



**PROJECT
COMPASSION**

**UNITE
AGAINST
POVERTY**
this Lent



 projectcompassion.org.au

TEACHER'S HANDBOOK

Lower Primary (F to 2)

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RESOURCES FOR LOWER PRIMARY

- 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 'Day in the Life' films suitable for Primary students. Links for these are included in the relevant Learning Tasks.
- Learning Tasks follow a pilgrimage of hope for this special Year of Jubilee, enabling students to encounter, learn, reflect, pray and take action.

IMPORTANT – STUDENT WELLBEING

At Caritas Australia, we believe that all people should be treated with respect and dignity. Everyone has the right to feel safe, especially children and vulnerable adults. Please consider your audience when selecting which stories and activities to share with your class.

Our Safeguarding animation recognises that learning about challenges to the health, wellbeing and safety of others and our earth can be hard and encourages young people to talk to their teacher or trusted adult if they're feeling worried or upset about anything they have learnt through our resources or activities. The animation also acknowledges Caritas Australia's commitment for children and vulnerable adults to feel valued and heard by encouraging them to share their great ideas with us.

Please use our animation before sharing the Project Compassion resources with your students.

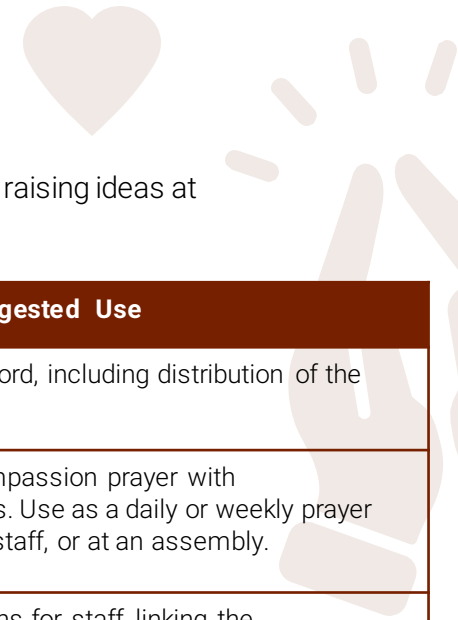


[Watch Caritas Australia's Safeguarding Animation](#)

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. Find links to online resources in the table below.



	Resource	Description/Suggested Use
For Students	Photo Storybooks	A Photo Storybook for each Project Compassion story, designed especially for Primary (F-2) students. Toefuata'iga (Samoa) , Lam (Vietnam) and Irene (DRC) . Audio described versions also available here .
	School's 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	Available in Lower Primary and Upper Primary versions, the teacher's handbook provides an explanation of the Project Compassion resources, Year of Jubilee and pilgrim journey through associated learning tasks.
	Films	There is an Introduction to Project Compassion Film along with short 'Day in the Life' films for Samoa , Vietnam and the Democratic Republic of the Congo .
Media	Photo Galleries	View photos from the field. Photos for each story are available through the interactive upper primary Pilgrim's Place
	Introducing Project Compassion (PPT)	Overview of all 3 featured Project Compassion programs and the work of Caritas Australia.
All Purpose	Fundraising Booklet	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories.
	The Big Water Walk	This schools guide with accompanying resources will assist teachers to run the Big Water Walk in solidarity with the millions of people who walk for water each day.

	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 Reflections	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. Leaders' Notes included.
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.

CURRICULUM LINKS

Learning Area	Foundation	Year 1	Year 2
Religious Education	<p>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:</p> <ul style="list-style-type: none"> Living the mission of Jesus Initiation and belonging Action for justice and peace. Different forms of prayer Catholic Social Teachings: Human Dignity, Preferential Option for the Poor, Solidarity, Subsidiarity and Participation, Care for Our Common Home and The Common Good 		
English	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently. (AC9EFLY05)</p>	<p>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)</p> <p>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)</p>	<p>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)</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning. (AC9E2LY05)</p>
Mathematics	<p>Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning. (AC9MFM01)</p> <p>Collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations. (AC9MFST01)</p>	<p>Compare directly and indirectly, and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning. (AC9M1M01)</p> <p>Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols. (AC9M1ST01)</p> <p>Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings. (AC9M1ST02)</p>	<p>Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary. (AC9M2M01)</p> <p>Recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour. (AC9M2M04)</p> <p>Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables. (AC9M2ST01)</p> <p>Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions. (AC9M2ST02)</p>

CURRICULUM LINKS

Learning Area	Foundation	Year 1	Year 2
Geography	The features of familiar places they belong to, why some places are special and how places can be looked after. (AC9HSFK03)	The natural, managed and constructed features of local places, and their location. (AC9HS1K03) 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)
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)
Science	<p>Year 1 Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. (AC9S1U02) Describe how people use science in their daily lives, including using patterns to make scientific predictions. (AC9S1H01)</p> <p>Years 1 and 2 Make and record observations, including informal measurements, using digital tools as appropriate. (AC9S1I03) (AC9S2I03) Sort and order data and information and represent patterns, including with provided tables and visual or physical models. (AC9S1I04) (AC9S2I04)</p>		
Health and Physical Education	Investigate who they are and the people in their world. (AC9HPFP01)	<p>Describe their personal qualities and those of others, and explain how they contribute to developing identities. (AC9HP2P01)</p> <p>Identify and explore skills and strategies to develop respectful relationships. (AC9HP2P02)</p> <p>Identify how different situations influence emotional responses. (AC9HP2P03)</p>	
Visual Arts (F-2)	Create arts works that communicate ideas. (AC9AVAFC01) Share their arts works with audiences. (AC9AVAFP01)	<p>Explore where, why and how people across cultures, communities and/or other contexts experience visual art. (AC9AVA2E01)</p> <p>Use visual conventions, visual arts processes and materials to create artworks. (AC9AVA2C01)</p> <p>Share artworks and/or visual arts practice in informal settings. (AC9AVA2P01)</p>	

FUNDRAISE ONLINE

Raise funds the easy way - online!

No cash at your school? *No problem!*

Setting up your schools online fundraising page is simple!

Visit: www.caritas.org.au/fundraiseonline

💡 Tips for success at your school:

- Create teams for classes or houses to add a little friendly competition! 🏆
- Share your fundraising page and QR code with your school community to spread the word!
- Access awesome tools and resources to make Project Compassion at your school the best yet!

Register your fundraiser

1. VISIT: www.caritas.org.au/fundraiseonline
2. SEARCH for your school's name
3. SELECT 'ACTIVATE YOUR SCHOOL'S PROFILE - FOR TEACHERS'
4. FILL in your school details, add a profile picture (maybe your school logo) and choose your schools fundraising goal
5. CREATE teams/classes for your students to join (*only a teacher can set up teams!*)
6. SHARE your school page to encourage participation and support
7. START your school fundraising!

THE BIG WATER WALK

Unite your whole school community and take on **The BIG Water Walk** at your school this Lent. Your school will raise funds to bring *clean, safe drinking water to communities around the world!*

How to host your School's BIG Water Walk:

1. **Pick a date:** Choose a day during Lent that works for your school.
2. **Set your route:** You could plan laps around your school oval, circuits through your school grounds, or even a walk to a local park!
3. **Consider adding a challenge:** Consider carrying water during the walk to simulate the daily journey faced by vulnerable communities.
4. **Promote the Event:** Share details with students, parents, and staff to build excitement and support.

Join The Big Water Walk for schools



Step 1

Register now



Step 2

Choose your walk day and distance



Step 3

Raise funds and have fun

Download The Big Water Walk Guide



INTRODUCTION

WELCOME TO PROJECT COMPASSION 2025!

Caritas Australia is the international aid and development organisation of the Catholic Church in Australia and is part of the second largest aid and development networks in the world– Caritas Internationalis.

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 act 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.

This year is an exciting time in the life of the church. A Jubilee year in the Catholic Church only comes around once every quarter of a century, and it brings with it a special invitation for each one of us. That invitation is close to the heart of Caritas Australia’s Project Compassion. The theme of Jubilee 2025 is Pilgrims of Hope. It is hope which calls us to come together and *Unite Against Poverty*.

During Lent, we are called to be good news for the poor. Project Compassion is a wonderful way to do this. This year, we share 3 challenging yet inspiring stories. We meet Toefuata’iga (Toy-foo-ah-tah-ing-ah) in Samoa, Lam from rural Vietnam, and Irene from the Democratic Republic of the Congo. 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.

Let us come together once again in this Year of Jubilee as pilgrims of hope and *Unite Against Poverty!*

PROJECT COMPASSION – PILGRIMS OF HOPE

While a pilgrimage is traditionally a journey to a religious site, we are suggesting a virtual pilgrimage for students through Project Compassion. This virtual pilgrimage throughout Lent will enable students to be pilgrims of hope, encountering people and places, learning, reflecting and praying as they go. The places they will visit (virtually) are not a traditional religious site but are most certainly a place where faith and the mission of the church is in action!

PREPARE FOR THE PILGRIMAGE OF HOPE!

Explain what a Year of Jubilee is and how often they occur.

Activity: Students work out how old they will be when the next Year of Jubilee occurs (in 25 years time)

Introduce the Year of Jubilee mascot, [Luce](#). Explore what the mascot’s name means and the symbolism of what she is wearing and carrying.

Activity: Students imagine they are going on a journey. What will they wear and take with them?

STRUCTURE OF LEARNING TASKS – THE PILGRIM JOURNEY!





Toefuata'iga (13) fills up her water bottle from a Samoan primary school's water tank.
Photo: Caritas Australia.

Toefuata'iga's Story

(SAMOA)

ENCOUNTER

Read [Toefuata'iga's \(Toy-foo-ah-tah-ing-ah\) photo storybook](#).

TASK 1: CLASS DISCUSSION

- Where does Toefuata'iga live?
- What was the big problem at Toefuata'iga's school?
- How did Caritas Australia and Caritas Samoa help the school?
- How does having clean water help students and teachers?
- How does donating to Project Compassion help people have what they need?

Curriculum links: English, HASS

TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English, HASS

TOEFUATA'IGA'S STORY – LEARNING ACTIVITIES

TASK 3: WATCH THE 'DAY IN THE LIFE' FILM OF ASO

Aso goes to the same school as Toefuata'iga. Watch this short snapshot of Aso's life and his family.

As a class, individually or in pairs, students complete a Venn Diagram, noting what is the unique to the student and to Aso and what is similar or the same.

Curriculum link: English, Health and Physical Education, HASS



TASK 4: COUNTRY STUDY

Can you find Samoa on a world map? Using the world map provided on page 10 and either Google maps or an old-fashioned atlas, locate Samoa. Colour this country in and label it.

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

Curriculum link: Geography

TASK 5: WATER GAME



Explore the impact of access to clean water with this simple board game. Materials needed: printed copies of the board game (page 12) markers for each student and a 6-sided die.

Curriculum Links: HASS

TASK 6: WATER MATHEMATICS

1. How much water does your class drink at school? Students predict the answer and explain their reasoning. Students then brainstorm and codesign how they could work out the answer. Select the best method as a class and measure. Do students drink more or less than predicted?
2. Get each student to log how many times they use a tap in a day. Collect the results and tabulate. Using graphs, show how many times you would use taps as a class in a week.

Curriculum link: Mathematics

TOEFUATA'IGA'S STORY – LEARNING ACTIVITIES



REFLECT

TASK 7: RE LINK

Read [Matthew 25:34-40](#). The Seven Corporal Works of Mercy find their foundation in this Scripture. More information about the Corporal Works of Mercy can be found [here](#). In a class discussion have students identify the Seven Corporal Works of Mercy:

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Welcome the stranger
5. Visit the sick
6. Visit the imprisoned
7. Bury the dead.

Reflection Questions

- Which Corporal Work of Mercy relates to Toefuata'iga's story?
- What did I find hard learning about Toefuata'iga's story or watching in Aso's day in the life film?
- Where do I fit into the story?
- As a *pilgrim of hope*, where do I see hope in this story?
- What is God asking of me now?

Curriculum Link: Religious Education



PRAY

TASK 8: PRAYER

Write a prayer for Toefuata'iga and her school.

See worksheet on page 13.

Curriculum Link: Religious Education



ACT

TASK 9 : ACT

Students consider what they can do to:

- Remember this story
- Share the story
- Support Project Compassion.

E.g., Participate in the [Big Water Walk](#) or create a water wall. For every \$5 donated, write a message of support on a paper water droplet to display in your classroom or school.

Curriculum Link: Religious Education

THE **BIG WATER WALK**



Photo: St Augustine's Primary School

WORLD MAP



Water Board Game

Learn how a reliable source of clean water has helped a school in Samoa.

You need:

A dice

Counters for each child

Start
1

2

3
Your school has no clean water. Go back to the start.

4

5
The rain filled your home water tank. Roll again.

6

7
No water in the tank. Miss a turn.

8

9
Teachers collect water. Move forward 2 spaces.

10

11
Dirty water makes your sick. Go back 2 spaces.

12

13

14

15

16
The school runs out of water so you go home. Go back 3 spaces.

17

18
School gets a new water tank. Go forward 2 spaces.

19

20
It is hot. Not enough water to drink. Miss a turn.

21

22
The water tank is full! Go forward 2 spaces.

23

24

25
You cannot wash. Go back 2 spaces.

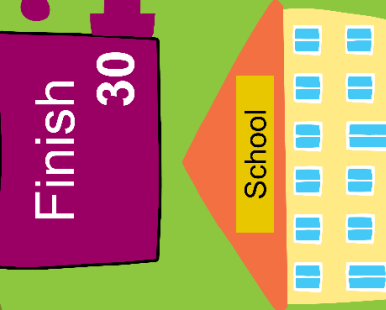
26

27

28

29
Your school has clean water. Roll again.

30
Finish



Name: _____

My Prayer for Toefuata'iga

Water tap icon

Hand holding water icon

Open book icon

Cup icon

Hands clasped icon

Water drop icon

Backpack icon

House with palm tree icon



Lam is working as a freelance Graphic Designer from his home in Quang Nam, Vietnam.
Photo: Caritas Australia

Lam's Story

(VIETNAM)

ENCOUNTER

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

TASK 1: CLASS DISCUSSION

- What kind of work does Lam's family do in their village?
- Why did Lam feel lonely?
- What program did Lam join to help him learn new skills?
- What organisation supported Lam to complete computer training?
- How did Lam's life change after the program?

Curriculum links: English, HASS

TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English, HASS

LAM'S STORY – LEARNING ACTIVITIES



LEARN

TASK 3: COUNTRY STUDY

Can you find Vietnam on a world map? Using the world map provided on page 11 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 the Vietnam from where you live? What time is it in Vietnam?

Curriculum link: Geography

TASK 4: MY DREAM!

Lam loved drawing and working on computers. He dreamed of becoming a graphic designer.

- What do you love to do?
- What is your dream job?
- What do you think you need to be able to do your dream job? (Education or training, tools etc.)

Conclusion: Living in poverty can make it harder to achieve your dream. When you support Project Compassion, you are helping others have the support they need to live their dream.

TASK 5: 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, businesses and graves.

Lam and his friends at the I-SHINE program have learnt to make paper flowers to sell. Join the Vietnamese paper flower making tradition and make your own beautiful handmade paper flowers. There are many different examples and instructions online.

Decorate a special area in your classroom or school, have a flower stall or exhibition and raise money for Project Compassion.

Curriculum link: Visual Arts



Lam and other I-SHINE program youth with a disability create and sell handmade flowers in Vietnam. Photo: Caritas Australia

LAM'S STORY – LEARNING ACTIVITIES



REFLECT

TASK 6: RE LINK

Re-read [Matthew 25:34-40](#). Discuss how the Seven Corporal Works of Mercy are relevant in the world today.

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Welcome the stranger
5. Visit the sick
6. Visit the imprisoned
7. Bury the dead.

Reflection Questions

- Which Corporal Work of Mercy relates to Lam's story.
- What did I find hard learning about Lam's story?
- Where do I fit into the story?
- As a *pilgrim of hope*, where do I see hope in this story?
- What is God asking of me now?

Curriculum Link: Religious Education



PRAY

TASK 7: PRAYER

Write a prayer for Lam and the participants of the I-SHINE program.

See worksheet on page 17.

Curriculum Link: Religious Education



ACT

TASK 8 : ACT

Students consider what they can do to:

- Remember this story
- Share the story
- Support Project Compassion.
E.g. Create, make and sell paper flowers to raise money for Project Compassion.

Curriculum Link: Religious Education, Visual Arts

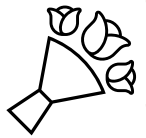


Photo: Caritas Australia

Name: _____

My Prayer for Lam

Handwriting practice area with 10 horizontal lines (solid top and bottom, dashed middle) for writing a prayer.





Irene's Story

(Democratic Republic of the Congo)

ENCOUNTER

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

TASK 1: CLASS DISCUSSION

- What made life hard for Irene and her family?
- What new skills did Irene learn?
- How did Caritas help?
- How is Irene helping others?
- How will you share Irene's story with others?

Curriculum links: English, HASS

TASK 2: PHOTO STUDY

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

Ask students:

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

Curriculum links: English, HASS

IRENE'S STORY – LEARNING ACTIVITIES



LEARN

TASK 3: COUNTRY STUDY

Can you find the Democratic Republic of the Congo (DRC) on a world map? Using the world map provided on page 11 and either Google maps or an old-fashioned atlas, locate the DRC. Colour this country in and label it.

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

Curriculum link: Geography

TASK 4: WHAT IS POVERTY?

Explain that some people don't have what they need. This can mean they are experiencing poverty.

Show slides 2 to 7 of the [What is Poverty? PowerPoint](#)

Allow students to share other examples of what poverty could be.

Show slides 8 to 14.

How did Caritas help Irene to reduce her level of poverty?

Curriculum link: English, HASS

TASK 5: I CAN HELP OTHERS TOO!

Irene was able to start up her own sewing business with the support of Caritas Australia. She is now teaching other people how to sew for free. Think about what you are learning at school that can help you help others. Complete the **I Can Help Others Too! Worksheet** (p. 21).

“Since I learned for free, I also teach others for free when I'm not at the workshop; I teach at home.”

Curriculum link: Health and Physical Education

IRENE'S STORY – LEARNING ACTIVITIES



REFLECT

TASK 6: RE LINK

Re-read [Matthew 25:34-40](#). Discuss how you could carry out each of the Corporal Works of Mercy as a class. This may require some out of the box thinking!

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Welcome the stranger
5. Visit the sick
6. Visit the imprisoned
7. Bury the dead.

Reflection Questions

- Which Corporal Work of Mercy relates to Irene's story.
- What did I find hard learning about Irene's story?
- Where do I fit into the story?
- As a *pilgrim of hope*, where do I see hope in this story?
- What is God asking of me now?

Curriculum Link: Religious Education



PRAY

TASK 7: PRAYER

Write a prayer for Irene.

See worksheet on page 22.

Curriculum Link: Religious Education



ACT

TASK 8 : ACT

Students consider what they can do to:

- Remember this story
- Share the story
- Support Project Compassion.

E.g. Caritas is a Latin word that means love and compassion. Students learn to sew like Irene with a simple running stitch around a cardboard heart. Sell the hearts to raise money for Project Compassion

Curriculum Link: Religious Education, Visual Arts



Name:

I can help others too!

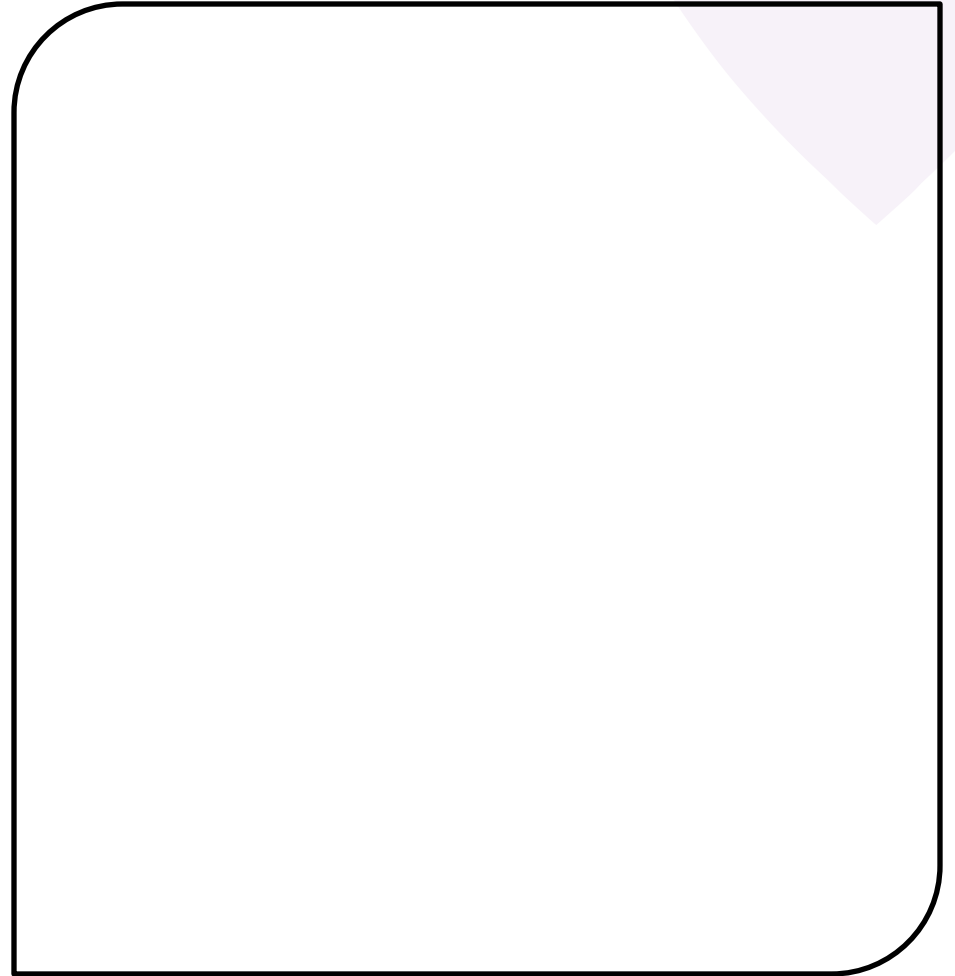
Irene is helping others in her local community by teaching other women how to sew. What are you learning at school that will help you help others?

Finish the sentences below.

At school, I am learning to

This will help me help others by

Draw a picture of yourself helping others.




Name:

My Prayer for Irene



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