



# PROJECT COMPASSION

## FOR ALL FUTURE GENERATIONS



**LOWER PRIMARY (F-2)  
TEACHER HANDBOOK**

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



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## RESOURCES FOR LOWER PRIMARY

- The Project Compassion stories for Primary (F–2) are presented as Photo Storybooks and are available for download here: [Photo Storybooks](#)
- There is also an accompanying series of short films suitable for Primary students. Links for these are included in the relevant Learning Tasks.
- Learning Tasks include: a weekly story with comprehension questions, a photo study, a country study, cross-curricula activities, CST link and RE Link and prayer.

## IMPORTANT- STUDENT WELLBEING

At Caritas Australia, we believe that all people should be treated with respect and dignity. Everyone has the right to feel safe, especially children and vulnerable adults. Please consider your audience when selecting which stories and activities to share with your class.

Our new Safeguarding animation recognises that learning about challenges to the health, wellbeing and safety of others and our earth can be hard and encourages young people to talk to their teacher or trusted adult if they're feeling worried or upset about anything they have learnt through our resources or activities. The animation also acknowledges Caritas Australia's commitment for children and vulnerable adults to feel valued and heard by encouraging them to share their great ideas with us.

Please use our new animation before sharing the Project Compassion resources with your students.



[Watch Caritas Australia's Safeguarding Animation](#)

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

# RESOURCES GUIDE

**All our resources are available online!** Access the films and written stories, teaching materials, and our fundraising and awareness raising ideas at [caritas.org.au/project-compassion](https://caritas.org.au/project-compassion). Below is a list and short description of all the resources you can download, as well as suggestions for use.

	Resource	Description/Suggested Use
For Students	<a href="#">Photo Storybooks</a>	A Photo Storybook for each Project Compassion story, designed especially for Primary (F–2) students.  <a href="#">Download Photo Storybooks</a>  Audio described versions also available <a href="#">here</a> .
	<a href="#">School's Guide</a>	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
For Teachers	<a href="#">Teacher Handbook PDF</a>	Available in <a href="#">Lower Primary</a> and <a href="#">Upper Primary</a> versions, provides an explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion.
	<a href="#">Films</a>	There is an <a href="#">Introduction Film (Primary)</a> – specifically for Primary Schools along with short 'Day in the Life' films for <a href="#">Ronita (Philippines)</a> , <a href="#">Leaia (Samoa)</a> and <a href="#">Memory (Malawi)</a> .
Media	<a href="#">Photo Galleries</a>	View photos from the field. Photos for each story are available through the interactive Upper primary <a href="#">Student Zone</a> .
	<a href="#">Introducing Project Compassion (PPT)</a>	Overview of all 3 featured Project Compassion programs and the work of Caritas Australia.
All Purpose	<a href="#">Fundraising Booklet</a>	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories. visit <a href="https://schools.projectcompassion.org.au">schools.projectcompassion.org.au</a> to register your fundraising activities!

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

## WELCOME TO PROJECT COMPASSION 2024!

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 act 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 endeavour to offer compelling and interactive content that can be unpacked with high impact teaching strategies, higher order thinking and collaborative learning tasks that capture your students' intellect, compassion and their will to act for social justice.

## LENT LINK

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

## PRAYER, FASTING, ALMSGIVING

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

### Prayer

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

### Fasting

Fasting is about giving something up for a time. Many people give up something they love to eat or something they like to do such as spending time watching television. Through 'fasting' we can become more aware of others who don't have what they need or the opportunities to do what they would like to do.

### 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. You can place the money saved in our Project Compassion boxes. Your support of Project Compassion is a way of saying you care about creating a fairer world, now and 'for all future generations'.

The theme of Project Compassion 2024 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, ***For All Future Generations*** is inspired by the story of the burning bush in the book of Exodus (Exodus 3:1-20).

In this story, God tells Moses that he has heard the cry of his people. God responds to injustice and chooses Moses to speak to Pharaoh. Although Moses is afraid, God promises to be with him. Thus, God says, 'By this name I shall be invoked for all future generations.'

As God called Moses, so now God calls us to work *for all future generations*.

**God said,  
"This is my name for all time; by this name I shall  
be invoked for all generations to come."**

Exodus 3:15

Project Compassion 2024 shares the stories of three resilient women from different corners of the world. Although they face vastly different challenges in their day-to-day lives, they are all united by their dream of creating a better tomorrow for all future generations.

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.

Project Compassion acts as a timely reminder during Lent that by putting our faith and compassion in action today, we have the power to create lasting change for generations to come.

## INTRODUCING THE THEME, *FOR ALL FUTURE GENERATIONS*

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

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

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

**Display:** Create a tree display in your classroom.

- On the trunk of the tree write 'For all future generations.'
- Students write actions they can take to care for the earth and each other on leaves to add to the tree display.
- Continue to add to the tree over the season of Lent.

[Colouring sheets](#) for Project Compassion are also available to use as a display around your classroom or school.

## PROJECT COMPASSION AND THE AUSTRALIAN CURRICULUM

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

## RELIGIOUS EDUCATION THEMES ACROSS AUSTRALIA

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

- Living the mission of Jesus
- Catholic Social Teachings: Human Dignity, Preferential Option for the Poor, Solidarity, Subsidiarity and Participation, Care for Our Common Home and The Common Good
- Initiation and belonging
- Action for justice and peace.

## CROSS-CURRICULUM PRIORITIES

### 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 Ronita's Story (Philippines).**

### 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 Leaila's Story (Samoa).**

## 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. **Look for Memory's Story (Malawi)**

### Ethical Understanding

In developing and acting with ethical understanding, students: examine values (see Catholic Social Teaching Guide page 10), explore rights and responsibilities and consider other points of view.

Learning Area	Foundation	Year 1	Year 2
English	Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently <b>(AC9EFLY05)</b>	Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. <b>(AC9E1LY02)</b> Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures. <b>(AC9E1LY05)</b>	Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions. <b>(AC9E2LY02)</b> Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning. <b>(AC9E2LY05)</b>
Mathematics	Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning. <b>(AC9MFM01)</b> Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations. <b>(AC9MFST01)</b>	Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning. <b>(AC9M1M01)</b> Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols. <b>(AC9M1ST01)</b> Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings. <b>(AC9M1ST02)</b>	Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary. <b>(AC9M2M01)</b> Recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour. <b>(AC9M2M04)</b> Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables. <b>(AC9M2ST01)</b> Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions. <b>(AC9M2ST02)</b>

Learning Area	Foundation	Year 1	Year 2
<b>Geography</b>	The features of familiar places they belong to, why some places are special and how places can be looked after. <b>(AC9HSFK03)</b>	The natural, managed and constructed features of local places, and their location. <b>(AC9HS1K03)</b> Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models. <b>(AC9HS1S02)</b>	How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales. <b>(AC9HS2K03)</b>
<b>History</b>	The celebrations and commemorations of significant events shared with their families and others. <b>(AC9HSFK02)</b>	Differences in family structures and roles today, and how these have changed or remained the same over time. <b>(AC9HS1K01)</b>	How technological developments changed people's lives at home, and in the ways they worked, travelled and communicated. <b>(AC9HS2K02)</b>
<b>Science</b>	<p><b>Year 1</b> Identify the basic needs of plants and animals, including air, water, food or shelter and describe how the places they live meet those needs. <b>(AC9S1U01)</b> Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. <b>(AC9S1U02)</b> Describe how people use science in their daily lives, including using patterns to make scientific predictions. <b>(AC9S1H01)</b></p> <p><b>Years 1 and 2</b> Make and record observations, including informal measurements, using digital tools as appropriate. <b>(AC9S1I03) (AC9S2I03)</b> Sort and order data and information and represent patterns, including with provided tables and visual or physical models. <b>(AC9S1I04) (AC9S2I04)</b></p>		
<b>Health and Physical Education</b>	Investigate who they are and the people in their world. <b>(AC9HPFP01)</b>	<p>Describe their personal qualities and those of others, and explain how they contribute to developing identities. <b>(AC9HP2P01)</b> Identify and explore skills and strategies to develop respectful relationships. <b>(AC9HP2P02)</b> Identify how different situations influence emotional responses. <b>(AC9HP2P03)</b></p>	
<b>Design and Technology (F-2)</b>	Explore how familiar products, services and environments are designed by people. <b>(AC9TDEFK01)</b> Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose. <b>(AC9TDEFP01)</b>	<p>Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. <b>(AC9TDE2K01)</b> Explore how technologies including materials affect movement in products. <b>(AC9TDE2K02)</b> Generate and communicate design ideas through describing, drawing or modelling, including using digital tools. <b>(AC9TDE2P01)</b> Use materials, components, tools, equipment and techniques to safely make designed solutions. <b>(AC9TDE2P02)</b></p>	

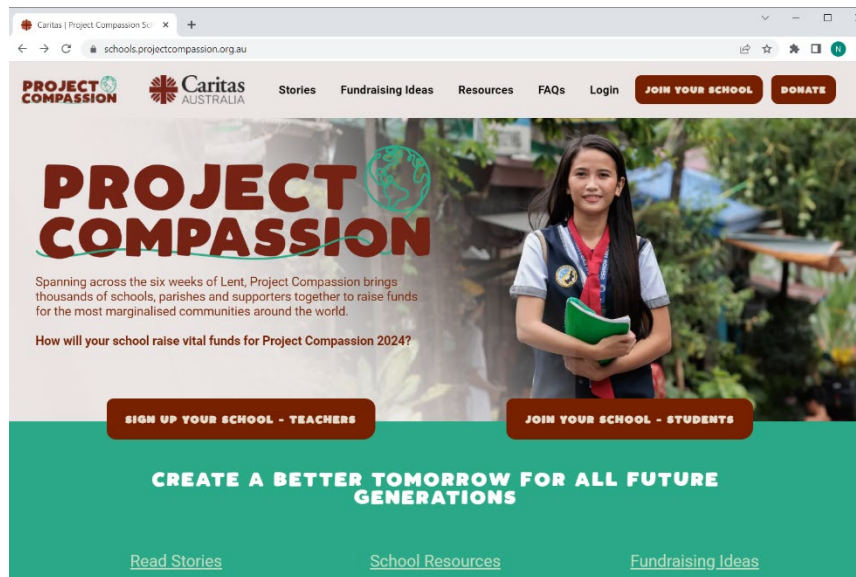


We know that many schools are now cashless, but don't worry we have you covered!

This year, try fundraising online. When you set up your own online fundraising page, you will receive tools and resources to help make your fundraiser a success.

**Simply head to [schools.projectcompassion.org.au](https://schools.projectcompassion.org.au) and set up your school as a fundraiser.**

You can create teams for your class groups as well as individual fundraising pages. Be sure to share your fundraising URL and your unique QR code to get the donations rolling in!



## HOW IT WORKS

1. GO TO [schools.projectcompassion.org.au](https://schools.projectcompassion.org.au)
2. SELECT 'Sign up your school - Teachers'
3. SEARCH for your school name
4. CHOOSE your personal message and fundraising goal
5. CREATE class or house teams (optional)
6. SHARE your school page to encourage support
7. START fundraising!



# 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: Tim Lam/Caritas Australia (top left, top right, bottom right), Richard Wainwright/Caritas Australia (middle right, bottom left), Laura Womersley/Caritas Australia (middle left)

# RONITA'S STORY (PHILIPPINES)



Read [Ronita's Story \(Photo Storybook\)](#) and watch the ['Day in the Life'](#) film.

## TASK 1: CLASS DISCUSSION

- What challenges did Ronita face?
- How did Caritas Australia help?
- What is special about the Alternative Learning System program that helped Ronita continue her education?
- What are five other activities that FCJ run for the community?
- What is Ronita's dream for the future?

**Curriculum links:** English, HASS

## TASK 2: PHOTO STUDY

As a class, view the photos in Ronita's Photo Storybook.

Ask students:

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

**Curriculum links:** English, HASS

**Ronita (22) smiles as she holds her sons, Egzy Grey (3) and Clark (5), in their small home in Quezon City, Philippines.** Photo: Richard Wainwright/Caritas Australia

## TASK 3: COUNTRY STUDY

Can you find the Philippines on a world map? Using the world map provided on page 22 and either Google maps or an old-fashioned atlas, locate the Philippines. Colour this country in and label it.

Extension: Which region of the world is the Philippines in: Africa, Europe, Asia, Oceania, North America or South America? What direction is the Philippines from where you live? What time is it in the Philippines?

**Curriculum link:** Geography

## TASK 4: 10 SQUARE METRES

Ronita and her husband rent a very small brick room (measuring around 10 square metres).

Mark out 10 square metres on your classroom floor.

How does 10 square metres compare to the size of your classroom? How does it compare to the size of your students' bedrooms?

Students gather around the area and think about what they would find hardest about living in such a small area.

Watch Ronita's '[Day in the Life' film](#)', asking students to record all the ways Ronita uses the small space she has.

Conclude by focusing on how resilient and flexible Ronita is. Despite having a very small home, Ronita works really hard to use the one room for all purposes such as cooking, washing, ironing, playing with her children and studying.

**Curriculum link:** Mathematics

## TASK 5: INTERNATIONAL WOMEN'S DAY (IWD) – 8 March

Friday 8 March is International Women's Day (IWD). This year the Project Compassion stories demonstrate how women across the world are working with Caritas Australia to build better lives for their families and their communities.

Make a display for IWD in your classroom or the reception area of your school. Use some of the Project Compassion stories and pictures from the photo galleries. Students add photos of women they know who work hard to support their families and communities, such as teachers!

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

## TASK 6: CATHOLIC SOCIAL TEACHING LINK – SOLIDARITY

### Solidarity

- We all need each other.
- We are one big human family.
- It's about working together and supporting one another.

A. How is solidarity demonstrated in Ronita's story?

B. How is supporting Project Compassion an act of solidarity?

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

**Curriculum link:** Religious Education

## TASK 7: RE LINK

Read the 'The Parable of the Good Samaritan' (Luke 10:25-37)

Discuss with the class how Jesus concludes the story of the Good Samaritan by telling us that the individual acting as a neighbour to the injured man "was the one who treated him with mercy" and emphasises that an act of mercy demonstrates love. We are then told to 'go and do likewise'.

Caritas Australia works to love our neighbours all around the world- because we are part of God's big family and because God's love is shown when we love and serve others.

### Discuss:

- Who is our neighbour?
- Students record how they can demonstrate their commitment to loving their neighbor through prayer, fasting and almsgiving during Lent.

### Class display

In \_\_\_\_\_ (class) we love our neighbour by ...

Students add examples of things they can, or have done, to show love of their neighbour. Encourage students to notice and acknowledge when they have seen others show love for others too.

**Curriculum link:** Religious Education

## TASK 8: PRAYER

Write a prayer for Ronita.

See worksheet on page 23.

**Curriculum Link:** Religious Education



# LEAIA'S STORY (SAMOA)



Read [Leaia's Story \(Photo Storybook\)](#) and watch the ['Day in the Life'](#) film.

## TASK 1: CLASS DISCUSSION

- Where does Leaia's family get water from?
- What impact is climate change having on Leaia's family's ability to access clean water?
- How does having easy access to clean water help Leaia's children go to school?
- How did Caritas Australia help?
- How will you share Leaia's story with others?

**Curriculum links:** English, HASS, Science

## TASK 2: PHOTO STUDY

As a class, view the photos in Leaia's Photo Storybook.

Ask students:

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

**Curriculum links:** English, HASS

**Leaia (right) stands with her family in front of their home which is now connected to a rainwater tank.**  
Photo: Laura Womersley/Caritas Australia

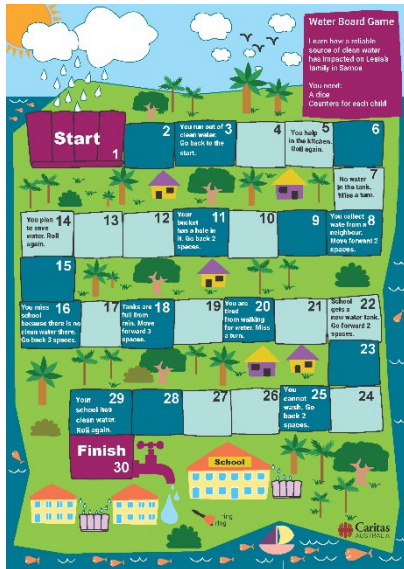
## TASK 3: COUNTRY STUDY

Can you find Samoa on a world map? Using the world map provided on page 22 and either Google maps or an old-fashioned atlas, locate Samoa. Colour this country in and label it.

Extension: Which region of the world is Samoa in: Africa, Europe, Asia, Oceania, North America or South America? What direction is the Samoa from where you live? What time is it in Samoa?

**Curriculum link:** Geography

## TASK 4: WATER GAME



Explore the impact of access to clean water with this simple board game.

Materials needed: printed copies of the board game (page 26) markers for each student and a 6-sided die.

**Curriculum Links:** HASS

## TASK 5: RAINWATER HARVESTING

Explain that rainwater harvesting is the process of collecting and storing rainwater for later use, such as drinking, washing, watering gardens, washing clothes and flushing toilets.

Before the installation of the rainwater tank, Leaia used half pipes to channel rain from her roof into old fridges and containers.



Now Leaia has a water tank. The rainwater falls onto the roof, runs into the gutter, and to the downpipe filling her tank.

If you have a water tank at your school show the students how the water is collected from the roof/surface to the gutter, down the pipe into the tank. What does your school use rainwater for? How does this compare to how Leaia's family uses rainwater?

Extension: students build a simple marble run from a surface, to a pipe to a tank.

Students think of all the ways Leaia and her family use rainwater and record them on rain drops using the worksheet (page 27).

**Curriculum link:** HASS, Design and Technology, Science

## TASK 6: WATER MATHEMATICS

### Instructions

1. Get each student to log how many times they use a tap in a day. Collect the results and tabulate.
2. Using graphs, show how many times you would use taps as a class in a week.
3. By putting a bowl in a sink, collect and measure the water used on 3 visits to a school tap to wash hands. Find out the average amount used on each visit to the tap and work out the average daily and weekly use.
4. If you wanted to use this much water, but had to collect it in a 10 litre bucket, how many times would you have to fetch water?
5. Ask students to time each other carrying a pile of books for 50 metres. If the water you collected was 500 metres away, how long might this take per day, per week? What factors would make water collection take more or less time?

**Curriculum link:** Mathematics



## TASK 7: CATHOLIC SOCIAL TEACHING LINK – HUMAN DIGNITY

### Human Dignity

- We are all special because God made us.
  - All people – ourselves and others – should be treated with respect and fairness because God made each one of us!
- A. How is human dignity demonstrated in Leaia's story?
  - B. How is supporting Project Compassion one way you can uphold the dignity of others?

For more teaching resources on Human Dignity refer to our [CST Toolkit](#)

**Curriculum links:** Religious Education



## TASK 8: RE LINK

*Fratelli Tutti* is a letter from Pope Francis about love and friendship. *Fratelli Tutti* means we are all brothers and sisters. Pope Francis reminds us that we need to treat everyone like a sister or brother and when we do so, this is called fraternal love; love that reaches out and helps others, no matter where they are from or where they live.

*“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 marvellously 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* n117)

Explain the quote above from *Fratelli Tutti*. For example, some people have more water to use than what they need. Instead of wasting water, they save it for others who don't have enough. This is an example of fraternal love; thinking about and caring for other people, not just ourselves or our own family and friends. This is the type of love we need to show to everyone all around the world.

Caritas Australia is helping Leaia's family and community to have enough clean water. When we support Caritas Australia, we are also part of the story, sharing our love and compassion with others. *How marvellously human!*

Students share ways they can be *marvellously human* during Lent.

**Curriculum Link:** Religious Education

## TASK 9: PRAYER

Write a prayer for Leaia.

See worksheet on page 24.

**Curriculum Link:** Religious Education





Read [Memory's Story \(Photo Storybook\)](#) and watch the ['Day in the Life'](#) film.

## TASK 1: CLASS DISCUSSION

- What made life hard for Memory?
- How has Memory improved her life and that of her family and community?
- How did Caritas Australia help?
- How is Memory supporting (or planning to support) future generations?
- How will you share Memory's story with others?

**Curriculum links:** English, HASS

## TASK 2: PHOTO STUDY

As a class, view the photos in Memory's Photo Storybook.

Ask students:

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

**Curriculum links:** English, HASS

**Memory stands in a workshop at the technical college where she completed her three-year carpentry course.**

Photo: Tim Lam/Caritas Australia

## TASK 3: COUNTRY STUDY

Can you find Malawi on a world map? Using the world map provided on page 22 and either Google maps or an old-fashioned atlas, locate Malawi. Colour this country in and label it.

Extension: Which region of the world is Malawi in: Africa, Europe, Asia, Oceania, North America or South America? What direction is the Malawi from where you live? What time is it in Malawi?

**Curriculum link:** Geography

## TASK 4: EDUCATION BOARD GAME

Explore how poverty can stop some children from going to school with this simple board game.

Materials needed: printed copies of the board game (page 28), markers for each student and a 6-sided die.

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



## TASK 5: INTEGRATED COMMUNITY DEVELOPMENT

The A+ program in Malawi is very special. It has helped over 7,000 families so far! There are lots of activities that support communities to live well such as:

- irrigation farming (using less water to grow more food!)
- raising goats
- water pumps to provide clean water
- toilets
- tippy-taps to wash hands.

Integrated community development programs such as these build resilience, strengthening a community's ability to get through hard times such as a drought.

Using the Community Development worksheet (page 29) students match different community development activities to the numbers.

**Curriculum Links:** HASS

## TASK 6: CATHOLIC SOCIAL TEACHING LINK – PARTICIPATION

### Participation

- People and groups have the right to participate in decisions that affect them.
  - Everyone should be able to work and use the talents God gave them.
- A. How is participation demonstrated in Memory's story?
- B. How is supporting Project Compassion one way you can participate in making our world for fair?

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

**Curriculum link:** Religious Education

## TASK 7: RE LINK – LEADERSHIP

Discuss how Memory has shown she is a great leader.

Answers could include: she worked hard to make her dream of going to college come true; she has proved that women can become carpenters too; she is a good role model for her sisters and brothers; and she hopes to help her whole community in the future by opening her own workshop so she can give others a job too!

Students list some of Memory's qualities as a leader.

**Discuss:** What does Scripture say about leaders?

Moses – Read the story of the Burning Bush (Exodus 3:1-20) where this year's Project Compassion theme is drawn from. God has to be very convincing in order for Moses to take action. He at first gives excuses as to why he isn't the right person for the job. It took great courage for Moses to approach Pharaoh and boldly passes on the important message: "Let my people go." The Israelites, Moses's people, had been made slaves by

Egypt and Moses was the one chosen to lead them to freedom. When the time came, Moses was willing to step up and lead, and God was with him.

Jesus – One of the most powerful events in the life of Jesus is when he washes his disciples' feet in John 13. When he is finished, he says to them, "You call me teacher and Lord, and you are right, for so I am. If I then, the Lord and teacher, washed your feet, you also ought to wash one another's feet." Jesus isn't just talking about feet. He's talking about servant leadership. Great leaders focus on serving others.

Brainstorm characteristics/qualities/values of a good leader. Discuss how everyone can be a good leader, not just people who have special leadership roles.

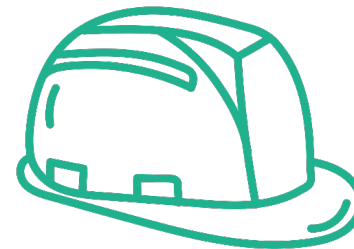
Students choose 2 qualities they already have, 2 qualities they would like to improve or strengthen.

**Curriculum link:** Religious Education, Health and Physical Education

## TASK 8: PRAYER

Write a prayer for Memory. See worksheet on page 25.

**Curriculum Link:** Religious Education



# THANK YOU

## PHOTO CREDITS

Ronita's Story (Philippines) – Richard Wainwright/Caritas Australia

Leaia's Story (Samoa) – Laura Womersley/Caritas Australia

Memory's Story (Malawi) – Tim Lam/Caritas Australia

## TEACHERS

For more school resources, please visit:

[caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

Stay up to date with events and resources!

Subscribe to [Caritas Australia's Education e-newsletter](#).

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# WORLD MAP

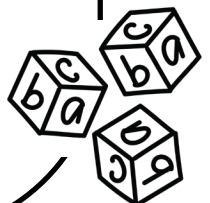


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LENT LINK: Prayer Worksheet

# My Prayer for Ronita

Write a prayer for Ronita and her community in the Philippines.

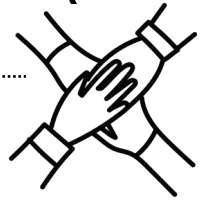


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LENT LINK: Prayer Worksheet

# My Prayer for Leaia

Write a prayer for Leaia and her community in Samoa.



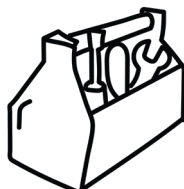
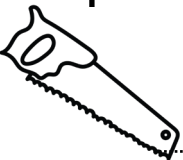
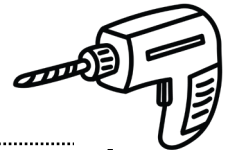
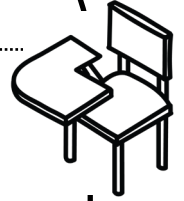
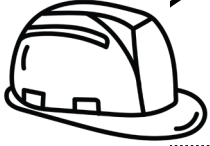


Name: \_\_\_\_\_

LENT LINK: Prayer Worksheet

# My Prayer for Memory

Write a prayer for Memory and her community in Malawi



# Water Board Game

Learn how a reliable source of clean water has impacted on Leai'a family in Samoa

You need:  
A dice  
Counters for each child

**Start**

1

2

You run out of clean water. 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.

15

13

12

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

11

10

9

You collect water from a neighbour. Move forward 2 spaces.

8

You miss school because there is no clean water there. Go back 3 spaces.

16

17

Tanks are full from rain. Move forward 3 spaces.

18

19

You are tired from walking for water. Miss a turn.

20

21

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

22

23

Your school has clean water. Roll again.

29

28

27

26

You cannot wash. Go back 2 spaces.

25

24

**Finish**

30

School

ring  
ring

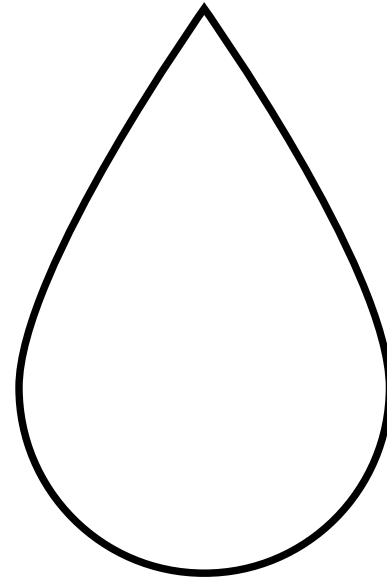
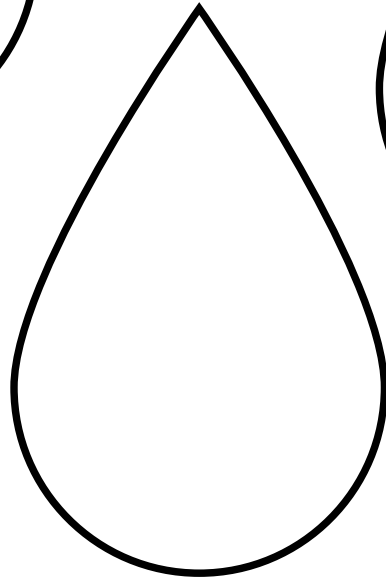
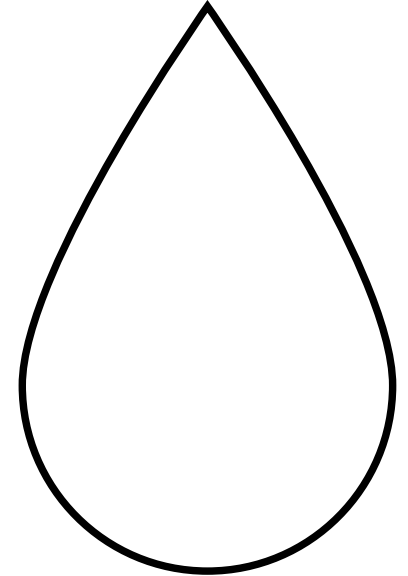
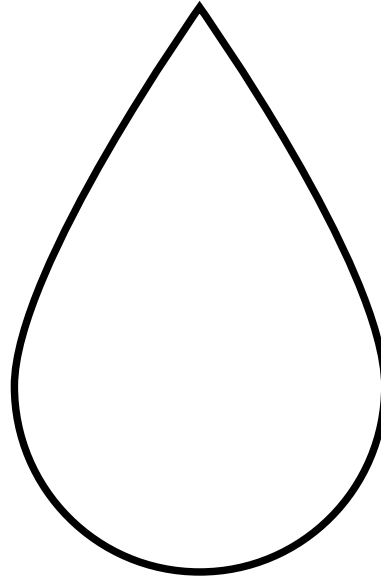
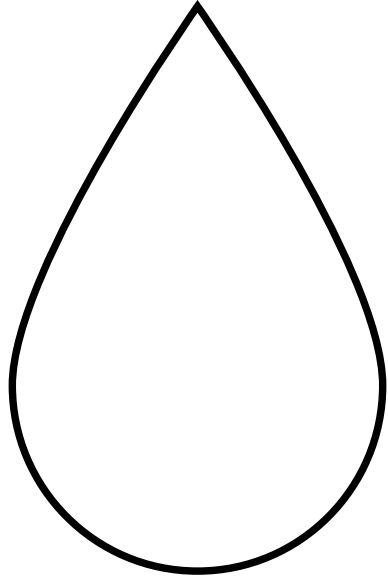
Caritas AUSTRALIA

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

Leaia and her family rely on rain as their water supply.

In the raindrops draw or write all the ways you think Leaia's family uses rain water.

# RAIN!



## EDUCATION BOARD GAME

### How does poverty stop children getting to school?

#### To play in pairs:

Use a marker for each player and one dice.

Put some counters in the middle. Put your marker on any orange space to start.

Take turns throwing the dice to see how far to move.

Whenever you land on a blue space, take one counter.

You need six counters to finish your primary school education.

Mum and Dad sell lots of vegetables at the market. They buy you a uniform. **Go forward 4 spaces.**

Your family has a good growing season, selling extra crops at the market. You buy new school books. **Go forward 4 spaces.**

You need to walk a long way to collect water. You have no time to go to school. **Go back 1 space.**

You complete a year of school. Well done! **Move forward 3 spaces.**

You complete a year of school. Well done! **Move forward 3 spaces.**



You fall down and hurt your leg. You cannot walk to school. **Miss a turn.**

You complete a year of school. Well done! **Move forward 3 spaces.**

Your big sister gets married. You must stay home to care for your little sister and brother. **Miss a turn.**



Aid money from overseas is given to your country. New teachers are trained. **Move forward 5 spaces.**

No rain! No crops grow. No money for school books. **Miss a turn.**

You complete a year of school. Well done! **Move forward 3 spaces.**

Still no rain! Still no crops growing. Too hungry to study. **Move back 2 spaces.**



You complete a year of school. Well done! **Move forward 3 spaces.**

The government cannot afford a teacher for your school. **Move back 3 spaces.**

Vegetables from overseas are cheaper to buy in the market so your family's crops do not sell. No money for new uniform. **Go back 2 spaces.**

Little sister is ill. You miss school to help your parents earn money for medicine. **Miss a turn.**



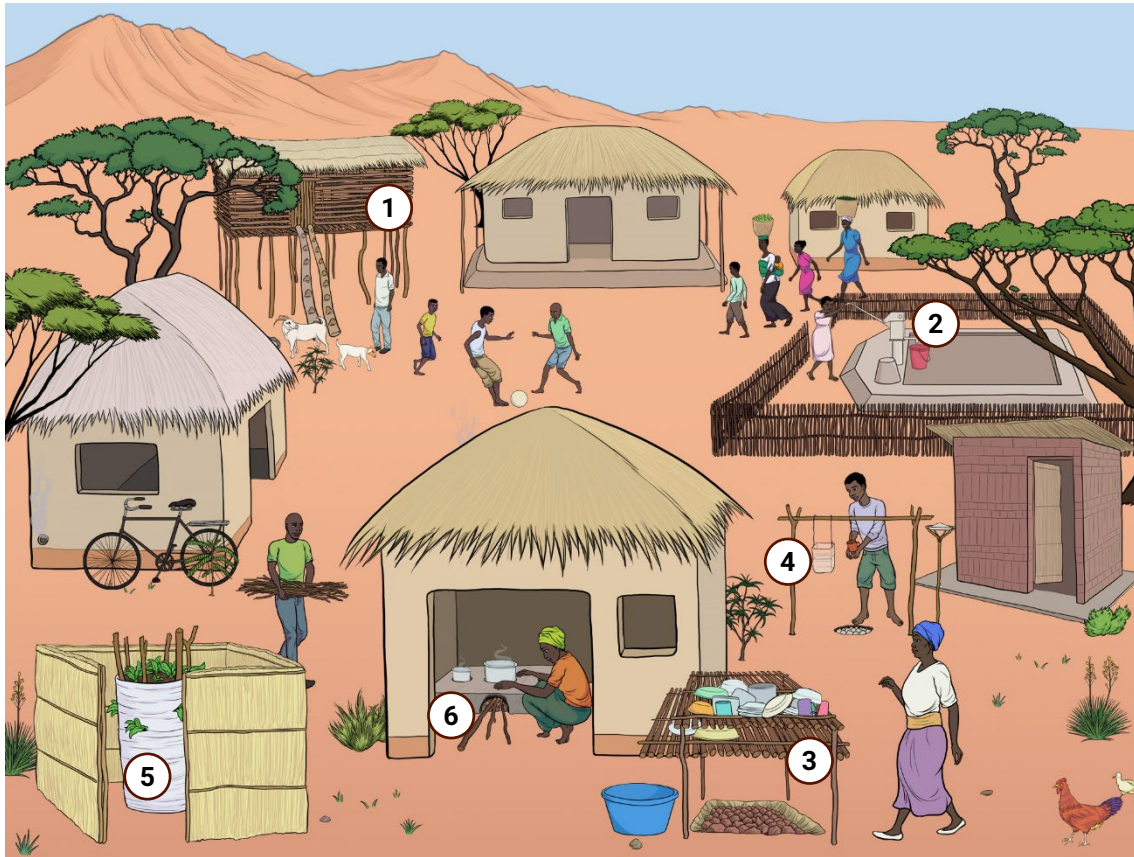
You complete a year of school. Well done! **Move forward 3 spaces.**



# Community Development

The A+ program in Malawi is very special. It has helped over 7,000 families so far! Can you match the following activities with the numbers in the picture?

- Water pump
- Raised goat house
- Energy-saving stove
- Vertical garden
- Tippy-tap to wash hands
- Dish drying rack



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# PROJECT COMPASSION FOR ALL FUTURE GENERATIONS



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