

PROJECT COMPASSION BE MORE

LOWER PRIMARY TEACHER'S HANDBOOK



lent.caritas.org.au



1800 024 413



#projectcompassion

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Week teacher-led materials <ul style="list-style-type: none"> • Link to Project Compassion Primary School film. • Weekly photo storybook (for weeks 1-5) with comprehension and discussion questions. • RE Link – tasks linking to broad Religious Education themes and Scripture • Learning tasks for each week – relevant for various Key Learning Areas 	
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"Let us not develop an education that creates in the mind of the student a hope of becoming rich and having the power to dominate. That does not correspond to the time we live in. Let us form in the heart of the child and the young person the lofty ideal of loving, of preparing oneself to serve and to give oneself to others. Anything else would be education for selfishness."

- St Oscar Romero


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

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

Please note: This resource contains links to external web sites. Caritas Australia takes no responsibility for the content of such sites, nor do links to such sites imply endorsement of the views expressed therein. External links are provided for informational purposes only.

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

Go to: <https://lent.caritas.org.au/schools>

	Resource	Description
For Teachers	Teacher Handbook PDF	An explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion.
	<u>Photo Storybooks</u>	Each week there is a photo storybook to read with your students with reflection questions at the end.
Media	 <u>Primary School Project Compassion Film</u>	There is a specific film for primary school students to learn about Project Compassion and the types of programs their donations contribute to. The film includes a short section on the four countries featured this year along with vox pops of primary school students explaining what 'Be More' means to them.
All purpose	Faces of Project Compassion PowerPoint	Overview of all 5 programs and the work of Caritas Australia. Primary and Secondary School versions are available.
	Fundraising booklet	Fundraising suggestions linked to the Project Compassion stories.
Prayer and Reflection	Ash Wednesday Liturgy	Preparation activity and scripted Liturgy of the Word, including distribution of the ashes.
	Reflection Slideshow	Reflection using the Project Compassion prayer and images. You could use this daily for your class prayer.
	Scripture reflection for teachers	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Gospel. Useful for weekly staff reflections during Lent.
	Way of the Cross PowerPoint	A reflection following the Scriptural Way of the Cross, rather than the traditional Stations of the Cross. 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 and online school and community communications. Use on school social media and website.

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 Caritas Australia's major appeal, Project Compassion, is held during the six weeks of the Lenten season. Starting on Ash Wednesday, we invite people across Australia to help us raise awareness AND stand in solidarity with the millions of people in the communities across the world with whom we work. We ask you to join us in building a more just and fairer world: a world in balance, at peace and free of poverty.

Project Compassion is an opportunity for students to learn about life in different countries through the personal stories of people who have participated in Caritas Australia supported programs. The notions of our interconnectedness as one human family are embedded throughout the content and suggested learning tasks.

We understand that the curriculum leaves little room for additional content, so we endeavor to offer compelling and interactive content that can be unpacked with high impact teaching strategies, higher order thinking and collaborative learning tasks.

We hope to capture your students' intellect, compassion and the will to act for justice. The resources in this handbook are organised by week/feature story. The story is included for each week and followed by a variety of learning tasks that you can use in whatever way suits you best.

Resources 2021

The stories for Lower Primary level students are provided as photo storybooks (PDFs). They are available to [download here](#).

Lent Link: Pray, Fasting and Almsgiving

This is a focused Religious Education reflection task for each week that deepens the connection between the Project Compassion stories and the Lenten traditions of fasting, praying and almsgiving. By making explicit links, students are encouraged to see how their actions support the work of the Church, through Caritas Australia, as an extension of their faith.

The Lent Link provides discussion questions and suggestions to link Project Compassion stories to the themes and Bible texts in Religious Education curriculum across the country.

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

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

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

Introducing 'Be More' into your classroom or school

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

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

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

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

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

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

Suggested activities to introduce this theme to your class

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

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

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

- Display the quote "Aspire not to have more but to BE more". Unpack what the quote means.
Suggestions: Be kind, loving, involved, green, generous, thoughtful, active, prayerful, compassionate, forgiving, just, peaceful, creative, mindful, caring, a good listener, in solidarity, an advocate, friendly, patient
- Students think of people who have lived-out this quote. You may like to refer to St Oscar Romero, the patron saint of Caritas or the patron of your school. Brainstorm people in your class, school and community who always "go above and beyond" for others, uphold the school's motto and values and are "being more"
- Be creative – Create a class display/ pledge/ challenge wall. E.g. This Lent, Class 3BW is aspiring to be more... and then students create a poster of their pledge/goal on how they will be more. E.g. "I will be more green by..." and illustrate it.
- Be supportive - Students support each other by sharing daily when they have seen other students 'be more' in class or in the playground.
- Share students' ideas/pledges with parents through your school newsletter.

You will find related resources on our website.

- [St Oscar Romero Prayer](#)
- [St Oscar Romero Biography](#)

The stories and learning tasks featured in Project Compassion relate to the following Australian Curriculum areas and concepts:

Cross-curriculum priorities organising ideas

Sustainability:

- World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
- Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action.

Stories in week two (Solomon Islands) and week four (Indonesia) include actions to improve sustainability and are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

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.

Stories in week one and five (Bangladesh) and week four (Indonesia) feature a community in Asia.

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:

- appreciate diverse perspectives.
- contribute to civil society.
- understand relationships.

Ethical Understanding

In developing and acting with ethical understanding, students:

- examine values (see Catholic Social Teaching Guide)
- explore rights and responsibilities.
- consider points of view.

Learning Area	Foundation	Year 1	Year 2
English	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ACELY1650	Respond to texts drawn from a range of cultures and experiences. ACELY1655	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background. ACELA1460 Use comprehension strategies to build literal and inferred meaning and begin to analyse texts ACELY1670
Science	Living things have basic needs, food and water ACSSU002	People use Science in their daily lives including when caring for their environment and living things. ACSHE022	People use Science in their daily lives including when caring for their environment and living things. ACSHE035 Earth's resources are used in a variety of ways ACSSU032
Geography	The representation of the location of places and their features on simple maps and models ACHASSK014 The places people live in and belong to, their familiar features and why they are important to people. ACHASSIK015	The natural, managed and constructed features of places, their location, how they change and how they can be cared for. ACHASSK031 Draw simple conclusions based on discussions, observations and information displayed in pictures, texts and maps. ACHASSI025	The way the world is represented in Geographical regions and the location of Australia in relation to these divisions. ACHASSK047 The connections of people in Australia to people in other places across the world. ACHASSK050
History	How the stories of families and the past can be communicated and commemorated. ACHASSK012 ACHASSK013	Differences and similarities between students' daily lives and life during their parents and grandparents' childhoods. ACHASSK030	How changing technology affected people's lives (at home, work, play, travelling and communicating) ACHASSK046

Learning Area	Foundation	Year 1	Year 2
Design and Technology	<p>Explore needs or opportunities for designing and the technologies needed to realise designed solutions. ACTDEP005</p> <p>Visualise, generate, develop and communicate design ideas through describing, drawing, and modelling. ACTDEP006</p>	<p>Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. ACTDEK001</p>	<p>Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. ACTDEK001</p>
Health and Physical Education	<p>Identify personal strengths ACPPS001</p> <p>Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy. ACPPS003</p> <p>Identify and describe emotional responses people may experience in difficult situations. ACPPS005</p> <p>Identify actions that promote health, safety and wellbeing. ACPPS006</p>	<p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities ACPPS015</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing. ACPPSO18</p>	<p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities. ACPPS015</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing. ACPPSO18</p>
Visual Arts	<p>Media: Explore ideas, characters and settings in the community through stories in images, sounds and text. ACAMAM054</p>	<p>Explore ideas, experiences, observations and imagination to create visual art works and design. ACAVAM106</p>	<p>Media: Explore ideas, characters and settings in the community through stories in images, sounds and text. ACAMAM054</p>

Catholic Social Teaching (CST) principles cover all spheres of life- the economic, political, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues. **Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.**

HUMAN DIGNITY

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



SOLIDARITY

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

PREFERENTIAL OPTION FOR THE POOR

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



SUBSIDIARITY AND PARTICIPATION

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

THE COMMON GOOD

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



CARE FOR OUR COMMON HOME

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

RELIGIOUS EDUCATION TASK:

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

lent.caritas.org.au

What does Lent mean to you?

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

Every year throughout Lent, many people pray, fast and give alms. These are the three pillars or traditions of Lent.

During Lent, we take time to think about how the Holy Spirit can help us be more like Jesus. We take time to think about how we can care more about others.

Through Project Compassion, we can learn about the ways that Caritas Australia is working with local partners around the world and people who live in poverty. Over the next six weeks we will hear stories of hope in Bangladesh, the Solomon Islands, Tanzania and Indonesia.

Let's focus on how we can BE MORE in our family, our school community and with our global family. There has been a lot of change around the world over the last year so the idea of reaching out and supporting each other is more important than ever.

Prayer

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

Fasting

Fasting is about giving something up for a time. Many people give up something they love to eat. This can help you understand a little more about what it's like for somebody who is different from you. You can also give up something you like to do, like spending time watching television..

Almsgiving

Almsgiving means donating money or items to people who have less than you. It is a way to show that you care for others and that you are thankful for all God has given you. Caring for others is part of many faiths. Let's be brave enough to give generously this Lent. What can you go without during each week of Lent? Maybe it's a snack or treat that you have each week. We can place the money saved in our Project Compassion boxes. Your support of Project Compassion is a way of saying you care about creating a fairer world.

Pray: Each week, write a prayer for the community you learn about, in your Project Compassion Passport.


Fast: What will you give up for Lent this year? Write your plans below.

Give: What will you give? How will you give it? Write your plans below.

WEEK 1: JAMILA, BANGLADESH



Learning Tasks

 [Watch](#) the primary school Project Compassion video

[Read the Photo Storybook](#) - Reflection questions are provided at the end.

English ACELY1650, ACELY1655, ACELY1460, ACELY1670 Science ACSSU002

Pray As a class or individually, students write a prayer for Jamila and her community.



Here is an example;

Loving God, We pray for all people who have been forced to leave their home to find safety.

May they always feel welcomed and supported in their time of need.

Amen

ACT After reading the story, discuss what you could do as individuals, a class and a school to assist others around the world. How can you "Be More" for refugees?

Suggestion: Organise a walk where students are sponsored for each 500m or kilometre they walk, as a fundraiser for Project Compassion 2021.

Science: ACSHE022 Health and PE: ACPPS001, ACPPS015

RE LINK

One way to "Be More" is to love our neighbours.

Discuss:

- Who are our neighbours? Do they always live close by?
- Why is it important to help others in need?
- How can we help others?
- How can we "Be more" at school and at home?

Activity Ideas

Teacher Note: Before undertaking any activities on the topic of refugees, please take some time to think about the students you have in your class. Are some of them refugees, in the process of seeking asylum or are they stateless?

The Long Walk

Tuning in: What is the furthest distance you have ever walked? Were you carrying anything while you walked? Think about how you felt during the walk and at the end of the walk.

Activity: If your classroom has an interactive whiteboard your teacher could lead the class in this activity.

- Use Google Maps or Google Earth to show the class where Australia is in relation to both Myanmar and Bangladesh, then show the students where Myanmar is in relation to Bangladesh.
- Use the search bar to enter Cox's Bazar, Bangladesh. The refugee camp is in the Cox's Bazar district.
- Use satellite view or Google Earth to look at the terrain of the region and where it borders with Myanmar.
- Jamila walked, carrying her daughter, for approximately 6 days in this region.

WEEK 1: JAMILA, BANGLADESH



Discuss: What do you think Jamila and her family saw along the way? Where did they get food and water? Did they have a toilet? Do you think they might have got cold, hot and wet? What if someone got hurt or sick?

Draw a picture to show Jamila's long walk.

Suggestion: The children could hold and look at their picture while saying a prayer for refugees.

Science ACSSU002, **Geog** ACHASSIK014, 025,047,050 **Health and PE** ACCP003,005,006,015,018, **Visual Arts** ACAMAM054,106,054, **Information Technology**.

A Story of Hope

Discuss what Jamila and her family hoped for when they fled Myanmar? What do you think Jamila might dream and hope for in the future now?

Write an imaginative story about a situation where someone's life was changed for the better. Use the families' section at <https://www.gapminder.org/dollar-street/> at the "things I dream of having" and "next big things I plan to buy" to give you some ideas.

English ACELY1655, ACELA1460 **History** ACHASSK012, 013

Needs and Wants

- Make a list of your needs and wants. What is the difference between a need and a want?
- If Jamila and her family made a list of their needs and wants, do you think the list would be the same as yours?
- Have you ever been camping? What did you pack and take with you?
- What do you think Jamila's family needed when they arrived at the refugee camp?
- When COVID-19 began, what extra items would everyone in the camp need?

Science ACSSU002 **Health and PE** ACCP003,005,006, 015

Country study

Using the world map provided on page 15 and either Google maps or an old-fashioned atlas, locate where Myanmar and Bangladesh are.

Colour these countries in, using 2 different colours and label the countries.

Extension: Circle which region of the world these Bangladesh and Myanmar are in: Africa, Europe, Asia, Oceania, North America, South America. Find out some facts about Myanmar and Bangladesh; how many people live there, do many children go to school, do they have clean water and plenty of food to eat etc.

Geography ACHASSK014, 025,047,050

WEEK 1: JAMILA, BANGLADESH



Dollar Street

- Dollar Street is a website that has photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in the feature country for that week. Once you have selected the country of Bangladesh you can explore all the different categories. <https://www.gapminder.org/dollar-street/matrix>
- Choose 1 category for that week (e.g., Most loved item; Most loved toys; Next things I plan to buy; Homes; Bedrooms; Play areas; etc.
- Select an image from a family in Bangladesh.
- Now discuss and describe some of the similarities and differences between your life here in Australia and the life of a family in Bangladesh.
- How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc)?

Science ACSSU032 **Geography** ACHASSI025,050

See/Think/Wonder

Look at the photos in the storybook about Jamila. Choose 3 photos you really like. What do you see, think and wonder as you look at these photos.

- What takes your interest in the photo? Describe these to a friend.
- You might wonder if there is a doctor or school in the refugee camp. Do you have any other wonderings?
- Do you want to find out more about anything?

English ACELA1460 **Geography** ACHASSK015,031,025,050 **Science** ACSSU002,022,035,032 **Visual Arts** ACAMAM054, 106,054

Ten Minutes to Pack!

Instructions on page 14

Science ACSSU002 **Geography** ACHASSK050, Personal and Social capabilities, Intercultural understanding.

TEN MINTUES TO PACK

PROJECT COMPASSION
BE MORE

Give out copies of the needs and wants picture cards (below). Students are given ten minutes to pack their bags, choosing only eight items. They must understand that they may never return. Prompt students to think about what they need to survive the journey and what they will need when they arrive.

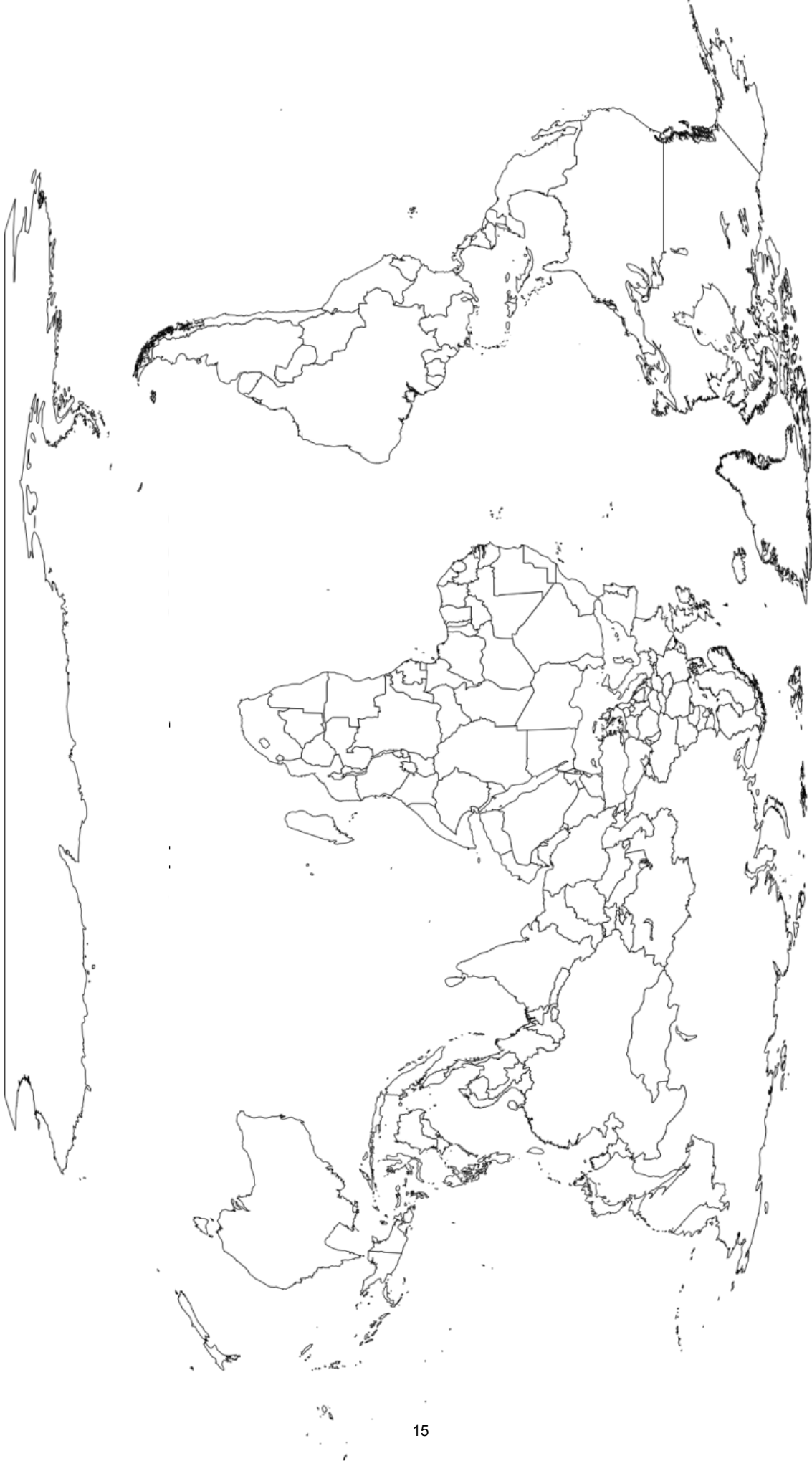
In small groups, students compare their items and answer the following questions:

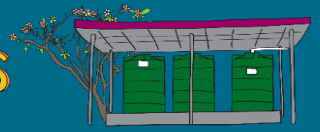
- Were there items that everyone chose?
- What items did you have that were different?
- If you could choose two more items, what would they be, and why?
- Was it easy to decide? Why or why not? What helped you to make your decisions?
- How do you think you would feel if this really happened to you?

Highlight the value of items that assist refugees to survive the trip and support a successful claim for asylum in a foreign country, e.g., items like newspaper articles, photographs and identity cards.



WORLD MAP





Learning Tasks

Read the Photo Storybook. Reflection questions are provided at the end.

English ACELY1650, ACELY1655, ACELY1460, ACELY1670 Science ACSSU002

Pray: As a class or individually, students write a prayer for Margret and her community.

Act: After reading the story, discuss what you can do as individuals, a class and a school to assist others around the world.

Suggestion: Hand make or bake a gift to give to someone to show the love you put into giving.

RE Link

Margret gave up her time and shared her talents with others by teaching sign language. This might be something that children in your class could do for Lent instead of fasting, it could be something as simple as helping a friend out with a task in class.

We believe we are part of one human family and have a responsibility to help each other be the best we can be. How does your support of Caritas Australia help others to be the best they can be?

Activities

Water, water everywhere Or is it?

- Count how many taps you have in your house and garden.
- Brainstorm all the purposes you use water for at home and at school. Do people in the Solomon Islands need water for the same purposes?
- Does anyone have a water tank – what do you use this water for?
- Most of us have plenty of water by simply turning on a tap. 40% of people in the world are affected by water scarcity, how would your life be different without easy access to clean water?

Source: <https://www.un.org/sustainabledevelopment/water-and-sanitation/>

- Is there anything we can do about this? Can you reduce the amount of water you use each day?

Science ACSSU002 ACSHE022,035 ACSSU032 Sustainability

Country study

Using the world map provided on page 15, Google maps or an old-fashioned atlas, locate where the Solomon Islands are.

Label the Solomon Islands and colour them in with a different colour from week one.

Extension: Circle which region of the world the Solomon Islands is in: Africa, Europe, Asia, Oceania, North America, South America. Find out some facts about the Solomon Islands; how many people live there, do many children go to school, do they have clean water and plenty of food to eat, climate, what do the houses look like?

Geography ACHASSK014, 025,047,050

WEEK 2: MARGRET, SOLOMON ISLANDS



See/Think/Wonder

Look at the photos in the storybook about Margret. Choose 3 photos you really like. What do you see, think and wonder as you look at these photos.

English ACELA1460 **Geography** ACHASSK015,031,025,050 **Science** ACSSU002,022,035,032 **Visual Arts** ACAMAM054,106, 054

Birthday Line up

Ask the students to line themselves up in the order of their birthdays. They are not allowed to communicate verbally, but can do so through sign language, official Auslan or other signs. They may line up in ascending or descending order, if everyone is standing in the correct spot when you check the order at the end. Enjoy the serenity, teachers!

Personal and Social Capabilities

Sign Language

Australian sign language is called Auslan.

Learn how to finger spell your name: <http://www.Auslan.org.au/spell/twohanded.html>

Use the Sign bank dictionary to create a sentence using Auslan

<http://www.Auslan.org.au/dictionary/>

Personal and Social Capabilities

Dollar Street

Dollar Street is a website that has photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in the Solomon Islands. Once you have selected the country you can explore all the different categories. <https://www.gapminder.org/dollar-street/matrix>

- Choose 1 category for that week (e.g., Most loved item; Most loved toys; Next things I plan to buy; Homes; Bedrooms; Play areas; etc).
- Select an image from a family in the Solomon Islands.
- Now discuss and describe some of the similarities and differences between your life here in Australia and the life of a family in the Solomon Islands.
- How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc)?

Science ACSSU032 **Geography** ACHASSI025,050

Tippy Taps

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

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

Design and Technology ACTDEP006,001 **Science** ACSHE022,035



WEEK 3: OLIVA, TANZANIA



Learning Tasks

Read the Photo Storybook – Reflection questions are provided at the end.

English ACELY1650, ACELY1655, ACELY1460, ACELY1670 **Science** ACSSU002

Pray As a class or individually, students write a prayer for Oliva's community and the education of girls.

Act After reading the story, discuss what you can do as individuals, a class and a school to assist others around the world.

RE Link Look at the Catholic Social Teachings poster (page 9) and discuss what the Common Good means. Sharing and making sure everyone gets their fair share is an easy concept for children to understand. Ask the students how Oliva is a good role model. (She shared her gifts with others and will become a leader in her community.) Students could plan how they could share their talents and time with others during Lent.

Country study: Using the world map provided on page 15, Google maps or an old-fashioned atlas, locate where Tanzania is. Colour this country in on the map and label it.

Extension: Circle which region of the world Tanzania is in: Africa, Europe, Australia, Asia, Pacific. Find out some facts about Tanzania; how many people live there, do many children go to school, do they have clean water and plenty of food to eat etc.

Dollar Street. Dollar Street is a website that has photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in Tanzania. Once you have selected the country you can explore all the different categories. <https://www.gapminder.org/dollar-street/matrix>

- Choose 1 category for that week (e.g., Most loved item; Most loved toys; Next things I plan to buy; Homes; Bedrooms; Play areas; etc).
- Select an image from a family in Tanzania.
- Now discuss and describe some of the similarities and differences between your life here in Australia and the life of a family in Tanzania.
- How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc)?

See/Think/Wonder Look at the photos in the storybook about Oliva. What do you see, think and wonder as you look at these photos.

- What takes your interest in the photo? Describe these to a friend.
- Do you have any other wonderings?
- Do you want to find out more about anything?

English ACELA1460 **Geography** ACHASSK015,031,025,050
Science ACSSU002,022,035,032 **Visual Arts** ACAMAM054, 106,054

Play the Education Board Game Find out how poverty stops people like Oliva getting to school when they are children.

Science ACSSU002, **Geography** ACHASSK025,050

[Download](#) the Education Board Game

WEEK 3: OLIVA, TANZANIA



Writing task: A day in the life of Oliva

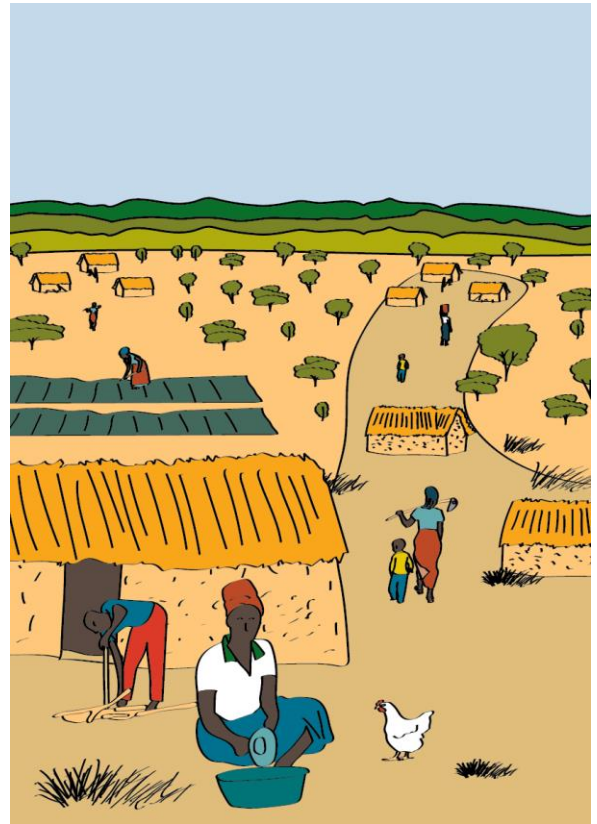
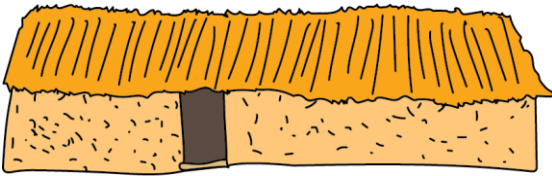
Use these pictures and words to write sentences about Oliva's life.

Word bank

house, field, plant, water, dig, chicken, feed, hot, tree, shade, son, bucket, long, river, walked, day

You will also need to add your own words to complete your story.

English ACELY165,1460 Science ACSSU002,022,032,035
Geography ACHASSIK015,025,050



WEEK 4: ARSAD, INDONESIA



Learning Tasks

Read the Photo Storybook – reflection questions are provided at the end.

English ACELY1650, ACELY1655, ACELY1460, ACELY1670 **Science** ACSSU002

Pray As a class or individually, students write a prayer for Arsad's community.

Act After reading the story, discuss what you can do as individuals, a class and a school to assist others around the world.

RE Link

Look at the Catholic Social Teaching poster (page 9) and discuss what the Common Good means. How is Caring for our Common Home demonstrated in Arsad's story?

This challenge to 'Be More' for our brothers and sisters in need, is at the heart of the Christian message. "Jesus", Pope Francis writes, "asks us not to decide who is close enough to be our neighbour, but rather that we ourselves become neighbours to all" (*Fratelli Tutti*, No. 80).

- How did Arsad love his neighbour? Do you think he was working for the Common Good of all?

Did you know?

There are more people in the world who own a mobile phone than have access to a toilet? 2.5 billion worldwide don't have a toilet.

- What would you do if you didn't have a toilet at home or at school? Think about human dignity.
- 43% of schools in the world don't have a basin with soap and water, to wash their hands after going to the toilet. Can you think of any problems with this?

<https://washdata.org/sites/default/files/202008/FINAL%20Press%20Release%20WASH%20in%20Schools%20%20UNICEF%20%20WHO%20cleared.pdf> 13 August 2020

- Can you imagine any further issues with "not having a place to wash your hands" when the COVID-19 pandemic started in the world?
- Brainstorm some creative ways to act on this information?
- You could raise awareness about this issue in your school by making a poster to display at school, talk at a whole school assembly or write an article for your school newsletter.

Science SHE022,035, **Health and PE** ACPPS003,006,018

Country study

- Using the world map provided on page 15, Google maps or an old-fashioned atlas, locate where Indonesia is.
- Colour this country in on the map and label it. (use a different colour for each week's country) Remember that Indonesia is made up of many islands.
- **Extension:** Circle which region of the world Indonesia is a part of; Africa, Europe, Asia, Oceania, North America or South America. Find out some facts about Indonesia; how many people live there, do many children go to school, do they have clean water, what kind of food do they eat, what games do they play?

Geography ACHASSK014, 025,047,050

WEEK 4: ARSAD, INDONESIA



Dollar Street

Dollar Street is a website that has photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in Indonesia. Once you have selected the country you can explore all the different categories. <https://www.gapminder.org/dollar-street/matrix>

- Choose 1 category for that week (e.g., Most loved item; Most loved toys; Next things I plan to buy; Homes; Bedrooms; Play areas; etc).
- Select an image from a family in Indonesia.
- Now discuss and describe some of the similarities and differences between your life here in Australia and the life of a family in Indonesia. You could draw a Venn diagram.
- How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc)?

Science ACSSU032 **Geography** ACHASSI025,050

See/Think/Wonder

Look at the photos in the storybook about Arsad. Choose 3 photos that you are interested in. What do you see, think and wonder as you look at these photos.

- What takes your interest in the photo? Describe these to a friend.
- You might wonder where Arsad's community got their materials from to build the toilets or how they grow their food. Do you have any other wonderings?
- Do you want to find out more about anything? Research to find out more about what you are curious about and would like to learn more.

English ACELA1460 **Geography** ACHASSK015,031,025,050 **Science** ACSSU002,022,035,032 **Visual Arts** ACAMAM054, 106,054

Make a model of a toilet!

You can find instructions [here](#):

Design and Technology ACTDEP006,001 **Science** ACSHE022,035



Learning Tasks

Read the Photo Storybook- Reflection questions are provided at the end.

English: ACELY1650, ACELY1655, ACELY1460, ACELY1670 **Science:** ACSSU002

Pray As a class or individually, students write a prayer for Halima's community and all refugees around the world.

Act After reading the story, discuss what you can do as individuals, a class and a school to assist others around the world.

RE Link

Reflection: Read Matt. 2:13-15. Jesus, Mary and Joseph were refugees

How might Joseph and Mary have felt when they had to leave home to find a safe place?

What might Jesus say today about refugees?

What Christian values do we demonstrate when we welcome a stranger?

As a class, research possibilities and decide what you could do to help refugees.

Activity Ideas

See/Think/Wonder

Look at the photos in the storybook about Halima. Choose 3 photos you really like. What do you see, think and wonder as you look at these photos.

- What do you see? What details stand out?
- What do you think is going on? What makes you say that?
- What does this make you wonder?
- Do you want to find out more about anything?

English ACELA1460,1650,1660,1670 **Geography** ACHASSK015,031,025,050 **Science** ACSSU002,022,035,032 **Visual Arts** ACAMAM054, 106,054





Learning Tasks

Hand wash like Halima!

Halima took part in Caritas assisted training to become a community mobiliser, this means it was her job to help keep everything in the refugee camp as clean as possible, including hands! She taught others how to wash their hands properly and prevent the spread of the COVID-19 virus.

- Which Catholic Social Teaching principle do you think this fits into and why? Refer to CST Principles on page 9.



Halima watches her daughter wash her hands at one of the handwashing stations in the refugee camp. Credit: Caritas Bangladesh.

A Place to call Home

- Discuss with students what the word refugee means and add it to your word list or wall.

A refugee is forced to leave their home because they are in danger, sometimes they must leave in a hurry and go to a whole new country. It is often a dangerous journey to eventually find safety. Halima walked for three days crossing mountains and walking through jungle where she was fearful of foxes and elephants.

- Ask children which 5 things they would take with them if they had to leave home in a hurry, then ask them to get it down to 1 possession because they must carry it themselves for a very long way.
- Refugees around the world come from 5 main countries; Syria 6.7 million, Afghanistan 2.7 million, South Sudan 2.3 million, Myanmar 1.1 million and Somalia 0.9 million. Locate these countries using google maps or an atlas. Colour them in on the map provided.

<https://www.unhcr.org/en-au/statistics/unhcrstats/59ca6ad77/where-do-refugees-come-from.html>

Geography ACHASSK047, 050 Health and PE ACCPS005,006

Bayan's story

Read about a Syrian girl and her life as a refugee. You will find this resource with a story, activities and worksheets [here](#).

- Make a list of the similarities between Bayan's story and Halima's story. You could draw a Venn diagram to show the differences and similarities.
- Do you think the hopes and dreams that Halima and Bayan have for their future are the same?
- What are your hopes and dreams for the future?
- What would you like to become when you are older?
- Do you need an education to make this happen?

Health and PE ACPPS003 Visual Arts ACAMAM054



WEEK 6: HOLY WEEK

Learning Tasks

This year in Holy Week, reflect on the five Project Compassion 2021 stories and the lives of the most vulnerable and marginalised communities around the world. For over 55 years, our staff and partners have listened to and journeyed with those most in need. Your support for this work with marginalised communities has been a direct response to the Christian call to ‘act justly, love mercifully, and walk humbly with our God.’

Thank you for ‘Being More’ with Caritas Australia and Project Compassion.

Pray As a class or individually, students write a prayer for those living in poverty or suffering injustice around the world. Here is an example:

God of Justice

We come to you today as members of one human family.

Teach us how to be your loving presence to others.

Help us understand the challenges others face.

Be with us as we try to change, to be young people who act for others and

Seek a world where everyone has a just future.

We ask this in Jesus’ name

Amen.

Source: Melbourne Archbishop Hart 2018

Suggest finishing the prayer with:

Leader - St Oscar Romero

Response – Pray for us

Act Discuss what you can do as individuals, a class and a school to assist others around the world. Organise a fundraising event for Project Compassion. See the Fundraising booklet for some ideas. It is available at: lent.caritas.org.au/schools

RE Link

Reflection: Read Luke 6:38

What do you think Jesus would think about the work Caritas Australia does?

How can you live more like Jesus?

What do you think “Give and you will receive” means?

Religious Education



A family putting coins into the iconic Project Compassion box.
Image from The Catholic Weekly, 20 February 1969.

WEEK 6: HOLY WEEK

Interview

Ask a significant adult in your life some questions about Project Compassion. This could be your parents, grandparents, a teacher, your local priest or anyone who grew up with Project Compassion.

Here are some questions you could ask; you can add others too if you like!

- Do you remember Project Compassion when you were growing up?
- How has technology changed Project Compassion?
- When you were younger, did you know what the Project Compassion box was for?
- Did you ever organise an event to raise money to donate to Project Compassion? If yes, was the event at church, school or at home?
- Do you remember anything special about past Project Compassion campaigns or stories?

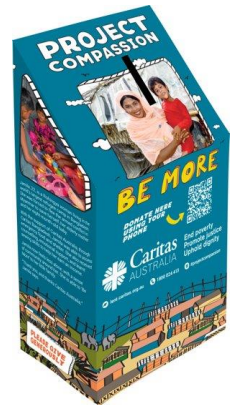
English ACELY1650, 1655, 1460,1670 History ACHASSK012,013,030, 046

Research Project on Caritas Australia

Find out more about what Caritas Australia does.

- What does Caritas mean?
- How many countries does Caritas Australia work in?
- Who are some of Caritas Australia's partners (you are one of them!)?
- Why is Project Compassion held every year?
- What does Caritas do with your donations?

Religious Education, Geography ACHASSIK015,025,,047,031,050



Design a Project Compassion box

- Create a piece of art to use on a Project Compassion box
- There are 4 sides on a PC box so you could create 4 pieces of different art or use the same piece on each side. It should be in portrait rather than landscape.
- Try and make your artistic images (you could use symbols and words) represent what Caritas does and how they work.

Visual Arts ACAMAM054,106,054 Design and Technologies ACTDEK001

Hold an art exhibition to display your boxes, invite everyone in your school community to come along. You could auction off the pieces of art and donate the money to Project Compassion 2021.

We would love to see some photos of your art designs! Please send them to education@caritas.org.au

WEEK 6: HOLY WEEK

Compassion Match Up

Photocopy and laminate the tag lines below with an appropriate image from each week's storybook. To be more sustainable, display them on your whiteboard.

Read / display the Project Compassion tag lines from previous years below. Students could sit in pairs and discuss what each tag line means to them, then carry out the matching up activity.

- **Think/Pair/Share** what do each of these tag lines mean to you personally?
- **Match Up** Which of these tag lines would you match with each 2021 story?

“A Place to call Home”

“Building a Better World”

“Go Further Together”

“That all may have Life”

“Keeping Hope Alive”

“Compassion in Action”

“Fair Play Today”

“Help us Help Ourselves”

“We say, 'Our Father' Too”

“Building a Better Future”

Curriculum: Religious Education