



End poverty
Promote justice
Uphold dignity



PROJECT COMPASSION FOR ALL FUTURE GENERATIONS



Secondary TEACHER HANDBOOK



lent.caritas.org.au



1800 024 413



#projectcompassion

CONTENTS



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.

Resources Guide	3
Introduction	4
About the Theme	5
Curriculum: Religious Education and Beyond	6
NEW! Live Caritas Q&As Sessions	9
Catholic Social Teaching (CST) Guide	10
CST Film Study Guide	11
Anatercia's Story (Mozambique) and Learning Tasks	12
Biru's Story (India) and Learning Tasks	15
Janice's Story (Australia) and Learning Tasks	18
Rosalie's Story (DRC) and Learning Tasks	21
Shaniella's Story (Solomon Islands) and Learning Tasks	24

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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 social justice issues that are explored.

STUDENT WORKBOOK

A fillable PDF that students can complete independently.
[Download Student Workbook](#)

Sample pages are included in this handbook for your reference.

Learning tasks follow the 'See, Judge, 'Act' method with links to Lent.

See: a story with comprehension questions, activities and a country study.

Judge: A Catholic Worldview

Act: Faith in Action

Lent Link: Prayer, Fasting and Almsgiving.

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 Workbook	A fillable PDF students can complete and submit back to their teacher. This is accompanied by a Country Study Thinglink (Interactive image) . The interactive image provides a starting point for student research. Use weekly to 'see, judge and act'. Dedicate 20-30 mins of weekly Religious Education classes. Use in homeroom. Go beyond RE and share tasks or sections of the research with teachers from other subject areas.
	Schools Guide	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
For Teachers	Teacher Handbook PDF	Briefly explores the curriculum and learning opportunities for Project Compassion 2022. Send to subject learning area teachers. Use as PD reading if seeking to integrate global education from a Catholic perspective across curriculum areas.
Media	Weekly films	There are five films. Watch in homeroom, assembly or as stimulus for learning tasks in the classroom. Anatercia (Mozambique), Biru (India), Janice (Australia), Rosalie (DRC), and Shaniella (Solomon Islands).
	Photo Galleries	View photos from the field. The photos are available through the Country Study Thinglink (interactive image) for each week. Use these photos to promote rich discussion about the five stories:

	Resource	Description / Suggested Use
All Purpose	Introducing Project Compassion (PPT)	Overview of all 5 programs and the work of Caritas Australia. Share in homeroom or assembly.
	Fundraising booklet	Ideas to inspire fundraising and awareness raising activities that are linked to the Project Compassion stories.
Prayer and Reflection	Ash Wednesday Liturgy	Liturgy of the Word, including distribution of the ashes.
	Prayer (PPT)	Reflection using the Project Compassion prayer and images. Use as a daily or weekly prayer for students or staff, or at an assembly.
	Weekly Staff Reflections	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent or in RE.
	Way of the Cross (PPT)	A reflection following the scriptural 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 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.

We endeavour to support the integration of a Catholic worldview. Catholicism is a comprehensive way of life that should animate every aspect of how we, as Catholics, view the world.

Since the Project Compassion stories and learning tasks relate to a wide range of Curriculum Areas, Cross-Curriculum Priorities and General Capabilities, we encourage you to use them beyond the Religious Education classroom.

RESOURCES 2022

The bulk of the learning tasks for each story are arranged in a 'See, Judge and Act' sequence.

See

Students encounter stories of participants involved in Caritas Australia supported projects through the text, films and photographs. Students witness the challenges and positive changes of people who experience extreme poverty and injustice.

Judge

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

Act

Students, in response to what they have learnt and in light of Catholic Social Teaching practise planning personal and collective responses and start to see how their local action can have a global impact.

LENT LINK: PRAYER, FASTING, ALMSGIVING

This is a focused Religious Education task for each week that deepens the link between the Project Compassion stories, the Lenten traditions, the themes, and Scripture.

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.

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, would 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.

ACTIVITIES FOR INTRODUCING THE THEME TO YOUR CLASS

Lectio Divina Prayer

Use [the Lectio Divina process](#), with a focus on [Genesis 9:12](#).

For All Future Generations

Students explore what ‘For future generations’ means in relation to both social and ecological justice. Students complete the sentence: ‘For all future generations’ is a vision of ...

Here are some examples to get started:

- ‘For ALL future generations’ is a vision of radical justice. God will have the same commitment to EVERY person.
- ‘For all future generations’ is a vision of sustainability.
- ‘For all future generations’ is a vision of LIFE. It comes from the same passage as God’s invitation to be fruitful, to multiply, to enjoy life, to enjoy creation.
- ‘For all future generations’ is a vision of God’s compassion, of never giving up on us, of always being creative.
- ‘For all future generations’ is a vision of responsibility. ‘I will require a reckoning for EVERY human life.’

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

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:

- Church and community
- Prayer
- Living the mission of Jesus
- Morality and justice
- Catholic Social Teachings: Human Dignity, Preferential Option for the Poor, Solidarity, Subsidiarity and Participation, Care for our Common Home and the Common Good.

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: RELIGIOUS EDUCATION AND BEYOND

ENGLISH

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

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

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

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

CIVICS AND CITIZENSHIP

Common Themes for Years 7-10

Reflect on their role as a citizen in Australian, regional and global contexts. Appreciate multiple perspectives and use strategies to mediate differences.

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

Year 7: How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK05).

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

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

Year 8: Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066).

Year 9: How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079).

How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081).

Year 10: The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091).

GEOGRAPHY

Year 7: The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040).

The influence of accessibility to services and facilities on the liveability of places (ACHGK044).

The influence of environmental quality on the liveability of places (ACHGK045)

The influence of social connectedness and community identity on the liveability of place (ACHGK046).

Strategies used to enhance the liveability of places, especially for young people (ACHGK047).

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054).

CURRICULUM: RELIGIOUS EDUCATION AND BEYOND

GEOGRAPHY continued

Year 8: Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049).

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062).

Year 9: The perceptions people have of place, and how these influence their connections to different places (ACHGK065).

The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067).

Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063).

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071).

Year 10: Environmental world views of people and their implications for environmental management ACHGK071).

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

Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078).

Reasons for, and consequences of, spatial variations in human

wellbeing on a regional scale within India or another country of the Asia region (ACHGK079).

Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080).

The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081).

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080).

ECONOMICS AND BUSINESS

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

Year 8: The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028).

Year 9: Why and how participants in the global economy are dependent on each other (ACHEK039).

The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042).

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

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?

Visit our [website](#) 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)



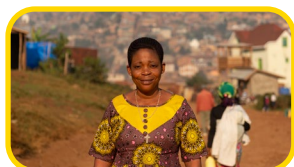
Anatercia's Story
(Mozambique)



Biru's Story
(India)



Janice's Story
(Australia)



Rosalie's Story
(DRC)



Shaniella's Story
(Mozambique)

OVERARCHING QUESTION:

How are the principles of Catholic Social Teaching evident in the work of Caritas Australia?

- Human Dignity
- Preferential Option for the Poor
- Care for Our Common Home
- Solidarity
- The Common Good
- Subsidiarity and Participation

Guided reflection questions:

- **Human dignity** – How is the Caritas Australia supported program working to upholding the dignity of the people in the community?
- **Common Good** – How are individual and social rights and responsibilities being fulfilled? How is the program benefiting the whole community?
- **Preferential Option for the Poor** – How is Caritas Australia demonstrating their commitment to working with the most vulnerable and marginalised?
- **Solidarity** – How are the Caritas Australia supported programs an example of solidarity? How is supporting Caritas Australia one way we can act in solidarity?
- **Subsidiarity and Participation** – How are the Caritas Australia supported programs enabling people to participate in their own development and in their community? How are the participants empowered to make decisions that affect them and their community?
- **Care for Our Common Home** – How are the programs encouraging environmental sustainability and equity, and respect for the environment?

ANATERCIA'S STORY

MOZAMBIQUE



Anatercia carries corn next to her fields in Gaza province, Mozambique.
Photo: Emidio Josine

[Watch Anatercia's Story](#)

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

Anatercia's father died when she was four and her mother has struggled with chronic health issues ever since. As her grandparents aged, her grandfather developed blindness and her grandmother could no longer walk to their farm.

Their crops, including corn, beans, sweet potato and cassava, withered from a mixture of neglect, irregular rainfall, and both droughts and floods. Mozambique's long coastline, sprawling river delta, environmental changes and variable climate make it particularly vulnerable to natural disasters.

As harvests were often poor, they were unable to sell food to earn an income and the family often went hungry.

In Mozambique, nearly two million people currently face severe food insecurity, due to the combined effects of frequent natural disasters, the conflict in northern Mozambique and COVID-19.¹

As Anatercia took on more and more responsibilities around the home to try to support her struggling grandparents, her education began to suffer, as she travelled up to five hours to collect water every day.

"We have run out of food several times," Anatercia says. "I help my family with the farm, cooking, fetching water and firewood, and caring for my mother."

Something had to change.

ANATERCIA'S STORY

MOZAMBIQUE



In 2017, Anatercia's family joined the Integrated Rural Development 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 then Anatercia's community to install a gravity irrigation system on their farm, as well as a system of water taps in the village. Anatercia's grandmother participated in training in sustainable farming techniques to help the family to produce enough food to eat and to 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," Anatercia says.

Caritas Regional Chokwe's Program Co-ordinator, Cacilda Tam San, says Anatercia's resilience is inspirational for her community. "Anatercia has demonstrated maturity beyond her years, by zealously carrying out difficult tasks that under normal conditions are performed by adults. We're now helping her family with community counselling and most importantly, she can complete her studies as well."

Over 5,600 people in the region have directly benefitted from this program so far, with over 24,000 people have benefitted indirectly, due to the extension of water pipes throughout the community.

Although the nearest secondary school is 10 kilometres away, and affording school materials remains a challenge, Anatercia is keen to continue her studies. She dreams of becoming a nurse to help people like her mother, so that community members don't have to walk long distances for medical care.

Thanks to your generous support, Anatercia's health, education and quality of life have improved, along with the outlook of her community for future generations.




¹ [ReliefWeb](#)

STUDENT WORKBOOK – SAMPLE PAGES

Download [Student Workbook](#)

ANATERCIA'S STORY

LEARNING TASKS



TASK 1: Discussion

A. What were some of the challenges faced by Anatercia as a 12-year-old girl growing up in Mozambique?

B. Explain how Caritas Australia and their partners in Mozambique have supported Anatercia, her family and her community?

C. How has your support of Caritas Australia impacted Anatercia's hopes for the future?

D. Which Catholic Social Teachings do you see reflected in Anatercia's story? (Refer to CST Guide on page 4)

E. What have you learnt about ecological justice from this story?

TASK 2: Water Quiz

Anatercia's community needs water to be able to grow food crops all year round. Test your knowledge on water around the globe using the [Water Quiz](#).

What fact surprised you the most?

TASK 3: Same but different

Think about your 12-year-old self, then draw a Venn diagram showing the differences and similarities between your life and Anatercia's life. Think about food, water, leisure, education and health.

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COUNTRY STUDY: MOZAMBIQUE

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

Predict life expectancy in Mozambique and Australia. Find out the correct answer. Does this surprise you? Why/Why not? What has changed? https://ourworldindata.org/life-expectancy	Australia	Mozambique	Mozambique Culture, History, & People Britannica Mozambique Australian Government Department of Foreign Affairs and Trade
Prediction:	Prediction:	What are the official languages?	
Actual:	Actual:	What is the main religion?	
What is the population of Mozambique? What is the population of Australia? Population, 1900 to 2021 (ourworldindata.org)	Mozambique:	What system of government does Mozambique have?	
What share of the population of Mozambique live in poverty? Our World in Data - Extreme Poverty	Australia:	In what region of the world is Mozambique located?	
Extreme poverty: The share of people living on less than 1.90 int.-\$ per day =		What direction is it from Australia?	
The share of people living less than 3.20 int.-\$ per day =		Describe the ways Australia is connected to Mozambique e.g. trade that occurs between the two nations, services that are exchanged, immigration history, etc.	
List three major factors affecting poverty and wellbeing in Mozambique. (e.g. education)		Select two relevant Sustainable Development Goals. Explain your selection. The Global Goals	
Summarise Caritas Australia's support to improve wellbeing. https://best.caritas.org.au/			

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ANATERCIA'S STORY

RE LINK

A CATHOLIC WORLDVIEW (JUDGE)

The future starts today, not tomorrow.
St Pope John Paul II

How would you interpret this quote? What does it mean to you personally?

The theme for Project Compassion 2022 is "For all future generations" which is a vision of God's compassion, of never giving up on us and it is a vision of responsibility. How do you interpret the quote above knowing this information now?

FAITH IN ACTION (ACT)

Jesus fed 5000 people with 5 loaves and 2 fish [John 6:1-14](#).

Read and discuss this scripture.

How does this miracle teach us how to respond to the issue of food security in our world?

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ANATERCIA'S STORY

LENT LINK

PRAYER

Write a prayer inspired by Anatercia's story.

Here is an example:
Loving God, we pray for our brothers and sisters who don't have enough to eat or a balanced diet. Let us show the same love and compassion to all, as you do for us. May we stand in solidarity and treat all with dignity. Amen

FASTING

Anatercia says there were many times when her family went without food before Caritas Australia's partner assisted.

Which food could you stop eating or fast from during Lent?

Could you fast from your favourite food for 5 days? How would this make you feel?

ALMSGIVING

You could ask your class and friends to sponsor you for each day, that you can go without your favourite food. This would help you to fundraise for Project Compassion 2022.

For inspiration

\$148 can provide a family with a toilet in Mozambique.

\$410 can provide a skilled labourer in the rehabilitation of boreholes to provide access to safe drinking water in Mozambique.

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

[Watch Biru's Story](#)

Biru, 30, lives in a rural village in Jharkhand State in India's east. 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.

A member of India's Ho ethnic minority population, 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, even though keeping up with the cattle was a challenge.

"The problem was that I couldn't walk in mud, I used to fall and the grazing cattle would sometimes make me run, I could not handle them. I also used to face psychological challenges," Biru says. "Looking at others who did not have a disability, I wondered what it was like to be them. I was wondering how to look after my family".

Over 26 million people who have a disability in India also live in poverty. A further, 69 percent of the population living with a disability reside in rural areas which makes access to support services, education and employment an even greater challenge.¹ Discrimination can further limit job opportunities and lead to social exclusion.

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 its Community Led Development and Governance (Gram Nirman) program which is supported by Caritas Australia.

The program works with tribal communities and vulnerable groups, such as people living with a disability, women and the elderly. It supports them to develop small businesses, including improving farming and financial management skills, which helps them to increase their incomes.



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.

"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."

His new business received an enthusiastic response. 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, his community has a better understanding of how people living with a disability can participate in community life and decision-making.

"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 this program so far, including over 15,000 families who have increased their incomes by between 40 and 50 percent.

However, COVID-19 has had a significant impact on villages and businesses across India, like Biru's, over the past year. With your support, Caritas Australia has been working with Caritas India to provide dry ration kits for families, as well as vital information about wearing face masks, social distancing and hygiene, to prevent the spread of the virus.

Biru is keen to build his business, as well as a better house for his family, and he is eager for his children to receive a good education.

"I would like to thank, from the bottom of my heart, the people of Australia for supporting this program and for helping us to live in dignity," Biru says. "I pray that you continue to reach out to many more to help them."

Biru is able to provide a good life for his family – and an essential service to his community. He has discovered a sense of pride, confidence and hope which has inspired others living with a disability and paved the way for future generations.

Along with your generous support, this program is supported by the Australian Government through the Australian NGO Cooperation Program (ANCP).





STUDENT WORKBOOK – SAMPLE PAGES

Download [Student Workbook](#)

BIRU'S STORY

LEARNING TASKS

TASK 1: Discussion

A. What were some of the challenges Biru faced while growing up in India?

B. Explain how Caritas Australia and Caritas India supported Biru to achieve his full potential.

C. How has your support of Caritas Australia impacted Biru's adult life?

D. Which Catholic Social Teachings do you see reflected in Biru's story?
(Refer to CST Guide on page 4)

E. How is Biru acting as a leader in his community?

TASK 2: Take the Challenge

Be like Biru and teach yourself a new skill or learn it from someone who is willing to teach you. For example: learn how to fix a puncture in a bike tyre, a new computer skill or cook a new dinner recipe for your family. What new skill will you learn? How will you learn it?


TASK 3: Strengths and Talents

Biru felt that it was difficult for him to contribute to his community. However, even if we don't realise it, we all have strengths and talents, some come naturally and others we need to learn. What are your strengths and talents?

How could you use these strengths and talents to help others?


Ride your Bicycle

National Ride to School Day is Friday 25 March. Encourage your friends to ride to school. Perhaps you could even hold a 'repair your bike' workshop on that day.



BIRU'S STORY

RE LINK



A CATHOLIC WORLDVIEW (JUDGE)

To have courage for whatever comes in life, everything lies in that.
St Teresa of Avila

Read the quote above and reflect on what it means.

- How are Gospel values being upheld in Biru's story?
- The word 'courage' appears many times in Scripture. Why do you think this is?
- How can faith be a source of courage for you/others?


FAITH IN ACTION (ACT)

Spend this week of Lent acting selflessly and seeing the potential in all.

How can you be more inclusive of your fellow students, friends and people you may work with?


How might you raise awareness of access in your community in response to what you have read and thought about in Biru's story?

Think about how accessible your school/parish grounds are. Who should lead reflection, evaluations and improvements in this area?
(Clue: think about the CST principles of participation and subsidiarity)




COUNTRY STUDY: INDIA

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




Predict life expectancy in India and Australia. Find out the correct answer. Does this surprise you? Why/Why not? https://ourworldindata.org/life-expectancy	Australia	India	India - People Britannica India Australian Government Department of Foreign Affairs and Trade
What is the population of India? What is the population of Australia?	India:	Australia:	What are the official languages? What is the main religion? What system of government does India have? In what region of the world is India located? What direction is it from Australia?
What share of the population of India live in poverty? Our World in Data - Extreme Poverty	Extreme poverty: The share of people living on less than 1.90 int.-\$ per day = The share of people living less than 3.20 int.-\$ per day =		Describe the ways Australia is connected to India e.g. trade that occurs between the two nations, services that are exchanged, immigration history, etc.
List three major factors affecting poverty and wellbeing in India. (e.g. education)			Select two relevant Sustainable Development Goals. Explain your selection. The Global Goals
Summarise Caritas Australia's support to improve wellbeing. https://lenti.caritas.org.au/			



BIRU'S STORY

LENT LINK



PRAYER


Write a prayer inspired by what you have learnt from Biru's story.

FASTING

People would offer to travel to nearby towns to access bicycle parts for Biru. Think about how you can give up your time to help others this Lent.
This week I will give up my time by ...

OR

You could fast from using motorised vehicles and opt for a bicycle, skateboard or walk as your mode of transport instead.



ALMSGIVING

Hold a Caritas K's where people sponsor you for each kilometre you ride as a way to fundraise for Project Compassion 2022.


For inspiration!

\$12 can provide two annual health checks for two people living with a disability in India.

\$85 can help a community to form a farmer support group in India.

\$200 can provide fruit plants for two nursery gardens in India.

\$600 can provide awareness sessions for 50 community members to access government entitlements in India.





Janice poses for a photograph on Jawoyn Country in Arnhem Land, Northern Territory, Australia. Photo: Richard Wainwright

[Watch Janice's Story](#)

Janice, a proud Wagilak woman, is a traditional dancer who tells her family's stories through movements which have been handed down over generations.

Janice moved to a remote Northern Territory community as a young girl, when her mother was offered work in a kitchen near the local clinic.

"When I was about five, six or seven, my father taught me how to dance his culture, and then I had to learn to dance my mother's culture too," Janice says. "When I dance, I feel strong in my heart. It's like my grandfather and my grandmother are here with me."

Like many remote communities, Janice's faces a range of challenges, including few jobs and educational opportunities, financial hardship, lower life expectancy and poorer health than the non-Indigenous population.

Loss of land, language and culture and intergenerational trauma related to the ongoing effects of colonisation, can also contribute to socio-economic problems for young people in remote communities. Many others leave the community in search of work, moving to towns and cities where they may be more vulnerable.

"With many elders gone, we must transfer knowledge, to keep a connection to culture and nurture future leaders," Janice says. "Me and my family, we keep the culture going, we need to keep our culture strong."

With your help, Caritas Australia is able to support Djilpin Arts Aboriginal Corporation, which has been operating a centre for traditional and contemporary Aboriginal visual and performing arts and culture in a remote area of the Northern Territory since 2002. It was established by the late Balang T. E. Lewis – the celebrated movie actor, musician and community member – and has been supported by Caritas Australia for around 14 years.

JANICE'S STORY

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 the younger generation, and visitors to the centre. Local guides run bush cultural tours and architect-designed tourist accommodation is available for visitors.

Janice has been a Djilpin Artsworker since 2015, performing traditional dances, as a host for performances and as a tour guide in the art museum. Her grandfather's painting is on display there, while her brother runs cultural tours, her son plays the didgeridoo for cultural performances and her two daughters work in the shop.

"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."

In 2021, with your support, Caritas Australia was also able to fund the launch of a Djilpin Arts shed in Katherine, to display and store artworks for shipping to online customers. COVID times have been particularly tough on remote communities, however, Djilpin Arts has been able to build up the online element of its business during the pandemic, helping communities to continue to make an income, even when there were few visitors.

"Janice has been a great supporter of Djilpin Arts, as a dancer. She also leads young people, young girls into dancing, and shares the knowledge of culture, and the artworks that the artists do," says Loretta George, Balang Lewis' sister and Djilpin Arts Chair.

"Djilpin Arts, for me it's been a big dream, from my brother. He talked about helping the community to come together, to help younger people get a job, and to bring our culture back to the people, because if there's no elders around and there's no one to teach the younger ones, we will lose all that and it will be lost forever," Loretta says.

Janice believes that Djilpin Arts' work is essential to create opportunities for young people to stay on-country, to share intergenerational knowledge between elders and the younger generation - to promote healing, and to keep culture alive.



STUDENT WORKBOOK – SAMPLE PAGES

Download [Student Workbook](#)

JANICE'S STORY

LEARNING TASKS

TASK 1: Discussion

- How does Janice participate and contribute to her community?
- Why is it important for Janice to pass on her culture to the next generation?
- Why and how does the Djinpin Arts Centre fulfill an important purpose for the local community?
- How has your support of Caritas Australia impacted Janice's community's hopes for the future?
- Which Catholic Social Teachings do you see reflected in Janice's story? (Refer to CST Guide on page 4)

TASK 2: Country

Study a map of Australia that shows our First Nations groups. <https://aiatsis.gov.au/explore/map-indigenous-australia>

- How many groups are there?
- Who are the traditional custodians of the land that Janice works on?
- Whose traditional Country is your school on? It will be easy to find the Nation but try and find the clan group as well.

Caritas Australia

COUNTRY STUDY: AUSTRALIA

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

Predict life expectancy for non-indigenous Australians and Aboriginal and Torres Strait Islander peoples. Find out the correct answer. Does this surprise you? Why/Why not? https://racismnoway.com.au/about-racism/australias-cultural-diversity/diversity-of-language/	Non-Indigenous Australians. Prediction: Actual:	Aboriginal and Torres Strait Islander Peoples. Prediction: Actual:	What is the official language of Australia? How many Aboriginal and Torres Strait Islander languages are there? https://racismnoway.com.au/about-racism/australias-cultural-diversity/diversity-of-language/
What is the total population of Australia? What percentage of the population identify as Aboriginal or Torres Strait Islander? https://www.aihw.gov.au/reports/australias-health/profile-of-indigenous-australians	Total population: Aboriginal and Torres Strait Islander population: Can you explain this low figure?	What system of government does Australia have?	What is the main religion?
List three major factor/s affecting the wellbeing of Aboriginal and Torres Strait Islander peoples. (e.g. Education) https://www.aihw.gov.au/reports/data/australias-welfare/australias-welfare-snapshots	In which region of the world is Australia situated?	Select two relevant Sustainable Development Goals for Australia. Explain your selection. The Global Goals	
List three ways Caritas Australia support's Aboriginal and Torres Strait Islander peoples to improve their lives.			

Caritas Australia

JANICE'S STORY

RE LINK

A CATHOLIC WORLDVIEW (JUDGE)

"Your culture, which shows the lasting genius and dignity of your race, must not be allowed to disappear. Do not think that your gifts are worth so little that you should no longer bother to maintain them. Share them with each other and teach them to your children. Your songs, your stories, your paintings, your dances, your languages, must never be lost."

John Paul II's words in 1996 - which Pope Francis repeated in 2016
Pope Francis, Message to Indigenous Australians

- At Caritas Australia we believe that every person has a right to participate in the decisions that affect them. Read this [Joint Statement on Subsidiarity](#). Summarise the recommendations below.

FAITH IN ACTION (ACT)

Janice believes that Djinpin Arts' work is essential to create opportunities for young people to stay on-country, to share intergenerational knowledge between elders and the younger generation - to promote healing, and to keep culture alive.

- How can you support Aboriginal and Torres Strait Islander artists to keep their culture alive?

Caritas Australia

JANICE'S STORY

LENT LINK

PRAYER

Write a prayer inspired by Janice's story.

FASTING

Fast from watching TV and movies, and from playing video games etc.

Then use this time to connect with your neighbour, carer, parents, and/or grandparents - listening to their stories and traditions.

What did you learn?

ALMSGIVING

Lent gives us the opportunity to cultivate a spirit of generosity. It gives us a chance to share what we have and who we are with other people. Think carefully about how you will share your time, your talents and your treasure during Lent. Keep in mind 'the words of the Lord Jesus who himself said, "There is more happiness in giving than in receiving." (Acts 20:35)

For inspiration!

- \$50 can provide computer skills for two artworkers at the Djinpin Arts Centre in the **Northern Territory**
- \$250 can support 4 young men to harvest djeridu timber in the **Northern Territory**.
- \$5000 can employ and train four arts workers to run the Djinpin Arts Centre in the **Northern Territory**.

Caritas Australia

ROSALIE'S STORY

DEMOCRATIC REPUBLIC OF CONGO



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

[Watch Rosalie's Story](#)

Rosalie had a tough childhood. Her father passed away when she was just two-years-old and her mother struggled to look after the family on her own.

Then, when she was just 15 years old, Rosalie was forced to join the army. In recent decades, the DRC has experienced ongoing political instability, violence and conflict, and the recruitment of child soldiers is all too common.

Rosalie suddenly found herself forced to transport munitions to soldiers on the battlefield while facing the constant threat of violence inside the military camp. She had to continue to work as a soldier, even after she married and had children because she had no other option – and it was the only life she knew.

"I was in the battlefield with my baby on my back," Rosalie recalls. "I walked with a child in my left hand, a box of ammunition on my head and another child on my back."

When Rosalie was finally demobilised from the army after six years, she was eager to start a new life, free from violence. But like many ex-combatants, Rosalie found the challenge to adjust to civilian life overwhelming. With her childhood and education cut short by the war, she had missed out on developing skills that would help her to find secure employment. She struggled to earn a sustainable income to provide food for her children. There was also prejudice towards ex-combatants in the community.

Rosalie was determined to turn her life around and set a new path for herself and her family. She joined the Protection & Re-Integration of Ex-Combatants program, supported by Caritas Australia, and its local partner organisations, Catholic Agency for Overseas Development (CAFOD) and Caritas Bukavu. She participated in training in accounting, conflict management, gender awareness and human rights and developed a plan for her own small business.

ROSALIE'S STORY

DEMOCRATIC REPUBLIC OF CONGO



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. She learnt savings and group management skills and became the SILC group's president.

Through the program, she gained essential skills in generating an income while gaining a sense of belonging and community spirit.

"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."

From her life as a child soldier, Rosalie has become an entrepreneur and a respected community leader. She is helping other women to save and to start up their own businesses. Her husband also has a better understanding of gender equality and is giving her more support in caring for their seven children – four girls and three boys - who are all healthy and doing well at school.

She has dreams of expanding her business to also sell ice cream, to diversify her income to help to pay for her children's education. She is determined to give her children the best chance to finish school.

So far, 2500 people have benefitted from this program, and 48 savings and loans groups and five peace committees have been established. The program is set to expand in future, to help young people and other vulnerable community members, in addition to ex-combatants.

Although the COVID-19 pandemic and lockdowns have created significant health and economic challenges for the region, Rosalie is striving to help her family and her community to break the cycle of poverty - to create lasting change for future generations.

"May the Australian people continue to help others as well, so that they can also take care of themselves," Rosalie says. "A really big thank you."

Rosalie is inspiring women and other members of her community to overcome the violence of the past, to work towards a more peaceful and harmonious world for all future generations.



Along with your generous support, this program is also supported by the Australian Government, through Australian NGO Cooperation Program (ANCP).

STUDENT WORKBOOK – SAMPLE PAGES

Download [Student Workbook](#)

ROSALIE'S STORY

LEARNING TASKS

TASK 1: Discussion

A. What were some of the challenges faced by Rosalie growing up in the Democratic Republic of Congo (DRC)?

B. Explain how Caritas Australia and their partners in the DRC assisted Rosalie and her family.

C. How has your support of Caritas Australia changed Rosalie's life?

D. Which Catholic Social Teachings do you see reflected in Rosalie's story? (Refer to CST Guide on page 4)

TASK 2: Root causes of poverty

- Learn about the root causes of poverty [here](#).
- Choose three of the potential root causes of poverty and explain how they apply to Rosalie's story. Choose from: debt, conflict, lack of education, gender inequality, poor health, environmental factors, and food insecurity.

Caritas Australia

COUNTRY STUDY: DRC

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

Predict life expectancy in DRC and Australia. Find out the correct answer. Does this surprise you? Why/Why not?	Australia Prediction: Actual:	DRC Prediction: Actual:	What are the official languages? What is the main religion? What system of government does the DRC have?
What is the population of the DRC? What is the population of Australia?	DRC Australia		In what region of the world is the DRC located? What direction is it from Australia?
What share of the population of DRC live in poverty? Our World in Data - Extreme Poverty	Extreme poverty: The share of people living on less than 1.90 int.-\$ per day = The share of people living less than 3.20 int.-\$ per day =		Describe the ways Australia is connected to DRC e.g. trade that occurs between the two nations, services that are exchanged, immigration history, etc. Australian Government Department of Foreign Affairs and Trade
List three major factors affecting poverty and wellbeing (e.g. Education)			Select two relevant Sustainable Development Goals. Explain your selection. The Global Goals
Summarise Caritas Australia's support to improve wellbeing in the DRC.			

Caritas Australia

ROSALIE'S STORY

RE LINK

A CATHOLIC WORLDVIEW (JUDGE)

From those seeds of hope patiently sown in the forgotten fringes of our planet, from those seedlings of a tenderness which struggles to grow amid the shadows of exclusion, great trees will spring up, great groves of hope to give oxygen to our world.
Pope Francis

- How has Rosalie shown great resilience?
- How is the Protection & Re-integration of Ex-Combatants program upholding Gospel values?

FAITH IN ACTION (ACT)

Our love is not to be just words or mere talk, but something real and active.
1 John 3:18

It would be difficult for us to not be moved by Rosalie's story and the persistent unrest and violence in the DRC.

- How did you feel after hearing Rosalie's story?
- How does your faith guide you to respond?

Share Rosalie's story with friends and family and encourage them to support Project Compassion too.

Caritas Australia

ROSALIE'S STORY

LENT LINK


PRAYER

Write a prayer inspired by Rosalie's Story. Here is an example:

FASTING

Rosalie sells second-hand shoes to support her family.

Can you fast from buying anything new through Lent and instead support a second-hand shop?



ALMSGIVING

Rosalie sells second-hand shoes to support her family. Consider holding a pre-loved clothes, shoes, books etc. stall to raise money for Project Compassion.

For inspiration!

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

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

\$250 can help a family to acquire a small kiosk to start a sewing business in the **Democratic Republic of Congo**.

Caritas Australia

SHANIELLA'S STORY

SOLOMON ISLANDS



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

[Watch Shaniella's Story](#)

Shaniella, 23, grew up with her family in a village in the Solomon Islands' southern Makira province.

She studied until grade 11 at a local school but was unable to complete her final year, as she did not pass the exam required by the Solomon Islands' education system to enter grade 12. With the poverty rate in Makira province at around 32 percent¹, she knew that without relevant job skills, she would struggle to earn a living.

Girls' and women's participation in secondary education, training and employment in the Solomon Islands is significantly lower compared to male students². Limited opportunities in remote areas, few live-in facilities at colleges away from home and community attitudes relating to the traditional roles of women, all contribute to their lower participation rates³.

In 2020, Shaniella decided to move away from home to study at a Rural Training Centre outside the capital, Honiara. The vocational school is supported by Caritas Australia Solomon Islands (CASI), through the Happy, Healthy, Holistic Community Development program.

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

However, the school is in a particularly disaster-prone area of the Solomon Islands. Not long after Shaniella started, the school was hit by a landslide, flooding, and a cyclone, all in quick succession.

"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. I saw students in the school panic. It was a bad experience for me, especially because I am here, leaving my family at home in another island."

¹[Solomon Islands Government](#) ²[UNESCO](#) / [World Bank](#) ³[World Bank](#)

SHANIELLA'S STORY

SOLOMON ISLANDS



The landslide destroyed the school's main source of water, a gravity-fed system, and it also damaged school buildings and devastated the garden which the school relies on for food.

Caritas Australia Solomon Islands (CASI) was able to help the school to install eight water tanks. This restored students' access to clean drinking water and the ablution block. The tanks also supply water to nearby schools, health centres and the wider community. CASI then supported the school by providing it with improved planting materials, 200 chickens, and training in agricultural skills and poultry management, to help it to boost its food security.

To ensure that the school is better prepared to respond to future disasters, CASI also ran Disaster Risk Reduction (DRR) training workshops, raising awareness about risks in the school's environment, evacuation procedures and how to respond during an emergency. It provided additional support when the COVID-19 pandemic hit, by helping the school to improve hygiene practices to prevent the spread of coronavirus.

Around 80 students, teachers and community members have directly benefitted from this program so far, with around 2000 people benefitting indirectly.

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.

Although the Solomon Islands has largely avoided the worst of COVID-19, the economic impacts on tourism will continue to significantly impact the country for the immediate future. However, Shaniella is confident that she is well-positioned to take her place in the hospitality industry, when the opportunity arises.

"I would like to thank you for your continued support for the school and community when they were in need," says Shaniella.

Through supporting Caritas Australia you are helping young people in the Solomon Islands to build bright futures for themselves - and for future generations.

Along with your generous support, this program is supported by the Australian Government, through the Australian Humanitarian Partnership (AHP).



STUDENT WORKBOOK – SAMPLE PAGES

Download [Student Workbook](#)

SHANIELLA'S STORY

LEARNING TASKS

TASK 1: Discussion

A. What were some of the challenges faced by Shaniella?

B. Explain how Caritas Australia and their partners in the Solomon Islands have supported Shaniella and her community.

C. How has your support of Caritas Australia changed Shaniella's hopes for the future?

D. Which Catholic Social Teachings do you see reflected in Shaniella's story? (Refer to CST Guide on page 4)

E. What have you learnt about ecological justice from this story?

TASK 2: Education

[Gender gap in primary education: Share of girls among all primary education students, 2019](#)

- What share of girls attended primary school in the Solomon Islands in 2019?
- How has this changed over time?
- In the Solomon Islands only 80% of female students (12-14 years) enrol in lower secondary school. Source: [Education and Policy Data Centre](#). What impact do you think education has on becoming vulnerable to poverty in the future? Why?

Caritas Australia For all future generations

COUNTRY STUDY: SOLOMON ISLANDS

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

Predict the life expectancy in the Solomon Islands and Australia. Find out the correct answer. Does this surprise you? Why/Why not?	Australia Prediction: Actual:	Solomon Islands Prediction: Actual:	What are the official languages? What is the main religion? Country Facts Solomon Islands
What is the population of the Solomon Islands? What is the population of Australia?	Solomon Islands Australia	What system of government does the Solomon Islands have?	
What share of the population of the Solomon Islands live in poverty? Our World in Data - Extreme Poverty	Extreme poverty: The share of people living on less than 1.90 int-\$ per day = The share of people living less than 3.20 int-\$ per day =	In what region of the world is the Solomon Islands located? What direction is it from Australia?	
List three major factors affecting poverty and wellbeing (e.g. Education)		Describe the ways Australia is connected to the Solomon Islands E.g. trade that occurs between the two nations, services that are exchanged, immigration history. https://www.dfat.gov.au/geos/solomon-islands	
Summarise Caritas Australia's support to improve wellbeing in the Solomon Islands.		Select two relevant Sustainable Development Goals. The Global Goals	

Caritas Australia For all future generations

SHANIELLA'S STORY

RE LINK

A CATHOLIC WORLDVIEW (JUDGE)

Yet access to safe drinkable water is a basic and universal human right, since it is essential to human survival and, as such, is a condition for the exercise of other human rights. Our world has a grave social debt towards the poor who lack access to drinking water, because they are denied the right to a life consistent with their inalienable dignity.

Pope Francis, Laudato Si' n 30

- How is Caritas working to uphold the dignity of Shaniella and her community?
- Severe weather events caused by climate change are having devastating impacts on already vulnerable communities. Explain how caring for the environment is also caring for each other for all future generations.

FAITH IN ACTION (ACT)

"When we speak of the need to care for our common home, our planet, we appeal to that spark of universal consciousness and mutual concern that may still be present in people's hearts. 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 n 117

- Think about the link between the environment, climate change, drinking water and food security around the world. When we care for the environment, our common home, we are also caring for each other.

No doubt you are already doing many things to care for our common home. Can you commit to one more action? Share your commitment with friends and family and encourage them to take action too!

I will take even better care of our common home by...

Caritas Australia For all future generations

SHANIELLA'S STORY

LENT LINK

PRAYER

Write a prayer for our brothers and sisters living in the Pacific who are already suffering the impacts of rising sea levels and severe weather events.

OR

Write a prayer for the girls and women around the world who are not able to access education.

FASTING

"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!"

Pope Francis, Fratelli Tutti n 117

Commit to conserving water as a form of fasting.

Example: Take shorter showers; while waiting for the water to run hot, catch the cold water in a bucket to use on your garden; place buckets under bubblers/ drinking fountains at school to use on the school garden; buy less of everything - from clothing to electronics to household goods - to dramatically decrease your water footprint.

I will conserve water by...

ALMSGIVING

Access to secondary and tertiary education can be difficult for many young people around the world.

Could you save 50c or even \$1 for every year of school you have attended and donate it to Project Compassion?

For inspiration!

\$2 can provide rooster chicks for a school in the **Solomon Islands**.

\$25 can provide a duck for the community poultry keeping system in the **Solomon Islands**.

\$251 can provide a boar piglet for breeding in the **Solomon Islands**.

\$2554 can provide a school in the **Solomon Islands** with two 5000L water tanks.

Caritas Australia For all future generations

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

SECONDARY STUDENTS

[Caritas Australia's Code of Conduct](#) demonstrates our commitment to treating others with respect and dignity; keeping everyone safe; protecting the rights of everyone, especially children and vulnerable adults; using Caritas Australia's money, resources and information responsibly; and acting with integrity.

Learning about global social and ecological justice issues can be overwhelming. If there is anything in our work or resources that concerns you, please speak with your teacher or trusted adult. Concerns can also be lodged via our website: <https://www.caritas.org.au/complaints/>

Caritas Australia appreciates the unique and valuable perspectives young people have to offer. We would love to receive your ideas and feedback. If you have a suggestion on how we can improve our school resources please email: education@caritas.org.au

TEACHERS

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://www.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.