



End poverty
Promote justice
Uphold dignity



PROJECT COMPASSION FOR ALL FUTURE GENERATIONS



Primary (Years 3–6) TEACHER HANDBOOK



lent.caritas.org.au



1800 024 413



#projectcompassion

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

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IMPORTANT

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

STUDENT PROJECT COMPASSION PASSPORT

A printable workbook for students to complete for each story/week and collect their Project Compassion stamps. Accompanied by an interactive [Passport Hub](#) to support student research. Stamps are on page 40.

We recommend printing the student Passport as an A5 booklet.

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

Project Compassion 2022 includes 5 stories:

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

RESOURCES GUIDE

All our resources are online! Access the films and written stories, teaching materials, and our fundraising and awareness raising ideas at lent.caritas.org.au. Below is a list and short description of all the resources you can download, as well as suggestions for use.

	Resource	Description / Suggested Use
For Students	Student Passport	A printable PDF where students can input their responses and submit back to the teacher. Tasks include: Fact Check, Map, Global Goals (Sustainable Development Goals), Prayer and Reflection.
	Student Passport Hub	An interactive image with films, photos, stories and information for students to use to complete their student passport.
For Teachers	Schools Guide	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
	Teacher Handbook PDF	An explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion. Send to specialist subject learning area teachers (e.g. Visual Art). Use as PD reading if seeking to integrate global education from a Catholic perspective across curriculum areas.
Media	Weekly films	There is a specific primary school film for Anatercia's story along with short 'Day in the Life' films for Anatercia , Biru , Rosalie and Shaniella .
	Photo Galleries	View photos from the field. The photos for each story are available through the Passport Hub (interactive image). Use these photos to promote rich discussion about the 5 stories: Anatercia (Mozambique), Biru (India), Janice (Australia), Rosalie (DRC) and Shaniella (Solomon Islands).

	Resource	Description / Suggested Use
All Purpose	Introducing Project Compassion (PPT)	Overview of all five programs and the work of Caritas Australia.
	Fundraising booklet	Ideas to inspire fundraising and awareness raising activities, linked to the Project Compassion stories.
Prayer and Reflection	Ash Wednesday Liturgy	Liturgy of the Word, including distribution of the ashes.
	Prayer (PPT)	The Project Compassion prayer with beautiful images. Use as a daily or weekly prayer for students or staff or at an assembly.
	Weekly Scripture Reflection for Teachers	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent.
	Way of the Cross (PPT)	A reflection following the Way of the Cross, to use during Holy Week. Comes with Leaders' Notes.
Telling Others	Newsletter notices	A brief insert for your weekly school newsletter, explaining the week's Project Compassion story. Include in print/online school communications. Use on school social media and website.

INTRODUCTION

WELCOME TO PROJECT COMPASSION 2022!

Caritas Australia is the international aid and development organisation of the Catholic Church in Australia and is part of one of the largest aid and development networks in the world – Caritas Internationalis – working in over 200 countries and territories.

Each year, Project Compassion runs during the six weeks of the Church season of Lent. We invite people across Australia to help us raise funds AND stand in solidarity with the millions of people across the world with whom we work. We ask you to join us in building a more just and fairer world: a world in balance, at peace and free of poverty.

Project Compassion is an opportunity for students to learn about life in different countries through the personal stories of people who have participated in Caritas Australia-supported programs. The notions of our interconnectedness as one human family are embedded throughout the content and suggested learning tasks. We understand that the curriculum leaves little room for additional content, so we endeavor to offer compelling and interactive content that can be unpacked with high impact teaching strategies, higher order thinking and collaborative learning tasks that capture your students' intellect, compassion and their will to act for social justice.

RESOURCES 2022

In addition to materials for each week, this year we have included three general Religious Education tasks to support the ease of integration across Learning Areas.

Lent Link (p. 9) aims to deepen the connection between the Project Compassion stories and the Lenten traditions of fasting, praying and almsgiving. By making explicit links, students are encouraged to see how

their actions support the work of the church through Caritas Australia and are an extension of their faith.

CST Link for each story introduces students to Catholic Social Teaching principles and supports them to identify them in action

RE Link provides discussion questions and suggestions to link Project Compassion stories to the themes and Bible texts in Religious Education curricula across Australia.

We also endeavour to support the **integration of a Catholic worldview** throughout various Learning Areas.

A series of teacher-led tasks to accompany the written stories are provided. Students encounter a participant in a Caritas Australia project by engaging with their story through the text, films and photographs. Students can witness the challenges and positive changes of people who experience extreme poverty and injustice.

The Project Compassion Student Passport

The Student Passport is a global education workbook supporting students to learn more about each of the featured countries.

As students reflect on their learning, responding to the stories and issues of social justice, they practise planning personal and collective responses and can start to see how their local action can have a global impact.

Download the student Passport [here](#).

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

ABOUT THE THEME

The theme of Project Compassion 2022 is **‘For All Future Generations’**. It is an expression of hope and reminds us that the good that we do today will extend and impact the lives of generations to come. It invites us to make the world a better place by working together now and finding long-term solutions to global issues.

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

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

Genesis 9:12

Project Compassion 2022 shares the stories of resilient and inspiring individuals whose lives and futures have been impacted by the ongoing support of our partners and by your generosity.

We encourage students to discover the power of giving and the impact that their contribution, however big or small, can have in the lives of others. When we lend a hand to someone in need, they will go on to help others and make better opportunities for future generations. Compassion is contagious and creates a ripple effect of kindness and prosperity.

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

INTRODUCING THE THEME TO YOUR CLASS

For All Future Generations

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

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

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

CURRICULUM: RELIGIOUS EDUCATION AND BEYOND

PROJECT COMPASSION AND THE AUSTRALIAN CURRICULUM

Linking the themes of Project Compassion with the curriculum is an opportunity for students to engage more deeply with justice and the work of Caritas Australia. The stories and learning tasks featured can relate broadly to the following Australian Curriculum areas:

RELIGIOUS EDUCATION THEMES ACROSS AUSTRALIA

There are many Religious Education Curricula around the country, however it is not surprising that there are many common themes. We have drawn on these common themes:

- Living the mission of Jesus
- Exploring understandings of justice
- Investigating God's dream for a just world
- Charity and Justice
- Living and acting out love and compassion

CROSS-CURRICULUM PRIORITIES

Aboriginal and Torres Strait Islander Histories and Cultures

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

Asia and Australia's engagement with Asia

Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. Australians play a significant role in social,

cultural, political and economic developments in the Asia region. Look for **Biru's Story (India)**.

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. Look for **Anatercia's Story (Mozambique)**, **Rosalie's Story (DRC)** and **Shaniella's Story (Solomon Islands)**.

GENERAL CAPABILITIES KEY IDEAS

Intercultural Understanding

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours.

Personal and Social Capability

Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students are encouraged to: appreciate diverse perspectives, contribute to civil society and understand relationships.

Ethical Understanding

In developing and acting with ethical understanding, students: examine values (see Catholic Social Teaching Guide), explore rights and responsibilities and consider other points of view.

CURRICULUM LINKS YEARS 3-4

GEOGRAPHY

Year 3

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions. **ACHASSI060**

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human. **ACHASSK066**

The location of Australia's neighbouring countries and the diverse characteristics of their places.

ACHASSK067

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places.

ACHASSK069

Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions. **ACHASSI081**

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia. **ACHASSK087**

The importance of environments, including natural vegetation, to animals and people. **ACHASSK088**

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability.

ACHASSK089

HISTORY

Year 3

The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area. **ACHASSK062**

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community. **ACHASSK063**

Year 4

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies).

ACHASSK083

CIVICS AND CITIZENSHIP

Year 3

Why people participate within communities and how students can actively participate and contribute.

ACHASSK072

Year 4

The different cultural, religious and/or social groups to which they and others in the community belong. **ACHASSK093**

ENGLISH

Year 3

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning. **ACELA1475**

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

ACELY1680

Identify the features of online texts that enhance navigation. **ACELA1790**

Year 4

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group.

ACELA1488

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts. **ACELY1692**

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout.

ACELA1793

HEALTH AND PHYSICAL EDUCATION

Explore how success, challenge and failure strengthen identities. **ACPPS033**
Describe how respect, empathy and valuing diversity can positively influence relationships. **ACPPS037**

DESIGN AND TECHNOLOGY

Investigate food and fibre production and food technologies used in modern and traditional societies. **ACTDEK012**
Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes.

ACTDEK013

VISUAL ARTS

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations. **ACAVAM110**

MATHEMATICS

Year 3

Match positions on maps with given information. Interpret and compare data displays.

Year 4

Interpret information contained in maps. Describe different methods for data collection and representation, and evaluate their effectiveness. Construct data displays from given or collected data.

CURRICULUM LINKS YEARS 5-6

GEOGRAPHY

Year 5

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects. **ACHASSI104**

Locate and collect relevant information and data from primary sources and secondary sources. **ACHASSI095**

Work in groups to generate responses to issues and challenges. **ACHASSI102**

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places. **ACHASSK112**

The environmental and human influences on the location and characteristics of a place and the management of spaces within them. **ACHASSK113**

Year 6

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects. **ACHASSI132**

Work in groups to generate responses to issues and challenges (ACHASSI130)

The geographical diversity of the Asia region and the location of its major countries in relation to Australia. **ACHASSK138**

Differences in the economic, demographic and social characteristics

of countries across the world.

ACHASSK139

Australia's connections with other countries and how these change people and places. **ACHASSK141**

HISTORY

Year 6

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children. **ACHASSK135**

ECONOMICS AND BUSINESS

Year 5

The difference between needs and wants and why choices need to be made about how limited resources are used. **ACHASSK119**

Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations. **ACHASSK120**

Year 6

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs. **ACHASSK149**

ACHASSK149

The reasons businesses exist and the different ways they provide goods and services. **ACHASSK151**

CIVICS AND CITIZENSHIP

Year 5

How people with shared beliefs and values work together to achieve a civic goal. **ACHASSK118**

Year 6

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens. **ACHASSK147**

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens. **ACHASSK148**

ENGLISH

Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **ACELY1703**.

Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. **ACELY1713**

MATHEMATICS

Year 5

Students interpret different data sets. Students pose questions to gather data, and construct data displays appropriate for the data. Compare 12- and 24-hour

time systems and convert between them.

Year 6

They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

HEALTH AND PHYSICAL EDUCATION

Examine how identities are influenced by people and places. **ACPPS051**

DESIGN AND TECHNOLOGY

Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy. **ACTDEK021**

ACTDEK021

Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use. **ACTDEK023**

VISUAL ARTS

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions. **ACAVAM114**

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 school 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, in your Project Compassion Passport.

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

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

NEW! LIVE CARITAS Q&As

Explore the different stories, programs and issues for each week of Project Compassion with our Caritas Q&As.

WHAT ARE CARITAS Q&As?

During Project Compassion, Caritas Australia is offering the chance to interact online with our staff and partners in Australia and overseas!

Caritas Q&As are 30-minute sessions hosted by Caritas Australia on Zoom. The sessions are a unique opportunity for students to connect with the people positively affected through Caritas-supported programs and to learn more about the impact of their generous donations.

Caritas Q&As are open to students in **Years 4-12** and are available across all time zones.

HOW WILL IT WORK?

Caritas Q&As run across Lent during school term and will focus on a different Project Compassion story and program each week.

Help prepare your students for a Caritas Q&A by:

- Showing them the relevant Project Compassion video
- Working through our Project Compassion school resources or relevant social justice resources
- Guiding them to create a question to ask Caritas staff/partners.

HOW DO I REGISTER?

Go to www.caritas.org.au/project-compassion/conversations to register your class in the session that suits you.

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



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



CATHOLIC SOCIAL TEACHING (CST) GUIDE

Catholic Social Teaching (CST) principles cover all spheres of life – the economic, political, ecological, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues.

Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.

HUMAN DIGNITY

We believe every human being is created in the image and likeness of God and therefore has inherent dignity that should always be safeguarded.



SUBSIDIARITY AND PARTICIPATION

We believe all people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by people closest and most affected by the issues and concerns of the community.



SOLIDARITY

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



THE COMMON GOOD

We believe the good of each human person is intimately related to the good of the whole community. We are all responsible for each other.



PREFERENTIAL OPTION FOR THE POOR

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



CARE FOR OUR COMMON HOME

We believe that care for our common home is vital for the common good of all people. We believe a true ecological approach is a social approach. We are to be protectors of creation and of one another.



For more on Catholic Social Teaching, including classroom activities, short films and other resources, visit our [CST Toolkit](#).

(Photo credits left to right, top to bottom: Sameer Bara, Richard Wainwright, Arlette Bashizi, Emidio Josine, Neil Nuia)

ANATERCIA'S STORY

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-19.¹

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

ANATERCIA'S STORY

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.



ANATERCIA'S STORY

LEARNING TASKS



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

TASK 1: Discussion

- Describe one thing in Anatercia's story that surprised you. Why was it surprising?
- Why did Anatercia need to walk so much each day?
- What factors made it difficult for her to keep up with school?
- What kinds of crops do Anatercia's family like to grow?
- Do you grow food in your own garden at home? What kinds?
- What factors made the crops on Anatercia's farm fail?
- How did Caritas Australia help Anatercia and her family and community?
- What impacts did this have on the farm?
- What does Anatercia want to do when she finishes school?
- What do you want to do when you finish school?

Curriculum links: English, Science, HASS

TASK 2: Project Compassion Passport

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

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: Photo Gallery

As a class, view the [Photo Gallery](#). Ask students:

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

- What do you want to learn more about?

Curriculum link: English

TASK 4: Water Journal

How much water do you use a day? Can you think of every time you used water in the last week? Most people in Australia have easy access to clean water at home and school, unlike Anatercia who had to walk for hours every day to get water. Use our **Water Journal Worksheet (p. 34)** to keep track of every time you use water at school and at home.

- Compare your results with others in the class. What patterns can you see?
- How can you reduce your water usage at home?
- How can you share this information with others?

Curriculum links: HASS, Mathematics

TASK 5: Sprout, Little Seed, Sprout!

a. Seed Science

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

- What do seeds need to grow?
- What stops seeds from germinating?
- How do plants make seeds?
- Why is it important to collect seeds? (You may like to research the Global Seed Vault and its networks as part of your class discussion.)



TASK 5: Sprout, Little Seed, Sprout! (continued)

b. Small But Mighty

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

Complete the **Lifecycle of a Bean Worksheet (p. 35)**. Then try growing some bean plants from seed, following these '[Bean Experiment](#)' instructions. To watch all the germination action unfurl in the classroom, plant a few seeds into a glass jar. Follow the '[Growing Beans in the Classroom](#)' instructions.

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

Curriculum links: Science, HASS, Mathematics

TASK 6: Water Quiz

How much do you know about access to water in our world? Test your knowledge with our [Kahoot Water Quiz!](#)

Curriculum links: HASS, Mathematics

TASK 7: CST Link

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

TASK 8: RE Link

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

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



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.





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

TASK 1: Discussion

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

Curriculum links: English, HASS

TASK 2: Project Compassion Passport

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

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: Photo Gallery

As a class, view the [Photo Gallery](#). Ask students:

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

Curriculum link: English

TASK 4: Bicycle Repair Shop

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

a. Bicycle Anatomy Lesson

Bring a bicycle into the classroom and position it in a central spot, so that everyone has a good view of it. Have students draw a picture of the bicycle and label each part as best they can. For example: saddle, brakes, gears, handlebars, chain, front wheel, rear wheel, forks, frame, tyres, bottom, bracket, stand.

b. Pedal Power

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

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

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

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

Now try building your own bike out of icy-pole sticks and recycled cardboard! Follow the simple instructions [here](#). For Years 5 and 6 students, try the version [here](#).



TASK 4: Bicycle Repair Shop (continued)

c. Bike Check

Print a few copies of this [Bicycle Network 'M Check' infographic](#). Consider inviting a small group of parents/guardians who are skilled at bike maintenance to help you run this hands-on activity.

Arrange for several students to bring their bicycles into school, or source 2 or 3 bikes that students can practice their maintenance and repair skills on. Find a suitable location on the school grounds to set them up. Divide students into small groups and make sure each group has a bike to check over. Have students decide if the bike is safe to ride by doing an '[ABC TIGHT Bike Safety Check](#)', where A is for AIR, B is for BRAKES, C is for CHAIN and TIGHT is a reminder to make sure everything else is straight, secure and ready to ride! If you have time, do the [Bicycle Network 'M Check](#)' too.

Make this activity count towards your Project Compassion fundraising efforts by inviting students from across the school to bring their bikes into your Bicycle Repair Shop for a check up, for the cost of a gold coin donation.

Curriculum links: HASS, English, Mathematics, Health and Physical Education

TASK 5: Same But Different

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

Curriculum links: English, Health and Physical Education

Read [Psalm 139:13-14](#). Have students name one of their own strengths. If they have trouble naming something, ask others in the class to make suggestions for that person. Collate these strengths into a list. Think about Biru: walking is difficult for him but he has many other strengths. What special strengths, skills, experience, knowledge or wisdom do you think Biru shows? Are any of these strengths similar to ones already on your list? Look at the strengths list together and discuss any similarities and differences. Remind students that we are all different and all "fearfully and wonderfully made". Wrap up the conversation with this quote from Pope Francis: "Every human being has the right to live with dignity and to develop integrally... [and] People have this right even if they are unproductive, or were born with or developed limitations... [because] This does not detract from their great dignity as human persons, a dignity based not on circumstances but on the intrinsic worth of their being" (*Fratelli Tutti*, n 107).

TASK 7: A Day in the Life

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

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

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

Curriculum links: English, Health and Physical Education, HASS, Mathematics



TASK 8: CST Link

Think about the [CST principle of Dignity of the Human Person](#). Ask students:

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

TASK 9: RE Link

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

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

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

*St Teresa of Avila



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.¹ 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.



¹ [Australian Government, ‘Closing the Gap Report 2020’](#)



Read Janice's Story (Australia).

TASK 1: Discussion

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

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

TASK 2: Passport

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

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: Photo Gallery

As a class, view the [Photo Gallery](#). Ask students:

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

Curriculum link: English

TASK 4: Listen Up!

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

a. Listening Meditation

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

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

b. Now, Hear This!

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

Curriculum link: Music, Aboriginal and Torres Strait Islander Histories and Cultures

TASK 5: Story Keepers

First Nations perspectives are fundamental to learning more about caring for each other and our common home. Story Sharing is one important part of this, along with others outlined in the pedagogical approach called [Eight Aboriginal Ways of Learning](#). This approach is about "relational



TASK 5: Story Keepers (continued)

responsiveness, a protocol of attending to relational obligations in the field you're working in, relating and responding holistically to people, land, culture, language, spirit and the relationships between these with integrity and intellectual rigour." [Source](#)

a. Brainstorm

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

b. Class Yarn

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

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

TASK 6: Dance Story

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

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

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

TASK 7: CST Link

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

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

TASK 8: RE Link

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

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

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

ROSALIE'S STORY

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.



ROSALIE'S STORY

LEARNING TASKS



Read **Rosalie's Story (DRC)**.

TASK 1: Discussion

- What challenges did Rosalie face when she was a child?
- How did you feel when you learnt that Rosalie was a child soldier?
- 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?
- What enabled Rosalie to start her own business?
- How has Caritas Australia helped?
- Members of Rosalie's Saving and Internal Lending Community group share resources together to help each other thrive. Can you think of an example in your family or community when people shared what they had? What impact did it have?
- If you were starting your own small business, what would it be?

Curriculum links: English, HASS

TASK 2: Passport

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

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: Photo Gallery

As a class, view the [Photo Gallery](#). Ask students:

- What do the photos show you about Rosalie's life and community?
- Which photo do you like the best? Why?

- What questions would you like to ask Rosalie?
- What do you want to learn more about?

Curriculum links: English, HASS

TASK 4: Pre-Loved Goods

a. Watch and Learn

Watch this TED-Ed video to learn about [The Lifecycle of a T Shirt](#).

b. Pre-Loved Goods Stall

Be inspired by Rosalie! Host a pre-loved goods stall. Have students bring in a good quality item of clothing that they no longer wear. Get them to sort, price and display the items. Set a date and time to open your stall and make posters to promote it amongst other students in the year level or wider school community. Have students handle, count and record any money you raise and add it to your Project Compassion money box!

Curriculum links: English, HASS, Science

TASK 5: Rights of the Child

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

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

Curriculum links: HASS, Health and Physical Education

ROSALIE'S STORY

LEARNING TASKS



TASK 6: Peace Time

a. Recipe for Peace

What is peace? As a class, make a list of synonyms and antonyms. Revisit Rosalie's story. What helped to make her life more peaceful? Turn your ideas about peace into a recipe by using the format of a typical food recipe (with ingredients and method) to create a step-by-step guide. Your recipe for peace should outline what it takes to make peace, something everyone in the world should get to enjoy.

b. Origami Peace Dove

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

This activity requires 1 square piece of white paper and a scrap of green paper to cut an olive leaf. Follow the instructions in this [step-by-step video](#).

Curriculum links: HASS, English, Health and Physical Education

TASK 7: CST Link

Think about the CST principle of Solidarity. Ask students:

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

TASK 8: RE Link

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

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

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

SHANIELLA'S STORY

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'.¹ With the poverty rate in Makira province at around 32 percent,² 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.³ 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



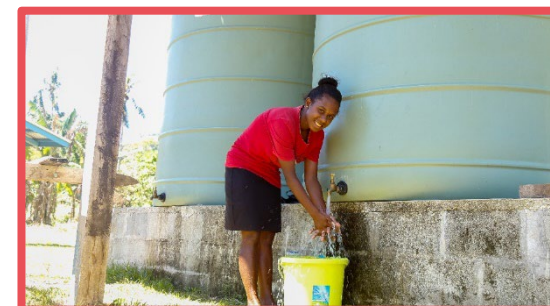
“I was in school that time when the landslide occurred,” Shaniella says. “I was devastated because I had no knowledge of what to do and where to get information.”

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

LEARNING TASKS



Read **Shaniella's Story (Solomon Islands)**.

TASK 1: Discussion

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

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

TASK 2: Passport

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

Curriculum links: HASS, English, Mathematics, Religious Education

TASK 3: Photo Gallery

As a class, view the [Photo Gallery](#). Ask students:

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

Curriculum links: English

TASK 4: Our Common Home Quiz

Climate change is having an impact on Shaniella and her community's food security in the Solomon Islands¹. People in rural communities like Shaniella's are having to adapt to and prepare for changing environmental conditions and ways of reducing risks from disasters like landslides. Along with supporting Project Compassion, we can help Shaniella and her community by understanding more about what it means to care for our common home. Try the [Our Common Home Quiz on Kahoot](#) to learn more.

¹ [UNDP](#)

Curriculum links: HASS, Health and Physical Education, Science



TASK 5: Water Flows

Before the landslide, Shaniella's school used a gravity-fed water system to supply water to the school buildings and food garden. Investigate how gravity helps water flow by using an assortment of cardboard tubes, egg cartons, shoeboxes, paper cups and other recyclables to construct a marble run. Do this activity in small groups then test each cardboard construction by running a marble through it (to represent the flow of water). Compare them to see which design moves the marble most effectively. Which one worked the best? Why? Which ones didn't work so well? Why? Do any designs help the marble to speed up and/or slow down? Thinking about gravity-fed water systems, why might this be an important consideration?

Curriculum links: HASS, Health and Physical Education

TASK 6: Water Game

Every year millions of people around the world become sick and even die from drinking unclean water and from not being able to wash. Learn more about water at Shaniella's school with our **Water Game** (pp. 38-39).

Curriculum links: HASS, Health and Physical Education

TASK 7: CST Link

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

- What does Shaniella's story remind us about the CST principle of Care for Our Common Home?
- What small action could you take to help care for our common home?

For more on this principle, including extra classroom activities and other resources, visit our [CST Toolkit](#).

TASK 8: RE Link

Water is a very important part of Shaniella's Story. It also features throughout scripture. Can you think of any Bible stories involving water? As well as being essential to life, water is a useful symbol or metaphor for other things. Jesus loved a good metaphor! Sometimes, he used these figures of speech to communicate his message. Read the story of Jesus and the Woman of Samaria in [John 4:1-15](#). Why was the Samaritan woman surprised that Jesus asked her for a drink? What do you think Jesus meant by 'living water'? After your discussion, including of the physical, ecological and spiritual importance of water, finish with this prayer:

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

* Ghandi

THANK YOU

PHOTO CREDITS

Anatercia's Story (Mozambique) – Emidio Josine

Biru's Story (India) – Sameer Bara

Janice's Story (Australia) – Richard Wainwright

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

Shaniella's Story (Solomon Islands) – Neil Nuia

PRIMARY STUDENTS

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

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

TEACHERS

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

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



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

Name:

LEARNING TASK: Worksheet

Water Journal

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

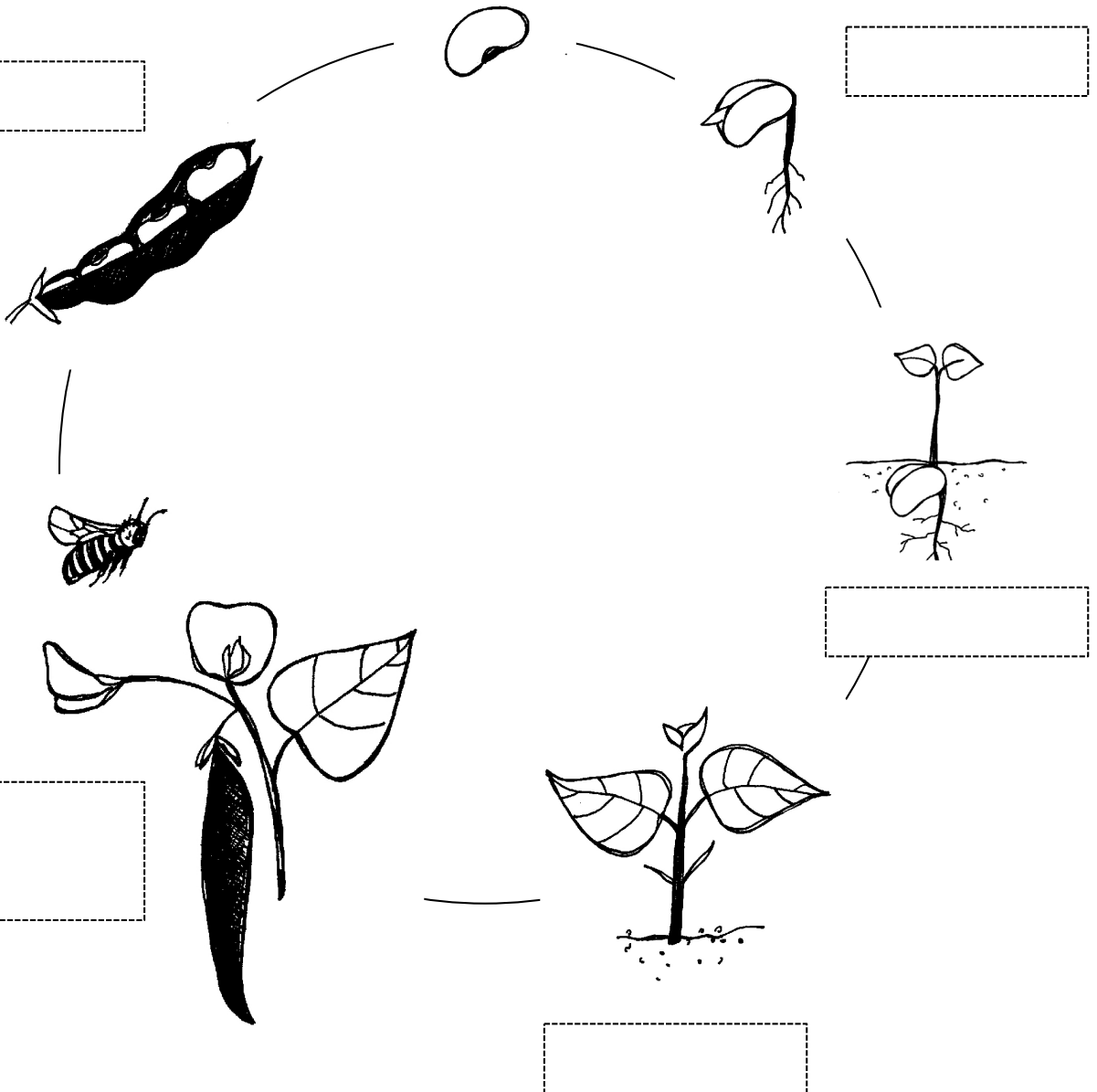
	For drinking or cooking	For washing	For playing / other
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Name:

LEARNING TASK: Worksheet

Life Cycle of a Bean

Label the diagram
using the words below.



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

NOW HEAR THIS!

Song Suggestions



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

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

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

www.shelliemorris.net

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

www.gurumul.com

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

www.jessicamauboy.com.au

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

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

www.emilywurramara.com.au

Name:

LEARNING TASK: Worksheet

The Rights of the Child

“Rights” are things that every child should have or be able to do. All children have the same rights. These rights (or “articles”) are listed in the United Nations Convention on the Rights of the Child. Almost every country has agreed to these rights. You can look up a simplified version of all 54 rights on the UNICEF website.

Which rights should you practice in your classroom? Draw your own pictures for the rights that are not illustrated.

Right 2

All children have these rights, no matter who they are.



Right 4

The government must help your family to protect your rights and create an environment where you can grow and reach your potential.



Right 7

You have the right to a name and a nationality (to belong to a country).



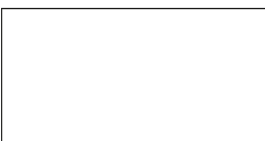
Right 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.



Right 12

You have the right to give your opinion and for adults to listen and take it seriously.



Right 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



Right 17

You have the right to get information that is important to your well-being.



Right 19

You have the right to be protected from being hurt and mistreated, in body or mind.



Right 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).



Right 23

You have the right to special education and care if you have a disability, so that you can live a full life.



Right 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.



Right 27

You have the right to food, clothing, a safe place to live and to have your basic needs met.



Right 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Right 30

Indigenous children have the right to practise their own culture, language and religion.



Right 31

You have the right to play and rest.



Right 32

You have the right to protection from work that harms you, and is bad for your health and education.



Right 38

You have the right to protection and freedom from war.



Water Game

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

You need:

A dice
Counters for each child

Start

1

2

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

3

4

You
help in
the kitchen.
Roll again.

5

6

No
water
in the tank.
Miss a turn.

7

You
plan to
save water.
Roll again.

14

13

12

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

11

10

9

You help
in the
garden.
Move forward
2 spaces.

8

15

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

16

17

Tanks
are full
from rain!
Move forward
3 spaces.

18

19

You stop
to wash
your hands.
Miss a turn.

20

21

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

22

23

You have
fresh drinking
water! Roll
again.

29

28

27

26

You cannot
wash.
Go back 2
spaces.

25

24

Finish

30

School

ring
ring

Caritas
AUSTRALIA



SHANIELLA, SOLOMON ISLANDS

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

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

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

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

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

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

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

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

Shaniella

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

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

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

Passport Stamps

