

First Nations people are advised that this resource and external links may contain images, voices and names of people who have died.



TEREESA'S STORY (AUSTRALIA)

PRIMARY (F-2)
CASE STUDY AND
ACTIVITIES

Photo credit: Richard Wainwright/Caritas Australia





This is Tereesa's story.



Tereesa is a proud Gamilaroi woman. She lives on Darug Country, in Western Sydney, Australia.



When Tereesa was younger, it was hard to find a home and raise her four young children by herself.



Then Tereesa found the support she needed when she joined the Young Mums and Bubs Group at Baabayn Aboriginal Corporation.



Baabayn means 'Ancestral Woman' in Gumbaynggirr language. The Baabayn Aboriginal Corporation is supported by Caritas Australia.



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



Through the Young Mums and Bubs Group, Tereesa made new friends. And she learnt art and craft!



She also listened to stories from Elders and reconnected with her culture.



Tereesa also learnt how to manage her money and was helped to find a home for her family.



She can support her children and help them know their culture and the support of their community.



Tereesa's art skills have flourished at Baabayn. She has sold her artwork at local markets.



“When I paint, every painting has a story. And my story is very long.”

Tereesa





Last year, Tereesa's art was displayed at the Vivid Light festival.



Vivid Light is an annual festival in Sydney that projects art onto buildings and pathways.



Tereesa had four artworks selected for the festival.
What an achievement!



"I've never been to Vivid. To have my artwork displayed is over the moon amazing! I never thought in a million years that this was something that would happen to me."

Tereesa





Tereesa started volunteering at Baabayn.



She was then offered paid employment with the Youth Group and is now an assistant to the Young Mums and Bubs Group.



As a former member, Tereesa understands what it is like to be in their shoes and can share what she has learnt with other young mums.



“I don't think I'd be the person I am today without Baabayn and being part of the mum's group.”

Tereesa





With your support, the work of Baabayn can continue so that young mothers like Tereesa can keep their culture strong for future generations.

TEREESEA'S STORY

AUSTRALIA



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

TASK 1: Class Discussion

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

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

TASK 2: Photo Study

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

Ask students:

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

Curriculum links: English, Health & Physical Education

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

TEREESA'S STORY

LEARNING TASKS



TASK 3: COUNTRY STUDY

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

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

Curriculum link: Geography

TASK 4: THE ART OF STORY TELLING

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

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

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

B. “I’ve never been to Vivid and to have my artwork displayed is over the moon amazing. I never thought in a million years that this was something that would happen to me,” Teresa said.

As a class create a large art display/mural based on Tereesa's story.

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

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

TASK 5: CLASS YARN CIRCLE

Another activity Baabayn Aboriginal Corporation offers is a Yarn Circle.

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

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

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

TASK 6: BELONGING

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

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

In pairs or groups, students discuss:

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

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

Curriculum Links: Health and Physical Education, Religious Education

¹ <https://www.qcaa.qld.edu.au>

TEREESA'S STORY

LEARNING TASKS



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

Solidarity

noun

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

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

Curriculum links: Religious Education

TASK 8: RE LINK

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

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

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

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

Ask students to reflect on when they have demonstrated persistence.

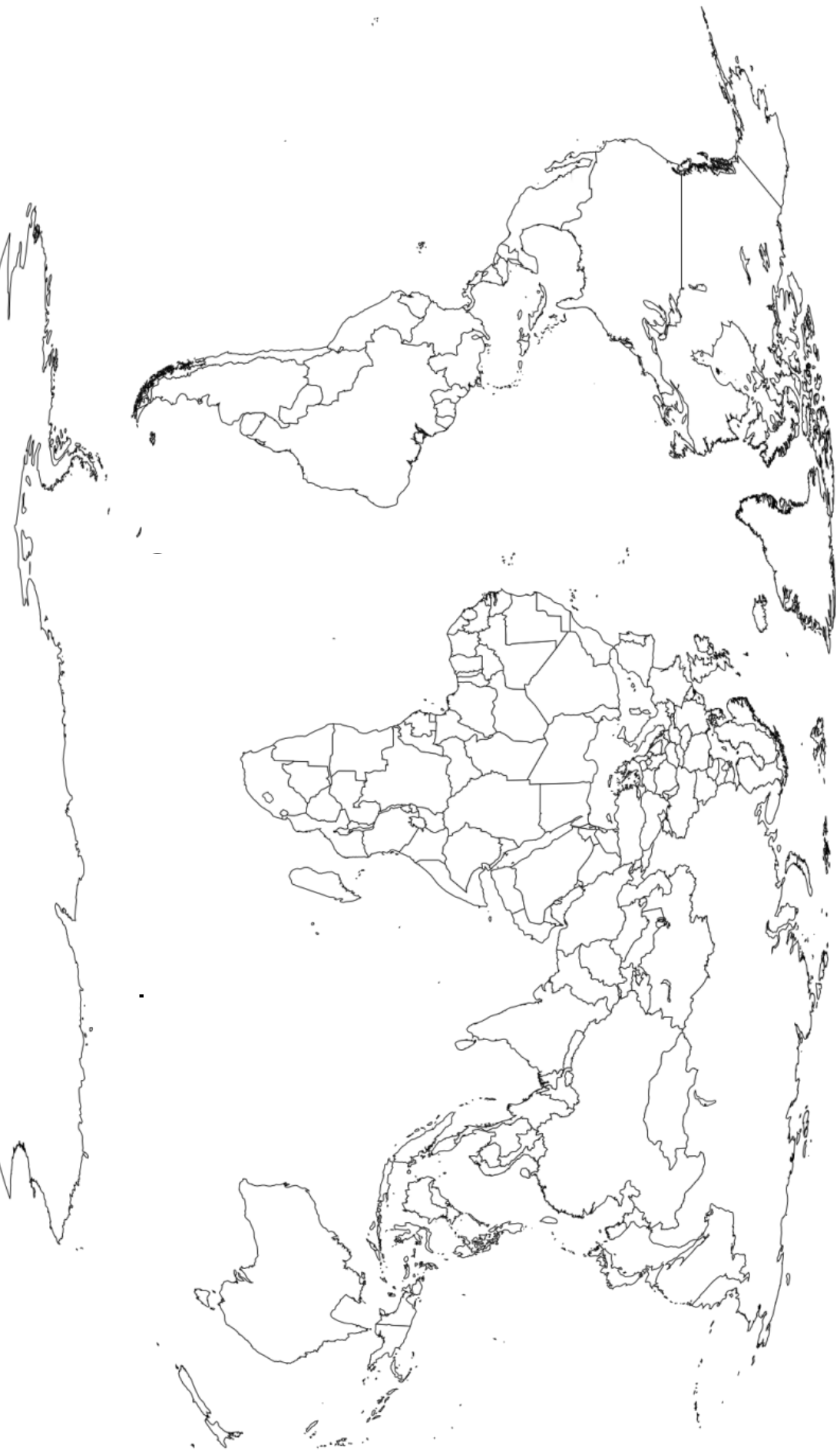
Curriculum links: Religious Education

TASK 9: PRAYER

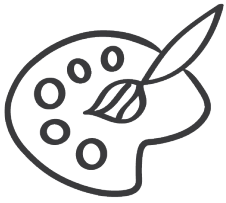
Write a prayer for Tereesa and her family. See worksheet.

Curriculum links: Religious Education

World Map



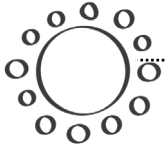
Name: _____



My Prayer for Tereesa

Write a prayer for Tereesa and her community at Baabayn.

A large rounded rectangular box with a solid top and bottom edge and rounded corners. Inside the box are seven horizontal dotted lines for writing a prayer.



THANK YOU

PHOTO CREDITS

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

PRIMARY STUDENTS

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

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

TEACHERS

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

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



Caritas Australia gratefully acknowledges the support of the Australian Government through the Australian NGO Cooperation Program.