreads in the dark night, through the light of the Women Friendly Spaces,”
What made Jamila feel like this?

▶ Watch Margret’s story in week 2

- Read the descriptions of the CST’s on page 9, name and describe any Catholic social teachings you can identify in this story.
- How is Margret demonstrating dignity in her life?
- The Common Good is like a ripple effect. St Teresa of Calcutta said, “I alone cannot change the world, but I can cast a stone across the waters to create many ripples.”
How is the Common Good demonstrated in this story?
- How did Margret demonstrate we are all one human family looking after our brothers and sisters? This can be described as solidarity.
- What could you do in your life to show solidarity?
- Do you think Caring for our Common Home is demonstrated in this story?

▶ Watch Oliva’s story in week 3

- Read the descriptions of the CST’s on page 9, name and describe any Catholic social teachings you can identify in this story.
- How did Oliva demonstrate we are all one human family looking after our brothers and sisters? This can be described as solidarity.
- What could you do in your life to show solidarity?
- We learn how to be good people by being around other people. We all need to work together so that everyone can have a fair share and a good life.
How did Oliva work towards the common good in her community?
- What empowered Oliva to have a better future?
- Women and girls in Tanzania have limited decision-making powers within their family and community. Which CST does this remind you of?
- How can we work together to empower women and improve access to education for our sisters in Tanzania?
- The Caritas Australia A+ program in Tanzania helps the community to identify its resources and ways they can achieve their vision for a better future. Which CST is being upheld and can you describe it?

▶ Watch Arsad's story in week 4

- Read the descriptions of the CST's on page 9, name and describe any Catholic Social Teachings you can identify in this story.
- Where do you see people being treated with dignity in Arsad's community?
- In Indonesia there are *Arisan Jamban* groups, where members of the group save money together. As part of this program, one household was chosen each month to receive the money for a toilet. The Caritas Australia supported project motivated group members to pool their own resources, resulting in the installation of around 280 toilets. How is the Common Good demonstrated in this story?
- Which factors had the biggest impact on Arsad's community? Which Catholic Social Teachings does this demonstrate?
- How did Arsad demonstrate we are all one human family looking after our brothers and sisters? This can be described as solidarity.
- What could you do in your life to show solidarity?
- How is Caring for Our Common Home demonstrated in Arsad's story?

▶ Watch Halima's story in week 5

- Read the descriptions of the CST's on page 9, name and describe any Catholic social teachings you can identify in this story.
- How has Caritas upheld the dignity of the Rohingya refugees?
- How did Halima work for the common good of her community?
- How is (a) solidarity and (b) participation demonstrated by Halima?

▶ Watch Week 6 Video about Project Compassion

- What is Caritas Australia? What does Caritas Australia do?
- What are three things that Caritas and our partners do in the country they are working in?
- Select 6 images or scenes in the Project Compassion films and describe how dignity is being upheld.
- Is Caritas Australia modelling CST's in their work? Describe 3 examples.

How does your support of Project Compassion show that you believe that;

- The people most affected by a decision should be involved in the process?
- Those most vulnerable to extreme poverty and injustice should be prioritised?
- We should help each person to fulfil their full potential?
- The dignity of each person should be upheld?
- You should care for our common home as protectors of creation and one another?
- We should be working for the common good?

Personal reflection

- Does any part of the story remind you of something in your own life? Expand and explain.
- Does any part of the story remind of you another issue/topic? Expand and explain.
- Does any part of the story remind you of another short film or text you have read? Expand and explain.
- What are two facts you learnt from the film?

Media and literacy questions

- Whose viewpoint is being presented in this film? Why do you think this approach was taken?
- What kinds of camera angles do you notice in the film (e.g., high, low, eye level etc.)? Why do you think this approach was taken?
- What main information is the film trying to communicate? Why do you think the film focuses on these issues? What more would you like to know?
- What effect does the music soundtrack have on the story and the information presented?

PROJECT COMPASSION BE MORE



Secondary School STUDENT WORKBOOK



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What does Lent mean to you?

Discuss: Do you observe Lent regularly? Why/Why not? What do you know about Lent? What significance does it have for you?

Throughout Lent, we commit to strengthening our faith through the three pillars of Lent: prayer, fasting and almsgiving.

Pope Francis says, "Indifference to our neighbour and to God also represents a real temptation for us as Christians. Usually, when we are healthy and comfortable, we forget about others (something God the Father never does): we become unconcerned with their problems, their sufferings and the injustices they endure... As long as I am relatively healthy and comfortable, I don't think about those less well off because I don't ever feel like they do. Today, this selfishness by many has become the globalization of indifference. It is a problem Christians like us need to confront." (Lenten Message 2015)

During Lent, we take time to reflect and be strengthened by the Holy Spirit so that we are not indifferent to each other or global poverty. Through Project Compassion we can stand in solidarity with our neighbours around the world. We can celebrate Caritas Australia's partnerships with other agencies around the world which supports those most vulnerable to extreme poverty and injustice. Your donations help to strengthen their lives, their families and their communities.

Over the next six weeks during Project Compassion, we will explore stories of hope in Bangladesh, the Solomon Islands, Tanzania and Indonesia. Let's focus on how we can BE MORE in enriching our connectedness as a global community- particularly during a time of global pandemic and social isolation. At this time of increasing global change and tense dialogue, the idea of the 'common good' is more important than ever.

Prayer

Traditionally Christians pray for themselves and others during this time of Lent. Project Compassion encourages you to pray for the people and communities you encounter through the stories about the poorest of the poor.

Fasting

Fasting is one of the most ancient practices linked to Lent. It can be an aid to prayer, as the pangs of hunger remind us of our hunger for God. Fasting can be linked to our concern for those who are forced to fast by their poverty, those who suffer from the injustices of our economic and political structures, and those who are in need for any reason. Abstaining from meat traditionally also linked us to the poor, who could seldom afford meat for their meals. Some people also choose other ways to 'fast' such as social media.

Almsgiving

Almsgiving is a sign of our care for others and an expression of our gratitude for all that God has given us. Caring for others is part of many faiths. Almsgiving by Christians is illustrated in the Bible, in Acts 4:33–37. During Project Compassion you might reflect on the many ways in which we are privileged. Let's be courageous enough to make changes and go without during each week of Lent? Perhaps it's forgoing a few snacks, coffees... the many small luxuries we consume each week. We can place the money saved in our Project Compassion boxes. Your commitment to Project Compassion is your response to the call to BE MORE for social justice.

What do each of these Lenten traditions mean to you and how will you practise them this Lent? Make notes below.

WEEK 1: JAMILA, BANGLADESH



Jamila and her daughter stand outside their shelter in a refugee camp in Cox's Bazar, Bangladesh.
Credit: Inmanuel Biswas/Caritas Bangladesh



[Watch Jamila's story.](#)

Twenty-two-year-old Jamila is a single mother, living in the world's largest refugee camp in Cox's Bazar in Bangladesh. A Rohingya woman, she fled the armed conflict in Myanmar's Rakhine State to save herself, her elderly mother and eight-month-old baby daughter.

Having been abandoned by her husband, she faced life in the camp, caring for them on her own. Thanks to the generosity of Caritas Australia's supporters and through our partnership with Caritas Bangladesh, Jamila had access to emergency food and shelter, as well as lifesaving practical and emotional support through career training and trauma counselling.

Jamila, according to cultural tradition, was married at 18, arranged by her parents. When she was just three months pregnant, she was abandoned by her husband. Not long afterwards, she fled armed conflict in Myanmar carrying her baby daughter, accompanied by her elderly mother, sister and brother-in-law.

"I cannot explain the mental agony of leaving my own country," Jamila says. "All I thought was that I needed to escape. People were trembling in fear, then we had to walk for five or six days."

After an extremely difficult journey Jamila arrived at a refugee camp in Cox's Bazar, Bangladesh with almost nothing.

"It seemed a totally awful place for me, I was completely overwhelmed" Jamila says. "In the early days, it was a bare area, with no life-supporting needs like food, shelter and water."

There were also unexpected dangers, with fears that roaming elephants would trample their makeshift shelters.

Hundreds of thousands of Rohingya people, have crossed into Bangladesh since August 2017, fleeing deadly violence in Myanmar's Rakhine State. Over 1.3 million people remain in the densely populated camps, in desperate need of humanitarian assistance.

Cox's Bazar is already one of the most vulnerable districts in Bangladesh in which to live due to its increased exposure to natural disasters, poverty, poor education and limited livelihoods. Even before the refugee crisis, 33 percent of residents lived below the national poverty line, 17 percent below the extreme poverty line.*

* Source: [UNOCHA Reliefweb Report](#)

WEEK 1: JAMILA, BANGLADESH

When Jamila arrived at the refugee camp, she was assisted with immediate emergency food and shelter. However, as a woman alone without any livelihood skills, Jamila was facing an uncertain future.

With hope for a better life, Jamila joined the camp's Women Friendly Spaces project, run by Caritas Bangladesh. In this safe, joyful and motivating environment, Jamila felt a sense of belonging. She received counselling and emotional support, learnt about health and hygiene and participated in a parenting program. She also signed up for sewing training as part of a skills-building workshop to help refugee women to earn an income. Through the generosity of Caritas Australia's supporters, about 280,000 people have benefitted from this program so far.

"For the first time in my life, in the camp, I felt cared for and accepted," Jamila says. "The facilitators took care of my daughter, so that I could attend classes or take a nap if needed. My worries of an uncertain future are disappearing. It was like a ray of hope that spreads in the dark night, through the light of the Women Friendly Spaces," Jamila says.

Just as things were looking up in the camp, COVID-19 hit. Without proper sanitation and with water, soap and masks in short supply, it posed a serious threat.

On the ground, Caritas Australia's partners, Caritas Bangladesh and Catholic Relief Services (Caritas USA) were able to quickly act to minimise its spread, by sharing prevention messages, conducting training sessions, installing hand-washing stations, repairing toilets and distributing soap and masks.

Jamila has now built a sense of family and community around her mother and little girl.

"I am proud of my potential and strength that was hidden before. I will bring up my 'fairy girl' providing good financial support thanks to donations from Caritas supporters. I wish to raise my daughter as happy-go-lucky and bring her up with dignity. I will make her a bright life," Jamila says smiling.



Jamila learning to sew as part of the Women Friendly Spaces project run by Caritas Bangladesh.
Photo credit: Inmanuel Biswas/Caritas Bangladesh

WEEK 1: JAMILA, BANGLADESH SEE

1. Read and discuss/write your responses:

- a) Identify the key challenges faced by those living in a refugee camp in Cox's Bazar.
- b) Explain how Caritas Australia and their partners in Bangladesh are empowering the refugees in Cox's Bazar to overcome some of these challenges.
- c) What have been the impacts of Jamila's participation in the Caritas Australia supported program?
- d) Explain which Catholic Social Teaching principles you see reflected in Jamila's story.

2. Life as a refugee

- a) Watch the video of [Lulu Mitshabu](#) sharing her story as a refugee arriving in Australia from the Democratic Republic of Congo. Construct a [Venn diagram](#) that compares and contrasts Jamila and Lulu's stories as refugees. What is one similarity and one difference that surprised you?
- b) Refugee Prayer Pilgrimage
 - As a class, take part in [the Refugee Prayer Pilgrimage](#), where you will be encouraged to rethink your preconceptions as you reflect on the lives and journeys of migrants and refugees.

3. Discover the rights of refugees.

- Watch the [United Nations Refugee Agency video](#) on Refugee Rights.
- Explain the rights refugees are entitled to under the 1951 Refugee Convention.
- Draw a cartoon or image to illustrate one or more of these rights.



COUNTRY STUDY: BANGLADESH



Engage with the [Country Study Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

<p>Predict life expectancy in Bangladesh and Australia. Find out the correct answer. Does this surprise you? Why/Why not What has changed?</p> <p>https://ourworldindata.org/life-expectancy</p>	Australia	Bangladesh	<p>https://www.britannica.com/place/Bangladesh</p> <p>https://dfat.gov.au/geo/bangladesh/Pages/bangladesh-country-brief.aspx</p>	
	Prediction:	Prediction:	What are the official languages?	
	Actual:	Actual:	What is the main religion?	
<p>What is the population of the Bangladesh? What is the population of Australia?</p> <p>https://ourworldindata.org/world-population-growth</p>	<p>Bangladesh:</p> <p>Australia</p>		What system of government does Bangladesh have?	
<p>What is the poverty rate in Bangladesh?</p> <p>https://data.worldbank.org/</p> <p>http://hdr.undp.org/en/data</p>			<p>In what region of the world is Bangladesh located?</p> <p>What direction is it from Australia?</p>	
<p>List three major factor/s affecting poverty and wellbeing (E.g. Education)</p>			<p>Describe the ways Australia is connected to Bangladesh E.g. trade that occurs between the two nations, services that are exchanged, immigration history, etc.</p>	
<p>Summarise Caritas Australia's support to improve wellbeing</p> <p>www.caritas.org.au/project/compassion</p>			<p>Select two relevant Sustainable Development Goals.</p> <p>Explain your selection.</p> <p>www.globalgoals.org</p>	

"Let us think of the refugees and displaced, those who suffered the effects of atomic radiation or chemical attacks, the mothers who lost their children, and the boys and girls maimed or deprived of their childhood. Let us hear the true stories of these victims of violence, look at reality through their eyes, and listen with an open heart to the stories they tell."

- Pope Francis – Fratelli Tutti #261

Reflection questions:

- How does this quotation relate to Jamila's story?
- Why is it important that we listen to the stories of each refugee and migrant?
- How might you 'listen with an open heart'?

FAITH IN ACTION

ACT

- How does your support of Project Compassion empower those living in a refugee camp in Cox's Bazar, Bangladesh?
- How might you raise awareness in response to what you have read and thought about in Jamila's story? Think about the stories of people you may know or even students in your own school.



Pray

Write a prayer of intercession based on what you have learnt from Jamila's story. You may want to share these as a class at an "end of the week" reflection, or on your online classroom platform.

Here is an example of one:

Loving God, we pray for our brothers and sisters who are detained at our borders, and all migrants around the world. That they are welcomed and treated with dignity as they find a new home where they can flourish and build your kingdom. We pray to the Lord.

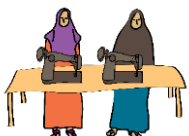
Fasting

This week I will fast from...

Almsgiving

Dollar Facts

\$10 can supply one family with a COVID-19 prevention kit in a refugee camp in Bangladesh.



WEEK 2: MARGRET, SOLOMON ISLANDS



Margret standing outside a classroom at the San Isidro Care Centre in the Solomon Islands. Photo credit: Neil Nua



[Watch Margret's story.](#)

Margret teaches deaf students the practical skills needed to earn a living at a vocational school in the Solomon Islands. Margret was born deaf so she knows the challenges that deafness poses to education and employment.

The school had a shortage of water for half the year. Students and teachers had to walk off campus, twice every day, to collect water. In April 2020, Tropical Cyclone Harold struck amidst COVID-19, which damaged the school buildings and the vegetable garden.

With Caritas Australia's support, Margret's school was able to install water tanks, repair school property and help to prevent the spread of coronavirus. Now, the school is able to maintain its own water supply and is also boosting food security, by increasing its agricultural production, to build resilience in the face of future disasters.

Margret, 39, says her early childhood, being deaf, was difficult, until she learnt sign language when she was seven years old. "Before, I faced discrimination, my needs felt neglected and I felt excluded from the community. Then I could communicate with my other deaf friends, it reduced my frustrations and made me feel more confident and happy."

As Margret grew older, she was keen to share her knowledge with others. Margret teaches at the San Isidro Care Centre, a live-in vocational school for deaf students. It is the only educational facility of its kind in Guadalcanal province, Solomon Islands. She teaches sign language and life skills, like sewing, cooking, nutrition and hygiene to teen and adult students, some who have never been to school before.

However sourcing water at the school was an ongoing challenge. The school's four small tanks always ran out of water quickly or remained empty during the dry season. Staff and students would have to walk for up to half an hour to collect the water they needed for drinking, cooking, washing and growing vegetables for their meals.

Although the Solomon Islands is a nation surrounded by water, it still experiences drought and water shortages. Around 40% of people in rural areas do not have access to basic drinking water*, which can lead to the spread of communicable diseases like cholera and typhoid.

* Source: [World Bank](#)

WEEK 2: MARGRET, SOLOMON ISLANDS

In 2019, Caritas Australia supported the school by installing 8 water tanks and a rainwater harvesting system which allowed a year-long supply of drinking water. Students also gained carpentry, building and plumbing skills by helping to install the water tanks, tank stands and guttering.

Then, Tropical Cyclone Harold struck in April 2020, destroying the roof of a staff living quarters and damaging the school's vegetable garden, leading to food shortages, amidst the threat posed by the COVID-19 pandemic.

Caritas supported the school by providing cyclone-proof materials to repair the damaged staff house. It also helped the school to raise awareness about COVID-19 prevention measures, including how to install makeshift 'tippy taps' outside classrooms to ensure students washed their hands. It also provided fabric for students to make face masks to protect themselves, their family and community.

"Water is always available now for drinking, washing, bathing, gardening," Margret says. "Unlike before, when we had to go 25 minutes away to collect water during the dry season. Water is so important for our life, also part of our music and culture."

The San Isidro Care Centre, with 150 students, now has water available all year round which has improved sanitation and food security for many years to come. It has allowed the school to enrol more students and for all students to focus on their studies.

Through Margret's example, San Isidro students can look forward to a future of dignity and generosity. She hopes that the school community can also aspire to 'Be More', by working together to strengthen its food security.

With Caritas Australia's support, the school hopes to upscale poultry production, add livestock and diversify its vegetable garden, using drought-resilient seedlings. This will improve the nutrition of staff and students, as well as boosting the school's income. In the spirit of St Oscar Romero, 'We plant the seeds that one day will grow.'

"I am proud that our school community works together with Caritas Australia as our partner in ensuring that we live in a healthier environment," Margret says.

"Thank you very much, Caritas Australia. Thank you very much, Project Compassion."



Margret teaches sign language at the San Isidro Care Centre in the Solomon Islands. Photo credit: Neil Nuia

1. Read and discuss/write your responses:

- a) Identify the key challenges Margret's community is facing.
- b) Explain how Caritas Australia and their partners in the Solomon Islands are empowering the community to overcome some of these challenges.
- c) Explain how Tropical Cyclone Harold and COVID-19 have impacted Margret's community.
- d) What have been the impacts of Margret's participation in the Caritas Australia supported program?

- a) Human Dignity - We believe that every person is created in God's image and that all human life is sacred. We believe in the dignity of each person.

Clean water is a basic human right, how are basic rights important to the Catholic Social Teaching principle of human dignity?

2. Water Quiz

How much do you know about water in our world?

Take the [Water Quiz](#) to test your knowledge.

3. Water Audit

The San Isidro Care Centre only had four small water tanks which would run out quickly and remain dry for periods of time, forcing the staff and students to walk for up to half an hour to retrieve water.

Complete a [water audit](#) at your school to see how water is used, where water is being misused and how your school can be water-wise.

4. Learn how to sign! - Languages: Auslan

Auslan is the name of the Australian sign language.

Learn how to finger spell your name:

<http://www.auslan.org.au/spell/twohanded.html>

Use the Sign bank dictionary to create a sentence using Auslan: <http://www.auslan.org.au/dictionary/>

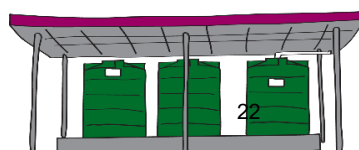
5. Problems/Solutions Tree

Complete the problems and solutions trees (pg 13 & 14), identifying the issues, causes and solutions Margret and her community face in the Solomon Islands.

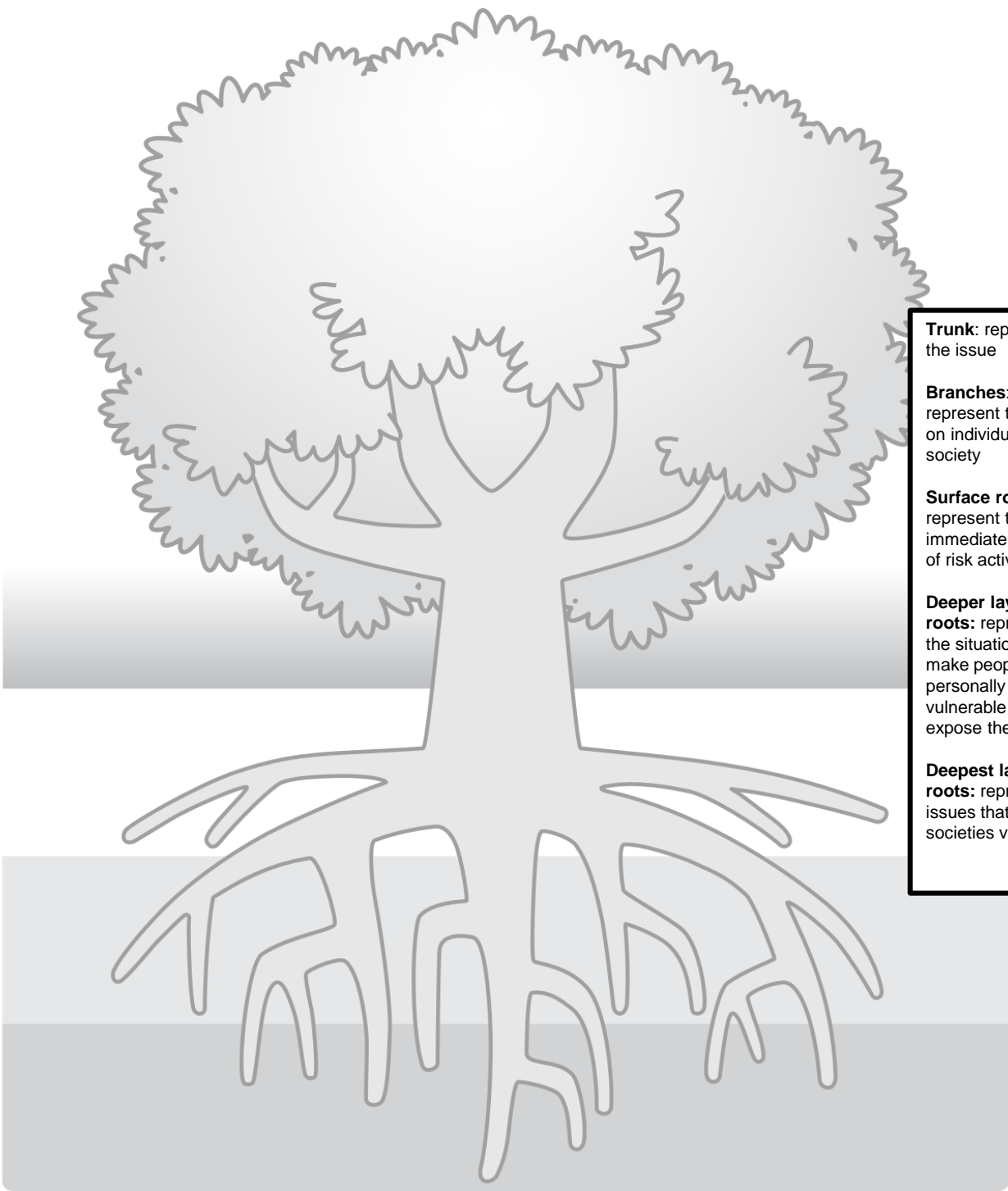
6. Tippy Taps

Washing your hands is vital in stopping the spread of bacteria and viruses such as that of COVID-19 which impacted upon Margret and her community.

Use this [worksheet](#) to learn how others around the world build tippy-taps and then build your own!



Problems Tree



Trunk: represents the issue

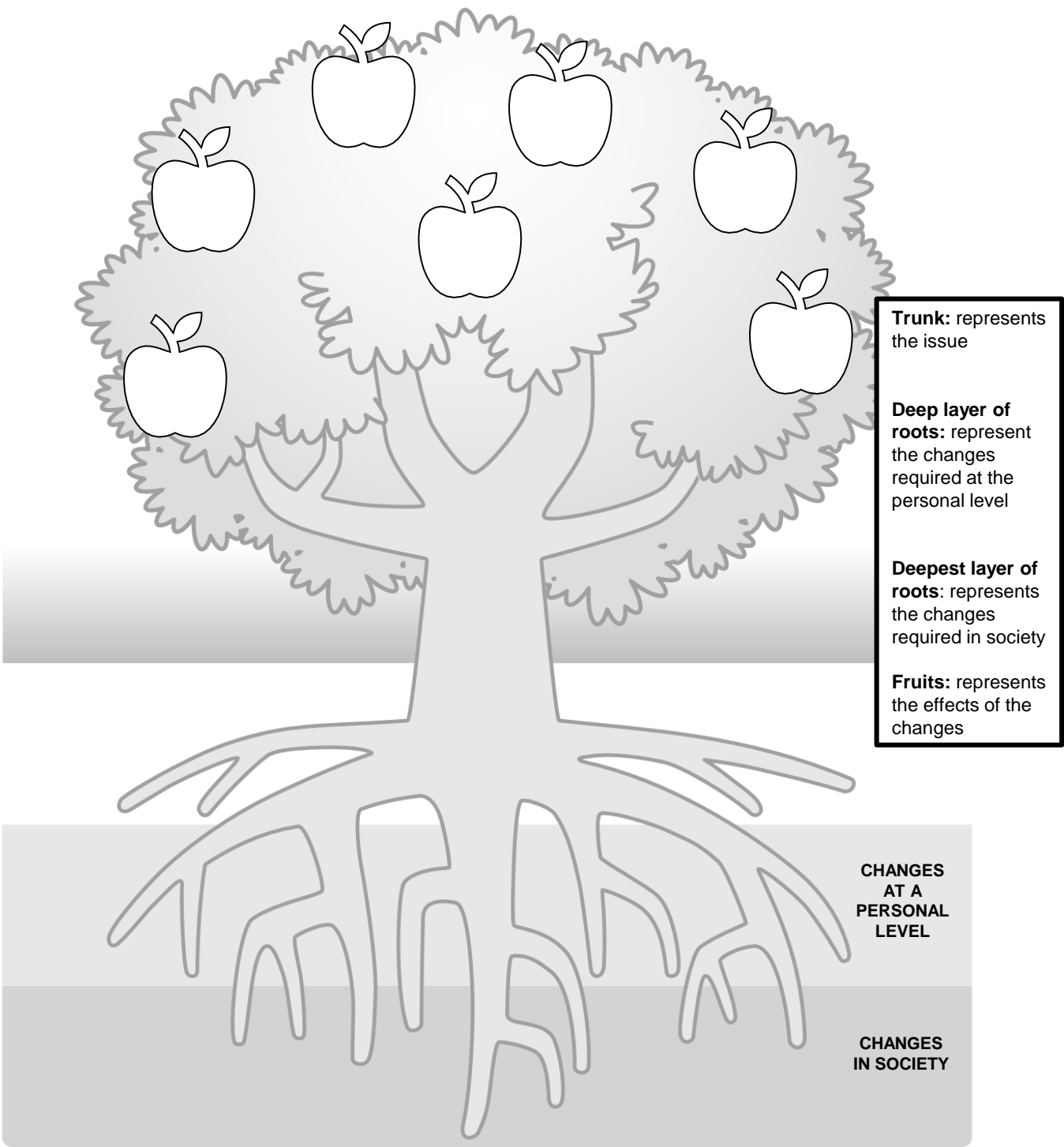
Branches: represent the impact on individuals and society

Surface roots: represent the immediate causes of risk activities

Deeper layer of roots: represents the situations that make people personally vulnerable and expose them to risk

Deepest layer of roots: represents issues that make societies vulnerable

Solutions Tree



COUNTRY STUDY: SOLOMON ISLANDS



Engage with the [Country Study Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

<p>Predict life expectancy in Solomon Islands. Find out the correct answer. Does this surprise you? Why/Why not? https://ourworldindata.org/life-expectancy</p>	Prediction:	https://www.britannica.com/place/Solomon-Islands https://www.dfat.gov.au/geo/solomon-islands/Pages/solomon-islands	
	Actual:	What are the official languages?	
		What is the main religion?	
<p>What is the population of Solomon Islands? What is the population of Australia? https://ourworldindata.org/world-population-growth</p>	<p>Solomon Islands:</p> <p>Australia</p>	What system of government does the Solomon Islands have?	
<p>What is the poverty rate in the Solomon Islands? https://data.worldbank.org/http://hdr.undp.org/en/data</p>		<p>In what region of the world is the Solomon Islands located?</p> <p>What direction is it from Australia?</p>	
<p>List three major factor/s affecting poverty and wellbeing (E.g. education)</p>		Describe the ways Australia is connected to the Solomon Islands. (E.g. trade that occurs between the two nations, services that are exchanged, immigration, etc.)	
<p>Summarise Caritas Australia's support to improve wellbeing. www.caritas.org.au/project/compassion</p>		<p>Select two relevant Sustainable Development Goals.</p> <p>Why did you select these? www.globalgoals.org</p>	

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples."

-St Teresa of Calcutta

Reflection questions:

- How does this quotation relate to Margret's story?
- What does this quote reveal about the impact of our actions on the lives of others?
- Explain how can you use your gifts and talents to create ripples.



1. How might you raise awareness in response to what you have read and thought about in Margret's story?

"Those who enjoy a surplus of water yet choose to conserve it for the sake of the greater human family have attained a moral stature that allows them to look beyond themselves and the group to which they belong. How marvelously human! The same attitude is demanded if we are to recognize the rights of all people, even those born beyond our own borders."

Pope Francis, Fratelli Tutti #117

2. Explain how you can avoid water wastage by changing the way you use water at home and at school. Create a social media post that promotes one of these ideas. Don't forget to include images, a caption and relevant hashtags.



Pray

Write a prayer of intercession based on what you have learnt from Margret's story. You may want to share these as a class at an end of the week reflection, or on your online classroom platform.

Here is an example of one:

Loving God, we pray for those who do not have access to safe drinking water. May we lift our voices and take action, working in solidarity with those communities to help them continuously access safe water. We pray to the Lord.

Fasting

Fasting doesn't only have to mean giving up something you like. It might mean doing something that positively impacts others. Think about how you use water. This Lent, think about those who do not have access to clean, running water. Try to make a conscious effort to reduce the time it takes for you to shower or turn off the tap when brushing your teeth!

This week I will...

Almsgiving

Dollar Facts

\$5 can buy a chicken that provides eggs for a school in the Solomon Islands!



WEEK 3: OLIVA, TANZANIA



Oliva stands near her home in Karatu District, Tanzania. Photo credit: August Lucky

[Watch Oliva's story.](#)

Oliva, 22, didn't have the opportunity to attend school and was embarrassed because she couldn't read, write or count. As an adult, her small business was losing money because customers were taking advantage of her. Then Oliva enrolled in literacy and numeracy classes, as part of Caritas Australia's A+ program. Even while she was still learning herself, she set up a classroom in her home, to share her knowledge, free of charge, with other adults who were too shy to attend public classes. Now, she has graduated, attendance at her home-based classes are growing, her business is thriving, and she is fulfilling her dream of becoming a pastor.

Oliva lives in northern Tanzania with her husband and four children. She has two sons, aged seven and two, as well as an adopted niece and nephew, aged 12 and 21. She runs a kiosk and works as a casual labourer on local farms.

Due to low rainfall in her region, there are food security issues and many struggle to afford shelter and clothing.

Oliva's ability to earn an income was hindered by not having an education.

"Due to low family income, my parents could not send me to school," Oliva says. "My mother preferred that I take work as a labourer. I felt inferior and didn't interact with my friends. When I went to church and the pastor said, 'let us open our bible and read', I could not read even a single word. As an adult, people used to take advantage of me because I couldn't count, I was operating my business at a great loss."

Around 25 percent of Tanzanian girls and women over 15 years cannot read or write.* Many families are unable to afford an education. Schools are far away, limited in resources and teachers are not willing to work in remote areas.

Women in Tanzania tend to carry out most household tasks and have limited decision-making powers within their family and community.

However, three years ago, Oliva joined the A+ literacy program run by Caritas' local partner, Diocese of Mbulu Development Department (DMDD). Because of donations from Australian schools and parishes, the program was able to assist Oliva to achieve her vision for a better future.

* Source: [World Bank](#)

WEEK 3: OLIVA, TANZANIA

Oliva attended Caritas Australia-supported literacy classes in the village and then began teaching other adults from her home, when she noticed they were too embarrassed to attend the same classes as their children.

“Now I can now read my bible, my students are happy and are highly motivated, they believe that one day they will be like me,” says Oliva. “My business is growing because I can keep financial records without confusion, save and buy basic needs like food, medicine and farm materials. Education has enabled me to come closer to my children, as we do homework together, with an increase in the family bond.”

Caritas Australia has helped the community to improve access to safe drinking water, increased livestock production and improved toilets in schools. Around 2,500 people have benefitted from this program so far.

“The effort that Oliva shows in adult learning is an eye-opener to other community members who used to feel inferior after missing primary education,” says DMDD Program Coordinator, Rither Mallewo. “Adult learning classes empower the community as they reveal useful hidden talents.”

Oliva now aspires to ‘Be More’ and wants to help her community achieve its vision of a better life for all.

“I’m now the women’s chairperson at the church, I want to be a pastor. I will also contest for a leadership position in the next village council election so that I can represent my community,” Oliva says. “I am proud to be a teacher who helps others to achieve their dream. I would like to thank Caritas Australia for your support toward fulfilment of our community vision, may God bless you all.”



Oliva (second right) with other students outside the classroom of the Adults Learning Program.
Photo credit: August Lucky

1. Read and discuss/write your responses:

a) Identify the key challenges Oliva was facing.

e) What are two facts you learnt about poverty and gender inequality from Oliva's story?

b) Explain how Caritas Australia and their partners in Tanzania are empowering Oliva, and others like Oliva, to overcome some of these challenges.

f) Explain which Catholic Social Teachings you see reflected in Oliva's story.

c) What have been the impacts of Oliva's participation in the Caritas Australia supported program?

d) What have been the flow-on effects into the rest of Oliva's community?

2. Sustainable Development Goals

The Sustainable Development Goals are 17 goals developed by the United Nations that aim to achieve a better and more sustainable future for all.

Read through the [17 goals](#) and explain which of those Caritas Australia and its partners in Tanzania are working towards in Oliva's story.

3. Global Literacy

Using the data in the table below, construct a graph that displays the number of illiterate youth within the world between 1985-2018. Once completed, analyse the graph by describing any trends you see.

Number of illiterate youth (aged 5-24 years) worldwide, 1985-2018, in millions

Year	Female	Male	Total
1985	109	68	177
1990	104	65	169
1995	100	64	163
2000	88	56	144
2005	83	51	134
2010	74	51	125
2015	61	45	106
2018	56	44	100

Source: UNESCO Institute of Statistics Global Database, 2019

4. Connection between literacy and poverty

Read this [United Nations article](#) about the correlation between literacy and poverty.

Discuss the ways in which literacy and poverty are closely connected.



Oliva teaches adults from her community inside her home in Tanzania.
Photo credit: August Lucky

COUNTRY STUDY: TANZANIA



Engage with the [Country Study Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

<p>Predict life expectancy in Tanzania. Find out the correct answer. Does this surprise you? Why/Why not https://ourworldindata.org/life-expectancy</p>	Prediction:	https://www.britannica.com/place/Tanzania https://www.dfat.gov.au/geo/tanzania/Pages/tanzania	
	Actual:	What are the official languages?	
		What is the main religion?	
<p>What is the population of Tanzania? What is the population of Australia? https://ourworldindata.org/world-population-growth</p>	<p>Tanzania: Australia</p>	<p>What system of government does Tanzania have?</p>	
<p>What is the poverty rate in Tanzania? https://data.worldbank.org/ http://hdr.undp.org/en/data</p>		<p>In what region of the world is Tanzania located?</p> <p>What direction is it from Australia?</p>	
<p>List three major factor/s affecting poverty and wellbeing (E.g. Education)</p>		<p>Describe the ways Australia is connected to Tanzania. E.g. trade that occurs between the two nations, services that are exchanged, immigration, etc.</p>	
<p>Summarise Caritas Australia's support to improve wellbeing. www.caritas.org.au/project-compassion</p>		<p>Select two relevant Sustainable Development Goals.</p> <p>Why did you select these? www.globalgoals.org</p>	

“We plant the seeds that one day will grow. We water seeds already planted, knowing they hold future promise.”

Excerpt from the prayer of St Oscar Romero

Reflection questions:

- What are the ‘seeds’ that are planted in Oliva’s story?
- What other ‘seeds’ can we ‘plant’ in our world today, that will make a difference to the lives of others in the future?
- What connections can you make between this quote and Jesus’ [parable of the mustard seed](#)?

- How might you raise awareness in response to what you read and thought about in Oliva’s story?
- Explain how you can share your own literacy skills with others in your school or local community.



Pray

Write a prayer of intercession based on what you have learnt from Oliva's story. You may want to share these as a class at an end of the week reflection, or on your online classroom platform.

Here is an example of one:

Loving God, we pray for those who do not have access to education, as many of us are blessed with. May we work to support organisations like Caritas to provide them with the resources to learn. We pray to the Lord.

Fasting

Oliva gives up her time to help other women in her community to read and write. Think about how you can give up your time to help others this Lent.

This week I will give up my time by...



Almsgiving

Dollar Facts

\$60 can provide basic literacy and numeracy skills to an adult who missed schooling in Tanzania.



WEEK 4: ARSAD, INDONESIA



Arsad is photographed with his neighbours in Pandeglang District, Indonesia. Photo credit: Laz Harfa



[Watch Arsad's story.](#)

Can you imagine not having a toilet of any kind? For Arsad, an Indonesian farmer, the idea of having a flushing toilet and running water at home was a distant dream. Without toilet facilities at his home, Arsad had to walk into the forest, even at night or in the rain.

With the support of Caritas Australia and its partner agency, Laz Harfa, Arsad took part in hygiene and sanitation training. He then decided to fund the building of a toilet in his house. Now, he is teaching others in his neighbourhood and facilitating them to build toilets. Arsad's family is healthier, his community cleaner...and he's being hailed as a 'neighbourhood hero'.

Arsad, 46, lives in the Pandeglang region of Indonesia's westernmost Banten province. Three families live in his household - including his parents, his wife, Kasniti, his three children, aged 4, 17 and his 20-year-old daughter, her husband and their four-month-old son.

The Pandeglang region has very few employment opportunities, poor roads and infrastructure. Arsad is a rice farmer who also grows vegetables to feed and support his family.

Arsad did not have a toilet in his house and his family had to walk a long distance into the forest to the district's open defecation area. It was worse at night with the danger of snakes.

"We thought it was normal, even though we have to face our fear every time," says Kasniti, Arsad's wife. "When it was raining or we were sick, it became very troublesome."

Around 45 million people in Indonesia practice open defecation – going to the toilet outdoors in fields, forests, and other open spaces¹, with many unaware that it contributes to significant health problems. Open defecation spreads bacterial diseases, and causes diarrhoea, which increases the risk of malnutrition for children.²

Arsad's family was often sick, with digestive problems and colds. His environment lacked basic hygiene and open defecation in the community caused many neighbourhood disputes.

Source: 1. [World Bank](#) 2. [World Bank](#)

WEEK 4: ARSAD, INDONESIA

When he heard about hygiene and sanitation training run by Caritas Australia, through local partner, Laz Harfa, he was keen to get involved. The Economic and Community-based Health Development Project encourages community members to save to build their own toilets and to work together to create “open defecation-free” villages. It also aims to boost incomes through sustainable agriculture and other livelihood activities.

Through the training, Arsad gained the confidence to raise awareness about the issue, and was keen to find solutions. He decided to fund and install a toilet and piped water system in his home himself.

He learnt financial management skills and became the leader of his local *Arisan Jamban* group where members save money together to build toilets in their homes. The Caritas-supported project has resulted in the installation of around 280 toilets in the community.

“Most people at first did not understand about health. Now, they’re willing to listen and they have an easy way to build toilets,” Arsad says. “We help each other, the ‘togetherness’ is growing. Our solidarity had increased.”

Nearly 12,000 people have benefitted from the program so far.

Improved hygiene and sanitation practices also helped Arsad’s community during the COVID-19 pandemic, which closed local markets and further reduced the family’s income.

Caritas Australia, with Laz Harfa, shared lifesaving messages on preventing the spread of coronavirus and distributed soap, masks and hygiene kits. They also set up a public rice barn where people could donate rice to share with other community members.

“Arsad was the initiator, the first one to change his way of thinking,” says Imam Hidayat, Laz Harfa’s Program Manager. “He set a good example and then slowly encouraged his neighbours to change for the better.”

Arsad aspired to ‘Be More’ and in doing so, inspired his family and community to follow in his footsteps.

“Thank you so much, Caritas Australia,” Arsad says. “I pray for the best for the Australians who have helped this program so there is progress in my community.”



Arsad (right) cultivates rice in his community in Pandeglang District, Indonesia. Photo credit: Laz Harfa

1. Read and discuss/write your responses:

- a) Identify the key challenges Arsad and his community faced.
- b) Explain how Caritas Australia and their partners in Indonesia are using the [Strength-Based Approach](#) to empower the community to overcome some of these challenges.
- c) What have been some of the long-term changes from Arsad's participation in the Caritas Australia supported program? Present your answer in a flow diagram of your choice.
- d) In Indonesia there are *Arisan Jamban* groups, where members of the group save money together. As part of this program, one household was chosen each month to receive the money for a toilet. The Caritas Australia supported project motivated group members to pool their own resources, resulting in the installation of around 280 toilets. How is the Common Good demonstrated in this story?

2. Toilet Audit

Conduct a toilet audit in your school and at home, collecting the following information:

1. How many toilets do you have in your school/home?
2. How many of those toilets are not in working order?
3. How many have a single flush? How many have a dual flush? (Note: Dual flush toilets aim to save water by giving users an option of half or full flushes depending on what they need!)
4. How far (in metres) is the nearest toilet from:
 - a) Your bedroom
 - b) Your current classroom

3. Stopping the Spread

Arsad and his community were unaware of the dangers of open defecation, and lacked the resources to affectively stop the spread of bacteria and maintain hygiene. This was heightened when the global pandemic began.

Create a video/poster that creatively explains the importance of, and the correct way, to wash your hands to avoid the spread of bacteria. You might want to stick these up within your classroom, the school toilets or in your own toilet at home.

Here are some helpful websites you can use:

<https://www.cdc.gov/handwashing/why-handwashing.html>

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

COUNTRY STUDY: INDONESIA



Engage with the [Country Study Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

<p>Predict life expectancy in Indonesia. Find out the correct answer. Does this surprise you? Why/Why not? https://ourworldindata.org/life-expectancy</p>	Prediction:	https://www.britannica.com/place/Indonesia	
	Actual:	https://www.dfat.gov.au/geo/tanzania/Pages/indonesia	
		What are the official languages?	
		What is the main religion?	
<p>What is the population of Indonesia? What is the population of Australia? https://ourworldindata.org/world-population-growth</p>	<p>Indonesia:</p> <p>Australia</p>	What system of government does Indonesia have?	
<p>What is the poverty rate in Indonesia? https://data.worldbank.org/ http://hdr.undp.org/en/data</p>		<p>In what region of the world is Indonesia located?</p> <p>What direction is it from Australia?</p>	
<p>List three major factor/s affecting poverty and wellbeing (E.g. Education)</p>		<p>Describe the ways Australia is connected to Indonesia. E.g. trade that occurs between the two nations, services that are exchanged, immigration, etc.</p>	
<p>Summarise Caritas Australia's support to improve wellbeing. www.caritas.org.au/projectcompassion</p>		<p>Select two relevant Sustainable Development Goals.</p> <p>Why did you select these? www.globalgoals.org</p>	

"Hope is a path of solidarity ... Do not be afraid of solidarity, service and offering a helping hand, so that no one is excluded from the path."

- Pope Benedict XVI

Reflection questions:

- How does this quotation relate to Arsad's story?
- How have Arsad and his neighbours worked to ensure 'no one is excluded from the path'?
- Explain a time when you have offered a 'helping hand' to someone who was in need of assistance?

- How can we continue to raise awareness about the issue of sanitation in our world?
- Arsad became a leader amongst his neighbours in his community. Think about how you can lead by example by getting involved in a clean up project at your school or in your local community. How many others can you encourage to take part?



Pray

Write a prayer of intercession based on what you have learnt from Arsad's story. You may want to share these as a class at an end of the week reflection, or on your online classroom platform.

Here is an example of one:

Loving God, we thank you for the blessing of clean water and sanitation, and pray for those who do not have access to such resources. May we continue to support the work of Caritas and its partners who help to provide our brothers and sisters with basic human needs that we may often take for granted. We pray to the Lord.

Fasting

Arsad and his community lived without a toilet, a basic necessity that we can often take for granted.

Can you give up something that we often consider a basic necessity... your smartphone? Think about how often you use it. This Lent, try to put it away for a period of time each day and spend that time with family, friends, taking up a new hobby or even going for a walk and enjoying the beauty of God's creation that surrounds us each day!

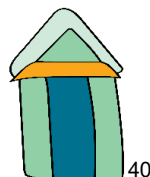
This week I will...



Almsgiving

Dollar Facts

\$160 provides one family with materials to build their own toilet in Indonesia.



WEEK 5: HALIMA, BANGLADESH



Halima returning from collecting water from a pump near her shelter in a refugee camp in Cox's Bazar, Bangladesh.
Photo credit: Inmanuel Biswas/Caritas Bangladesh

[Watch Halima's story.](#)

Halima is raising two children under seven, in an overpopulated refugee camp in Cox's Bazar, Bangladesh, while caring for her mother who has a disability. Widowed at just 21, Halima fled increasing violence in Myanmar in 2017, arriving at the camp with nothing. Caritas Australia, through its partner, Caritas Bangladesh, helped Halima by providing a shelter and cooking equipment so that she could feed her family. She also participated in a water, sanitation and hygiene (WASH) program, before taking on the role of community WASH trainer herself. Halima strives to 'Be More' as she works to provide a healthy, thriving and independent life for her family.

After the tragic passing of her husband several years ago, Halima was left to fend for herself, caring for her young children and her widowed mother whose disability means she has difficulty walking. Then life in Myanmar became too dangerous.

"In Myanmar, we have always been victims of discrimination. We had no opportunity to go to school. They started to bomb, shoot us and set fire to the houses in the village. Leaving our homeland and coming to an unknown country for us was a matter of survival. I felt devastated inside."

During the three-day journey to Bangladesh, Halima walked across mountains and through jungles, fearful of foxes and elephants, often struggling to carry her mother – with little food to eat.

Halima arrived at the world's largest refugee camp in Cox's Bazar, home to over 1.3 million people, with no way of providing for her children with their most basic daily needs, with no way even to protect them from the scorching sun.

WEEK 5: HALIMA, BANGLADESH

Caritas Australia, in solidarity with its partner organisation, Caritas Bangladesh, provided Halima with a stove and gas, so that she could cook for her family, and helped her to set up a makeshift shelter. As time went by, Caritas helped Halima to improve her new home, building retention walls and drains to protect it from monsoonal rains, as well as maintaining wells, toilets and waste management.

Halima also participated in a water, sanitation and hygiene (WASH) program, learning safe hygiene practices, how to source clean drinking water and to keep her family clean and healthy in the densely-populated camp.

She was then appointed to the role of community mobiliser, responsible for inspecting and organising the cleaning of washrooms, wells and toilets in her block and sharing her knowledge of safe practices with others in the camp – a role particularly important as the COVID-19 pandemic struck.

With the help of community mobilisers, like Halima, Caritas Bangladesh and Catholic Relief Services (CRS) worked to minimise the spread of coronavirus by distributing information, hygiene kits, soap, masks and protective equipment, installing hand-washing stations, and conducting training sessions about COVID-19.

Halima is proud that she is able to earn a small income from her training role, while also helping to maintain the cleanliness of the camp community. Her son, now aged 7, and her daughter, aged 5, are adapting to life in the camp and have started attending school.

“My life has changed a lot after participating in the WASH program,” Halima says. “Before, my kids fell sick two or three times a month. Now I can keep my children clean, educate them and cover expenses for their needs. I can feed them balanced food and ensure our clothes are clean. I can afford a doctor and medicines for my mother.” Over 2,300 households which includes around 10,580 people, have benefitted from the program so far.

Halima aspired to ‘Be More’ for her family and for her community in the camp. Taking small steps, she made a big difference to their daily lives, sowing seeds of hope for the future.

“We are very thankful to Australian people. We pray for their sound health and positivity so that they can keep stretching a helping hand as always,” says Halima. Thank you very much Caritas Australia.”

“We will educate our children, make them empowered so that they can stand on their own. We will bring them up with dignity to secure their future,” Halima says.



Halima shares a meal with her children, cooked on a Caritas donated LPG gas stove, in their shelter in a Rohingya refugee camp in Bangladesh. Photo credit: Inmanuel Biswas/Caritas Bangladesh

1. Read and discuss/write your responses:

- a) Identify the key challenges Halima is facing.
- b) Explain how Caritas Australia and their partners in Bangladesh are empowering the community to overcome some of these challenges.
- c) Explain how the WASH program assisted Halima and her community deal with the spread of COVID-19 in the camp.
- d) What are some ongoing impacts of Halima's participation in the Caritas Australia supported program?
- e) Human Dignity - We believe that every person is created in God's image and that all human life is sacred. We believe in the dignity of each person. How has Caritas upheld the dignity of the Rohingya refugees?

2. Cox's Bazar Refugee Camp

- a) [Watch this video](#) on the Cox's Bazar Refugee camp. Answer the following questions to help describe living conditions in the camp:
 1. Describe the environmental features you see (e.g. weather, vegetation, trees, bodies of water etc)
 2. Describe the people (Are there more females than males or vice versa? What are they wearing? Are there many children?)
 3. Describe their shelter (Where do they live? What materials are their homes made of? Does it provide adequate protection from the weather?)
 4. Describe their resources (Can you see any resources for cooking, learning, building, transportation etc)
- b) Read the following [blog post](#).
 - Cox's Bazar is home to approximately 1.3 million refugees. Explain the issues impacting upon the ability to control the spread of the COVID-19 virus within the camp.

A colorful illustration of a village scene. In the foreground, there are several houses with orange roofs and blue or green walls. Some houses have white fences or gates. In the background, a church with a tall spire is visible against a blue sky. The word 'VILLAGE' is written in large, stylized letters at the top left of the image.

A colorful illustration of a village scene. In the foreground, there are several houses with orange roofs and blue or green walls. Some houses have white fences or gates. In the background, a church with a tall spire is visible against a blue sky. The word 'VILLAGE' is written in large, stylized letters at the top left of the image.

<p>Predict how many people are forcibly displaced worldwide as a result of persecution, conflict, violence and human rights violations.</p> <p>Find out the correct answer. Does this surprise you? Why/Why not What has changed?</p>	<p>Prediction:</p>	<p>https://www.refugeecouncil.org.au/get-facts/</p> <p>https://www.refugeeweek.org.au/statistics-on-refugees/</p>	
	<p>Actual:</p>	<p>How many internally displaced people (IDPs) are there worldwide?</p>	
		<p>What is the difference between an asylum seeker and a refugee?</p>	
<p>68% of all refugees originated from just five countries. Myanmar is one, what are the other four countries?</p>		<p>What does it mean to be 'stateless'?</p>	
<p>What percentage of forcibly displaced persons are children below the age of 18 years of age?</p>		<p>Identify the main reasons people are forcibly displaced from their home countries.</p>	
<p>What is the average length of time that refugees spend in camps?</p>		<p>How many refugees does Australia recognise or resettle annually?</p>	
<p>Summarise Caritas Australia's support to improve the wellbeing of refugees.</p> <p>www.caritas.org.au/projectcompassion</p>		<p>Select two relevant Sustainable Development Goals relevant to forced displacement.</p> <p>Why did you select these?</p> <p>www.globalgoals.org</p>	

“Dear young people. Do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!”

- Pope Francis

Reflection questions:

- How did Halima use her own gifts to help others in her community?
- Why is it important that we do not hide our gifts and talents?
- What are ‘great things’ that we can use our gifts and talents to achieve?

How could you use your gifts and talents to raise awareness about the issues raised in Halima’s story?

Advocate

Put your new knowledge into action. Use Caritas Australia's Advocacy Toolkit which covers how to build your advocacy message, action ideas, engaging your MP, organising a petition, engaging the media, and raising aware in your community.

[Download the toolkit here](#)



Pray

Write a prayer of intercession based on what you have learnt from Halima's story. You may want to share these as a class at an end of the week reflection, or on your online classroom platform.

Here is an example of one:

Loving God, we pray for those who are forcibly removed from their homes and have experienced hurt and trauma. May they find peace, comfort and healing. We pray to the Lord.

Fasting

This week I will...

Almsgiving

Dollar Facts

\$40 can provide a Rohingya family with warm blankets to protect them from the cold ground in a refugee camp in Bangladesh.



WEEK 6: HOLY WEEK

Project Compassion – An Australian Icon



[Watch our Week 6 film about Project Compassion](#)

Over half a century, Project Compassion has raised more than \$500 million for people living in poverty around the world thanks to the generosity of Caritas supporters.

An initiative of Caritas Australia, generations of compassionate Australians have participated in Project Compassion, since its inception in 1965 – making it one of the nation’s longest running charity campaigns.

For many Australians, including Caritas Australia’s CEO Kirsty Robertson, Project Compassion’s iconic collection boxes have become a nostalgic part of their lives - a visible reminder around home, school, church and the community, that it’s that time of year - to support Caritas Australia’s annual Lenten appeal.

Margaret Moriarty, 69, a long-time Caritas Australia supporter says she can’t remember a time without a Project Compassion box in her house during Lent.

“Sometimes there was even more than one,” says Margaret. “My parents were very happy to support Project Compassion when it began in 1965, when I was in year 9. Even though I grew up in an Australia that wasn’t wealthy, donating to poorer countries was very important to my mother and father. As my husband and I firmly believe in donating to Project Compassion, our own children have grown up with the same iconic boxes in our home. Some of my grandchildren are also continuing the tradition now at home and at school and I am proud that four generations of my family have been able to live out Christ’s love in the world,” Margaret says.

Throughout five decades of natural disasters, conflicts, refugee crises, food and water shortages, Caritas Australia has worked alongside the world’s most vulnerable communities, enabled by the generous support of the Australian community.

Project Compassion has also been vital in helping Caritas Australia to support communities long-term - before, during and after emergencies - through access to education, jobs, health services, agricultural training, domestic abuse support and programs reducing maternal and infant mortality.

In its early days, Project Compassion raised around \$90,000, while in more recent times, this has reached over \$11 million. This growth enables Caritas Australia to better help support the world’s most remote, vulnerable and marginalised communities to overcome the challenges of living with poverty.

During COVID-19 times, it is through its local partnerships on the ground, as well as being part of one of the world’s largest international humanitarian networks, that Caritas Australia has been able to respond so quickly to help minimise the spread of the coronavirus.

By adjusting its existing programs, Caritas Australia has been able to share COVID-19 prevention measures and distribute soap, masks and food kits, while continuing its long-term development work.

Sharing the stories of Project Compassion this year has posed massive logistical challenges, with COVID-19 restricting movement within communities. However, the stories of the people helped by Project Compassion and their communities are key to understanding the lives of those living with poverty and injustice.

WEEK 6: HOLY WEEK

This year, Caritas Australia has presented five powerful stories of hope and resilience from people who are living in vulnerable communities from around the world who are striving to 'Be More', in the face of remarkable challenges. They are but a few stories of the millions that have been helped by generous Australians, through Project Compassion, for over half a century.

Jamila in Bangladesh shows us the plight of refugees, as she seeks a life, free of insecurity and violence, for herself and her young child, in one of the world's largest refugee camps. Margret in the Solomon Islands is empowering students at a vocational school for the deaf to follow in her footsteps, while overcoming the challenges of long-term water shortages. Oliva in Tanzania is breaking the barriers of illiteracy and gender inequality for herself and her community, while building a sustainable livelihood. Arsad and Halima, from Indonesia and Bangladesh, are examples of the way that hygiene and sanitation programs can improve the health and wellbeing of entire communities, through the work and persistence of dedicated individuals.

On average, nearly 900 parishes and 1300 schools across Australia are now involved in fundraising for Project Compassion. In the past year alone, (2019-20) Project Compassion's supporters have helped to reach over 3 million people worldwide, including many affected by disaster or conflict.

"Through our supporters' incredible generosity, we have been able to assist communities across Africa, Asia, the Middle East and Pacific, as well as here at home, to drive their own development and build brighter futures," says Kirsty Robertson. "The kindness of our supporters has, amongst many initiatives, allowed us to build boreholes in drought afflicted Zimbabwe, train midwives to provide care in Bangladesh and assist refugees to continue their education. None of this would be possible without Project Compassion."

With predictions that poverty rates are set to rise for the first time in 20 years, Caritas Australia needs its supporters now more than ever. The World Bank estimates that COVID-19 will have a disproportionate impact on the poor, through job losses, rising prices, and disruptions in education and health care. An estimated 40 million to 60 million people will fall into extreme poverty (under US\$1.90/day)*.

As we celebrate the Australian icon that is Project Compassion, we would like to thank our supporters nationwide – and spanning the generations - for their commitment to bringing about the change which has supported others to change their own lives.

With your ongoing support, Caritas Australia will be able to move forward, in new and innovative ways, with lifesaving strategies to tackle new challenges.

Source: World Bank 2020 <https://www.worldbank.org/en/topic/poverty/overview>

WEEK 6: HOLY WEEK

The Way of the Cross

As we enter into the last week of Lent, we reflect on the stories we have heard and the key messages we have taken from them. We also look back on our own personal journey through this Lenten season.

- What changes did we make in ourselves?
- How did we impact upon the lives of others?

We look forward in hope, just as the disciples of Jesus did as they waited for his return on Easter Sunday.

We prepare ourselves to reflect on the life, death and resurrection of Jesus.

The Way of the Cross, based on the Scriptural Stations of the Cross, takes us on a journey, accompanying Jesus on the final days of his life. As he carries the cross and faces various encounters with people, we are reminded of the ways we too can help to carry the cross for our global brothers and sisters.

Download the Way of the Cross at:
lent.caritas.org.au/schools



'Be More'

During this year's Project Compassion, we have been challenged to think of the ways that we can 'Be More'. Caritas Australia has been serving vulnerable and marginalised communities for 55 years. Each year during Lent, the money that is raised for Project Compassion in your schools, your homes and your parishes go towards making a difference in the lives of our global brothers and sisters.

As we listened to this year's inspiring stories from Bangladesh, Solomon Islands, Tanzania and Indonesia, we are reminded of how your generous contributions enrich the lives of others. We are reminded of how you selflessly work with us to end poverty, promote justice and uphold dignity. And we are reminded of how you have demonstrated the words of St Oscar Romero and have accepted the challenge to 'Be More'.

"This message [Be More] invites us to step up and step out for those who do not have the essential resources they need for their survival. Those whose needs at this time are far beyond ours."

Kirsty Robertson - CEO Caritas Australia

THANK YOU

LENT LINK

As you spent the last 5 weeks praying, fasting and giving alms, consider the ways in which you will continue to act selflessly and live justly beyond this Lenten season. Make a pledge and challenge yourself to 'Aspire not to have more, but to be more'.

This year, I will aspire to Be More by...