

PROJECT COMPASSION BE MORE



MIDDLE PRIMARY (Y3 – 4) TEACHER'S HANDBOOK



Caritas
AUSTRALIA

End poverty
Promote justice
Uphold dignity



lent.caritas.org.au



1800 024 413



#projectcompassion

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Weekly teacher-led materials that include: <ul style="list-style-type: none"> • Weekly story with comprehension and discussion questions. • Links to available films. • Learning tasks for each week, providing opportunities for students to explore global issues featured in the Project Compassion stories. Tasks and content are relevant across Learning Areas. • Lent Link: Reflection exercises linking to broad RE themes and Bible texts so you can incorporate Project Compassion into your existing RE program. 	
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Student Project Compassion Passport A printable workbook for students to complete each week and collect their Project Compassion stamps. Accompanied by an interactive ' Passport Hub ' to support student research. Stamps are on page 30. We recommend printing the student Passport as an A5 booklet. Download the student Passport for printing here .	

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

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

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

All our resources are online! Access the film and written stories, teaching materials (including lesson plans, workbooks and worksheets), fund and awareness raising ideas at lent.caritas.org.au

Select 'Schools' from the menu box and scroll down to relevant sections.

Below is a list and short description of all the resources you can download, as well as suggestions for use.

Go to: lent.caritas.org.au/schools

	Resource	Description
For students	Student Passport	A printable PDF where students can input their responses and submit back to the teacher. Tasks include: Fact Check, Dollar Street, Mapping activity, Prayer, Action, and Sustainable Development Goals (Y5-6).
	Interactive Passport Hub	Interactive Passport Hubs are available for Years 3-4 and Years 5-6 . The interactive Passport Hub provides a starting point for student research, links to written stories for each week and films.
For teachers	Teacher Handbook PDF	An explanation of the Project Compassion resources. Briefly explores the curriculum and learning opportunities within Project Compassion. Use weekly. Read the weekly story to 'see, judge and act'. Lent Link: Use as part of your Religious Education classes to read and/or watch weekly story and reflect using tasks provided. Learn More: Suggested tasks for a variety of Key Learning Areas. Use in broader co-curricular classes or set as homework.
Media	Weekly films <i>It is advised teachers watch all films prior to showing students to ensure they are familiar with the sensitive issues they address.</i>	The primary school film gives an overview of this year's stories and an opportunity for students to learn about the types of programs their donations contribute to. There are 5 other films highlighting the Solomon Islands, Tanzania, Indonesia, Bangladesh and Project Compassion the icon. See them all on the Caritas Australia Vimeo channel . Watch in morning routine, assembly or as stimulus for learning tasks in the classroom.
	Photo Galleries	View photos from the field. Available on the weekly pages hyperlinked below. Week 1 Week 2 Week 3 Week 4 Week 5
All purpose	Faces of Project Compassion (PPT)	Overview of all 5 programs and the work of Caritas Australia. Primary and Secondary School versions are available. Share in classroom or assembly.
	Fundraising booklet	Fundraising suggestions linked to the Project Compassion stories. Share with Social Justice Captains or Student Leaders as inspiration for fundraising and awareness raising activities.
Prayer and Reflection	Ash Wednesday Liturgy	Preparation activity and scripted Liturgy of the Word, including distribution of the ashes. Use at Ash Wednesday school mass or liturgy.
	Reflection Slideshow	Reflection using the Project Compassion prayer and images. Use as a daily or weekly prayer for students or staff or at an assembly.
	Scripture Reflection for Teachers	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Gospel. Use for weekly staff reflections during Lent.
	Way of the Cross PowerPoint	A reflection following the scriptural Way of the Cross, rather than the traditional Stations of the Cross. Comes with Leaders' Notes. Use during Holy Week

Welcome to Project Compassion 2021!

Caritas Australia is the international aid and development organisation of the Catholic Church in Australia, and is part of one of the largest aid and development networks in the world – Caritas Internationalis – working in over 200 countries and territories.

Each year, Project Compassion runs during the six weeks of the Church season of Lent. Starting on Ash Wednesday, we invite people across Australia to help us raise awareness AND stand in solidarity with the millions of people in the communities across the world with whom we work. We ask you to join us in building a more just and fair world: a world in balance, at peace, and free of poverty.

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

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

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

Resources 2021

In addition to materials for each week, this year we have included three general Religious Education tasks to support the ease of integration across Learning Areas.

'Lent Link' (page 9) aims to deepen the connection between the Project Compassion stories and the Lenten traditions of fasting, praying and almsgiving. By making explicit links, students are encouraged to see how their actions support the work of the church through

Caritas Australia and are an extension of their faith.

'CST Photo Matching activity' introduces students to Catholic Social Teaching principles and supports them to identify them in action. [CST Photo Matching activity](#)

'RE Link' provides discussion questions and suggestions to link Project Compassion stories to the themes and Bible texts focused on in Term one, in Religious Education curricula across Australia.

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

The Project Compassion Student Passport

The student Passport is a global education workbook supporting students to learn more about each of the featured countries.

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.

Download the student Passport [here](#).

We also endeavour to support the integration of a Catholic worldview throughout various Learning Areas. So this year, we have provided a collection of further ideas to integrate Project Compassion across Learning Areas (page 8).

For more information about Caritas Australia and Project Compassion, visit our [website](#).

Introducing 'Be More' into your classroom or school

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

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

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

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

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

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

Suggested activities to introduce this theme to your class

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

Teacher leads with each phrase and the class repeats aloud.

Pause between phrases. Start with the full phrase and then drop an end phrase each time.

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

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

You will find related resources on our website.

➤ [Saint Oscar Romero Prayer](#)

➤ [Saint Oscar Romero Biography](#)

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

CROSS-CURRICULUM PRIORITIES ORGANISING IDEAS

Sustainability:

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

This year's stories include actions to improve sustainability and are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Asia and Australia's engagement with Asia:

- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- Australians play a significant role in social, cultural, political and economic developments in the Asia region.

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

GENERAL CAPABILITIES KEY IDEAS

Intercultural Understanding

- Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-

mindedness and critical awareness, and supports new and positive intercultural behaviours.

Personal and Social Capability

Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

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

Ethical Understanding

In developing and acting with ethical understanding, students:

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

RELIGIOUS EDUCATION

This year we reviewed numerous Religious Education curricula from across Australian dioceses and summarised a single theme that we could link to the Project Compassion stories.

Years 3 and 4: Healing and Forgiveness.

In addition, the following themes are evident in all Project Compassion stories and link to concepts taught in Religious Curriculums.

- Exploring understandings of justice
- Investigating God's dream for a just world
- Charity and Justice
- Living and acting out love and compassion
- Sharing (fair share)
- What is poverty

AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

HASS

Year 3: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060).

Year 4: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081).

Civics and Citizenship

Year 3: Why people participate within communities and how students can actively participate and contribute (ACHASSK072).

Year 4: The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093).

Geography

Year 3: The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067).

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069).

Year 4: The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090).

Health and Physical Education

Years 3-4: Explore how success, challenge and failure strengthen identities (ACPPS033).

Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037).

English

Year 3: Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475).

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476).

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680).

Year 4: Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488).

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).

Mathematics

Year 4: Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090).

Technologies

Year 3 & 4: Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)

Ideas to integrate a global perspective into Learning Areas beyond Religious Education

English

- Write the Project Compassion stories from a different perspective. E.g. write the story from one of Oliva's students point of view. Include what a difference it has made in their life.
- Write the Project Compassion story as a different genre, e.g. poetry, newspaper article, etc,
- Read one story. List the facts and opinions.
- Find ten facts from the stories.
- Summarise the story, in 20 words, in 6 words.
- Remove punctuation for a block of text. Students punctuate it and compare it to the original text.
- Find fiction or non-fiction text that have similar themes. Complete Venn diagrams to show similarities and differences
- Write a letter to Jamila, Margret, Oliva, Arsad or Halima telling them how you learnt about their story and what you are doing now that you know about them.

Mathematics

- In groups or as individuals, students brainstorm a product that they could market and sell to the rest of the school. Food is always a good choice. It could be based on needs/wants. The class could survey students to work out which would be the most popular product. Graph and record results. Have the class investigate how many/much of the product they would need, how much it would cost to create/prepare, how much they should sell it for and how much profit they hope to make. Carry out the marketing and sale of the product. Funds raised could go to PC after expenses have been taken out. Students could incorporate English as they write product descriptions and create advertisements for the product or sale day.
- Give students a budget for the week that they will need to spend on food, clothing, rent, education, transport and household costs like electricity and water. They are to allocate a portion of the budget to all these items as they are essential. They are to present the budget. What might happen to the budget if the income is cut? Have students alter it accordingly. For older students how would they allocate having only US\$1.90 per day or the equivalent \$2.70 AUD. For younger students, give them set costs or give them fewer items to include in the budget. Discuss what problems students encountered when their budget was cut.
- Compare populations of the feature countries <https://ourworldindata.org/search?q=population>,

looking at numbers e.g. millions and billions, order them smallest to largest or largest to smallest. Compare them to Australia. Graph them.

- Brainstorm and prepare a list of costs/expenses that would be needed to establish your own shop.

Science

- Investigate and compare different weather patterns/systems. For example, compare typhoons with cyclones. What are they? How are they different or the same? What effects do they have on crops? How do they impact food security?
- Investigate food security.

The Arts

- Search for songs that have a connection to belonging, water conservation, family or teaching/learning, learn the lyrics and create a performance. Explain its message to the audience.
- Learn a song using Aslan. Perform it for others.
- Act out one of the Project Compassion stories through freeze frames or as a play.
- Depict the messages of each Project Compassion story through visual art. Use age-appropriate materials and media.
- Create an "Aspire not to have more but to be more" art competition.

HASS

- What happens when we share resources? Find a jigsaw puzzle. Give all the pieces to one person and give them a short amount of time to complete it. Then share the pieces out. If everyone contributes, how quickly can the puzzle be completed? Discuss, how effective sharing and working together is. Link this to sharing the world's resources. Discuss how there is enough to go around, but it is not shared equally. What might be a solution so that everyone gets a share?
- Role play a [Global Reality Meal](#) with pretend food.
- Divide students into country groups, give them a card or prop representing a variety of essential goods required for living – water, rice, basic vegetables, building materials etc. Then students must trade some of what they have in order to make sure the people in their community/country can live and that they have food, clothing and some form of shelter. Give more or fewer cards depending on age group.

What does Lent mean to you?

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

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

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

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

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

Prayer

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

Fasting

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

Almsgiving

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

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

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

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

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

HUMAN DIGNITY

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



SOLIDARITY

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

PREFERENTIAL OPTION FOR THE POOR

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



SUBSIDIARITY AND PARTICIPATION

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

THE COMMON GOOD

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



CARE FOR OUR COMMON HOME

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

RELIGIOUS EDUCATION TASK:

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

lent.caritas.org.au

WEEK 1: JAMILA, BANGLADESH



[Watch the Primary School Project Compassion 2021 film](#)

Jamila is a single mother who lives with her daughter and mother in the world's largest refugee camp in Bangladesh.



Jamila arrived at the Cox's Bazar refugee camp, after walking for five or six days from Myanmar with almost nothing. She had carried her daughter, accompanied by her elderly mother, sister and brother-in-law. Leaving Myanmar was very hard.

Hundreds of thousands of Rohingya people, have crossed into Bangladesh since August 2017, fleeing dangerous fighting. There are over 1.3 million people living in refugee camps who need food, water and shelter. Bangladesh, including the refugee camp in Cox's Bazar, where Jamila lives also experiences natural disasters, poverty, poor education and has limited job opportunities.

Hoping for a better life, Jamila joined the camp's Women Friendly Spaces project, run by Caritas Bangladesh. In this safe, joyful environment, Jamila felt a sense of belonging. She received support, learnt about health and hygiene, and participated in a parenting program. She also signed up for sewing training. Learning to sew has given Jamila a way to earn an income.

"For the first time in my life, in the camp, I felt cared for and accepted," Jamila says. "The facilitators took care of my daughter, so that I could attend classes. My worries of an uncertain future are disappearing. It was like a ray of hope that spreads in the dark night, through the light of the Women Friendly Spaces," Jamila says.

Jamila now feels like she has a family and a community. She, her mother and daughter feel less alone.

So far, about 280, 000 people have been helped by this program, thanks to the generosity of Caritas Australia's supporters.

Just as things were looking up in the camp, COVID-19 hit.

Caritas Australia's partners, Caritas Bangladesh and Catholic Relief Services (CRS – Caritas USA) were able to quickly act, through education and training sessions, installing hand-washing stations, repairing toilets, and distributing soap and masks.

Jamila, her daughter and her elderly mother have remained strong, through their challenges. At the moment, she cannot afford to buy fabric but Jamila hopes to make a living from her sewing in the future.

"Jamila will be able to create a living through her learning from this program," says Ankhi Akter, Program Manager for the Women Friendly Spaces Project.

"I am proud of my potential and strength that was hidden before. I will bring up my 'fairy girl' providing good financial support, I wish to raise her as happy-go-lucky and bring her up with dignity. I will make her a bright life," Jamila says smiling.

WEEK 1: LEARNING TASKS



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

Project Compassion Primary Film

We recommend watching the Primary school film to introduce Project Compassion to your students. It includes a brief introduction to the stories for the first 4 weeks. The written story on the previous page provides more information. Note: There is a link to the film and the story in the [Interactive Passport Hub](#).

Task 1: Discuss

- What does it mean to be a refugee?
- What were the challenges that Jamila and her daughter faced?
- How did Caritas Australia help Jamila?
- How might Jamila earn an income in the future?
- What is one thing that surprised you about this story? Why did it surprise you?
- What are Jamila's hopes for the future?

Curriculum: English Year 3: ACELY1680,
Year 4: ACELY1692.

Task 2: Project Compassion Student Passport

Students complete the activities to get all their Project Compassion 2021 stamps!

Print the [Passport template](#) with your students. There are tasks for each week that require students to do some independent online research using the [Project Compassion Passport Hub](#) (online interactive image). The Passport Hub includes links to sources that will assist students in their research.

Once each week is complete, you can distribute the stamps that have been provided on page 30 at the end of the booklet.

Tasks for each week of the Project Compassion Passport include:

- Country Fact Check and Map.** Students find facts for each feature country. Use Google Maps to locate and label the feature and neighbouring countries.
- Dollar Street.** Dollar Street is a website that has photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in Bangladesh. Once you have selected the country of Bangladesh you can explore all of the different categories. <https://www.gapminder.org/dollar-street/matrix> Choose one category for that week (e.g. Most loved item; Most loved toys; Homes; Bedrooms; Play areas; etc. Select an image from a family in Bangladesh. For homework, take photos from your own home that match the chosen category. Print

out these images and place them in your Passport. Now discuss and describe some of the similarities and differences between your life here in Australia and the life of a family in Bangladesh. How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc)?

- Pray.** Students write a prayer for the featured community.
- Act.** Students indicate how they will respond to the information they have engaged with.

Curriculum: Geography Year 3: ACHASSK067, ACHASSK069 HASS
Year 3: ACHASSI060, Year 4: ACHASSI081.

Task 3: Photo Gallery

As a class, view the [photo gallery](#) for Jamila's story. What do you see, think and wonder as you look at these pictures?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 4: Watch & Discuss

Watch the [Caritas Australia Refugee Animation](#). What surprised you about the video? What can you do to make a difference?

Task 5: Refugee Prayer Pilgrimage

Download the [Refugee Prayer Pilgrimage](#).

A pilgrimage is a prayerful journey that people make to a special place— sometimes to a church. This pilgrimage will be a prayerful focus on refugees, “walking alongside” refugees like Jamila who are forced to make very dangerous journeys to find safety and a better life.

Religious Education/ Geography Y3 ACHASSK069, Civics and Citizenship Y4 ACHASSK093, HPE ACPPS033.

Task 6: Reflection

Jesus, Mary and Joseph were refugees.

Read Matt. 2:13-15. How might Joseph and Mary have felt when they had to leave home to find a safe place? Challenge students to tell or write the story from Mary's point of view.

Task 7: RE Link

The Women Friendly Space Project operated by Caritas Bangladesh offers a safe space for women in the refugee camp to come and learn and be supported by others. Sometimes our friends need our help. How can we help our friends? How can we help others in our school who might feel left out or left alone? How can we make sure our schools are safe and friendly spaces? How did Jesus welcome others? How can we be like Jesus? How does Jesus ask us to 'Be More' in our community?



Watch Margret's film

Margret has been working as a teacher at San Isidro Care Centre for over 10 years. San Isidro Care Centre is a vocational school for deaf students in the Solomon Islands. A vocational school is where students learn skills to earn a living.



Margret was born deaf so she knows how hard it can be to receive an education and find a job. Margret learnt sign language at the age of seven. As she grew older, she wanted to share her knowledge with others.

Margret teaches sign language and skills, such as sewing, cooking, nutrition, hygiene and hospitality to teenage and adult students, some who have never been to school before.

However sourcing water at the school was an ongoing challenge. The school's four small tanks always ran out of water quickly or remained empty during the dry season. Staff and students would have to walk for up to half an hour to collect the water they needed.

Although the Solomon Islands is a nation surrounded by water, it still experiences drought and water shortages. People in rural areas often do not have access to basic drinking water supplies.

With the support of Caritas Australia, the school was able to install eight large water tanks, and a rainwater harvesting system, that allowed them to catch and store enough drinking water for the whole year.

"Water is always available now for drinking, washing, bathing, gardening," Margret says. Water is so important for our life, also part of our music and culture."

In April 2020, amidst COVID-19, Tropical Cyclone Harold struck. The school buildings and vegetable garden was damaged which led to food shortages.

Caritas helped to fix the roof and helped the school increase their vegetable and animal farming. Now they have enough food for their meals and to sell at the market.

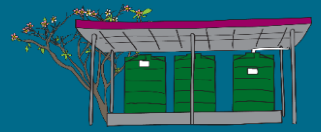
Caritas also helped to raise awareness about preventing COVID-19. Fabric was provided for students to sew face masks and they built 'tippy taps' outside classrooms to wash their hands.

Through Margret's example, San Isidro students can look forward to the future. She hopes that the school community can also aspire to 'Be More', by working together to produce more vegetables.

"I am proud that our school community works together with Caritas Australia as our partner in ensuring that we live in a healthier environment," Margret says.

"Thank you very much, Caritas Australia. Thank you very much, Project Compassion."

WEEK 2: LEARNING TASKS



Task 1: Discuss

- What challenges did Margret face?
- How did she overcome them?
- What challenges did Margret's community face?
- How have they overcome them?
- How much time was taken each day collecting water?
- In what ways has Caritas Australia helped the community?
- How will you tell Margret's story to others?
- What do you think Margret's life would be like without Caritas Australia's help?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 2: Project Compassion Student Passport.

Complete tasks for the Solomon Island section.

Download student [Passport template](#).

[Project Compassion Passport Hub](#)

Curriculum: Geography Year 3: ACHASSK067, Year 4: ACHASSK069, HASS Year 3: ACHASSI060, Year 4: ACHASSI081.

Task 3: Photo Gallery

As a class, view the [photo gallery](#) for Margret's story. What do you see, think and wonder as you look at these pictures?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 4: Sign Language

Auslan is the name of the Australian sign language.

- Learn how to finger spell your name:
<http://www.auslan.org.au/spell/twohanded.html>
- Use the Sign bank dictionary to create a sentence using Auslan:
<http://www.auslan.org.au/dictionary/>

Curriculum: English Year 3 ACELA1475, ACELA1476 Year 4 ACLEA1488

Task 5: Communication

- Brainstorm different ways we communicate (sending and receiving messages).
- Discuss: Why do we communicate?
- Give students instructions in a language they would not understand. Or, you could read a book written in a different language.
- Discuss how that made them feel?
- Sometimes, we need to find different ways to communicate so that we can make new friends and include everyone in daily activities. Not everybody communicates by using words.
- Pair activity- give instructions to your partner, without using words.

Curriculum: English Year 3 ACELA1475, ACELA1476 Year 4 ACLEA1488. HPE ACPPS037

Task 6: Tippy Taps

COVID-19 has highlighted the importance of handwashing. Not everyone has access to a tap, but there are other ways, for example, a tippy tap.

- Use the [Tippy Tap](#) resource, to watch how a tippy tap works and the procedure for making one.
- Build a model or full sized tippy tap in the school.
- Create a classroom display of your tippy taps.

Curriculum: Technologies Year 3 & 4 ACTDEP016

Task 7: Water Journal

How much water do you use a day? Can you think of every time you used water in the last week? Most people in Australia have easy access to clean water at home and school. With support from Caritas Australia, Margret and her school community now have access to water too. Keep track of every time you use water at school and at home (p. 23). Compare your results with others in the class.

- What patterns can you see?
- How can you reduce your water usage at home?
- How can you reduce your water usage at school? How can you share this information with others?
- Can you make posters or even present at a school assembly?

Curriculum: Geography Year 4: ACHASSK090

Task 8: Water Wastage

Caritas Australia helped Margret's school install new water tanks so they have enough water all year.

- Does your school have water tanks?
- What are they used for?
- Imagine you are asked to design the water tank system for a new school in an area without easy access to water. What would you do to make sure there was enough water?
- Draw your school plan showing how you are caring for our common home.
- How will you save water? Where will this water be used?

Curriculum: Geography Year 4: ACHASSK090

Task 9: RE Link

Margret is showing others how she can 'be more' by sharing her time, skills and talents with others. How can we 'be more' this Lent? God has given us all skills and talents. How can we share these at school, at home and in our community?

WEEK 3: OLIVA, TANZANIA



Watch Oliva's film

Growing up in Tanzania, twenty-two-year-old Oliva did not go to school. She was embarrassed that she couldn't read, write or count. Her small business was losing money because customers were taking advantage of her. Then Oliva enrolled in literacy and numeracy classes, as part of Caritas Australia's A+ program.



While she was still learning, she decided to set up a classroom in her home, to share her knowledge, with other adults who were too shy to attend public classes. Now, she has graduated, attendance at her home-based classes is growing, her business is going well, and she is fulfilling her dream of becoming a pastor.

Oliva lives in Tanzania with her husband and four children. She has two sons, aged seven and two, as well as an adopted niece and nephew, aged 12 and 21.

Oliva runs a kiosk, selling grocery products and serving tea and snacks. She also works on local onion farms.

"Due to low family income, my parents could not send me to school," Oliva says. "My mother preferred that I take work as a labourer. When I went to church and the pastor said, 'Let us open our bible and read', I could not read even a single word."

Around a quarter of Tanzanian girls and women over 15 years cannot read or write. Many families are unable to afford the school fees or uniforms. Schools are often a long way from home.

Three years ago, Oliva attended a village meeting about the A+ Program, run by Caritas Australia with local partner, Diocese of Mbulu Development Department (DMDD). As part of the program, Oliva attended Caritas Australia-supported literacy classes in the village. She noticed that other women were interested in the classes – but were too shy to join. She set up a classroom in her house and started sharing her knowledge with her neighbours.

Oliva has graduated and attendance at her classes is growing. Her children are now able to learn in the village, instead of travelling seven kilometres to school.

Oliva says, "My business is growing because I can keep good financial records and save and buy basic needs like food, medicine and farm materials."

Caritas Australia has also helped the community to improve access to safe drinking water, increase livestock production and improve toilets in several primary schools. Around 2500 people have been helped by this program so far.

Oliva aspires to 'Be More' and wants to help her community to achieve its vision of a better life for all.

"I'm now the women's chairperson at the church and I want to be a pastor." Oliva says.

"I am proud to be a teacher who helps others to achieve their dream. I would like to thank Caritas Australia for your support toward fulfilment of our community vision, may God bless you all."

Source: [World Bank](https://www.worldbank.org/)

WEEK 3: LEARNING TASKS



Task 1: Discuss

- Why didn't Oliva go to school?
- In what ways has Caritas Australia helped Oliva and her family?
- What challenges did Oliva face?
- What skills has Oliva learnt?
- What might Oliva's life be like without these skills?
- List the things that you would not be able to do if you weren't at school?
- Name one thing you learnt after reading this story.

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 2: Project Compassion Passport.

Complete tasks for the Tanzania section. Download student [Passport Template](#).

[Project Compassion Passport Hub](#)

Curriculum: Geography Year 3: ACHASSK067, Year 4: ACHASSK069, HASS Year 3: ACHASSI060, Year 4: ACHASSI081.

Task 3: Photo Gallery

As a class, view the [photo gallery](#) for Oliva's story. What do you see, think and wonder as you look at these pictures?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 4: The Ripple Effect

Find a bucket or larger container of water you can drop a stone into. Even better, if your school has some water nearby visit this water source.

Drop a stone into the water. What happens? Carefully watch what happens after the stone has disappeared below the surface.

This is sometimes known as the ripple effect. This effect can also be seen when one person's action ripple out and effect another's. Helping Oliva has created a ripple effect in her community.

Discuss then draw a diagram showing what has happened in Oliva's community and what might continue to happen.

What can you do in your community that might cause a ripple?

Task 5: Deep Dive

- Look around your classroom and create a list of the things you see.
- Divide the list into the things students use and the things teachers use.
- Look at the picture of Oliva teaching her class. Complete a Venn diagram showing the things that are the same and different about your classroom and hers.
- Think pair share - What makes a classroom a classroom? Is it the building or is it something more?
- Is there something you could teach others? What would it be? Have a go at teaching your peers to do something. Talk about what made it easy or hard.
- How might teaching be easy or hard for Oliva?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 6: Thrills and Spills

- What is one thing that excited you about this story?
- What is one thing that made you sad about this story?
- How can you celebrate and share the excitement or thrill with others?
- What might you be able to do about the thing that made you sad (spill)?

Task 7: Catholic Social Teachings

Oliva recognised that by sharing what she was learning with others that the whole community would be better off. This is an example of the Catholic Social Teaching, the Common Good.

In what ways can we as a class work for the common good?

Task 8: RE Link

Oliva has challenged herself to 'be more' by going above and beyond what was expected of her.

How can we go above and beyond to bring about the message of Jesus in our school community?



WEEK 4: LEARNING TASKS



Watch Arsad's film

Please watch this film prior to showing students, to ensure its suitability for your class. Note the term open defecation is used in the film but not in the written story.'

If you did not have a toilet, where would you go? For Arsad, an Indonesian farmer, the idea of having a toilet and running water at home was a dream. Arsad and his family had to walk into the forest, to go to the toilet outside. When he realised that not having a toilet was making his family and community sick, he needed to do something.



Arsad lives in Indonesia's Banten province. He lives with his parents, his wife and three children, aged 4, 17 and his 20-year old daughter, her husband and their four-month old son.

Arsad is a rice farmer who also grows vegetables to feed his family. Arsad says. "It's hard to find another job to fulfil daily needs."

With no toilet in his house, Arsad and his family had to walk a long distance into the forest to go to the toilet. It was worse at night.

"We thought it was normal, even though we have to face our fear every time," says Kasniti, Arsad's wife.

Around 45 million of Indonesia's rural population, have to go to the toilet outdoors. Many are not aware that it can cause health problems and spread diseases. It can also cause diarrhoea, increasing the risk of malnutrition for children.

Arsad heard about hygiene and sanitation training run by Caritas Australia, through local partner, Laz Harfa. The Economic and Community-based Health Development Project encourages community members to work together to save money and build their own toilets. He learnt money management skills and became the leader of a local group.

The Caritas-supported project resulted in around 280 toilets.

"Most people at first did not understand about health. Now, they're willing to listen and they have an easy way to build toilets," Arsad says. "We help each other."

Now, Arsad and his family are healthy. The community no longer has to go to the toilet in the field and has become happier. Arsad's part in helping has resulted in him being hailed a 'neighbourhood hero'.

During the COVID-19 pandemic, Caritas Australia, with Laz Harfa, shared lifesaving messages on preventing the spread of coronavirus and distributed soap, masks and hygiene kits. They also set up a public rice barn where people could donate rice to share with other community members.

"Arsad set a good example and then slowly encouraged his neighbours to change for the better," said Imam Hidayat, Laz Harfa's Program Manager.

Arsad aspired to 'Be More' and in doing so, inspired his family and community to follow in his footsteps.

"Thank you so much, Caritas Australia," Arsad says. "I pray for the best for the Australians who have helped this program so there is progress in my community."

WEEK 4: LEARNING TASKS



Task 1: Discuss

- What were the challenges that Arsad and his family faced?
- How did they work to overcome them?
- What did the community learn?
- How did Caritas Australia help?
- What are the main problems associated with no toilet?
- What skills did Arsad learn?
- Why was it important for Arsad and his community to learn how to build toilets?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 2: Project Compassion Passport

Complete tasks for the Indonesia section.

Download student [Passport Template](#).

[Project Compassion Passport Hub](#)

Curriculum: Geography Year 3: ACHASSK067, Year 4: ACHASSK069, HASS Year 3: ACHASSI060, Year 4: ACHASSI081.

Task 3: Photo Gallery

As a class, view the [photo gallery](#) for Arsad's story. What do you see, think and wonder as you look at these pictures?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 4: Family & Community

Decorate, label and create a paper chain, one link for every person, who lives in your house. Then add the chains for each person in the class together to show the community in which you live. Take photos of each stage. Display your 'community' in the classroom.

Curriculum: Year 3 Civics & Citizenship ACHASSK072

Task 5: Deep Dive

- What is a community?
- What does a happy community look like?
- What would an unhappy community look like?
- What problems might have existed in Arsad's community before toilets were built?
- How might this have affected the community?
- What did the community learn as they slowly built the 280 toilets?

- How have toilets changed Arsad's community?
- What has changed your community?

Task 6: World Toilet Day

We have access to flushing toilets and running water to wash our hands. Not everyone in the world has this luxury. World Toilet Day is held on 19th November each year and raises awareness of the 4.2 billion people in the world who lack basic sanitation practices, that is basic toilet and handwashing facilities and clean safe drinking water.

Why do you think there are so many people in the world who don't have access to toilets, safe handwashing methods and clean drinking water?

Students research World Toilet Day and prepare five 'Did you know' questions.

Create a poster/cartoon or video to share this often untold story.

Task 7: Gratitude Wall

Arsad and his community are thrilled to now have toilets in their home. They are proud of their achievements and feel safer. Together they have worked to provide a better future for all. Spend 10 minutes reflecting upon what you have learned and on all the blessings in your life. Using post-it notes or coloured squares of paper, write a list of 3 – 5 things you are grateful for. Place them on a blank wall. Spend some time reflecting on all the things people are grateful for.

Task 8: RE Link

Learning new skills takes courage. Arsad learnt many new skills and then had the courage to share them with others. We read in the bible God says "Do not be afraid". Arsad was not afraid to share what he had learnt.

How can we learn to trust God and not be afraid like Arsad?

WEEK 5: HALIMA, BANGLADESH



Watch Halima's film

This video contains sensitive themes and may not be suitable for younger viewers. Supervision is recommended.



Halima is raising two young children in a refugee camp in Cox's Bazar, Bangladesh, while caring for her mother who has a disability. They fled fighting in their home country of Myanmar in 2017, arriving at the camp in Bangladesh with almost nothing.

"Leaving our homeland and coming to an unknown country for us is just a matter of survival. I felt devastated inside."

During the three-day journey to Bangladesh, with little food to eat, Halima walked across mountains and through jungles, often carrying her mother. She arrived at Cox's Bazar with no way of providing basic needs for her children or mother.

Caritas Australia, through its partner organisation, Caritas Bangladesh, provided Halima with a stove and gas, so that she could cook for her family, and helped her to set up a shelter.

Halima participated in a water, sanitation and hygiene (WASH) program, learning safe hygiene practices, how to find clean drinking water and to keep her family clean and healthy in the camp. She then went on to be appointed to the role of community mobiliser, responsible for inspecting and organizing the cleaning of washrooms, wells and toilets in her block and sharing her knowledge of safe practices with others in the camp.

Halima is proud that she is able to earn a small income from her training role, while also helping to maintain the cleanliness of the camp community. Her son, now aged 7, and her daughter, aged 5, are adapting to life in the camp and have started attending school.

"My life has changed a lot after participating in the WASH program," Halima says. "Before, my kids fell sick two or three times a month. Now I can keep my children clean, educate them and cover expenses for their needs. I can feed them balanced food and ensure our clothes are clean. I can afford a doctor and medicines for my mother."

Around 2, 300 households, have been helped by the program.

Halima wanted to 'Be More'. Taking small steps, she made a big difference in the daily lives, of her family and community.

With the help of community members, like Halima, Caritas Bangladesh and Catholic Relief Services (CRS) worked to slow the spread of coronavirus by sharing information, hygiene kits, soap, masks and protective equipment, installing hand-washing stations, and running training sessions about COVID-19.

In the future, Halima hopes to return to her homeland.

"We are very thankful to Australian people. We pray for their sound health and positivity so that they can keep stretching a helping hand as always," says Halima. Thank you very much Caritas Australia."

WEEK 5: LEARNING TASKS



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

Task 1: Discuss

- How do you think Halima and her family felt leaving their home?
- What were some of the challenges Halima and her family faced?
- In what ways did Caritas Australia and their partners help?
- What dangers did Halima face when travelling to Bangladesh?
- How has the WASH program helped Halima and her family?
- What are some of Halima's hopes for the future?
- What surprised you about Halima's story?
- How might Halima's future look?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 2: Project Compassion Passport.

Complete tasks for the second Bangladesh section. Download student [Passport Template](#).
[Project Compassion Passport Hub](#)

Curriculum: Geography Year 3: ACHASSK067, Year 4: ACHASSK069, HASS Year 3: ACHASSI060, Year 4: ACHASSI081.

Task 3: Photo Gallery

As a class, view the [photo gallery](#) for Halima's story. What do you see, think and wonder as you look at these pictures?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 4: Deep Dive

What would you pack if you were going on a three day holiday?

What would you take out or put in if you had to carry everything you needed for this holiday?

Complete the Ten Minutes to Pack activity on page 24.

What was difficult about this activity?

How might Halima felt having to carry her bag and her family's bags for three days?

Task 5: Play Games

Halima's children might play games outside using as little equipment as possible, perhaps using only small stones or sticks, or recycled materials found in the camp.

- Brainstorm and research games that require little or no equipment.
- Create a class book that contains games that require no equipment.
- Publish it in the school newsletter or on the school website.

Task 6: RE Link

Halima is a great example of someone who is 'being more' for her community. She is not only thinking of herself and her family, she is helping her community. How are we called to 'Be more' for our community?

Task 7: Reflection

Read Matt. 25:31-46. What might Jesus say today about refugees? What Christian values do we demonstrate when we welcome the stranger?

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

Task 8: Pray

Pray the [Refugee prayer](#) each day this week and share it at a school assembly.



WEEK 6: HOLY WEEK



[Watch Project Compassion film](#)

Project Compassion – An Australian Icon

Project Compassion, Caritas Australia's Lenten appeal, began in 1965 and since its beginning has raised more than \$500 million for people living in poverty around the world.

For many Australians, Project Compassion's collection boxes have become a part of their lives. Margaret Moriarty, 69, a long-time Caritas Australia supporter says she can't remember a time without a Project Compassion box in her house during Lent.

"Sometimes there was even more than one," says Margaret. "My parents were very happy to support Project Compassion when it began in 1965, when I was in year 9. Even though I grew up in an Australia that wasn't wealthy, donating to poorer countries was very important to my mother and father."

"As my husband and I firmly believe in donating to Project Compassion, our own children have grown up with the same iconic boxes in our home. Some of my grandchildren are also continuing the tradition now at home and at school and I am proud that four generations of my family have been able to live out Christ's love in the world," Margaret says.

Throughout five decades of natural disasters, conflicts, refugee crises, food and water shortages, Caritas Australia has worked alongside the world's most vulnerable communities, assisted by the generous support of the Australian community.

Project Compassion has also been vital in helping Caritas Australia to support communities before, during and after emergencies - through access to education, jobs, health services, agricultural training, domestic support and programs specifically for women and children.

During COVID-19 times, it is through its local partnerships in different countries, as well as being part of one of the world's largest international humanitarian networks, that Caritas Australia has been able to respond so quickly to help minimise the spread of the coronavirus.

By adjusting its existing programs, Caritas Australia has been able to share COVID-19 prevention measures and distribute soap, masks and food kits, while continuing its long-term development work.

On average, nearly 900 parishes and 1300 schools across Australia are now involved in fundraising for Project Compassion. In the past year alone, (2019-20) Project Compassion's supporters have helped to reach over 3 million people worldwide, including many affected by disaster or conflict.

"Through our supporters' incredible generosity, we have been able to assist communities across Africa, Asia, the Middle East and Pacific, as well as here at home," says Kirsty Robertson, Caritas' CEO. "None of this would be possible without Project Compassion."

As we celebrate the Australian icon that is Project Compassion, we would like to thank you and your school for committing to bringing about the change which has supported others to change their own lives.

Task 1: Discuss

- What year did Project Compassion begin in Australia?
- What are one of the icons of Project Compassion?
- How many schools and parishes are involved in Project Compassion now?
- How many people were helped by Caritas last year?
- In what ways has Caritas helped over the years?
- Why was Caritas able to respond quickly during COVID?
- What does this year's Project Compassion theme of *Be More* mean to you?

Curriculum: English Year 3: ACELY1680, Year 4: ACELY1692.

Task 2: Interactive Map

Use Caritas' interactive map found [here](#) and a blank world map (page 31) colour the countries where Caritas Australia works.

Task 3: Aspire not to have more, but to BE more.

Classroom wall display. This could be a pledge or challenge wall. For example, the heading could be "This Lent, Class 3BW is aspiring to be more..." and then students create a poster of their pledge/goal on how they will be more through/beyond Lent. For example they might write "I will be more green by picking up rubbish on my way home from school." and then illustrate this.

Task 4: Word Search & Cloze

Complete the Caritas Word Search and Cloze activity.

Task 5: Creative Caritas Thinking

Use the attached grid on page 27 to complete creative thinking tasks about Caritas and Project Compassion.

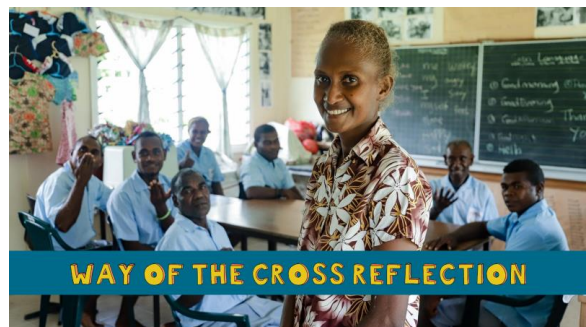
Task 8: RE Link

Prayer is an important part of Lent. Conclude this Lent by writing a prayer for Caritas Australia and the people they work with around the world.

Task 9: Way of the Cross

As a class or school community, prepare for Easter by praying the Way of the Cross.

Available at lent.caritas.org.au/schools



**“Aspire not to
have more, but to
BE MORE.”**

Water Journal

How much water do you use a day?

Can you think of every time you used water in the last week?

Most people in Australia have easy access to clean water at home and school, something Margret can only dream of having.

Keep track of your water habits for a week. Use a tally mark to show each time you use water at school and at home.

	For drinking or cooking	For washing	For fun/other
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

TEN MINUTES TO PACK

PROJECT COMPASSION
BE MORE

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

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

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

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



Use the words at the bottom of the page to fill in the spaces.

Caritas Australia and their partners work in emergency a _ _ and long-term development. Partners are organisations within Australia and overseas. Partners work in their own countries with p _ _ _ _ who are living in p _ _ _ _ _ .

Caritas Australia is a member of an international network called Caritas Internationalis. There are 165 members that work in more than 200 c _ _ _ _ _ .

Generally speaking, C _ _ _ _ _ Australia is already there, working with people when a d _ _ _ _ _ strikes. That is why Caritas is always one of the f _ _ _ _ agencies able to deliver e _ _ _ _ _ supplies.

Saint Oscar R _ _ _ _ _ is the patron saint of Caritas. This year the theme for P _ _ _ _ _

C _ _ _ _ _ is 'Be More' which comes from Saint Oscar Romero's invitation to 'Aspire not to have more but to be more'.

In emergencies like the recent typhoons in the Philippines people need food, c _ _ _ _ _ utensils and safe drinking water. Temporary shelter, usually tents or tarpaulins, can be erected quickly.

Because h _ _ _ _ are destroyed, new houses have to be built. But that takes time.

Medical kits are important in an emergency to treat people who have been i _ _ _ _ _ . Often, people n _ _ _ blankets for warmth and clothing as well. Caritas provides m _ _ _ _ to affected countries so culturally appropriate c _ _ _ _ _ can be bought in that country and supplied to the people.

Caritas also works with communities to p _ _ _ _ _ for disasters. Being prepared for

f _ _ _ _ _ disasters can help save lives. Disaster preparedness can be part of Caritas' long-term d _ _ _ _ _ work.

Before, during and after the headlines Caritas is there working with people affected by emergencies, h _ _ _ _ _ them build a safer and more secure future.

Romero
clothing
people
poverty
aid
helping

prepare
future
cooking
homes
countries
Compassion

need
money
Project
disaster
emergency
first

Caritas
cooking
injured

Find the words below, hidden in the grid.

E	A	T	S	H	P	O	I	R	S	E	N	O	G	T	T	O
H	R	A	C	V	E	E	R	E	M	E	O	F	N	R	E	B
D	U	A	T	E	T	L	I	E	L	O	B	I	I	E	S	M
O	E	R	P	E	J	R	P	P	M	C	J	R	H	S	E	F
L	Y	V	M	E	T	O	O	I	C	O	N	S	T	P	M	J
S	P	S	E	N	R	E	R	A	N	T	R	T	O	A	O	R
N	B	O	U	L	P	P	R	P	C	G	B	Q	L	H	H	N
P	E	O	V	N	O	I	S	S	A	P	M	O	C	G	U	Y
M	C	E	F	E	T	P	Y	E	N	O	M	D	N	A	X	B
X	T	Y	D	A	R	B	M	S	J	D	T	I	H	I	T	W
A	I	Q	S	N	C	T	W	E	Q	Z	K	S	V	D	S	C
N	N	A	P	F	K	Z	Y	F	N	O	D	A	E	J	Z	N
H	U	B	L	M	S	G	O	L	O	T	C	S	R	N	R	K
P	Z	N	S	N	Y	T	W	C	T	S	J	T	U	O	H	I
A	J	W	R	W	H	W	U	R	S	I	K	E	T	Y	R	N
X	M	G	Y	C	N	E	G	R	E	M	E	R	U	M	G	E
D	E	R	U	J	N	I	I	X	I	B	M	I	F	R	L	G

AID
PEOPLE
POVERTY
COUNTRIES
CARITAS
FIRST
DISASTER

EMERGENCY
ROMERO
PROJECT
COMPASSION
COOKING
HOMES
INJURED

NEED
MONEY
CLOTHING
PREPARE
FUTURE
DEVELOPMENT
HELPING



<p>The What If Key</p> <p>What if agencies like Caritas were not needed?</p>	<p>The Disadvantages Key</p> <p>Disadvantages – what are the disadvantages of a Project Compassion box?</p>	<p>The Combination Key</p> <p>Combine a Project Compassion box and a stapler. What new invention could you create?</p>
<p>The BAR Key</p> <p>To make a new improved Project Compassion Box, what could you make bigger? What could you add? What could you replace?</p>	<p>The Variation Key</p> <p>How many ways can you tell people about Caritas?</p>	<p>The Picture</p> <p>In what ways could a circle be connected to Caritas or Project Compassion?</p>
<p>The Prediction Key</p> <p>Predict how the lives of one community might be changed with the access of clean water?</p>	<p>The Different Uses Key</p> <p>Find 10 different environmentally friendly uses for Project Compassion boxes and/or posters after Easter.</p>	<p>The Ridiculous Key</p> <p>What might the consequences of the following statement be? The government of each country should buy food for every family who can't afford it.</p>
<p>The Alphabet Key</p> <p>Compile a list of words from A-Z relating to Caritas.</p>	<p>The Commonality Key</p> <p>What does a Project Compassion box and a school have in common?</p>	<p>The Question Key</p> <p>The answer is Caritas, what is the question?</p> <p>Write at least 10.</p>
<p>The Brainstorming Key</p> <p>Brainstorm how to eliminate poverty.</p>	<p>The Forced Relationships Key</p> <p>You need to tell people about Caritas using any or all of these objects: rubber bands, glue and a beach ball.</p>	<p>The Alternative Key</p> <p>Work out three ways to fundraise for Caritas without mentioning money.</p>

Use the words at the bottom of the page to fill in the spaces.

Caritas Australia and their partners work in emergency aid and long-term development. Partners are organisations within Australia and overseas. Partners work in their own countries with people who are living in poverty.

Caritas Australia is a member of an international network called Caritas Internationalis. There are 165 members that work in more than 200 countries.

Generally speaking Caritas Australia is already there, working with people when a disaster strikes. That is why Caritas is always one of the first agencies able to deliver emergency supplies.

Saint Oscar Romero is the patron saint of Caritas. This year the theme for Project Compassion is 'Be More' which comes from Saint Oscar Romero's invitation to 'Aspire not to have more but to be more'.

In emergencies like the recent typhoons in the Philippines people need food, cooking utensils and safe drinking water. Temporary shelter, usually tents or tarpaulins, can be erected quickly. Because homes are destroyed, new houses have to be built. But that takes time.

Medical kits are important in an emergency to treat people who have been injured. Often, people need blankets for warmth and clothing as well. Caritas provides money to affected countries so culturally appropriate clothing can be bought in that country and supplied to the people.

Caritas also works with communities to prepare for disasters. Being prepared for future disasters can help save lives. Disaster preparedness can be part of long-term development work.

Before, during and after the headlines Caritas is there working with people affected by emergencies, helping them build a safer and more secure future.

Romero
clothing
people
poverty
aid

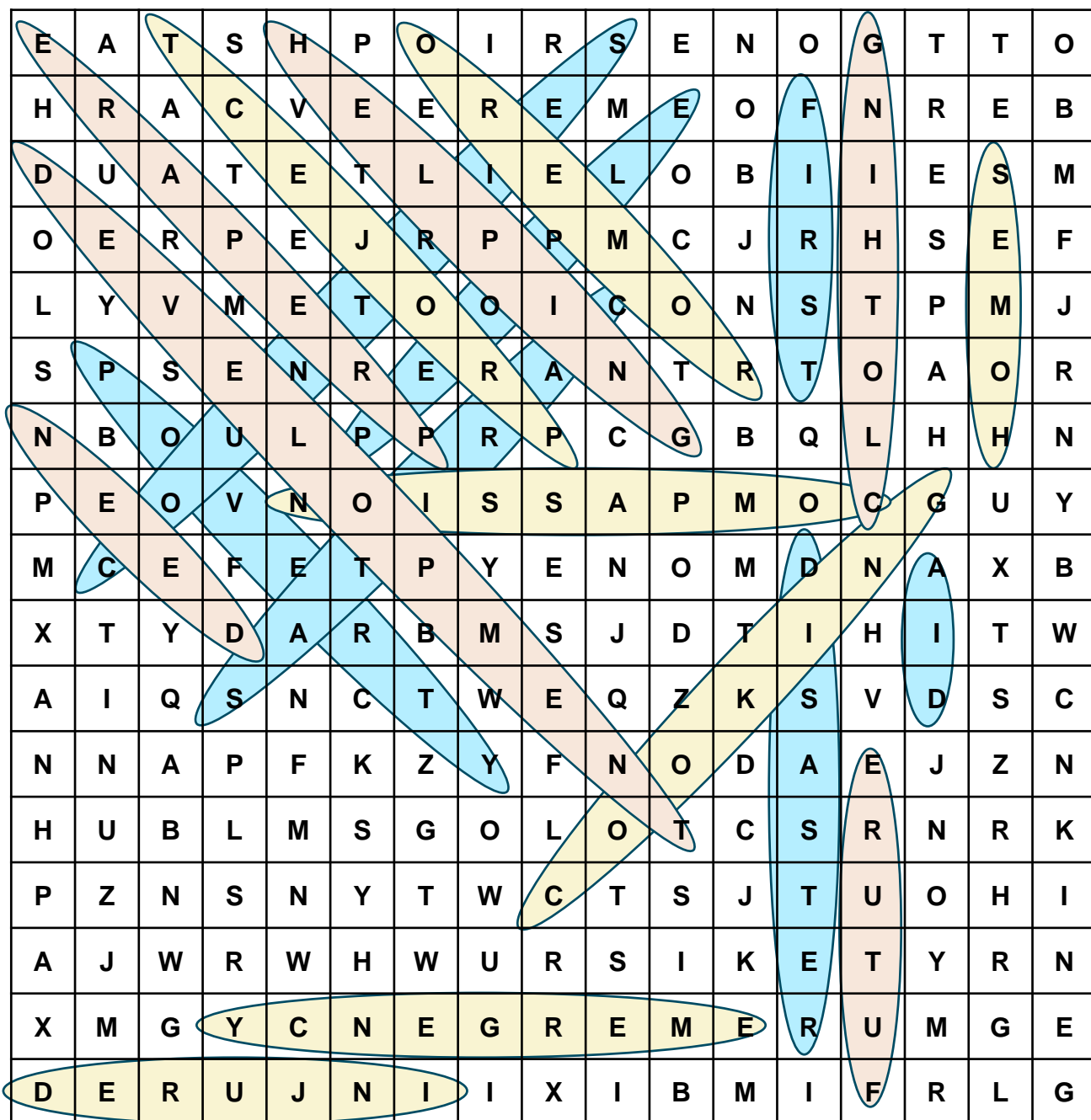
helping
prepare
future
cooking
homes

countries
Compassion
need
money
Project

disaster
emergency
first
Caritas
cooking

injured

Find the words below, hidden in the grid.



AID
PEOPLE
POVERTY
COUNTRIES
CARITAS
FIRST
DISASTER

EMERGENCY
ROMERO
PROJECT
COMPASSION
COOKING
HOMES
INJURED

NEED
MONEY
CLOTHING
PREPARE
FUTURE
DEVELOPMENT
HELPING

PASSPORT STAMPS

PROJECT COMPASSION
BE MORE

1 sheet prints enough for 4 students.



WORLD MAP

