



FOR ALL FUTURE
GENERATIONS

PROJECT COMPASSION

SECONDARY TEACHER
HANDBOOK



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

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 (Learning Tasks) – with comprehension questions, activities and a country study

Judge: A Catholic Worldview (RE Link)

Act: Faith in Action (Lent Link) – Prayer, Fasting and Almsgiving.

Project Compassion 2023 includes 4 stories:

- Laxmi's Story (Nepal)
- Tereesa's Story (Australia)
- Priscilla's Story (Zimbabwe)
- Thu's Story (Vietnam)

RESOURCES GUIDE

All our resources are online! Access the films and written stories, teaching materials, and our fundraising and awareness raising ideas at 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	Student Workbook	A fillable PDF students can complete and submit back to their teacher. Use weekly to 'see, judge and act'. Dedicate 20–30 mins of weekly Religious Education classes. Go beyond RE and share tasks or sections of the research with teachers from other subject areas.
	Secondary Deep Dive	An interactive Thinglink image designed as a central location for students to access information about each of the stories, as well as to help them complete activities throughout the workbook.
	AD Stories	Audio described versions of each story.
For Teachers	School's Guide	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
	Teacher Handbook	Briefly explores the curriculum and learning opportunities for Project Compassion 2023. 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. PC23 School Film , Laxmi (Nepal) , Tereesa (Australia) , Priscilla (Zimbabwe) and Thu (Vietnam) .
	Photo Galleries	View photos from the field. The photos are available through the Deep Dive (interactive image) for each week. Use these photos to promote rich discussion about the four stories.

	Resource	Description/Suggested Use
All Purpose	Introducing Project Compassion (PPT)	Overview of all 4 stories 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 Reflections	Weekly reflections linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff prayer/reflections during Lent or in RE lessons with students.
	Way of the Cross (PPT)	A reflection following the traditional 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.
	Social Media Toolkit	Content and assets to share your support of Project Compassion through your social media channels.

WELCOME TO PROJECT COMPASSION 2023!

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 2023

The bulk of the learning tasks for each story are arranged in a 'See, Judge, 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 2023 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, the theme asks us to think about the great yes that Mary spoke when the angel told her she was to become the mother of Jesus. She freely accepted God’s invitation to take up a unique place in the history of the human family.

The prayer Mary shared with her cousin Elizabeth says, “all generations will call me blessed”.

Her *yes* is for *all future generations*. May ours be too!

**And Mary said,
“Surely, from now on
all generations will call me blessed.”**

Luke 1:48

Project Compassion 2023 shares the stories of resilient and inspiring individuals whose lives and futures have been impacted by the ongoing support of our partners and by your generosity.

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

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

INTRODUCING THE THEME TO YOUR CLASS

For All Future Generations

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?

Ask your students to write down their hopes for what the world will look like in the future and dedicate a wall in your classroom where students can display these. You might want to create an outline of a tree, asking students to write down important values on the trunk (such as peace, love, tolerance, etc.). Their written thoughts can then be stuck on the tree as the leaves.

You can use these as focus points for prayer or reflection during Lent.

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 [Tereesa'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 [Laxmi's Story \(India\)](#) and [Thu's Story \(Vietnam\)](#).

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 [Priscilla's Story \(Zimbabwe\)](#).

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 [Laxmi's Story \(Nepal\)](#).

Ethical Understanding

In developing and acting with ethical understanding, students examine values (see Catholic Social Teaching Guide [on page 12](#)), explore rights and responsibilities and consider other points of view.

CURRICULUM: RELIGIOUS EDUCATION AND BEYOND

ENGLISH

Year 7: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (AC9E7LY05).

Year 8: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts (AC9E8LY05).

Year 9: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts (AC9E9LY05).

Year 10: Integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas (AC9E10LY05).

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 based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society (AC9HC7K05).

How Australia's secular democracy and pluralist, multi faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities (AC9HC7K04).

Year 8: Different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups (AC9HC8K06).

Year 9: How and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship (AC9HC9K05).

Year 10: Locate, select and compare information, data and ideas from a range of sources (AC9HC10S02).

GEOGRAPHY

Year 7: Classification of environmental resources and the way that water connects and changes places as it moves through environments (AC9HG7K01).

The location and distribution of services and facilities, and implications for liveability of places (AC9HG7K06).

The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place (AC9HG7K07).

GEOGRAPHY continued

Year 8: The spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians (AC9HG8K03).

Interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships (AC9HG8S03).

Year 9: The environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia (AC9HG9K03).

The ways that places and people are interconnected with other places through trade in goods and services, at all scales (AC9HG9K07).

Collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate (AC9HG9S02).

Evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships (AC9HG9S03).

Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts (AC9HG9S05).

Year 10: The human-induced changes that challenge the sustainability of places and environments (AC9HG10K01).

The environmental world views of people and their implications for environmental management (AC9HG10K02).

Causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability (AC9HG10K04).

Responses of international and national government and non government organisations to improve human wellbeing in Australia, within India and another country in the Pacific (AC9HG10K08).

Evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships (AC9HG10S03).

Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts (AC9HG10S05).

ECONOMICS AND BUSINESS

Year 7: The reasons individuals work, the types of work they are involved in, and how they may derive an income (AC9HE7K04).

Year 8: How First Nations Australian businesses and entrepreneurs develop opportunities in the market (AC9HE8K03).

Year 9: How economic decision-making involves the interdependence of consumers, businesses, the financial sector and government (AC9HE9K02).

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

What are Caritas Q&As?

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

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

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

How will it work?

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

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

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

How do I register?

Go to caritas.org.au/project-compassion/caritas-q-and-a/ 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**

REGISTER

LIVE CARITAS Q&As

SECONDARY SCHOOL TIMETABLE

All times listed below are AEDT. Please adjust for your time zone.

Laxmi's Story (Nepal)	Monday 27 February	Tuesday 28 February	Wednesday 1 March	Thursday 2 March
	<ul style="list-style-type: none"> • 9.30am • 10.30am • 12.00pm • 5.00pm 	<ul style="list-style-type: none"> • 10.30am • 11.15am • 1.00pm • 1.45pm 	<ul style="list-style-type: none"> • 9.00am • 10.00am • 12.00pm • 1.30pm 	<ul style="list-style-type: none"> • 9.30am • 11.30am • 1.00pm • 2.00pm

REGISTER

Tereesa's Story (Australia)	Monday 6 March	Tuesday 7 March	Wednesday 8 March	Thursday 9 March
	<ul style="list-style-type: none"> • 10.00am • 2.15pm 	<ul style="list-style-type: none"> • 10.15am • 5.00pm 	<ul style="list-style-type: none"> • 10.00am • 2.00pm 	<ul style="list-style-type: none"> • 11.30am • 1.30pm

REGISTER

Priscilla's Story (Zimbabwe)	Monday 13 March	Tuesday 14 March	Wednesday 15 March	Thursday 16 March
	<ul style="list-style-type: none"> • 11.00am • 12.00pm 	<ul style="list-style-type: none"> • 9.15am • 1.30pm 	<ul style="list-style-type: none"> • 10.30am • 3.00pm 	<ul style="list-style-type: none"> • 10.00am • 11.30am

REGISTER

Thu's Story (Vietnam)	Monday 20 March	Tuesday 21 March	Wednesday 22 March	Thursday 23 March
	<ul style="list-style-type: none"> • 11.00am • 12.00pm 	<ul style="list-style-type: none"> • 9.15am • 12.00pm 	<ul style="list-style-type: none"> • 1.30pm • 4.00pm 	<ul style="list-style-type: none"> • 10.15am • 12.30pm

REGISTER

Laxmi's Story (Nepal)	Monday 27 March	Tuesday 28 March	Wednesday 29 March	Thursday 30 March
	<ul style="list-style-type: none"> • 10.30am • 4.00pm 	<ul style="list-style-type: none"> • 11.00am • 5.00pm 	<ul style="list-style-type: none"> • 11.30am • 1.00pm 	<ul style="list-style-type: none"> • 9.30am • 2.00pm

REGISTER

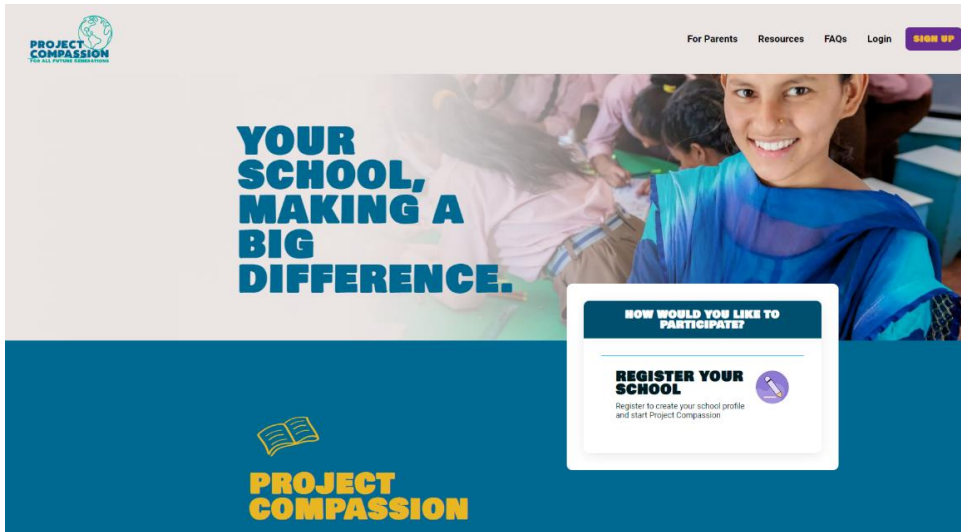
FUNDRAISE ONLINE!

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

This year, we have rolled out our new Project Compassion online fundraising website. We strongly recommend you set up an online fundraising page so you can access all of our handy tools and resources to help make your fundraiser a success.

Simply head to caritas.org.au/project-compassion 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!



caritas.org.au/project-compassion

HOW IT WORKS

1. GO TO caritas.org.au/project-compassion
2. SELECT 'Fundraise'
3. SIGN UP your school
4. CREATE class teams (optional)
5. CHOOSE your personal message and fundraising target
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](#).



Laxmi's
Story
(Nepal)



Teresa's
Story
(Australia)



Priscilla's
Story
(Zimbabwe)



Thu's
Story
(Vietnam)

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?

SECONDARY DEEP DIVE GUIDE

The [Secondary Deep Dive](#) is an interactive image created as a central location for everything students need to complete their student workbook. This includes the stories and videos for each of the four weeks.

Whenever students see any of the below icons in their workbook, they can go to the [Secondary Deep Dive](#) and find the matching icon and access the information they need to complete the activity.

Here are some icons to keep an eye out for throughout the workbook:



[Click here to view the Secondary Deep Dive](#)



Laxmi (16) organising group games with child's club members at her old school in western Nepal. Photo: Richard Wainwright/Caritas Australia



[Watch Laxmi's Story](#)

16-year-old Laxmi lives with her mother and siblings in Jajarkot, one of the least developed districts in the remote Karnali province, with almost half of the population living below the poverty line. Girls and young women in remote Nepal face numerous challenges in their everyday life.

Despite the economic hardship that her family faced, Laxmi's parents were determined that their daughter receive an education.

But tragedy struck when Laxmi was 10 years old. Her father, who worked hard to pay for his children's education, fell ill and sadly, passed away. Laxmi was devastated and stopped attending her classes.

Prior to her father's passing, Laxmi joined the child's club at her school that was run with the support of Caritas Australia's partner organisation, Caritas Nepal, through the Nepal Livelihoods and Resilience Program. These clubs support students to participate in extracurricular activities to develop their speaking, writing and leadership skills.

The children also organise awareness-raising activities such as public rallies, street dramas and creating posters that highlight issues such as child rights. Since 2018, Caritas Nepal has supported more than 5,000 children through the child's clubs. With the encouragement of her fellow students in the child's club, Laxmi decided to return to school.

"If I don't get to study, then I'll experience hardship. I'll have to struggle like mother. If I don't get to study, then I'll have no knowledge. I know we can only get good employment after we study," Laxmi said.



After Laxmi returned to school, she became more actively involved in her child's club and developed greater confidence as she participated in public speaking and debating activities. Laxmi was keen to take on a leadership role and she was elected as the chairperson of her club.

“Before I was involved in child club, I was very shy and didn't talk much,” Laxmi said. “I used to walk with my head down, didn't talk to anyone, even when they called me first. Now, I talk to everyone, laugh with them.”

Laxmi's grades have excelled since joining the child's club and she is the top of her class in many subjects. But her proudest achievement is something that will have a lasting impact for future generations.

Clean water has long been an issue at Laxmi's school. Laxmi and her child's club members discussed the need to build multiple water taps at the school so that all students can access clean drinking water. They lobbied the school administration, the ward office and the municipality office until they eventually agreed to construct a series of water taps on the school grounds. This experience made Laxmi realise that her voice matters, and that her actions can make a difference.

“Now, I know where to speak, what to speak. However big the gathering might be, I'm not afraid to speak,” she said.

Laxmi has graduated from high school and is now studying a Diploma in Civil Engineering at a technical school that is a four-hour walk away. Her dream is to work as an engineer and create a better life for her mother.



Laxmi continues to be involved in the child's club, serving as an advisor. She attends the meetings regularly, mentoring the next generation of young leaders at her old school. Every time she walks by her old school, she sees students using the drinking taps and feels immense pride at her accomplishments.

Laxmi may have graduated from her secondary school but the impact she has made will continue for generations to come.



LAXMI'S STORY

LEARNING TASKS

TASK 1: Discussion

A. What were some of the challenges faced by Laxmi as a 16-year-old girl growing up in Nepal?

B. Explain how Caritas Australia and their partners in Nepal have supported Laxmi and other children in her community?

C. In what ways is Laxmi working towards making a difference in the lives of children in future generations?

D. **CST** Which Catholic Social Teachings do you see reflected in Laxmi's story? (Refer to CST Guide on page 3)

E. What have you learnt about the importance of education from this story?

TASK 2: Water Audit

Laxmi and her peers in the child's club lobbied for the construction of water taps so that all students could access clean drinking water.


Complete a [water audit](#) at your school to identify any water wastage and produce a report on ways you can manage any issues you have found.

TASK 3: Plan your own lesson

Being a member of the child's club gave Laxmi the opportunity to work on her confidence and leadership skills. The club also supports students in developing their speaking and writing.



Imagine you are running your own child's club at your school that supports students in a lower grade to develop their confidence and leadership skills. This group runs for an hour.

Create a series of activities that you could run within the hour, to help the students develop the skills required to become a leader and act for justice.



LAXMI'S STORY

RE LINK





A CATHOLIC WORLDVIEW (JUDGE)

"I plead with you! Never give up on hope, never doubt, never tire, and never become discouraged. Be not afraid."


Saint John Paul II

In what ways does Laxmi live out the above quote in her own life?

 Mark 10:13–16



Read the above scripture passage.

How does the bible passage relate to Laxmi's story?



LAXMI'S STORY

LENT LINK

FAITH IN ACTION (ACT)

PRAYER

Write a prayer inspired by Laxmi's story. Here is an example:

*Loving God,
We pray for children in our world who experience poverty and hardship.
Please replace their fears with strength and courage.
Inspire us to stand in solidarity with them.
In Jesus' name, Amen.*

FASTING

Fasting doesn't always mean stopping something you like eating or enjoy doing, sometimes it can be changing our mindset or ways of thinking about things.

This week, try the following:

- Fast from gossip – think about the intention of your words!
- Fast from complaint – stop to think about some of the things you are blessed with in life.
- Fast from comfort – try to get out of your comfort zone and do something you wouldn't normally do this Lent. Talk to someone sitting on their own or try putting your hand up and sharing your ideas in class!

For inspiration!

- \$25 can provide cleaning for the school
- \$50 can provide hygiene management, such as the purchase of sanitary products, for the girls at Laxmi's school

ALMSGIVING



How might you raise awareness in response to what you read and thought about in Laxmi's story? What are you compelled to do?

It might be a personal, group or community action. Write your thoughts and plan below.










LAXMI'S STORY


COUNTRY STUDY

Find the matching icons on the Secondary Deep Dive and use your own research to find out the information below.

Secondary Deep Dive link

<p> What is the population of Nepal? What is the population of Australia?</p>	<p>Nepal:</p> <p>Australia:</p>	<p> What percentage of the population has access to safe drinking water?</p>
<p> Predict life expectancy in Nepal and Australia. Find out the correct answer. Does this surprise you? Why/Why not?</p>	<p>Nepal:</p> <p>Australia:</p> <p>Prediction:</p> <p>Actual:</p>	<p> The Laudato Si' Goals</p> <p>Identify one or more Laudato Si' goals, and explain how they are being addressed through the work of Caritas Australia and its partners.</p>
<p> What percentage of the population of Nepal live in poverty?</p>		
<p> What is the literacy rate of females in Nepal aged 15 and above?</p>		
<p>What are some factors that influence the ability for women to receive an education in Nepal? https://www.unesco.org/en/articles/defending-girls-right-education-nepal</p>		<p> The Sustainable Development Goals</p> <p>Select two SDG goals that are relevant to Laxmi's story. Explain your selection.</p>



TEREESA'S STORY

AUSTRALIA



Tereesa outside Baabayn Aboriginal Corporation in Western Sydney.
Photo: Richard Wainwright/Caritas Australia

[Watch Tereesa's Story](#)

Tereesa, 27, a proud Gamilaroi woman, grew up in Western Sydney, born and raised on Darug land. A mother of four young children, she found it hard to find a stable home and provide for them on her own.

Tereesa's high school education was cut short when she became pregnant at 16. As a single mother, she was unable to afford rental properties for her family of four children. Her family frequently moved from one temporary accommodation to another, without a stable environment.

"I was homeless. I didn't have a place to call home...my kids never had a connection to the community." Tereesa said.

Determined to create a better future for her children, Tereesa discovered the Young Mums and Bubs Group at Baabayn Aboriginal Corporation, supported by Caritas Australia. Baabayn (which means 'Ancestral Woman' in Gumbaynggirr language) was founded by five elders and aims to support its community to heal from the past and nurture their sense of confidence and pride in the future.

"Baabayn is a place where people can come and gather. It's a belonging place. It's a place of culture, finding out about who your mobs are," said Auntie Jenny, one of the founders of Baabayn.

The Young Mums and Bubs Group supports young mothers to learn skills such as arts and craft, collective income-generation projects, parenting and financial literacy skills, as well as psychological support and connecting mums with government support services.

Baabayn also runs a Homework Club (which Tereesa's children participate in), a Yarn Circle, a Jarjums (children) Club and a Youth Group.



With the help of Baabayn, Tereesa was able to access services such as psychological and housing support and driving lessons. Her family now have their own accommodation and a stable environment they can call home.

Growing up, Tereesa never had the opportunity to learn about First Nations Australian culture. But through Baabayn, she was able to hear stories from Indigenous Elders and reconnect with her culture.

Already an aspiring artist, Tereesa was able to flourish at Baabayn as she learnt Indigenous artwork and symbols. Her art was displayed and sold at local markets, and she is now working to start her own art business.

"I'm relaxed, very relaxed when I'm painting. It helps me calm. I've been through a storm per se and painting, I just feel at peace. When I paint, every painting has a story. And my story is very long."

Tereesa's artwork was recognised at the 2022 Vivid Light festival in Sydney. Vivid Light illuminates the city with art projected onto the city landscape. Four of Tereesa's artworks – *Crow Totem*, *Connections of Both Land & Water Tribes*, *Yinaar Miyaay (Women's Business)* and *Goanna Totem* – were projected onto the Wulugul Walk at Barangaroo.

"I've never been to Vivid and to have my artwork displayed is over the moon amazing. I never thought in a million years that this was something that would happen to me," Tereesa said.

Today, Tereesa is studying a certificate in Community Services so that she can strengthen her skills and give back to her community.

"I've been a full-time mum since I was 16, but I had no qualifications and that's something I really wanted," Tereesa said.

After volunteering at Baabayn, Tereesa was offered paid employment with the Youth Group. A few months later, she was also offered the role of assistant to the Mums and Bubs group.

Tereesa's children now produce their own artwork and are eager to learn more about First Nations Australian culture, history, and symbols.

"I want my children to continue learning about their culture," Tereesa said. "I want them to have an involvement with the community. The community has your back. It's good to have that to lean on and I want my kids to realise that as well."

With your support, the work of Baabayn can continue so that young mothers like Tereesa can keep their culture strong for future generations.



TEREESEA'S STORY

LEARNING TASKS

TASK 1: Discussion

A. What were some of the challenges faced by Teresa as a mother of four?

B. How has Teresa been able to reconnect with her culture?

C. How has your support of Caritas Australia helped enable Teresa to change her life?

D. Which Catholic Social Teachings do you see reflected in Teresa's story? (Refer to CST Guide on page 3)

E. What have you learnt about the importance of First Nations Australians maintaining connection to their culture and community?

TASK 2: Who are your support groups?

Through finding connection to her culture and community, Teresa was able to find the support she needed to create a better future for her and her children. Think about who makes up your community and support groups (e.g. immediate and extended family, friends, school, sporting teams etc).

Display these in a concentric circle, with you positioned in the middle circle, and your support groups in the outer circles.

For each of the concentric circle groups, explain the role they play in providing support for you in various ways in your life.

Are there other support groups out there that you might be able to access? Do some research and find others in your local area!

TASK 3: Sharing your story through art

For Teresa, art provides not only a connection to First Nations Australian culture, but a way for her to share the story of her life.

There are various art forms that we can use to tell our own story. Select one from the list below and create a piece of art that tells the story of your life. Display these around the classroom and host an art exhibition for another class.

- poem
- piece of music
- song
- painting/drawing
- comic or cartoon
- sculpture

TEREESEA'S STORY

RE LINK

A CATHOLIC WORLDVIEW (JUDGE)

*"I can do things you cannot,
you can do things I cannot;
together we can do great things."*

Saint Teresa of Calcutta

What connections can you make between Teresa's story and the quote above?

Luke 11:5-13

Read the above scripture passage.

Explain what this parable reveals about the importance of persistence and working towards what you want?

TEREESEA'S STORY

LENT LINK

FAITH IN ACTION (ACT)

PRAYER

Write a prayer inspired by Teresa'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

Baabayn gave Teresa an opportunity to take the time to listen to the stories of her Elders, as well as share her own story. Lent gives us the opportunity to share our time, gifts and talents with others.

Think about how you can share some of your time and talents with others this Lent. Write some ideas you have below.

For inspiration!

- \$50 buys a week's supply of canvases for Baabayn's youth group members to cover with amazing art
- \$100 gives vulnerable seniors lifts to and from Baabayn's weekly Elders' Gathering for a whole month

TEREESEA'S STORY

COUNTRY STUDY

Find the matching icons on the Secondary Deep Dive and use your own research to find out the information below.

Secondary Deep Dive link

What is the population of First Nations Australians in Australia? What is the total population of Australia?	First Nations' Australians: Total Australian Population:		The Laudato Si' Goals Identify one or more Laudato Si' goals that are being addressed through the work of Caritas Australia and its partners. Explain your selection.
Predict life expectancy of First Nations Australians compared to non-Indigenous Australians. Find out the correct answer. Does this surprise you? Why/Why not? https://www.aihw.gov.au/reports/australias-health/indigenous-health-and-wellbeing/full-report/life-expectancy/30and300-deaths	First Nations Australians Prediction: Actual:	Non-Indigenous Australians Prediction: Actual:	
	What percentage of First Nations Australians live in poverty?		
What are some factors that influence the differences in these figures for First Nations Australians?			The Sustainable Development Goals Select two SDG goals that are relevant to Teresa's story. Explain your selection.

PRISCILLA'S STORY

ZIMBABWE



Priscilla holds millet from this year's harvest in her storeroom at her home in Hwange district, north-western Zimbabwe. Photo: Richard Wainwright/Caritas Australia



[Watch Priscilla's Story](#)

Priscilla (59) lives with her husband Charles (68) and two of their grandchildren, Obry (8) and Jayden (7), in the Hwange region, in north-western Zimbabwe. Climate change is presenting unprecedented challenges for people living in the most vulnerable and remote communities in Zimbabwe.

In Hwange, the impacts of climate change can be seen in the unpredictable rainfall patterns, prolonged dry spells, poor agricultural soils and high temperatures in the region. Food insecurity is increasing and farming as a form of income is becoming even harder. Many are at risk of extreme hunger.

"There's also the issue of the children failing to go to school because of the shortage of food. So, you have women and girls in particular, spending most of their time going out to look for food in order to feed their families," Super Dube, Diocesan Coordinator for Caritas Hwange said.

Zimbabwe struggles with widespread poverty and political instability. More than half of Zimbabwe's population, 7.9 million people, live in extreme poverty¹, of which nearly 90% reside in rural areas. During times of intense drought and food shortages, Priscilla had to commute to the town centre and wait in long queues to collect food.

"It was stressful because we didn't know what to give our children because there was nothing to give them," Priscilla said. "The challenges we faced included walking long distances to fetch water from the borehole so that we can water our gardens, bathe, wash our clothes and utensils."

In 2019, Priscilla joined the Zimbabwe Integrated Community Development Program, implemented by partner Caritas Hwange and funded by Caritas Australia.

¹[World Bank](#)

PRISCILLA'S STORY

ZIMBABWE



Through the program, Priscilla and her community learnt conservation farming techniques to grow drought-resistant crops to help mitigate the effects of climate change. Priscilla was able to produce a bumper harvest in her first year of practicing in conservation farming!

“Our biggest challenge as a family was mainly food insecurity due to the farming method we used. We would use an ox-drawn hoe, and this resulted in different germination rates of our crops,” Priscilla said. “However, Caritas Hwange came in with the idea of implementing Gachompo (conservation farming), which tremendously improved our crop germination rates hence the yields. The introduction of Gachompo also meant reduced use of livestock for farming and more time for them to graze.”

With her new-found knowledge, Priscilla helped train and support other farmers in her community to learn techniques to produce better yields too.

“We are very happy to have been introduced to conservation farming. Even for those who have no knowledge of it, we try to assist them. That’s why we work in groups,” Priscilla said.

Priscilla used the funds from her harvest to start poultry farming. She sells eggs to pay for her grandchildren’s school fees, books and stationery. The poultry farming also provides a safety net for Priscilla and her family during times of hardship, like the current drought.

In addition to conservation farming training, Caritas Hwange has helped Priscilla and her community boost their food security through a range of activities. These include participating in a community nutrition garden to grow and sell vegetables and rehabilitating the cattle dip tanks to keep their cows healthy and reduce the prevalence of tick-borne diseases. Cows are precious commodities in Zimbabwe, as they can be sold during times of crisis for funds to purchase food. Caritas Hwange also rehabilitated a community dam near Priscilla’s house, so cattle can have access to water all year.

The work of Caritas Hwange means that Priscilla has the techniques, tools and resources she needs to build resilience and support her family during this current food crisis.

“We are indeed grateful to Caritas Hwange for the knowledge,” Priscilla said. “Today we have knowledge and skills that we didn’t have before and are able to use to earn a living.”

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



PRISCILLA'S STORY

LEARNING TASKS

Find the matching icons on the Secondary Deep Dive and use your own research to find out the information below.

TASK 1: Discussion

A. What were some of the challenges faced by Priscilla and others in the Hwange region?

B. Explain how Caritas Australia and their partners in Zimbabwe have helped Priscilla and her community deal with the effects of climate change.

C. How has your support of Caritas Australia enabled Priscilla to change her life?

D. Which Catholic Social Teachings do you see reflected in Priscilla's story? (Refer to CST Guide on page 3)

E. What have you learnt about the relationship between climate change and poverty?

TASK 2: Observing weather patterns

Climate change has meant that for parts of the world like Zimbabwe, rainfall, periods of drought and temperatures have become hard to predict. This can result in poor agricultural soils, damage or loss of crops and impaired access to fresh water for both communities and their livestock.

Create a weather observation chart and, for a week, chart the weather in your local area. You may be able to complete your observations based on what you can see; for others, you can gather your data from [weather websites](#).

In a table, mark the days of the week along the horizontal axis, and the following along the vertical axis:

- Temperature, Humidity, Clouds, Wind, Precipitation, Air pressure

1. What patterns, if any, have you been able to observe?

2. If the same weather patterns continued as they appear in your chart for another year, what impact do you think they would have on Australian farmers?

TASK 3: Conservation gardening

Through the Integrated Community Development Program, implemented by partner Caritas Hwange and funded by Caritas Australia, Priscilla and her community learnt conservation farming techniques to grow drought-resistant crops to help mitigate the effects of climate change.

1. Summarise the principles of conservation agriculture using the following [link](#).

2. Research the ways we can use conservation techniques in our own home gardens (such as types of soils to use, water conservation methods, etc.) and create a poster that highlights these methods. You can use an online design tool such as [CANVA](#) to help you create it.

End poverty. Promote justice. Ignite dignity.

PRISCILLA'S STORY

RE LINK

A CATHOLIC WORLDVIEW (JUDGE)

"Everything is connected. Concern for the environment thus needs to be joined to a sincere love for our fellow human beings and an unwavering commitment to resolving the problems of society."

Pope Francis, *Laudato Si'* n91

Explain how through addressing issues surrounding climate change in Priscilla's story, we are showing a "sincere love for our fellow human beings"?

Mark 4:1–9

Read the above scripture passage.

1. What do you think are the key messages of the parable?

2. Like the seeds that were able to grow and flourish on good soil, what small thing can you do this week that can make a difference to the larger issues of climate change or poverty? Write this down as a pledge below.

End poverty. Promote justice. Ignite dignity.

PRISCILLA'S STORY

LENT LINK

FAITH IN ACTION (ACT)

PRAYER

Write a prayer for our brothers and sisters suffering the impacts of climate change.

FASTING

Priscilla and those in her community often had to walk long distances to fetch water to bathe, wash their clothes and utensils and water their gardens.

Think about the ways you can conserve water this week. It might be reducing the time it takes for you to shower or using left over water from your drink bottle to water the plants.

Write some of your ideas down below.

ALMSGIVING

If possible, instead of purchasing anything from the canteen this week, donate to Project Compassion to help support communities suffering the effects of climate change.

For inspiration!

- \$7 can buy a chicken for a family to rear
- \$22 can pay school fees for a child per term in a rural school in Hwange district
- \$59 can purchase enough seed for a family in an agricultural season

End poverty. Promote justice. Ignite dignity.

PRISCILLA'S STORY

COUNTRY STUDY

Find the matching icons on the Secondary Deep Dive, as well as your own research to find out the information below.

Secondary Deep Dive link

What is the population of Zimbabwe? What is the population of Australia?	Zimbabwe: Australia:	The Laudato Si' Goals Identify one or more Laudato Si' goals, and explain how they are being addressed through the work of Caritas Australia and its partners.
Predict life expectancy in Zimbabwe and Australia. Find out the correct answer. Does this surprise you? Why/Why not?	Nepal: Australia: Prediction: Prediction: Actual: Actual:	
What percentage of the population of Zimbabwe live in poverty?		
Zimbabwe has committed to reduce its CO ₂ emissions by a certain percentage by 2030 as their part to tackle climate change. What percentage has it committed to?		The Sustainable Development Goals Select two SDG goals that are relevant to Laxmi's story. Explain your selection.
View this table . What trends in Zimbabwe's CO ₂ emissions do you see?		

End poverty. Promote justice. Ignite dignity.



Thu and his wife Linh live in the Quang Tri province, Vietnam. After Linh suffered a stroke, Thu became her primary carer. Photo: Phan Tan Lam/Caritas Australia



[Watch Thu's Story](#)

Thu lives in the Quảng Trị province, located on the Northern Central Coast of Vietnam.

Vietnam has made significant economic and social progress since the end of the Vietnam War in 1975. However, poverty and inequality remain widespread across the country. The repercussions of land mines and chemical warfare can be seen in the large numbers of people living with a disability.

Thu was just 12 years old when he stepped on an unexploded land mine and lost his leg. The province was one of the most heavily bombed areas during the Vietnam War. Overall, there are approximately 800,000 tonnes of unexploded ammunition that have been left over from the war.

According to the Vietnamese government, more than 100,000 people have died from unexploded landmines.

Living with a disability in rural Vietnam presented many challenges for Thu, who worked mainly as a rice farmer.

"It is hard to get a job in rural areas where people earn their living mainly from farming. However, local farming here depends on the natural weather... There is often drought in summertime and flood in rainy season. Life is thus extremely difficult," says Thu.

In addition to being the breadwinner for his family, Thu took on the role of caring for his wife, Linh, after she suffered a stroke.

"She is my wife and we have been living together and depending on each other, I am the one to be there with her and for her," says Thu.



Determined to turn their lives around, Thu and Linh joined the Empowerment of People with Disabilities program, run by Caritas Australia's local partner in Vietnam, the Centre for Sustainable Rural Development (SRD). "Many people with a disability in Vietnam feel that other people would only look at their disabilities rather than at their capacities," says Toan Tran, SRD Program Manager.

The Empowerment of People with Disabilities program supports people living with disabilities to establish Village Saving and Loans Associations (VSLA) so that they can access affordable loans. Through the VSLA he was able to obtain a low-interest loan, which he used to open his own barber shop. Thu also joined an incense-making group and, with the extra income, he was able to repair his house and reconstruct his front yard to prevent flooding during the rainy season. He now plans to invest in livestock, such as pigs, ducks or chickens, to further diversify his income streams.

Before he joined the program, Thu mostly stayed at home and had limited contact with other people in his neighbourhood. The VSLA provides a welcoming and inclusive space for people with a disability like Thu and Linh to socialise, learn and support each other. The couple also participated in training in Disaster Risk Reduction, disability rights, photo-voice technology, rehabilitation, livelihood and independent living skills.

"I think having a club is good, where people living with disabilities can join and help one another," Thu says.


Due to the program, they have been able to build an accessible toilet for Linh and receive the support of a physiotherapist, who has assisted her to walk short distances with the aid of a walking stick. With his wife's increased independence, Thu now has more time to focus on other activities, such as walking his grandson to school and working at his barber shop. With your generosity, the Empowerment of People with Disabilities program was able to support more than 6,300 people in Vietnam in the last financial year.

"I am grateful to Caritas Australia for the help they give to people living with disability like me and my wife," Thu says. "Thank you to Caritas Australia and the Australian people."



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

THU'S STORY
LEARNING TASKS




PROJECT COMPASSION
FOR ALL FUTURE GENERATIONS

TASK 1: Discussion

A. What were some of the challenges faced by Thu living with a disability in Vietnam?

B. Explain how Caritas Australia and their partners in Vietnam have supported Thu, his wife Linh and others living with a disability in his community.

C. How has your support of Caritas Australia enabled Thu to change his life?

D.  Which Catholic Social Teachings do you see reflected in Thu's story? (Refer to CST Guide on page 3)

TASK 2: How accessible is your school?

Write down, or mark on a map of your school grounds, all the ways that your school is accessible for those with a disability. This could include yellow lines in front of steps and on paths, accessible toilets, wide entry ways, ramps, or even technologies that make it easier for students to learn in the classroom.

Ask a teacher if there are any others you have not thought of.


Write a letter to your principal with suggestions on how to make your school more accessible for people living with disabilities.

TASK 3: Inclusion and the Sustainable Development Goals


How is disability inclusion prioritised in the Sustainable Development Goals?

Read the information on the [United Nations webpage](#) about disability.

- Select three and summarise how each goal works towards inclusive development.
- Design a social media post or create a video promoting inclusive development.



THU'S STORY
RE LINK



PROJECT COMPASSION
FOR ALL FUTURE GENERATIONS


A CATHOLIC WORLDVIEW (JUDGE)

"Every human person is precious and has value that does not depend on what they have or on their abilities, but on the simple fact that he or she is a person, the image of God."

Pope Francis

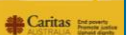
How does this quote relate to Thu's story?

"If one member suffers, all suffer together with it; if one member is honoured, all rejoice together with it."


 1 Corinthians 12:26

When Thu's wife Linh suffered a stroke, he continued to care for her, despite his own challenges. Standing in solidarity is one way that we can act in love for our global brothers and sisters.

How does the above scripture passage relate to the Catholic Social Teaching of Solidarity?



THU'S STORY
LENT LINK



PROJECT COMPASSION
FOR ALL FUTURE GENERATIONS

FAITH IN ACTION (ACT)

PRAYER

Complete the following prayer in your own words:

Loving God,
You have created each of us in your own image...

FASTING

What is one way you can give up your time to help a family member?


ALMSGIVING

Through the support of Caritas Australia and its partners in Vietnam, Thu's community was able to establish a Village Savings and Loans Association (VSLA) which helped him access affordable loans and put money aside to repair his home.


Think about how much you could contribute if you put money aside each week during Lent to donate to Project Compassion.

For Inspiration!

- \$50 can provide specialised rehabilitation devices for people living with disabilities
- \$100 can provide 35 local community health staff training in disability rehabilitation










THU'S STORY
COUNTRY STUDY



PROJECT COMPASSION
FOR ALL FUTURE GENERATIONS

Find the matching icons on the Secondary Deep Dive and use your own research to find out the information below.

Secondary Deep Dive link

 What is the population of Vietnam? What is the population of Australia?	Vietnam: Australia:	 The Laudato Si' Goals Identify one or more Laudato Si' goals, and explain how they are being addressed through the work of Caritas Australia and its partners.						
 Predict life expectancy in Vietnam and Australia. Find out the correct answer. Does this surprise you? Why/Why not?	<table border="1"> <thead> <tr> <th>Vietnam</th> <th>Australia</th> </tr> </thead> <tbody> <tr> <td>Prediction:</td> <td>Prediction:</td> </tr> <tr> <td>Actual:</td> <td>Actual:</td> </tr> </tbody> </table>		Vietnam	Australia	Prediction:	Prediction:	Actual:	Actual:
Vietnam	Australia							
Prediction:	Prediction:							
Actual:	Actual:							
 What percentage of the population of Vietnam live in poverty?								
 What is the average weekly income in Vietnam in AUD? Compare this to the average Australian weekly income. What surprises you?		 The Sustainable Development Goals Select two SDG goals that are relevant to Thu's story. Explain your selection.						
 What is the unemployment rate in Vietnam and Australia? What surprises you when comparing the two.	Vietnam: Australia:							




PHOTO CREDITS

Laxmi's Story (Nepal) – Richard Wainwright/Caritas Australia

Tereesa's Story (Australia) – Richard Wainwright/Caritas Australia

Priscilla's Story (Zimbabwe) – Richard Wainwright/Caritas Australia

Thu's Story (Vietnam) – Phan Tan Lam/Caritas Australia

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: 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.



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