

LOWER PRIMARY SCHOOL TEACHER HANDBOOK

"As much as possible I will
try to help my neighbours ...
I have a feeling of contentment
being able to help others"
- Dinia, the Philippines



PROJECT COMPASSION

This teacher handbook contains a story for each of the six weeks of Lent. Each story is linked with several subject and curriculum specific classroom activities.



Caritas
AUSTRALIA

The Catholic agency
for international aid
and development

1800 024 413

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ALL OUR RESOURCES ARE ONLINE!

Interactive student workbooks

All the Project Compassion multimedia: one short film for each week, six photo galleries

A copy of each Project Compassion 2017 poster

Prayer and Reflection resources: Ash Wednesday liturgy, Lent calendar and app (iOS and Android), Way of the Cross activities (for Holy Week), Project Compassion reflection slideshow

Faces of Project Compassion slideshow (ideal for introducing Project Compassion in assemblies, at Mass and played on loop in your school foyer)

Schools fundraising booklet

School newsletter notices

Weekly staff reflections



FIND US ONLINE



[www.caritas.org.au/
projectcompassion](http://www.caritas.org.au/projectcompassion)

*** Teachers please note:** The Timor-Leste and Australia stories contain sensitive themes. Please read prior to sharing with students to discern suitability for your class.

All fundraisers, participants and volunteers agree to abide by and comply with all relevant legislation, regulations and best practice guidelines (as appropriate) in each State and/or Territory of Australia.

Individuals and other legal entities who fundraise for Caritas Australia (Fundraisers) are responsible for (but not limited to):

- Complying with relevant fundraising laws and regulations in each jurisdiction that they

fundraise (and complying with the fundraising laws in every Australian State and/or Territory if donations are accepted on the Internet)

- Ensuring that all monies raised via fundraising activities will be donated to the stated purpose of the appeal
- Ensuring that all donations are forwarded to Caritas Australia by **31 May 2017**.

For full fundraising responsibilities please refer to our website: www.caritas.org.au.



Please note, some of the programs featured in this booklet are funded by Caritas Australia and the Australian Government.



MESSAGE FROM

**BISHOP GREG O'KELLY,
CARITAS AUSTRALIA CHAIRMAN**

Dear Friends,

I invite you to join with us in preparation for Project Compassion 2017.

Our theme this year is "Love your neighbour".

The six stories we share with you for the six weeks of Lent reveal some of the ways lives can be transformed when we follow Jesus' instruction to "Love your neighbour as yourself" (Matt. 22:39).

The call of Jesus shakes us out of preoccupation with ourselves. Christ asks us to acknowledge in our lives that we are all members of the one human family. Each one of us is equally worthy of respect and compassion.

In Project Compassion 2017 we will demonstrate how love for our neighbours can transform lives. When mutual respect is fostered, communities become stronger and more resilient. This can only lead to a better future for our world, the world that Pope Francis has recently called "our common home".

For more than 50 years, Caritas Australia has been privileged to work together with our neighbours – our most vulnerable sisters and brothers in First Australian communities and in many other countries. Working with our partner agencies in those communities, we have developed the strength to combat poverty, promote justice and uphold the dignity of every person.

Dinia from the Philippines Dinia, widowed and shy, struggled on her own to make ends meet until her community encouraged her to participate in the Socio Pastoral Action Center Foundation Inc. (SPACFI) program, supported by Caritas Australia. SPACFI's Integrated Community Development Program helped her develop diverse ways to gain a sustainable livelihood, continue to send her children to school and contribute to her community. Now she inspires her neighbours through her commitment to the common good.

Martina from Timor-Leste For Martina, a mother of eight, escaping domestic violence was the first step in her journey to a new life. Uma PAS, the shelter where she sought refuge, is a partner in Caritas Australia's Protection Program, a holistic community-wide program that offers women like Martina economic empowerment and a life of safety in a supportive community.

Uncle Richard from Australia First Australian Uncle Richard was kidnapped from his family as a child under policies that gave rise to the Stolen Generations. Uncle Richard was taken to Kinchela Boys Home (KBH) in NSW, and spent his childhood there. Today he is part of the KBH Aboriginal Corporation (KBHAC), established by KBH survivors to reconnect with one another and begin a healing and truth telling process for themselves, their families, and the wider Australian community. Caritas Australia supports KBHAC.

Nguyet from Vietnam A severe disability kept young Nguyet behind closed doors: inhibited by her condition, her family had little connection with their neighbours. But their confidence and skill grew when they participated in the Catholic Relief Services' program, Capacity Building for Parent Associations Supporting Children with Disabilities, supported by Caritas Australia. The program offered Nguyet home-based education, and as her skills have grown she is increasingly engaging with her community.

Semiti from Fiji Semiti is the Director of the People's Community Network, supported by Caritas Australia, which helps empower landless people in Fiji. This network brings together people living in informal settlements to advocate to improve their access to education, housing and employment. People are living and working as neighbours, in solidarity, and the community is growing stronger and more resilient.

Aloma from the Philippines When Typhoon Santi destroyed her home in 2009, Aloma feared for her family's safety and their future. Then, from 2011, as she participated in SPACFI's Integrated Community Development Program, confidence began to replace fear. She was empowered to strengthen her environment to reduce climate change effects, and to lead her community in caring for our common home.

For Lent in 2017, we hope to demonstrate love for our neighbour through our actions and through our generosity.

"To love God and neighbour is not something abstract, but profoundly concrete: it means seeing in every person the face of the Lord to be served, to serve him concretely. And you are, dear brothers and sisters, the face of Jesus" – Pope Francis, 2013

Thank you for supporting Caritas Australia this Lenten season.

My blessings to you all.

Yours sincerely,
Bishop Greg O'Kelly, SJ AM
Chairman of Caritas Australia

YOUR GUIDE TO

PROJECT COMPASSION

BEFORE PROJECT COMPASSION BEGINS Before 26th Feb

Each year Project Compassion brings together thousands of Australians in solidarity with the world's most vulnerable communities, to help end poverty, promote justice and uphold dignity.

The annual Lenten-time event raises both funds and community awareness about important global issues, and Caritas Australia's role in empowering our neighbours across the world to build a brighter future.

We hope that the resources we provide help you bring Project Compassion to life in your school, making it an inspiring and rewarding experience for everyone.

Checklist

- MATERIALS RECEIVED?** Do you have all the materials ordered for your school? For answers to queries or additional resources, contact your Justice Educator (see last page).
- EXPLORE** and familiarise yourself with all the teaching, reflection and fundraising resources online. Explore the activities in this workbook. Check out the new **worksheets** you can use throughout Lent (p.31-32). Share resources with your colleagues by sending around links.
- WATCH THE FILMS** at caritas.org.au/projectcompassion/videos

ASH WEDNESDAY 1st March

Ash Wednesday marks the beginning of Lent. You can introduce Project Compassion to your school by celebrating the Ash Wednesday liturgy, including the distribution of the ashes. This year's theme is: "**Love your neighbour**". Throughout Lent we will learn more about our brothers and sisters around the world who experience extreme poverty and injustice.

Checklist

- DISTRIBUTE INDIVIDUAL OR CLASS BOXES**
If possible, offer these to students and teachers individually, either as people leave the church, or after Communion, signifying the link between saying 'Amen' to the Body of Christ and 'being' the Body of Christ in the world today.
- SHOW FILMS:** the **Project Compassion Introduction film**, or the **Philippines Feature film for Primary Schools**, to meet the people featured in Project Compassion this year.
Note: All films are subtitled for students with hearing impairments. Primary and Secondary school versions of the main film are available.

6 WEEKS DURING LENT 5th March – 16th April

We offer a different story to feature each week during Lent. Focused on the theme of "Love your neighbour," and featuring a new country each week, the stories explain the issues faced in each country.

They also highlight how Caritas Australia is working together with our most vulnerable neighbours, helping them to build stronger futures for their communities.

Checklist – Each Week

- SHARE STORIES:** include the Bulletin Notice and Story in your weekly school newsletter.
- USE the Lent Calendar App** for daily actions and prayers with staff or students to start each day. Available for **Apple** and **Android** devices.
- SHOW the short weekly Insight films** to meet Caritas Australia partners, and hear their personal insights on the Lenten Stories. A popular time is just before the beginning or end of assembly or Mass each week.
- USE Reflections and Prayers of Intercession** in assemblies or Mass.

GET STUDENTS INVOLVED TO HELP PROMOTE PROJECT COMPASSION IN YOUR SCHOOL!

Project Compassion is the perfect opportunity for your school social justice captains and group to lead the whole school in standing in solidarity with the most vulnerable and marginalised men, women and children around the world.

If you are interested in hosting or attending a Student 'Just Leadership' workshop for your student leaders, contact your local Justice Educator (see back page). These book out fast, so get in quick!

Some suggestions to make it easier for your school to link Lent, liturgy and life this Lenten season. Checklists are provided to help you plan and keep track of your activities.

HOLY WEEK 9th to 15th April

During the last week of Lent, celebrate your school's learning and fundraising achievements.

You can also use the 'Way of the Cross' presentation (which comes with leader's notes) as a prayer and reflection activity for the whole school.

Checklist

- WATCH** the **Project Compassion Reflection Slideshow** to celebrate the stories of hope and change, and your school's achievements
- PRINT** the final school newsletter notice thanking everyone for participating in Project Compassion.

AFTER EASTER After 16 April 2017

Thank all who have supported Project Compassion in your School.

Checklist

- Turn over your Project Compassion poster to display the "Thank you" poster on the other side.
- Place a reminder in your April and May School Bulletins for donations to be handed in.
- Publish a final "Thank you" Bulletin Notice announcing the total amount raised.
- Forward your donations and Record of Receipts sheet to Caritas Australia before 31 May 2017.

USING THE INTERACTIVE ONLINE STUDENT WORKBOOKS

Using this workbook as a guide, encourage students to explore the interactive online workbooks, which each contain a 'big question' for student-led inquiries; a quote for reflection; a link to the weekly insight film; a photo gallery; a prayer; a 'what your donations can do' fundraising activity; and a suggested classroom activity. For more information, see p.8.

FUNDRAISING ACTIVITIES

Throughout Project Compassion, you can create your own fundraising activities or draw on the ideas in the Caritas Australia **Project Compassion Fundraising Booklet**, which are linked to each of the feature stories. The booklet is available to download online at caritas.org.au/projectcompassion

Tell us
Your
Thoughts

What Do You Think About The PC17 Resources?

Please complete the online school survey – this helps us plan future Project Compassion appeals and be better stewards of all the resources produced for Project Compassion. The survey will be available online after Lent.



Please forward your donations to Caritas Australia before 31 May 2017 with your Record of Receipts sheet.

You can also donate by electronic transfer. Call us on 1800 024 413 for details.



FOR ALL THE RESOURCES MENTIONED IN THIS HANDBOOK, PLEASE VISIT WWW.CARITAS.ORG.AU/PROJECTCOMPASSION

Reflections And Prayers

Prayer Of Intercession Project Compassion Sunday 26th February

For our sisters and brothers throughout the world who live each day without having their true dignity as a human person upheld: That they may know they are loved and valued as they go forward in the hope of a better future.

We Pray as One.

For the community of the church who will undertake prayer, fasting and almsgiving during the upcoming Lenten Season: That this time will create in us the heart of a true neighbour, recognising that all human beings have an inherent dignity which must always be respected.

We Pray as One.

"Love of God and love of our neighbour is one and the same thing"
Pope Francis

PROJECT COMPASSION PRAYER

God of all peoples and nations
You accompany us on our Lenten journey.
Through the life and mission of Your son, You give us the gift of mercy.

May we learn to walk Your way of mercy and compassion with all Your people.

In a special way, we keep in mind our neighbours, the men, women and children around the world, who are most vulnerable to extreme poverty and injustice. Bless our prayers, our fasting and our Lenten gifts to Project Compassion.

Through these actions, may our hearts be open to receive Your grace to love our neighbours as ourselves.

We ask this in the name of Jesus.

Amen

Prayer Of Intercession Ash Wednesday 1st March

For our sisters and brothers throughout the world who live with discrimination and rejection: May they know the experience of your healing and transforming love.
We Pray as One.

For this community as we commence this Lenten journey: That the ash on our foreheads may be a visible sign of our commitment to prayer, fasting and almsgiving.

We Pray as One.

"We need to strengthen the conviction that we are one single human family"
Pope Francis

Prayer Of Intercession for each Project Compassion story

Use these Prayers of Intercession for Project Compassion in your school assembly, at the beginning of classes, or in Mass.

Philippines:

For our sisters and brothers throughout the world who experience poverty and injustice as a result of greed and power: That leaders of nations may resist these temptations and commit themselves to the Common Good, turning to justice and peace for all.
We Pray as One.

For the Community in which we live: That this community be fair and just and by its actions allow the participation of everyone in the enjoyment of the gift that is God's creation.
We Pray as One.

Timor-Leste

For our sisters and brothers throughout the world who are journeying away from violence to lives of hope and promise: That justice may be showered on them and that their human dignity may be assured by their welcome and participation in the community.
We Pray as One.

For our global community: That those with power and wealth may take seriously the call of the Church this Lent and place themselves at the service of all in need.
We Pray as One.

Australia

For the First Australians, who have suffered indignity at the hands of those who colonised their societies: That all Australians may commit to justice and right relationships and embrace the richness to be found in recognising that we all belong to this great south land of the Holy Spirit.
We Pray as One.

For our land, Australia: That, like Jesus in his encounter with the woman at the well, we may see the lives of our Indigenous brothers and sisters as part of the life-giving grace of the Spirit.

May they, with their voices heard and their gifts encouraged, become signs of justice and goodness in the world today.
We Pray as One.

Vietnam

For our sisters and brothers throughout the world who face discrimination and are prevented from reaching their full potential: May the love and support of family and community sustain them as they participate fully in decisions that affect them.
We Pray as One

For our community of nations: That basic rights and respect for all peoples may be established and become effective in all nations and states.
We Pray as One

Fiji

For our brothers and sisters throughout the world who are pushed to the edges of society and whose value and potential are not recognised: That their silent voices may be raised in hope.
We Pray as One.

For our school community: That we may respond to the call of Jesus to 'come forth' and be recognised as people of freedom whose actions reflect the love and compassion of Jesus.
We Pray as One.

Philippines

For our sisters and brothers throughout the world whose homes and livelihoods are in jeopardy from environmental destruction: That world leaders may put people before profit and work to distribute and sustain the earth's resources for the good of all.
We Pray as One.

For our World Community: That we may work together to love and care for our common home.
We Pray as One.



Using the Interactive Student Workbooks

www.caritas.org.au/projectcompassion/lower-primary-school-resources



STEP 1: Read through this handbook and familiarise yourself with the double-page spread for each story.

STEP 2: Go to www.caritas.org.au/projectcompassion and choose your learning level. Explore the student online Interactive Workbooks Thinglink images.

STEP 3: Enjoy exploring and using the interactive workbooks in your classroom and school!

Each double-page spread in this workbook complements the Thinglink Interactive Workbooks for Students.

This is also your off-line printable version. Students can go online to explore each story interactively.

Thinglink ideas

Decide how you want to use the student online interactive workbooks in your learning community. As a class or school, you could:

- follow one story for each week of Lent and use the Thinglinks as the basis of weekly group assignments
- used them together as a class.
- split classes or year levels into six groups and have each group focus on one country. Students can then present their work to each other.



The icons in this workbook match the 'tags' in the student interactive workbook (Thinglink image):



Link to weekly film



Link to written story



Story discussion questions



Country study task



'Big Idea' Inquiry topic



Prayer task



Reflection quote and questions



Fundraising idea



Additional learning task



Look out for extra tags containing additional information.

Students can work independently or together to complete the tasks in the tags.

Use the 'big ideas' to inspire student or teacher-led inquiry topics.

GLOSSARY OF TERMS

Agricultural: Related to the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

Catholic Social Teaching (CST):

The body of doctrine and teachings on social matters, drawn from the Bible tradition, encyclicals and other Catholic writings. Catholic Social Teaching can be a powerful tool to assess social realities in the light of the Gospel. It can help us apply our core beliefs in our relationships and interactions with each other.

Climate Justice: Changes to our climate primarily affect the world's poorest people. Natural disasters such as droughts, floods and cyclones are increasingly frequent and the majority of them are occurring in developing countries. The impacts of climate change will be of significant detriment to the health, food security and livelihoods of some of the poorest communities in the world, exacerbating existing development challenges in these vulnerable regions. Ironically, it is often the poorest communities who have contributed the least to global warming who are the most vulnerable to its impacts.

Sustainable agriculture: The FAO (Food and Agriculture Organization of the United Nations) definition of sustainable agricultural development is "the management and conservation of the natural resource base, and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations. Such development... conserves land, water, plant and animal genetic resources, is environmentally non-degrading, technically appropriate, economically viable and socially acceptable."

Development: A process where a community of people work together to break the cycle of poverty and dependence, so that their fundamental needs are met and their quality of life is enhanced.

Integrated Human Development: Integral Human Development is the holistic development of the human person, covering all aspects of life: social, economic, political, cultural, personal and spiritual. Integral Human Development is the overarching approach for all our programs.

Food security: Food security refers to both the availability of food and ability to afford food. Food security is achieved when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

First Australians: Our Aboriginal and Torres Strait Islander Partners feel that the term 'Indigenous' is a generic term and does not express their unique belonging to the country within which our organisation is based.

Hunger: Hunger exists when people don't have enough safe and nutritious food for normal growth and development and an active, healthy life. This means they live in a state of food insecurity – which can be chronic, seasonal or transitory.

(Social) Justice: Caritas Australia believes that a just and fair world is one in balance, at peace and free of poverty.

Livelihood: Usually one's employment; work conducted as a means of income. Livestock: Farm animals.

Poverty: 'Absolute' or 'extreme' poverty is defined by the World Bank as living under \$1.90/day. But poverty is not just about money – it is also about having access to resources that ensure sustainable livelihoods, such

as education and other basic services; being free from social discrimination and exclusion; and being able to participate in decision-making. From the Organisation for Economic Co-operation and Development.

Protection program: Protection activities aim to contribute to a safe and dignified environment for all members of the community. Caritas Australia has a holistic understanding of protection linked to social justice. It includes the protection of human rights, the promotion of safety and human dignity and the participation and inclusion of all. Groups targeted by violence, discrimination, coercion and deprivation are predominantly those least able to protect themselves and may include: women and children at risk, persons with disabilities, and indigenous and ethnic minorities. It is these people that Caritas Australia seeks to empower by contributing to building a protective environment.

Disaster Risk Reduction: Disaster Risk Reduction (DRR) is an attempt to prepare, mitigate and adapt to the impact of disasters, hopefully decreasing the socio-economic impacts faced by millions of people worldwide every year.

Stolen Generations: The term "Stolen Generations" is used for Aboriginal people forcibly taken away (stolen) from their families between the 1890s and 1970s.

Informal Settlements: Informal settlements are: 1. areas where groups of housing units have been constructed on land that the occupants have no legal claim to, or occupy illegally; 2. unplanned settlements and areas where housing is not in compliance with current planning and building regulations (unauthorised housing). From the Organisation for Economic Co-operation and Development.

A quick guide to Catholic Social Teaching Principles

Our work is guided by the principles of Catholic Social Teaching. We stand proudly behind our beliefs that are derived from our core faith in Jesus Christ.

HUMAN DIGNITY ✦

WE BELIEVE THAT EVERY PERSON IS CREATED IN GOD'S IMAGE AND THAT ALL HUMAN LIFE IS SACRED. WE BELIEVE IN THE DIGNITY OF EACH PERSON.

SOLIDARITY ✦

WE BELIEVE WE ARE PART OF ONE HUMAN FAMILY AND HAVE A RESPONSIBILITY TO HELP EACH PERSON ACHIEVE THEIR FULL POTENTIAL.

STEWARDSHIP OF CREATION ✦

WE BELIEVE THAT STEWARDSHIP OF THE EARTH'S RESOURCES IS VITAL FOR THE COMMON GOOD OF PEOPLE.

PREFERENTIAL OPTION FOR THE POOR ✦

WE BELIEVE IN PRIORITISING THE WOMEN, MEN AND CHILDREN MOST VULNERABLE TO EXTREME POVERTY AND INJUSTICE.

THE COMMON GOOD ✦

WE BELIEVE IN WORKING TOWARDS THE COMMON GOOD AND LOOKING BEYOND OUR OWN PERSONAL INTERESTS.

SUBSIDIARITY ✦

WE BELIEVE IN EVERY PERSON'S RIGHT TO PARTICIPATE IN THE DECISIONS THAT AFFECT THEIR OWN LIVES.

PARTICIPATION ✦

WE BELIEVE THAT EVERY PERSON CAN BE THE ARCHITECT OF CHANGE IN THEIR OWN LIFE.

ECONOMIC JUSTICE ✦

WE BELIEVE THAT EVERYONE HAS THE RIGHT TO ACCESS THE MEANS TO SUPPORT THEMSELVES AND THEIR FAMILY.



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Project Compassion and the Australian Curriculum



This year's Project Compassion theme 'Love your Neighbour', reminds us of the church's mission, through Caritas Australia, to walk in solidarity with women, men and children most vulnerable to extreme poverty and injustice and to uphold the inherent dignity of all. The hands graphic in the logo (right) symbolise our partnership approach to working towards a world at peace in balance and free of poverty. This includes partnerships in projects across the world as well as with the Australian Catholic community. This theme is based on the biblical story of the Good Samaritan, presenting rich teaching opportunities highlighting the Gospel imperative to 'love your neighbour' in Religious Education classes, deepening of school life and charisms, as well as themes of global citizenship found throughout the Australian Curriculum.

The Parable of the Good Samaritan

Luke 10:25-37

²⁵ Just then a lawyer stood up to test Jesus.^[a] "Teacher," he said, "what must I do to inherit eternal life?" ²⁶ He said to him, "What is written in the law? What do you read there?" ²⁷ He answered, "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." ²⁸ And he said to him, "You have given the right answer; do this, and you will live."

²⁹ But wanting to justify himself, he asked Jesus, "And who is my neighbour?" ³⁰ Jesus replied, "A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. ³¹ Now by chance a priest was going down that road; and when he saw him, he passed by on the other side.

³² So likewise a Levite, when he came to the place and saw him, passed by on the other side. ³³ But a Samaritan while traveling came near him; and when he saw him, he was moved with pity. ³⁴ He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. ³⁵ The next day he took out two denarii;^[b] gave them to the innkeeper, and said, 'Take care of him; and when I come back, I will repay you whatever more you spend.' ³⁶ Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?" ³⁷ He said, "The one who showed him mercy." Jesus said to him, "Go and do likewise."

New Revised Standard Version Catholic Edition (NRSVCE)

This parable functions on two levels – firstly, it challenges us to love those we consider unlovable (or other); and secondly, it suggests that goodness isn't the preserve of the pious.

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

Immediately prior to this parable a lawyer, who wanted to test Jesus, asked 'what must I do to inherit eternal life?' The lawyer who asked the question gave the correct answer, (from Deut 6:4-9): Love God and your neighbour as yourself. But for Jews of the day, only other Jews were considered neighbours. The Samaritans had intermarried with Assyrians and were thought of as less than pure. Samaritans and Jews were considered enemies so for a Samaritan to be considered a neighbour defied imagination. The way the Priest and the Levite behaved when they passed the injured man in the Good Samaritan parable would have been socially acceptable, since touching the man was unthinkable since it would have made them 'unclean'. The essential truth, and a core of our Christian identity is the message that, as Christians, the compassion we show to others should have no limit!

Watch the **Project Compassion Introduction Film**.

COMING IN TERM 2, 2017: A range of Sustainable Development Goals resources for Primary and Secondary school students will be available online in Term 2. The resources will explore the Global Goals through the lens of Catholic Social Teaching, Pope Francis' Encyclical Laudato Si' and Caritas Australia's work. These will link to curriculum areas of Geography, Civics and Citizenship, Economics and Business, Design and Technology, Health and Physical Education and Science as well as the Cross-Curricular Priorities and General Capabilities.

Australian Curriculum Links

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. By beginning to understand the issues of injustice and by witnessing the positive changes in the lives of people experiencing poverty, students can develop a deepening empathy and lifelong solidarity with people all around the world.

The notions of our interconnectedness as one human family, as global citizens and people following the gospel imperative to 'love your neighbour' are embedded throughout the content and suggested learning tasks. We have designed the content to encourage students to learn, pray, reflect and act, echoing the Cardijn method of 'See, Judge, Act'. The information, stories and questions encourage a deeper exploration of global social justice issues, providing students the opportunity to 'see' the issue. The Catholic Social Teaching focus provides students with a framework to 'judge'. As students reflect on their learning, responding to the stories and issues of social justice, they practise planning personal and collective responses and can start to see how their local action can have a global impact.

Through deeper exploration of the stories, we encourage students to see how their actions to learn and support the work of the church through Caritas Australia is an extension of their faith. We promote the idea of the 'two feet of justice', to move forward as one human family we need both: social justice actions to address root causes of structural poverty, and charitable works that meet the immediate and basic needs of individuals.

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

Cross Curricular Priorities Organising Ideas

Aboriginal and Torres Strait Islander Histories and Cultures

- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Project Compassion week three features a First Australian story.

Sustainability

- World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
- The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

Asia and Australia's engagement with Asia – Australia engagement

- 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.

Project Compassion stories in week one and five (Philippines) and week four (Vietnam)

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. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of Intercultural Understanding in the Australian Curriculum. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations. In developing and acting with intercultural understanding, students:

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

Students use instances of expressed values to explain social interactions and to determine rights and responsibilities in social and legal domains. They recognise and interpret points of view in ethical contexts. In developing and acting with

ethical understanding, students:

- examine values (see page 10 for Catholic Social Teaching principles)
- explore rights and responsibilities
- consider points of view

From the Australian Curriculum

Lower Primary curriculum links: Humanities and Social Sciences:

Y2: The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050).

Geography

Year 2: The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047).

Year 2: The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049).

Health and Physical Education:

FY-1: Describe ways to include others to make them feel they belong (ACPPS019). Explore actions that help make the classroom a healthy, safe and active place (ACPPS022). Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024).

Science

FY: Daily and seasonal changes in our environment affect everyday life (ACSSU004)

Y1: People use science in their daily lives, including when caring for their environment and living things (ACSHE022).

Y2: Earth's resources are used in a variety of ways (ACSSU032). People use science in their daily lives, including when caring for their environment and living things (ACSHE035).

Visual Arts:

FY-2: Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).

English

FY: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650). Y1: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660). Y2: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and Visual features and print and multimodal text structures (ACELY1670).

LOVE YOUR NEIGHBOUR

Are you a good sharer?

Sometimes sharing is difficult. When you share your toys you usually take them back.

Some children share what they have learnt. They help their friends who have trouble understanding what the teacher has taught them. That's real sharing.

Many of the poorest people in the world are often the best sharers. Very often they have little food or money but they happily share what little they have with their neighbours.

Dinia not only shares the rice she has learnt to grow with her neighbours but shares what she has learnt as well.

Dinia lives with her five children in the Philippines. In the Philippines approximately 12 million people live on less than \$1.90 a day- that's not enough for all the things people need to live.

Sadly Dinia's husband, who earned money working in the mines, died suddenly. Dinia found that she had little money to support her family.

She was forced to collect shells and crabs from the seashore to sell.

Through a Caritas Australia program Dinia learnt to make medicine from herbs and to grow vegetables and rice – organically. That means she doesn't use harmful chemicals.



Dinia working in her fields with the help of her neighbours.

She sells the medicine and the food she has left over.

Dinia raises pigs too. When the sow has piglets she keeps some but gives some to a neighbour. Then that neighbour can breed more piglets to eat, to sell and to share. The whole community shares and learns together.

Dinia is a leader in her community now. She says "As much as possible I will try to help my neighbours so that we are on the same level."

When you fill your Project Compassion boxes you too are sharing what you have.

"As much as possible I will try to help my neighbours...I have a feeling of contentment being able to help others"

Dinia



THE STUDENT INTERACTIVE WORKBOOK VERSION OF THIS PAGE CAN BE ACCESSED AT CARITAS.ORG.AU/PROJECTCOMPASSION

? YEAR 1 AND 2 STORY STUDY:

Read and Watch Dinia's story and discuss:

1. What made life difficult for Dinia?
2. What helped make things better for Dinia and her family?
3. How did Caritas Australia and their partner SPACFI contribute?
4. Who showed love for their neighbour in Dinia's story? How?
5. What did Dinia share? Why did she do this?
6. What is one fact you learnt about life for some people in the Philippines?



REFLECT

"You shall love your neighbour as yourself"
Matthew 22:39

What is one thing you can do everyday to love your neighbour?

Catholic Social Teaching Principle Focus: Common Good
We believe in working towards what is good for everyone, not just what is good for ourselves.

Discuss: When you put money in the Project Compassion box, you are working towards a better world for everyone.



BIG IDEA: How can we work towards creating a better, fairer world everyday?



LEARNING TASKS

'Dinia in the Philippines' worksheet (FY-Y1)

Complete the printable photo and word cloze exercise on pages 16-17.



Philippines Study (Y2):



Search for the tags in the Interactive Workbook Thinglink (or your own research) to find the answers to the following facts about the Philippines:

- official languages,
- climate,
- some of the reasons for poverty and inequality in the Philippines.

Use Google Maps to find the location of the Philippines and Australia.

TAKE ACTION.

One of the ways Australia shows our commitment to being a good neighbour has been through the Australian Aid program which works to end poverty. Find out how your school can help our country continue to be a good neighbour at [caritas.org.au/act/australian-aid]



FUNDRAISING IDEA: PIGGYTAS!

In the Caritas program Dinia learnt to raise pigs. Once piglets are born, Dinia shares them with her neighbours and teaches them how to raise pigs too. Selling piglets can earn Dinia \$75. This helps her with her family.

Use the **Piggytas poster** (download it from caritas.org.au/piggytas) to raise money for Project Compassion. Everytime your class or school raises \$75, cut out and put another pig in the pig pen!

Use #ProjectCompassion online to tag photos of your Piggytas pen!



PRAY

Loving God, we thank you that Dinia and her neighbours are working together to help their community.

Thank you that Dinia's children can go to school.

Help us all to work together to make a better, fairer world.

Amen.



DINIA, THE PHILIPPINES PHOTO CARD FOR FOUNDATION YEAR STUDENTS:

? Look at the photographs and discuss:

1. What can you see in the photos?
2. Where do you think the photo was taken?
3. What are the people doing?
4. How do you think the people are feeling? How can you tell?
5. What is similar to your life? What is different?
6. What do you wonder? What would you like to ask the people in the photos?



Photo credits: Richard Wainwright

PHOTO INFORMATION

Top row left to right:

- Dina is making an ointment using rose petals and aloe vera that she grows in her garden. She learnt this at the Caritas program. Dina can earn money by selling the ointment.
- Dina is packaging up cassava chips she learnt to make at the Caritas program. She sells the chips to her neighbours.
- Dina is part of a community group. Dina and her neighbours meet to talk about ways to improve their neighbourhood together.

Middle row left to right:

- Dina and her family and neighbours standing in front of Dina's organic rice field.
- Dina is enjoying lunch with her daughters and son.

Bottom row left to right:

- Dina is using homemade organic fertiliser on her rice field. She learnt how to make fertiliser without chemicals at the Caritas program.
- Dina is learning how to improve her rice field with the help of one of Caritas' partners in the Philippines.
- At the Caritas program, Dina learnt to raise pigs to sell. This is one of the piglets.

Dinia in the Philippines

Cut and paste the photos and words. Finish the sentences by filling the gaps.

At the



program,



learnt many

good things to help her with her family.

She learnt how to



vegetables and

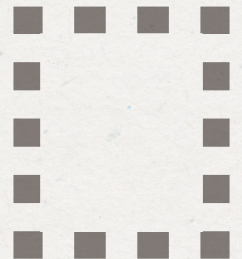


Dinia learnt how to raise



Dinia can sell the rice and vegetables and pigs.

Now Dinia has enough money for the things she needs for her



Dinia shares her new skills with her



When you put a coin in the Project Compassion box, you are sharing what you have with our neighbours around the world.



PROJECT
COMPASSION



Caritas
AUSTRALIA

The Catholic agency
for international aid
and development



pigs.



plant and grow



family.



rice



neighbours.



Dinia.



pigs.



plant and grow



family.



rice



neighbours.



Dinia.

A suggestion for teachers: Print and copy in A3 size.
This page contains cut outs for two students.



PROJECT COMPASSION



The Catholic agency for international aid and development

WEEK 2: Timor-Leste

Martina

* Teachers, this story contains sensitive themes. Please read prior to sharing with students to discern suitability for your class.

A SHARED RESPONSIBILITY

Do you live in an uma pas? What's that? Let's find out.

Martina lives in Timor-Leste, one of Australia's closest neighbours. Many people in Timor-Leste live on less than \$1.90 a day.

Martina worried that her family of eight children did not have enough to eat. She was unhappy. Her husband was unhappy too. He was often angry. Martina didn't live in a uma pas.

So Martina plucked up all her courage and left home with her children. She found a safe place where she had friends to talk to about her problems. It was called Uma PAS. In Martina's language 'uma' means home and 'pas' means peace. A peaceful home.

The helpers at Uma PAS realised that Martina was a hard worker. She worked in other people's vegetable gardens for money and collected firewood and stones to sell. They also saw that Martina was smart so they gave her a great opportunity to learn to manage her money, to save and to run a small business.

At Uma PAS they also talk to men about how to treat each other respectfully so everyone can live peacefully.

Today Martina is a different woman. She works hard in her small business so that her children can go to school. One is studying to be a doctor. Another has a good job at the local Timor shopping centre.

Martina still lives in a small home. She and her family still do not have much to eat. But Martina is happy now – happy that she can stand on her own two feet and happy that she is able to earn enough money to educate her children.

When you fill your Project Compassion boxes you are helping your neighbours in Timor-Leste have an uma pas – a peaceful home – to go to when they have problems.



Martina is independent and strong, with the skills to offer her family food, education and a secure future.

*"Each person comes
with their own dignity"
Domingas, from the
Uma PAS shelter*



THE STUDENT INTERACTIVE WORKBOOK VERSION OF THIS PAGE CAN BE ACCESSED AT CARITAS.ORG.AU/PROJECTCOMPASSION

YEAR 1 AND 2 STORY STUDY:

Read Martina's story and discuss:

1. What made Martina's life difficult?
2. What helped make things better for Martina and her family?
3. How did Caritas Australia and Uma PAS help?
4. Who showed love for their neighbour in Martina's story?



REFLECT

"We must regain the conviction that we need one another, that we have a shared responsibility for others and the world, and that being good and decent are worth it" Pope Francis, Laudato Si

Suggested simplification:

Pope Francis says that we all need to look after each other. It is important to be kind.

Why is it important to be kind?



BIG IDEA: How can treating each other respectfully make a more peaceful world?



LEARNING TASKS

Respectful relationships and peaceful societies

Complete the printable worksheet (page 21) .



Timor-Leste Study (Y2):



Search for the tags in the [Interactive Workbook Thinglink](#)

(or your own research) to find the answers to the following facts about Timor-Leste:

- official languages,
- climate,
- some of the reasons why life is hard for some people in Timor-Leste.

Use Google Maps to find out the location of Timor-Leste and the location of Australia.



FUNDRAISING IDEA: FISH FRIDAY

The Catholic tradition is to forego meat on Fridays during Lent. Go one step further by holding a Fish Friday event to raise money and awareness for Project Compassion. Sell hearty fish burgers, classic fish and chips or fish cakes. Use the Ikan Saboko BBQ Fish recipe from Timor-Leste in our **Fundraising Ideas booklet**. At your event, raise awareness about the 795 million people who are hungry even though there is enough food in the world.

Use #ProjectCompassion online to tag photos of your Fish Friday event!



PRAY

Loving God, we thank you that Martina and her children have a peaceful home.
Please bless the many people around the world who do not have a safe and peaceful place to live.
Help us to be peacemakers everyday.
Amen.



MARTINA, TIMOR-LESTE

PHOTO CARD FOR FOUNDATION YEAR STUDENTS

? Look at the photographs and discuss:

1. What can you see in the photos?
2. Where do you think the photo was taken?
3. What are the people doing?
4. How do you think the people are feeling? How can you tell?
5. What is similar to your life? What is different?
6. What do you wonder? What would you like to ask the people in the photos?



Photo credits: Richard Wainwright

PHOTO INFORMATION

Top row left to right:

- Domingas is a helper at the Caritas house Martina went to for help. Domingas is a good listener.
- At the Caritas house, called 'Uma Pas', people can find a safe place to sleep if they need it.
- Domingas and Martina are good neighbours.

Middle row left to right:

- This is Martina. She lives in Timor-Leste. She has eight children. Martina wanted to look after her family better. After staying at the Caritas house, Martina feels stronger and safer and can look after herself and her family.

- Martina and her family and neighbours.

Bottom row left to right:

- Martina is standing in front of her home with her family.
- Martina grows vegetables for her family to eat.
- At the Caritas program, Martina did lots of weaving of traditional fabric. She also learnt how to run a small business. Martina can sell the fabric to earn money.

Respectful relationships and peaceful societies

We can create a safe space by the way we treat each other. At Uma PAS, Domingas showed respect and listened to her neighbour, Martina.

Draw a time that you showed respect for someone in your class.

Martina went to Uma PAS to feel safe.
Draw three people who make you feel safe.
Why do you feel safe around them?

We can create safe places and respectful relationships by loving our neighbour like ourselves. The people at the Uma PAS show love for their neighbours, like Martina, by providing a safe space for people to live and learn.



Write or draw to finish this sentence:

If everyone treated each other respectfully, the world....



WEEK 3: Australia

Uncle Richard

* Teachers, this story contains sensitive themes. Please read prior to sharing with students to discern suitability for your class.

HEARING OUR STORIES

At Caritas Australia, we use the term 'First Australians'.

Have you ever spent time away from your family? Was it just for a sleepover? Was it for a long time? Was it fun? Or were you sad?

Just imagine how you would feel if you were taken away from your family. Taken away from a happy family with a mum and dad who loved and cared for you. Taken away with your sisters and brothers.

A long time ago, when he was just eight, Uncle

Richard, was taken from his parents to live with other First Australian children in a special home. He was not allowed to speak his language or use his name. The carers were mean. He missed his family. He was very unhappy.

Uncle Richard was sad and angry for a very long time. He will never forget the terrible times and the mean carers.

Some people tell stories through paintings. And that's just what Uncle Richard did. He tried to face his past through art. He tells the story of his life through his paintings.

But Uncle Richard has found an even better way to deal with his childhood. Through a group which Caritas supports he meets others who were in the home with him. They listen to each other's stories. Together they help each other live happier lives. Uncle Richard and his friends tell their stories to young people and old people. He will never forget what happened. Uncle Richard and his friends try to be role models for First Australian children helping them to be happy with themselves.

When you fill your Project Compassion boxes you are supporting Uncle Richard and his friends as they strive to live their lives to the full.



Uncle Richard believes First Australians have always been good neighbours. His Good Samaritan painting shows a First Australian helping a white man. "A lot of Indigenous people, over the years, helped a lot of people. We were kind people. We showed people to live off the land ... always there to help anyone." In KBH, the older boys acted as Good Samaritans. Uncle Richard says: "They took the pain for the little fellas."



THE STUDENT INTERACTIVE WORKBOOK VERSION OF THIS PAGE CAN BE ACCESSED AT CARITAS.ORG.AU/PROJECTCOMPASSION

? YEAR 1 AND 2 STORY STUDY:

Read Uncle Richard's story and discuss:

1. What made life difficult for Uncle Richard?
2. What helped make things better for Uncle Richard?
3. How did Caritas Australia contribute?
4. Who showed love for their neighbour in this story? How?



REFLECT

"Commitment to truth opens the way to lasting reconciliation"
Pope Benedict XVI

Suggested simplification:
Telling the truth helps us to get along better.

Not many people know about what happened to boys like Uncle Richard. How is knowing and telling the truth about something important?

Catholic Social Teaching Principle Focus:

Solidarity

We believe that we are part of one human family and have a responsibility to help each other be the best we can be.

Discuss: How does putting money in the Project Compassion box help others be the best they can be?



BID IDEA: How can we work together with First Australians to make Australia fairer?



LEARNING TASKS

Aboriginal spirituality
"I'm telling my story at the Kinchela Boys' Home. That comes first, then my Gumbaynggir Dunghutti and then the Bible stories. My spirituality is coming out now. It was Pope Paul II who told all his bishops and cardinals, go out and embrace the indigenous world... because these people are closer to the spirituality than we realise," says Uncle Richard.

One of Uncle Richard's is about the story of the Good Samaritan. It shows an Indigenous man helping a white man. Uncle Richard says it signifies that First Australians have always been good neighbours.

'Good Samaritan' Art

Read the story of the Good Samaritan from a children's lectionary. **Using only shades of red, yellow and black (colours of the Aboriginal flag) create your own artwork based on this story. Alternatively, create an artwork based on a time when you 'loved your neighbour'. You can use the worksheet on page 25 to display around the school.**



Australia Study: (Y2)



Search for the tags in the **Interactive Workbook Thinglink** (or your own research) to find the answers

to the following facts about the Australia:

- First Australian population,
- number of Aboriginal languages,
- some of the reasons for poverty and inequality in the First Australians.



FUNDRAISING IDEA:

We are thrilled to be able to offer some authentic, First Australian line drawings created by Uncle Richard as colouring templates. These are available online at www.caritas.org.au/projectcompassion/lower-primary-school-resources

Combine their use with discussions about Uncle Richard's story. Host a colouring competition at your school with a gold coin entry fee to raise funds for

Project Compassion.

Use #ProjectCompassion online to tag photos of your colouring artworks.



PRAY

Loving God, we thank you that Uncle Richard and the men from the Kinchela Boys Home have helped each other during a sad time. Help us to all work together to make Australia fairer for First Australians.
Amen.



YOU CAN PRINT THIS PAGE OR VIEW AN INTERACTIVE VERSION OF THIS COLLAGE AT CARITAS.ORG.AU/PROJECTCOMPASSION

UNCLE RICHARD, AUSTRALIA PHOTO CARD FOR FOUNDATION YEAR STUDENTS:

? Look at the photographs and discuss:

1. What can you see in the photos?
2. Where do you think the photo was taken?
3. What are the people doing?
4. How do you think the people are feeling? How can you tell?
5. What is similar to your life? What is different?
6. What do you wonder? What would you like to ask the people in the photos?



Photo credits: Peter Solness, Nicole Clements

PHOTO INFORMATION

Top left :

- Uncle Richard and his friends from the Kinchela Boys Home, in front of a tree near the home where they had to live as young boys.

Bottom left:

- This is part of one of Uncle Richard's paintings showing how Aboriginal stories of the Dreaming and stories from the Bible are similar.

Top right:

- A traditional smoking ceremony at the meeting for the group that Caritas supports. Uncle Richard is in this group and it is called the Kinchela Boys

Home Aboriginal Corporation. It is a group for First Australian men who had to live in the home as young boys, away from their families.

Bottom right:

- Uncle Richard is working on a painting of the Good Samaritan in his art studio in Kempsey. Uncle Richard says "I believe a lot of indigenous people, over the years, during traditional times, helped a lot of people, helped a lot of non-indigenous people".

The Good Samaritan

One of Uncle Richard's paintings The Good Samaritan was shown at the Vatican in Rome. It shows a First Australian man helping a white man. Uncle Richard says it shows that First Australians have always been good neighbours.

Using only shades red, yellow and black (colours of the Aboriginal flag) create your own artwork based on the story of the Good Samaritan.



PROTECT
COMPASSION



Caritas
AUSTRALIA

The Catholic agency
for international aid
and development

WEEK 4: Vietnam

Nguyet

A CARING COMMUNITY

Are you good at some things but not so good at others? Everybody is. We all have abilities and disabilities.

Some children have greater challenges than others. Some children are in wheelchairs. Some are unable to learn very easily. We are lucky that our communities and classrooms are becoming more inclusive. We learn together, sing together, play together and laugh together.

But in Vietnam a country near Australia, people with disabilities are hidden away. There is not enough money for them to go to school. They often need special teachers.

Nguyet (pronounced 'new-et') is fifteen. Until now, her whole life has been spent inside her house. She didn't go out and she didn't go to school. Her parents had to be close by to look after her. She didn't speak to her neighbours and she didn't have friends.

But Caritas Australia and their partner have a great plan in some communities



Nguyet with her teacher Quynh, now has access to home education and is learning reading, writing, math and crafts, assisting her towards a brighter future.

in Vietnam. They work with mums and dads who have children with disabilities. Nguyet's mum Tim (pronounced 'teem') meets with other parents to learn and help each other.

The Caritas program also helps children like Nguyet with their learning. In Vietnam, some children go to school and others, like Nguyet have school at home. One of Nguyet's neighbours, a teacher called Quynh (pronounced 'quinn'), comes to her house to teach her.

Nguyet is learning to read and write and does well at maths. She loves to make

colourful paper flowers and hopes one day to sell them.

Her mum and dad can go to work now because Nguyet has learnt to cook and care for herself.

Nguyet even goes outside to say hello to her neighbours!

The best thing says her teacher, is the smile on Nguyet's face. In the past she always had "a sad and gloomy face". Now she says "her face is very bright."

When you fill your Project Compassion boxes you are giving children like Nguyet and her friends hope for the future.



THE STUDENT INTERACTIVE WORKBOOK VERSION OF THIS PAGE CAN BE ACCESSED AT CARITAS.ORG.AU/PROJECTCOMPASSION

STORY STUDY FOR YEAR1 AND 2 STUDENTS:

Read and **Watch** Nguyet's story and discuss:

1. What makes Nguyet's life hard?
2. What changed for the better?
3. How did Caritas Australia contribute?
4. Who showed love for their neighbour in this story? How?
5. What did Nguyet's neighbour Quynh share? What can you share?



REFLECT

"To live as true children of God means to love our neighbour and to be close to those who are lonely and in difficulty"
Pope Francis

Simplified suggestion:

Pope Francis says that "by being kind to people who are lonely and having a difficult time, we are doing what God wants us to do."

What is one kind thing you can do for someone who is lonely today?

Catholic Social Teaching Principle Focus:

The Common Good: We believe in working for what is good for everyone, not just what is good for ourselves. When you put money in the Project Compassion box, how are you helping to look after others, not just yourself?



BIG IDEA: How can we create communities where everyone is included?



LEARNING TASKS

Helping your Neighbours

Complete the printable worksheet on page 29 to demonstrate how you share your skills and love your neighbour.



Vietnam study (Y2):



Search for the tags in the **Interactive Workbook Thinglink**

(or your own research) to find the answers to the following facts about the Vietnam:

- official languages
- climate
- some of the reasons that life is hard for some people in Vietnam.

Use Google Maps to find the location of Vietnam and the location of Australia.



FUNDRAISING IDEA: MAKE TRADITIONAL VIETNAMESE PAPER FLOWERS

Vietnamese paper flowers are sold in the markets. Due to the heat, they are used instead of fresh flowers to decorate houses and graves.

Like Nguyet and her neighbours, join the Vietnamese paper flower making tradition and make your own beautiful handmade paper flowers using our Vietnamese paper flower how-to guide available at www.caritas.org.au/floritas

Use #ProjectCompassion online to tag photos of your paper flowers.



PRAY

Loving God, we thank you for the love that has made Nguyet feel included in her community.

We thank you that she can read and write.
Bless children and families like Nguyet's in Vietnam.
Amen.

YOU CAN PRINT THIS PAGE OR VIEW AN INTERACTIVE VERSION OF THIS COLLAGE ONLINE AT CARITAS.ORG.AU/PROJECTCOMPASSION

NGUYET, VIETNAM PHOTO CARD FOR FOUNDATION YEAR STUDENTS:

? Look at the photographs and discuss:

1. What can you see in the photos?
2. Where do you think the photo was taken?
3. What are the people doing?
4. How do you think the people are feeling? How can you tell?
5. What is similar to your life? What is different?
6. What do you wonder? What would you like to ask the people in the photos?



PHOTO INFORMATION

Top row left to right:

- Nguyet and her family. Dad - Nhuan, Mum - Tim, Brother - Toan and Sister – Thuy. The Caritas program has been helpful for Nguyet's whole family.
- Nguyet with her Teacher, Quynh. "The school doesn't have enough facilities for children like Nguyet. I volunteered to come and teach her at her house," Quynh says.

Bottom row left to right:

- Nguyet, with Project Officer Thao, from Caritas Australia's partner, Catholic Relief Services (CRS), working together with to make Vietnamese paper flowers.

- The Caritas program runs a group for parents that helps them improve the lives of their children with disabilities. The members of the group rely on each other as neighbours, for advice, tips and encouragement. In this photo Nguyet's mum, Tim is at a parent's meeting.
- Nguyet showing her neighbour's how to design dolls clothes. Nguyet loves doing craft!

Helping your neighbours

Nguyet's neighbour Quynh helped Nguyet by teaching her at home. She shared her teaching skills to help her neighbour Nuyet learn how to read and write and do maths.

Draw and write about a time that you shared your skills to help someone.



I help my neighbour when I...

I help my neighbours because.....



WEEK 5: Fiji

Semiti

STRONGER TOGETHER

All houses around the world are different. But all homes are the same. Family and friends gather in them to eat, to play, to laugh and to cry. What do you do in your home?

Our story is about Fijians. You may have seen pictures of people dancing and singing wearing grass skirts and flowers.

In Fiji people who live in the country often live in grass huts with dirt floors which they build themselves. They are built to cook in, to keep out rain and to be warm when the weather is cool. They are happy in their homes but there are no jobs.

Many move to the cities. There are no grass huts there. To buy a house costs a lot. So people have to live in shelters with no clean water, no electricity and no toilet. Caritas supports Semiti and his organisation to encourage people to work together to tell the government that this is not fair.

*"If we work together, we'll demolish all the poverty"
Vani, community member*



Semiti and his family, stronger now both as family members and community members through the empowering work of the People's Community Network.

One very big problem is owning the land. If you build a house on land that is not yours, the government can take it away from you. To solve this problem the people began a small bank. Little by little they saved their money to buy land. Once they owned the land a small house could be built.

Semiti says, "They start to believe that they are nobody, that they have no rights. I always tell them: I was once in your shoes. I was once a squatter like you. Our main role is to empower them

so they can believe in themselves, and move out of that situation."

The government is helping. Houses are being built. There are jobs too. Children who had to go to work are back at school as well. There are even classes for young people to help them to find work. When you fill your Project Compassion boxes you are making sure that your neighbours in Fiji have a place to call home.



THE STUDENT INTERACTIVE WORKBOOK VERSION OF THIS PAGE CAN BE ACCESSED AT CARITAS.ORG.AU/PROJECTCOMPASSION

STORY STUDY FOR YEAR 1 AND 2 STUDENTS::

Read and **Watch Semiti's story and discuss:**

1. What made Semiti's life challenging?
2. What helped make life better for Semiti and his neighbours?
3. How did Caritas Australia contribute?
4. Who showed love for their neighbour in this story? How?



REFLECT

*"Do unto others
as you would have
them do unto you"*
Matthew 7:12

What kinds of things do you appreciate that people do for you? How can you do the same for others?



Inquiry topic: Why is it important that everyone has a safe and secure home to live in?



LEARNING TASKS



Fiji Study (Y2):



Search for the tags in the **Interactive Workbook Thinglink** (or your own research) to find the answers to the following facts about Fiji:

- official languages
- climate
- some of the reasons why there is poverty in Fiji.

A place to call home
Complete the worksheet on page 33 to explore what makes a home safe and secure.



FUNDRAISING IDEA:

Until recently, the hundreds of thousands of Fijians living in informal settlements – a quarter of the population – were unaware of their rights to land, housing, education and services like good roads and water supplies. Since being linked with the People's Community Network, supported by Caritas Australia, they have been empowered to speak up for themselves and claim what is rightfully theirs.

Raise awareness and experience displacement.
Students could be sponsored for completing classwork outside with limited options and facilities, for a session or a day. Donate the money raised to Project Compassion.

Use #ProjectCompassion online to tag photos of your efforts!



PRAY

Loving God, we thank you for the love that Semiti and his neighbours have shown each other. We thank you that more Fijians have a safe home. Help us continue to help them improve their community.
Amen.





YOU CAN PRINT THIS PAGE OR VIEW AN INTERACTIVE VERSION OF THIS COLLAGE ONLINE AT CARITAS.ORG.AU/PROJECTCOMPASSION

SEMITI, FIJI

PHOTO CARD FOR FOUNDATION YEAR STUDENTS:

? Look at the photographs and discuss:

1. What can you see in the photos?
2. Where do you think the photo was taken?
3. What are the people doing?
4. How do you think the people are feeling? How can you tell?
5. What is similar to your life? What is different?
6. What do you wonder? What would you like to ask the people in the photos?



PHOTO INFORMATION

Top row left to right:

- Semiti lives in Fiji. He is the Director of The People's Community Networks (PCN), Caritas Australia's partner. He is working with his community to improve the houses where they live.
- At the community meetings, people learn how to ask the government for better roads, housing and access to water and toilets.
- The neighbours make plans to work for a better future and be 'signs of hope' in their community.

Middle row left to right:

- Semiti, standing in front of a house in Fiji.

- Semiti with his family.

Bottom row left to right:

- An informal settlement in Fiji. Families, children and communities may get sick more often when they live in places without access to water and toilets.
- In Fiji, some children have to work instead of going to school. Semiti thinks going to school is really important. He works with his neighbours to help them find jobs so their children don't have to get jobs and can go to school instead.
- Residents of the community where Semiti works.

A place to call home

Draw your home. What do you like about your home?



This is an informal settlement.



What do you notice is different? Write 3 things that are different.

Semiti and his neighbours worked together to improve life for each other. Now they have things like toilets, land and the children can go to school.

How can you work together to make things better for people around the world?



PROTECT
COMPASSION



Caritas
AUSTRALIA

The Catholic agency
for international aid
and development

Week 6: the Philippines

Aloma

OUR COMMON HOME, OUR FUTURE

Have you noticed that the weather is changing? Perhaps there are more hot days? More wind? More rain? Or less rain?

Around the world weather is changing. Some places have more rain, and others no rain at all. Some places have very strong winds. Others have bushfires. Some places are hotter and some are colder.

In Aloma's village by the sea in the Philippines, heavy rain and high winds caused a lot of damage. People lost their lives and buildings were destroyed. Aloma and her family were scared as their house was wrecked.

When people cut down trees it is not good for the environment. In Aloma's village the community cut down all the mangrove trees for firewood and houses.

Caritas works with friends across the world as they try to work out ways to deal with changing weather. Near Aloma's village is a group of special friends of Caritas called SPACFI. Here Aloma joined a program where she learnt all about plants growing on the beaches. She learnt that the mangroves growing in the sea actually protected the villages. Crabs and fish to eat also made their home amongst the roots.

Aloma thought planting mangroves was a great idea. She worked hard growing and planting baby mangrove trees in the sea. The whole community is helping.



Aloma among the mangroves. "It is important to protect the environment," she says.

She is teaching children and grown-ups to care for the environment.

The community is now making a plan to keep everybody safe if there is wild weather again. They plan to help old people, the sick and children first.

When you fill your Project Compassion boxes you are being good neighbours by sharing what you have with Aloma and her friends so that they can stay safe from bad weather.

"Humanity has the ability to work together in building our common home"
Pope Francis



THE STUDENT INTERACTIVE WORKBOOK VERSION OF THIS PAGE CAN BE ACCESSED AT CARITAS.ORG.AU/PROJECTCOMPASSION

? YEAR 1 AND 2 STORY STUDY:

Read and Watch Aloma's story and discuss:

1. What made Aloma's life challenging?
2. What helped make things better for Aloma and her family?
3. How did Caritas Australia help?
4. Who showed love for their neighbour in this story? How?



REFLECT

"Humanity has the ability to work together in building our common home"
Pope Francis

Simplified suggestion:

"We can all work together to take care of the earth that we call home"

What is one thing you can do today to take care of the earth?

Catholic Social Teaching Principle Focus:

Stewardship of Creation
We believe that stewardship of the earth's resources is vital for the common good of people.

Discuss: When you put money in the Project Compassion box, you are helping people like Aloma, look after the environment near their homes.



BIG IDEA: How can we look after each other by looking after the environment?



LEARNING TASKS

Hearts for Climate

What do you love most about our planet? **Write and send a 'Heart for Climate'**. Send a clear message to our Prime Minister that, out of love and compassion, you are asking for strong climate action by the government. Display them somewhere in your school.

- Download and use the template in the 'Hearts for Climate' schools kit.
caritas.org.au/act/our-common-home/hearts-4-climate

Pope Francis has asked all of us to protect our common home and each other.

Visit www.caritas.org.au/climate to:

- learn more about Pope Francis' letter to all of humanity, *Laudato Si'*,
- learn more about climate change by reading the '**Frequently asked questions**',
- learn what **personal actions** you can take to care for our common home.



FUNDRAISING IDEA: SEEDLING SALE

Aloma's community plants mangroves to stabilise the coastline near their homes.

Plant seeds and sell the seedling punnets to raise funds for Project Compassion. Alternatively ask a local nursery if they are willing to donate seedlings for you to sell and raise money. Raise awareness of the impact of climate change on vulnerable communities by sharing Aloma's story with everyone who buys a seedling punnet.

Use #ProjectCompassion online to tag photos of your fundraising and awareness raising efforts!



PRAY

Loving God, thank you that Aloma is now safer.
We thank you for the beautiful earth that is our home.
Help all of us to work together to protect the environment and look after each other.
Amen



YOU CAN PRINT THIS PAGE OR VIEW AN INTERACTIVE VERSION OF THIS COLLAGE ONLINE AT CARITAS.ORG.AU/PROJECTCOMPASSION

ALOMA, THE PHILIPPINES PHOTO CARD FOR FOUNDATION YEAR STUDENTS:

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6. What do you wonder? What would you like to ask the people in the photos?



Photo credits: Richard Wainwright

PHOTO INFORMATION

Top left :

- Aloma and SPACFI staff member, standing along the coast line where they have been re-planting mangrove trees. SPACFI is Caritas' partner in the Philippines.

Top right:

- Aloma and her family in front of their house.

Below top right:

- Aloma in the mangrove nursery.

Bottom left to right:

- Aloma and community members learning how to do first aid in an emergency. Aloma and her community have a plan in case another natural disaster strikes.

Aloma's role is to help everyone know what to do in an emergency. She also looks after the money for any medicines or food they might need in an emergency. The community is now better prepared. They learnt to work together to make a plan at the Caritas program.

- Aloma enjoys planting mangroves with her neighbours.

Prayer worksheet:
Read the Project Compassion stories and add your own prayers throughout Lent.

GOD OF ALL PEOPLES



AMEN



Colour in and finish the sentence. Display the posters around the school during Lent.

In (grade/class) we 'Love our neighbour' by (examples of actions).

IN _____

WE



BY ...



PROJECT
COMPASSION



Caritas
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The Catholic agency
for international aid
and development



PROJECT COMPASSION

We are here to help –
thank you for your support!

Please note: There may be changes in contact names after this booklet is printed. If you aren't sure whom to approach, please phone 1800 024 413 (toll-free)

In Project Compassion 2017, we are all neighbours working together. Thank you so much for your support. Here are contact details for Caritas staff who can help with your wonderful work.

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Photo credits: Dinia, Martina, Nguyet, Semiti and Aloma: Richard Wainwright
Uncle Richard: Nicole Clements and Kerryn Benbow.



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