



FOR ALL FUTURE
GENERATIONS

PROJECT COMPASSION

LOWER PRIMARY (F-2)
TEACHER HANDBOOK



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

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IMPORTANT

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

PROJECT COMPASSION 2023

Project Compassion 2023 includes 4 stories:

- Laxmi (Nepal)
- Tereesa (Australia)
- Priscilla (Zimbabwe)
- Thu (Vietnam)

RESOURCES 2023

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

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

RESOURCES GUIDE

All our resources are 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 with short descriptions of all the resources you can download, as well as suggestions for use.

	Resource	Description / Suggested Use
For Students	Photo Storybooks	A Photo Storybook for each Project Compassion story, designed especially for Primary (F–2) students. Download Photo Storybooks Audio described versions also available here .
	Schools Guide	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
For Teachers	Teacher Handbook PDF	An explanation of the Project Compassion resources, including learning tasks, printable worksheets and links to short films for each Project Compassion story. Also outlines related curriculum areas and codes.
Media	Films	There is a specific PC23 school film introducing the four stories. There are also short 'Day in the Life' films for Laxmi (Nepal) , Tereesa (Australia) , Priscilla (Zimbabwe) and Thu (Vietnam) .
All Purpose	Introducing Project Compassion (PPT)	Overview of all four programs and the work of Caritas Australia. Share in the classroom or at assembly.
	Fundraising Booklet	Ideas to inspire fundraising and awareness raising activities, linked to the Project Compassion stories.

	Resource	Description / Suggested Use
Prayer and Reflection	Ash Wednesday Liturgy	Liturgy of the Word, including distribution of the ashes.
	Prayer (PPT)	The Project Compassion prayer with beautiful images. Use as a daily or weekly prayer for students or staff or at an assembly.
	Weekly Scripture Reflections for Teachers	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent.
	Way of the Cross (PPT)	A reflection following the Way of the Cross, to use during Holy Week. Comes with Leaders' Notes.
Telling Others	Newsletter Notices	A brief insert for your weekly school newsletter, explaining the week's Project Compassion story. Include in print/online school communications. Use on school social media and website.
	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 endeavor to offer compelling and interactive content that can be unpacked with high impact teaching strategies, higher order thinking and collaborative learning tasks that capture your students' intellect, compassion and their will to act for social justice.

LENT LINK

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

PRAYER, FASTING, ALMSGIVING

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

Prayer

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

Fasting

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

Almsgiving

Almsgiving means donating money or items to people who have less than you. It is a way to show that you care for others and that you are thankful for all God has given you. Caring for others is part of many faiths.

Let's be brave enough to give generously this Lent. What can you go without during each week of Lent? Maybe it's a snack or treat that you have each week. You can place the money saved in our Project Compassion boxes. Your support of Project Compassion is a way of saying you care about creating a fairer world, now and 'for all future generations'.

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.

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?

Students complete the [colouring sheets](#), highlighting the theme and display their work around their classroom or school.

PROJECT COMPASSION AND THE AUSTRALIAN CURRICULUM

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

RELIGIOUS EDUCATION THEMES ACROSS AUSTRALIA

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

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

CROSS-CURRICULUM PRIORITIES

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.

Ethical Understanding

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

CURRICULUM: BEYOND RELIGIOUS EDUCATION

Learning Area	Foundation	Year 1	Year 2
English	Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)	Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. (AC9E1LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures. (AC9E1LY05)	Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions. (AC9E2LY02) Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning. (AC9E2LY05)
Geography	The features of familiar places they belong to, why some places are special and how places can be looked after. (AC9HSFK03) The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located. (AC9HSFK04)	The natural, managed and constructed features of local places, and their location. (AC9HS1K03) How places change and how they can be cared for by different groups including First Nations Australians. (AC9HS1K04) Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models. (AC9HS1S02)	How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales. (AC9HS2K03) The interconnections of Australian First Nations Peoples to a local Country/Place. (AC9HS2K04)
History	The celebrations and commemorations of significant events shared with their families and others. (AC9HSFK02)	Differences in family structures and roles today, and how these have changed or remained the same over time. (AC9HS1K01)	How technological developments changed people's lives at home, and in the ways they worked, travelled and communicated. (AC9HS2K02)

CURRICULUM: RELIGIOUS EDUCATION AND BEYOND

Learning Area	Foundation	Years 1 and 2
Health and Physical Education	Investigate who they are and the people in their world. (AC9HPFP01)	Describe their personal qualities and those of others, and explain how they contribute to developing identities. (AC9HP2P01)
Design and Technology (F–2)	Explore how familiar products, services and environments are designed by people. (AC9TDEFK01)	Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. (AC9TDE2K01) Explore how plants and animals are grown for food, clothing and shelter. (AC9TDE2K03)
The Arts (F–2)	Explore how and why the arts are important for people and communities. (AC9AVAFE01) Create arts works that communicate ideas. (AC9AVAF01) Share their arts works with audiences. (AC9AVAFP01)	Explore where, why and how people across cultures, communities and/or other contexts experience visual arts. (AC9AVA2E01) Explore examples of visual arts created by First Nations Australians. (AC9AVA2E02) Use visual conventions, visual arts processes and materials to create artworks. (AC9AVA2C01) Share artworks and/or visual arts practice in informal settings. (AC9AVA2P01)
Science	Year 1 Identify the basic needs of plants and animals, including air, water, food or shelter and describe how the places they live meet those needs. (AC9S1U01) Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. (AC9S1U02)	

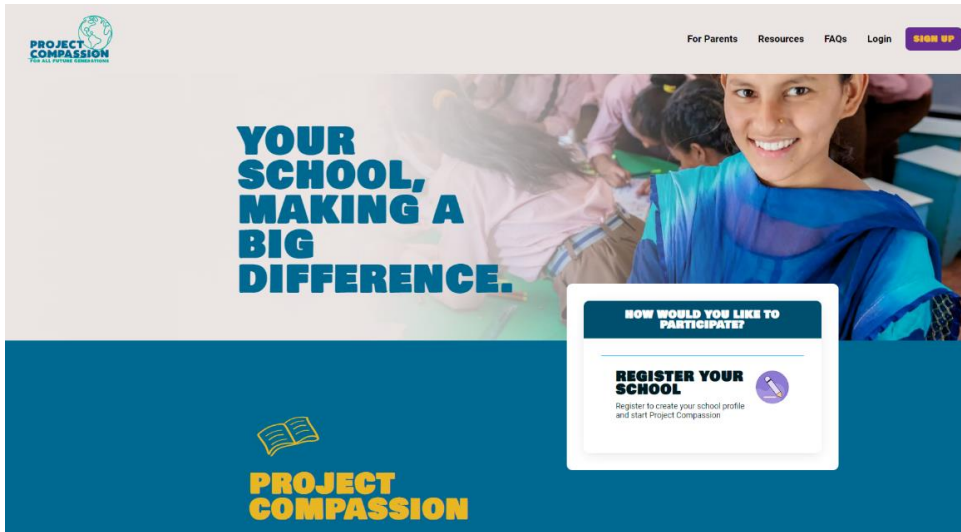
FUNDRAISE ONLINE!

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](#).

(Photo credits left to right, top to bottom: Richard Wainwright, Phan Tan Lam, Richard Wainwright, Richard Wainwright, Phan Tan Lam, Richard Wainwright)



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

TASK 1: CLASS DISCUSSION

- What activities did Laxmi participate in at the child's club?
- How did her involvement in the child's club help Laxmi?
- What is Laxmi's greatest achievement?
- How is Laxmi helping future generations?
- How did Caritas Australia help?
- What does Laxmi dream of?

Curriculum links: English, HASS

TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English, HASS

Laxmi (16) organising group games with child's club members at her old school in western Nepal.

Photo: Richard Wainwright/Caritas Australia



TASK 3: COUNTRY STUDY

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

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

Curriculum link: Geography

TASK 4: CHILD RIGHTS POSTERS

As outlined in the [Convention on the Rights of the Child](#), children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. They also have the right to relax and play.

Laxmi and her friends at the child's club wanted to help other people in their community to understand and respect their rights. To do this, they put up posters they made around their school and village. They also made placards (signs) which they walked around their school and village.

Students make a poster or a placard to promote one of their rights. Display the posters around your school or take your students for a walk around the school holding their placard/poster.

Some of the rights relevant to Laxmi's story are:

- All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously. **Article 12**
- All children have a right to find out things, and say what they think through speaking, writing, drawing etc. unless it breaks the rights of others. **Article 13**
- All children have the right to meet, make friends with, and join clubs with other children. **Article 15**

Curriculum Links: Health & PE, English



TASK 5: WATER CHALLENGE

1 in 9 people worldwide do not have access to safe and clean drinking water - that's 780 million people.

Most of the world's population spends up to 3 hours a day to get the water they need to survive. They don't have taps in their houses, schools or even in their villages.

Brainstorm ways students can save water at school and at home. For example, place buckets under bubblers to catch excess water and use it to water the garden. Challenge students to save 5 litres of water every day in the lead up to World Water Day on 22 March.

Extension: fill a bucket with 5 litres and take it for a walk around your school on World Water Day (or another day that suits you) to get a sense of what it is like for millions of children who walk long distances to collect water for their family.

More water-themed activities and resources are available on our [website](#).

Curriculum Links: HASS, Health & PE





TASK 6: CATHOLIC SOCIAL TEACHING (CST) LINK – HUMAN DIGNITY

Human Dignity

noun

- a belief that every person is made in the image of God and is intrinsically valuable and worthy of respect, simply because they are human
- a quality of being human, independent of ethnicity, creed, gender, sexuality, age or ability
- a reality challenged by poverty, hunger, oppression and injustice

- A. How is Human Dignity demonstrated in Laxmi's story?
- B. How is supporting Project Compassion one way you can uphold the dignity of others?

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

Curriculum Link: Religious Education

TASK 7: RE LINK

[Mark 10:13–16](#)

People were bringing little children to him in order that he might touch them; and the disciples spoke sternly to them. But when Jesus saw this, he was indignant and said to them, "Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it." And he took them up in his arms, laid his hands on them, and blessed them.

NRSVCE

- Read the above scripture passage.
- How does the above scripture passage relate to Laxmi's story?

(Jesus valued children, he taught his disciples that children had just as much right to see him and be blessed as the adults.)

Curriculum Link: Religious Education

TASK 8: PRAYER

Write a prayer for Laxmi and the other children in the child's club. See worksheet on **page 23**.

Curriculum Link: Religious Education

TEREESA'S STORY

AUSTRALIA



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

TASK 1: Class Discussion

- It was hard for Tereesa to raise 4 young children on her own. Where did Tereesa find support?
- What kinds of activities happen at the Baabayn Aboriginal Corporation?
- Why is art important to Tereesa?
- How did Caritas Australia help?

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

TASK 2: Photo Study

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

Ask students:

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

Curriculum links: English, Health & Physical Education

Tereesa with one of her first artworks she painted at Baabayn Aboriginal Corporation in Western Sydney. Photo: Richard Wainwright/Caritas Australia



TASK 3: COUNTRY STUDY

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

Extension: Which region of the world is Australia in: Africa, Europe, Asia, Oceania, North America or South America? Look at this [AIATSIS Map of Indigenous Australia](#). Baabayn Aboriginal Corporation is located on Darug/Dharug land. Can you find it? What direction is Western Sydney from where you live? What time is it in Sydney?

Curriculum link: Geography

TASK 4: THE ART OF STORY TELLING

A. "When I paint, every painting has a story. And my story is very long," Teresa said. "I'm relaxed, very relaxed when I'm painting. It helps me calm."

Tereesa uses painting to share her story and connect with her culture. It also helps her feel calm.

Make a multi-media collage of your special story. Use all kinds of materials (sand, grains, bark, leaves, corrugated cardboard, textured paper, cellophane) to help tell the story. When you've finished, share your story and collage with a friend. Get them to close their eyes and imagine the scene by feeling the collage as you describe it.

B. "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," Teresa said.

Can your class create a large art display/mural based on Project Compassion: For All Future Generations? Or hold a colouring in competition to help raise money for Project Compassion? [Download colouring sheets here](#).

You could try projecting the design onto a wall or path like Tereesa's artwork in the Vivid Light festival.

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

TASK 5: CLASS YARN CIRCLE

Another activity Baabayn Aboriginal Corporation offers is a Yarn Circle.

"The use of a **yarning circle** (or dialogue circle) is an important process within Aboriginal culture and Torres Strait Islander culture. It has been used by Indigenous peoples from around the world for centuries to learn from a collective group, build respectful relationships, and to preserve and pass on cultural knowledge."¹ It promotes belonging by giving students an opportunity to listen and be heard.

Put time aside each day for the class to participate in a yarning circle. They can share stories about their day, their family, their culture. To learn more about hosting yarning circles in the classroom visit [QCAA](#).

Curriculum Links: Health and Physical Education, English, , Aboriginal and Torres Strait Islander Histories and Cultures

TASK 6: BELONGING

Baabayn provides a place of welcome, where Aboriginal people can connect with culture and have a strong sense of belonging so they can realise their potential.

Explore the importance of belonging for human flourishing. Consider ways in which Jesus helped others to belong and how we can help others to belong too.

In pairs or groups, students discuss:

- What does it mean to belong?
- Where do I feel I belong?
- How did Jesus help others to belong?
- How can I help others to belong?

Students could draw themselves and then brainstorm and record all the places they feel they belong.

Curriculum Links: Health and Physical Education, Religious Education



TASK 7: CATHOLIC SOCIAL TEACHING (CST) LINK – SOLIDARITY

Solidarity

noun

- a firm and persevering commitment to the common good, which reminds us that everything is related
 - the act of standing shoulder to shoulder with others
 - a way of saying, 'I'm here with you'
- A. How is solidarity demonstrated in Tereesa's story?
(consider the welcome and support she received at Baabayn and how Tereesa volunteered and is now working at Baabayn to provide support for other mums. Tereesa also speaks about how the 'community has your back'.)
- B. How is supporting Project Compassion an act of solidarity?
- C. When have you stood 'shoulder to shoulder' with someone in need of support?

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

Curriculum links: Religious Education

TASK 8: RE LINK

Tereesa found a way to share her story through art. Jesus was also a great storyteller. He often used parables in his teaching and ministry.

Share the parable: **The Friend at Midnight** – [Luke 11:5–13](#)

Discuss how the friend eventually agrees to help his neighbour because he was persistent rather than because they are friends, despite the late hour and the inconvenience of it.

Tereesa has demonstrated great persistence. She didn't give up when life was difficult; she found support and has worked hard. She can now provide for her family and enjoy sharing and celebrating her artistic achievements with others!

Ask students to reflect on when they have demonstrated persistence.

Curriculum links: Religious Education

TASK 9: PRAYER

Write a prayer for Tereesa and her family. See worksheet on **page 24**.

Curriculum links: Religious Education

PRISCILLA'S STORY

ZIMBABWE



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

TASK 1: CLASS DISCUSSION

- Why was it hard for Priscilla to grow enough food to feed her family?
- How did Caritas Australia help?
- How does Priscilla support her family now?
- How will you share Priscilla's story with others?

Curriculum links: English, HASS

TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English, Health and Physical Education

TASK 3: COUNTRY STUDY

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

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

Curriculum link: Geography

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



TASK 4: WATER ACTIVITIES

Water Venn Diagram

How do you and Priscilla use water?

Or

Mind Mapping

Think of all the times you use water in your day, for drinking, cleaning, washing and cooking among other things. Almost one in seven people around the world do not have easy access to clean water.

Create a mind map showing all the ways you use water.

Think, pair, share, how your life would change if you did not have water in your home.

Curriculum Links: HASS, Health and Physical Education

TASK 5: VILLAGE LIFE

Remind students of all the activities they could see or that were mentioned in Priscilla's photo storybook. Show student the ['Day in the Life' film](#).

Students list all the activities and elements of Priscilla's home and community. For example: house, school, chickens, eggs, cows, community vegetable garden, borehole, cooking, washing dishes etc.

Students create a visual display of village life. You could create a whole class mural with each student or group drawing one element, or students could draw their own village.

Alternatively, you might have objects around the classroom to create a diorama.

See the following page for a label and colour worksheet.

Curriculum Links: Science, Design and Technology, Health and Physical Education, English, HASS

TASK 6: CATHOLIC SOCIAL TEACHING (CST) LINK – PREFERENTIAL OPTION FOR THE POOR

Preferential option for the poor

noun

- the act of prioritising the needs of the poor over the desires of the rich, the rights of workers over profits and the preservation of the environment over its exploitation
- a way of responding in love to the unjust circumstances in which millions of people live

A. How is preferential option for the poor demonstrated in Priscilla's story?

B. How is supporting Project Compassion one way you can demonstrate preferential option for the poor?

For more teaching resources on Preferential Option for the Poor- refer to our [CST Toolkit](#)

Curriculum links: Religious Education

TASK 7: RE LINK

The Parable of the Sower – [Mark 4:1–20](#)

Read the scripture passage and discuss: what do you think are the key messages of the parable?

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?

TASK 8: PRAYER

Write a prayer for Priscilla and her community. See worksheet on **page 25**.

Curriculum links: Religious Education

Name: _____

Label and colour:

house, chicken, cow, water pump, dish drying rack,
vegetable garden.





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

TASK 1: CLASS DISCUSSION

- Why was it hard for Thu to earn money to support his family?
- How does Thu earn money now?
- How did Caritas Australia help?
- How will you share Thu's story with others?

Curriculum links: English, HASS

TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English, Health and Physical Education

TASK 3: COUNTRY STUDY

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

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

Curriculum link: Geography

Thu looks after cows near his home in Quang Tri province, Vietnam. When Thu was 12 years old, he lost his leg after stepping on an unexploded land mine. Photo: Phan Tan Lam/Caritas Australia



TASK 4: CLASS CLUBS

Thu said, "I think having a club (Village Savings and Loans Association) is good, where people living with disabilities can join and help one another. Additionally, there are many meaningful activities from the project to support my family and others."

Students brainstorm what clubs already exist at school and what clubs they would like in their class. Could it be a Lego club, a craft club, a reading club, a computer club? Students choose one idea and record what activities would be involved and how they would make members of the club feel welcome.

Curriculum Links: Health and Physical Education

TASK 5: INCENSE

Thu learnt how to make incense. Incense burning is a common cultural and religious practice in many Asian countries, including Vietnam. A popular time to sell incense is during the Tet Festival (Vietnamese New Year).

Psalm 141:2 "My prayers rise like incense"

Students think, pair, share, some smells they associate with special events. E.g. the smell of gingerbread at Christmastime, or hot cross buns at Eastertime. In Vietnam, for many people it is not only the smell of incense but the act of burning incense that is part of their prayer ritual.

Student brainstorm prayer rituals they do or have seen others do. E.g. Sitting in a particular way, lighting a candle, holding rosary beads, closing their eyes, holding their hands together, holding hands with others, etc.

Incense is used in the Catholic tradition, although not as often at Mass now. There are many references to incense in scripture and the most common incense students might be familiar with is frankincense from the Christmas story.

Research when, how and why incense is used in the Catholic Mass. You could invite your Parish Priest to explain the use of incense in the Catholic tradition and show the students the thurible.

Curriculum Links: Religious Education

TASK 6: CATHOLIC SOCIAL TEACHING (CST) LINK – SUBSIDIARITY AND PARTICIPATION

Subsidiarity and Participation

noun

- from the Latin word *subsidium*, meaning support or assistance
- the idea that people and groups have the right to participate in decisions that affect them and, when they can't meet their own needs, other parts of society (e.g., the government) assist with resources and support
- an approach to common life that promotes participation and ensures people are architects of their own development

- A. How is the subsidiarity and participation demonstrated in Thu's story?
- B. How is supporting Project Compassion one way you can promote subsidiarity and participation?

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

Curriculum Links: Religious Education

TASK 7: RE LINK

The Parable of the Mustard Seed (Mark 4:30–32)

Read the scripture and discuss.

From little things, big things grow! For Thu, he started with a loan for a barber shop. He then went on to join an incense making group. He earned enough money to fix his house. Now he is looking at investing in livestock.

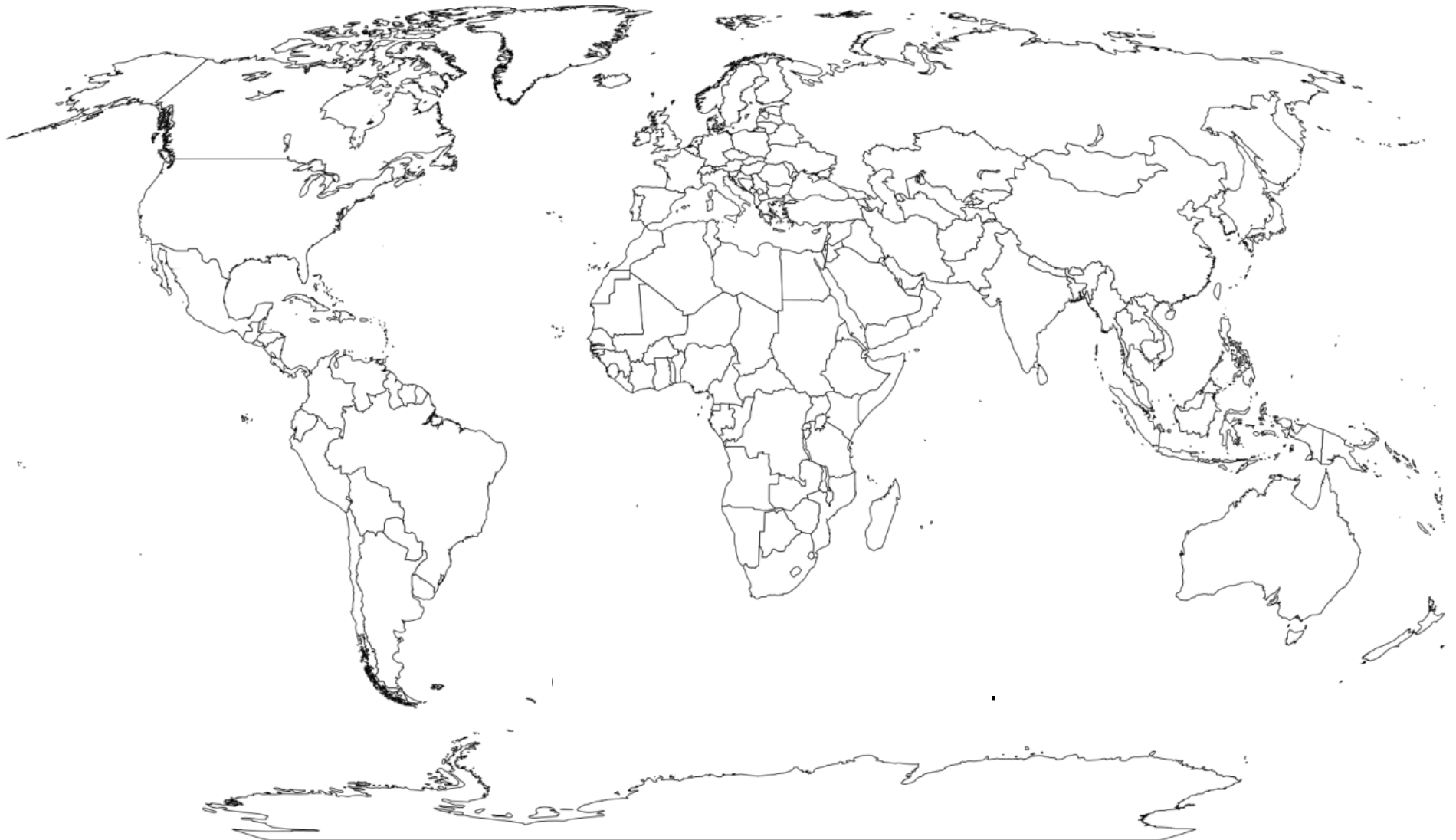
What small steps can your students take that will lead to a better life for themselves and for others?

TASK 8: PRAYER

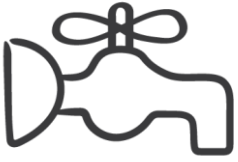
Write a prayer for Thu and Linh. See worksheet on **page 26**.

Curriculum Links: Religious Education

World Map



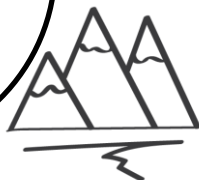
Name: _____



LENT LINK: Prayer Worksheet

My Prayer for Laxmi

Write a prayer for Laxmi and her community in Nepal.

This image shows a single sheet of white paper with rounded corners, designed as a template for writing or drawing. The page is ruled with horizontal lines. There are four sets of three-line guides (top solid line, middle dashed line, bottom solid line) spaced evenly down the page. Decorative elements include a small icon of an open book on the left edge, another on the right edge, and a pencil icon at the bottom right corner. The entire sheet is framed by a thick black border.

Name: _____

LENT LINK: Prayer Worksheet



My Prayer for Tereesa

Write a prayer for Tereesa and her community at Baabayn.

A large rounded rectangular box with horizontal dotted lines for writing a prayer.



Name: _____

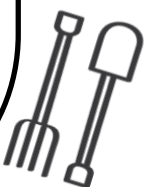
LENT LINK: Prayer Worksheet



My Prayer for Priscilla

Write a prayer for Priscilla and her community in Zimbabwe.

Large rounded rectangular area with horizontal dotted lines for writing a prayer.



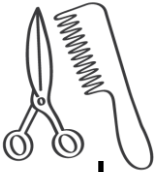
Name: _____

LENT LINK: Prayer Worksheet



My Prayer for Thu

Write a prayer for Thu and his community in Vietnam.



THANK YOU

PHOTO CREDITS

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

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

Priscilla Story (Zimbabwe) – Richard Wainwright/Caritas Australia

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

PRIMARY STUDENTS

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

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

TEACHERS

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

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



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