

PROJECT COMPASSION

GO FURTHER TOGETHER

Secondary School Student Workbook

Meet the six people featured in the Project Compassion 2020 stories. Deepen your compassion by learning more about the global social justices issues each community faces.



Catholic Social Teaching Principles



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 that every person is created in God's image and that all human life is sacred. We believe in the dignity of each person.



Sakun, India

SOLIDARITY

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



Indigenous and non-indigenous children in the Philippines

PREFERENTIAL OPTION FOR THE POOR

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



Taworgu, Malawi

SUBSIDIARITY

We believe in every person's right to participate in the decisions that affect their own lives.



Sakun, India

PARTICIPATION

We believe that every person can be the architect of change in their own life.



Phray, Cambodia

THE COMMON GOOD

We believe in working towards the common good and looking beyond our own personal interests.



Dominic, Papua New Guinea

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.



Barry and daughter, Australia

What does Lent mean to you?

Watch [Busted Halo's 'Lent in 3 minutes.'](#)

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, we commit to strengthening our faith through prayer, fasting and almsgiving. These are the three pillars of Lent.

Pope Francis says "Indifference to our neighbour and to God also represents a real temptation for us Christians. Usually, when we are healthy and comfortable, we forget about others (something God the Father never does): we are unconcerned with their problems, their sufferings and the injustices they endure... Our heart grows cold. As long as I am relatively healthy and comfortable, I don't think about those less well off. Today, this selfish attitude of indifference has taken on global proportions, to the extent that we can speak of a globalization of indifference. It is a problem which we, as Christians, need to confront." (Lenten Message 2015)

During Lent, we take time to reflect and be strengthened by the Holy Spirit so that we are not indifferent to each other or indifferent global poverty. Through Project Compassion we can stand in solidarity with our neighbours around the world. We can support and celebrate the way that Caritas Australia is working with local partners around the world and people most vulnerable to extreme poverty and injustice to strengthen their lives, their families and their communities.

Over the next six weeks during Project Compassion, we will explore stories of hope in the Philippines, India, Australia, Cambodia, Malawi and Papua New Guinea. Let's focus on working together, on our connectedness as a global community- this is the antidote to individualism and isolation. At this time of increasing global change and tense dialogue, the idea of the 'common good' is more important than ever. This is one of the reasons Project Compassion 2020 takes the theme of Global Community – Go Further Together.

Three pillars of Lent.

In the tradition of the Church, Lent is a time when we are called to reflect on how we live and act.

Prayer

Traditionally Christians prayed for themselves and others during this time of Lent. During Project Compassion we encourage you to pray for the people and communities you encounter through the stories we present in the materials.

Fasting is one of the most ancient practices linked to Lent. It can be an aid to prayer, as the pangs of hunger remind us of our hunger for God. Fasting can be linked to our concern for those who are forced to fast by their poverty, those who suffer from the injustices of our economic and political structures, those who are in need for any reason. Abstaining from meat traditionally also linked us to the poor, who could seldom afford meat for their meals.

Some people also choose to 'fast' from activities they spend a lot of time doing, such as engaging on social media.

Almsgiving is a sign of our care for those in need and an expression of our gratitude for all that God has given to us. Caring for others is part of many faiths. Almsgiving by Christians is illustrated in the Bible, in Acts 4:33–37. During Project Compassion you might reflect on the many ways in which we are privileged. Let's be courageous enough to make changes – what can you go without during each week of Lent? Perhaps it's forgoing a few snacks, coffees... the many small luxuries we consume each week. We can place the money saved in our Project Compassion boxes. Your commitment to Project Compassion is your response to the call to work for social justice.

What do each of these Lenten traditions mean to you and how will you practise them this Lent? Make notes below.

Meet Shirley, Philippines. Week One



Shirley with members of her Manide community outside their Tribal Hall in Camarines Norte, Philippines.

[Watch Shirley's film](#) and view the [photo gallery](#).

Shirley, 36, is a Manide indigenous woman living in the remote Camarines Norte province in the Philippines. She is the mother of four and the family's sole breadwinner, as her husband is sick. But Shirley was struggling to support the whole family and keep her children in school.

Indigenous minorities in the Philippines face regular discrimination and disadvantage, limiting their access to education, employment and healthcare. But thanks to Caritas Australia's supporters, as a newly trained indigenous health worker, Shirley's life has been transformed. She is now leading her community to take a stand against discrimination, improve health and education, and pave the way for a better future.

Shirley lives with her husband, who has tuberculosis, and her four children, aged 6 to 17. Needing to support the family, she collected materials in the forests to make slippers out of dried banana bark that the community would then sell.

She received little education growing up. A member of the traditionally-nomadic Manide tribe, her parents moved around, finding occasional work cultivating rice and other crops. Shirley went to school when she could, but eventually left early in high school.

Despite being a middle-income country, around 2.8 million children in the Philippines do not go to school**. Life is incredibly tough for the country's nearly 17 million indigenous people***, who face

discrimination and displacement from ancestral lands. They are also often bullied at school, which forces many children to leave school early*.

"We didn't participate in any community activities because we were ashamed to mingle with them. We were afraid to be bullied and experienced discrimination," Shirley says.

Unequal access to health services also means that many indigenous children and families cannot access basic medical care. Preventable diseases, such as tuberculosis, dengue fever and measles are common among their community, and there is a high maternal and new-born mortality rate. 28 out of every 1,000 babies die before their fifth birthday****.

Adding to these challenges, Shirley lives in a disaster-prone area. Around 20 typhoons lash the Philippines each year and in 2018, Tropical Cyclone Usman struck her town. Heavy rains destroyed the vegetables she had grown to eat, and she was left with almost nothing.

Shirley joined a Caritas-supported program, and that became the turning point in her life. In partnership with the Socio Pastoral Action Centre Foundation Inc (SPACFI), this program strengthens the capacity of indigenous people to lead lives of dignity, grow in self-esteem and attain sustainable livelihoods. It also helps them to advocate for land rights, obtain better employment and improve their access to health, education, housing and sanitation. Nearly 1200 Manide people have benefitted so far.

Meet Shirley, Philippines. Week One

With Caritas Australia's support, Shirley trained to become an indigenous health worker and learnt to supplement her income by growing vegetables.

Shirley now lives in a government-supplied house and grows more than enough produce to feed her family. She sells the rest of her harvest for extra income. The program has also helped Shirley's children with school fees, uniforms and supplies.

Shirley recently took over her father's role as tribal chieftain and represents her people on the Municipal Health Board. As a leader in her community, she helps Manide people access medicines, vaccines, healthcare and nutritional advice. Not only has she improved her own life, she is leading her community to create change for future generations.

"I became the voice of my tribe to have their needs heard," Shirley says. "As a trained health worker, I am confident to talk, to mingle with non-indigenous people, even with government employees."

SPACFI's Community Development Worker, Mr Eric Encinas, says fewer children are now sick and malnourished, and more are going to school due to greater acceptance of the Manide people.

"To have Shirley as a representative for indigenous people gives courage to the community," said Mr

Encinas. "The most significant change in this community is the affirmation of their right to be heard, right to education, right to participate in community activities."

Shirley says there's still a long way to go to fight for better employment opportunities and to reduce discrimination but together, they'll get there.

I am proud of what I have done for my tribe," Shirley says. "My dream is to be able to provide for my kids and have them finish their studies...I am so happy and grateful for all the help of Caritas Australia. I hope and pray to continue their assistance, particularly to the needs of indigenous people.

Shirley

Your support is vital for people experiencing poverty and oppression. When you support Project Compassion, you are standing in solidarity with indigenous people like Shirley, so they are able to speak up for and access their rights. Let's Go Further, Together.

* [World Bank 2018](#), ** [World Bank](#), *** [UNDP](#), **** [Asian Development Bank](#), [WHO paper 2018](#)



Shirley administers multivitamin drops to a child at the local government health clinic near her Manide community in Camarines Norte, Philippines.

Meet Shirley, Philippines. Week one

1. Read and discuss/write your responses:

- a) Identify the key challenges this community is facing.
- b) Explain how Caritas Australia and their partner in the Philippines are empowering the indigenous community to overcome some of these challenges.
- c) What have been the impacts of Shirley's participation in the Caritas Australia supported program. Evaluate these changes and rank them in order of importance. Justify your choices and rankings.
- d) What are two facts you learnt about poverty and injustice from Shirley's story?

2. Innovative materials

Shirley earns an income by collecting the abaca from a nearby forest. Abaca is the dried bark of banana tress- the raw material used to make the slippers. They are then made and sold through a co-operative.



Why does Shirley use this material? Research abaca. What are the benefits and disadvantages of that material? Is the material sustainable? Why/Why not? What material with similar features could you use?

Try and make slippers at home. Use a template for slippers - there are many online. What did you discover in the process?

What other sustainable fabric technologies are emerging in the fashion industry? Why are sustainable materials becoming more mainstream? Research and list.

Curriculum: Design and Technologies: Years 7 & 8 : ACTDEK032 Years 9 & 10 ACTDEK040, ACTDEK046.

3. Complete the Problem and Solution tree

(page **8**). Select one issue that Shirley and her community faced: e.g lack of healthcare, discrimination.

Curriculum: Health and PE Year 10: (ACPPS098), Geography: Year 10: ACHGK076, ACHGK078,

4. Discover the Universal declaration of the Rights for Indigenous Peoples

Read the [Summary Fact Sheet of the Key Features](#).

You can access the full United Nations Declaration on the Rights of Indigenous Peoples document [here](#).

Create a world cloud that summarises each article in one or two words.

Draw a cartoon or image to illustrate one or more of the articles in the declaration.

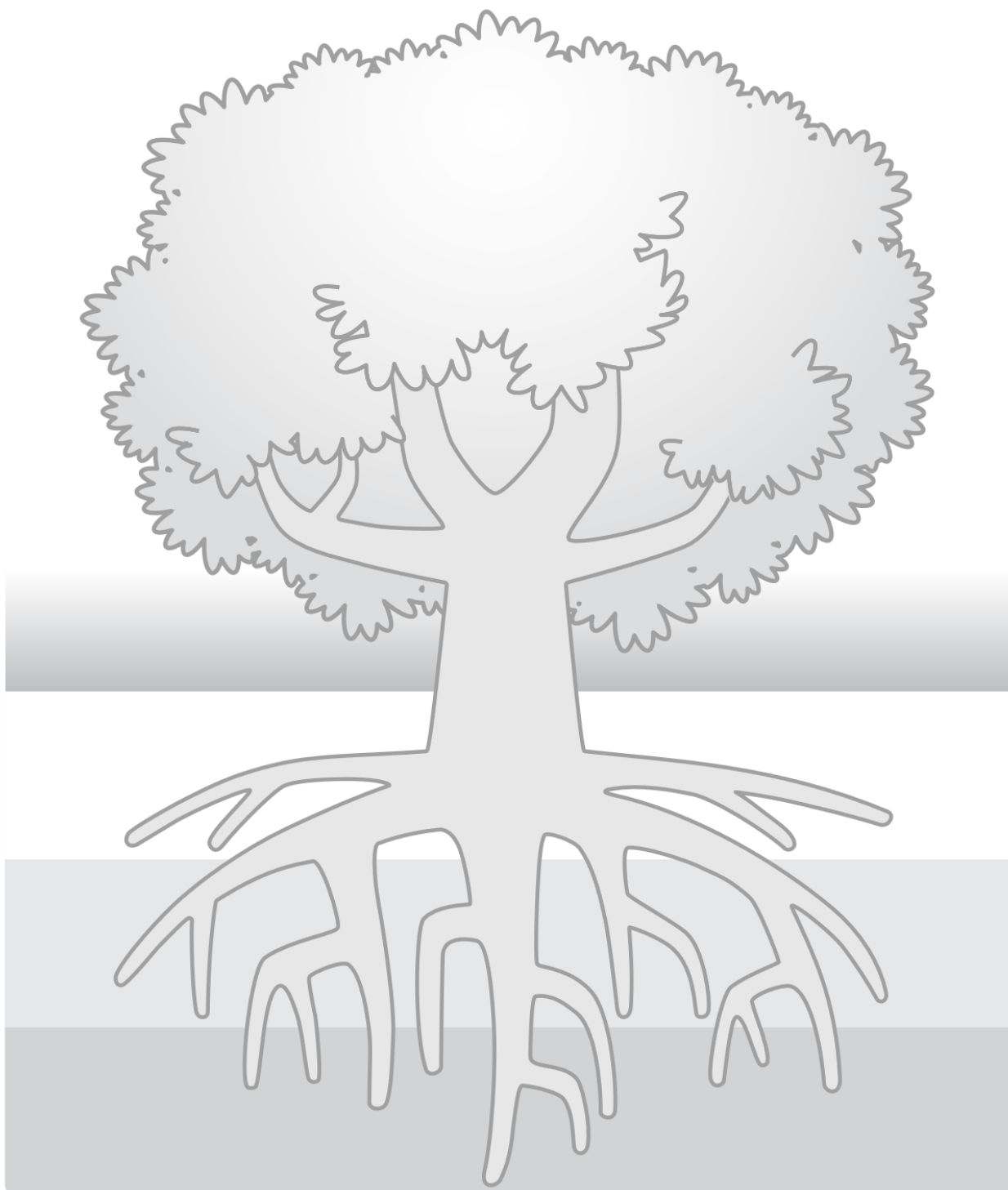
Engage with the Country Study [Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

Curriculum: Civics and Citizenship Year 10: ACHCK091, ACHCK093, ACHCK094, Geography Year 8: ACHGK044, Year 9: ACHGK063 Year 10: ACHGK076, ACHGK077, ACHGK078, ACHGK079, ACHGK081.

Problems/Solutions Tree

Use this as a Problems or as a Solutions tree to explore any social justice issue.

- Write the issue on the tree trunk
- Write causes on the roots and effects on the branches
- Use deeper layers of roots for deeper causes, eg. for poverty, a shallow root might be labelled 'unemployment' deeper root might be labelled 'lack of access to education' and a still deeper root, 'international debt repaym



Source of concept: CAFOC

JUDGE: A Catholic worldview

Shirley, Philippines, Week One

 **Not all of us can do great things. But we can do small things, with great love.** 

Saint Teresa of Calcutta

Reflection questions:

- How does this quotation relate to Shirley's story?
- What could be considered a “great” thing and a “small thing”.
- What does “great love” mean?
- What can you do to show great love this Lent?

ACT

How might you raise awareness in response to what you read and thought about in Shirley's story?

What are you compelled to do? It might be a personal, group or community action. Write your thoughts and plan below.

Shirley, Philippines

RELIGIOUS EDUCATION THEMES

Year 7 & 8: Initiation and belonging: Indigenous minorities in the Philippines are often made to feel as though they do not belong. What were the impediments to a person or group being equal participants in the larger society?

Locate two scripture references that illustrate belonging.

Year 9 & 10: Catholic Social Teachings/ Human Dignity: Watch '[CST in 3 minutes](#)' animation or Read the CST definitions on page 2. Identify one CST principle and explain how it is illustrated in Shirley's story.

How is this principle applied in your school?

How do you apply this principle in your own life?

PRAY

Complete this prayer with your own words:

God of all peoples. You have made us all the same, in your image. Empathy and connection protect us from discriminating and excluding each other.

LENTEN RITUALS: This week I/I will

Fasting:

Almsgiving:

TAKE AWAY AND SHARE

One thing that surprised/challenged or stood out for me in this story, that I will share with others:



Phany planting seedlings in a nursery at their home in Pursat District, Western Cambodia. Before joining the Caritas supported program her family only grew seasonal rice. Phany and her husband had to migrate to the city after each harvest to work in the exploitative construction industry, where they earn \$2.50 a day.

[Watch Phany's film](#) and view the [photo gallery](#).

Phany (par-nee), 27, lives in a village in western Cambodia. Struggling to earn a living as a rice farmer, her family experienced food scarcity and she was forced to leave her young daughter behind to take up construction work in the city. In Cambodia, where 1 in 8 people live below the poverty line*, the search for work can often separate families.

When Phany joined a Caritas program, gaining skills in productive farming and irrigation techniques, she transformed her life. Her community learned to work together for better water management, to combat climate related drought and maintain crops year-round. Now Phany is reunited with her daughter because she can make a living in her home village. She now has enough food and income to support her family and send her daughter to school.

Phany lives with her husband and their eight-year-old daughter in a village in Kandieng district in Cambodia's Pursat province. Every day she worked hard in her rice fields but in recent years, she noticed the weather was getting hotter and her crops were suffering.

The region experiences recurrent drought and water shortages, making it increasingly difficult to grow enough food or earn a living. The irrigation system in Phany's village was old and inefficient and didn't provide enough water for crops.

"We weren't earning much income, our meals lacked nutrition," Phany says. "We had no technical skills in vegetable and animal raising, I just farmed in the traditional way. We had debt with a high interest rate."

Over 70 percent of Cambodia's population live in rural

communities. Poor farming families are the most at risk of food insecurity, and 35 out of every 1000 babies die due to malnutrition**.

When Phany's daughter was two, Phany and her husband had to leave her with family in the village to find construction work in Cambodia's capital city, Phnom Penh. For five years, Phany worked long hours, carrying heavy lime and bricks. Conditions were dangerous, wages were low, and she was often paid late. But it was the only way she could provide for her daughter.

"I missed my child, I had never separated from her before. She stayed with her grandmother who was also sick," Phany says, crying. "I used to dream of staying at home raising chickens and growing vegetables."

In 2016, Phany joined the Peace and Sustainable Livelihoods program, run by Caritas Australia, in partnership with the Environment Protection and Development Organisation (EPDO). Phany learnt new farming techniques, such as a drip irrigation system, which enabled her to get a better yield from her rice crops, and to conserve water for drier periods. She also learnt how to grow vegetables and raise chickens and ducks, just like she'd dreamed. As well livelihood training, Phany's community took part in health, nutrition, hygiene and disaster preparedness training. This armed them with better strategies to cope with environmental changes.

Meet Phany, Cambodia. Week Two

"Climate change is a problem, but the community lacked knowledge and had no strategy to deal with it," says Phlong Sokly, EPDO's Program Coordinator. "The community now thinks more about water management and adaptation to the change of season... People work better together when they need to mobilise resources for the community's common good."

Now Phany grows a wider variety of crops all year-round and is more aware of market needs. As well as rice, she grows cucumber, cabbage, and eggplant, which is expensive and brings in a good income. The family is now able to afford a small house, they have enough food and clothes and can afford to send their daughter to school. Phany has become a role model for other farmers, and her whole community is benefitting.

"I am proud that I was a farmer who had no skills and now I can earn and improve my living, share my knowledge and also improve solidarity in the family and amongst our neighbours," Phany says. "I live better than before, I'm not as tired. I can earn and live in the village, I don't need to go to city to find job."

Around 4700 people have benefitted from the program so far, including nearly 1200 families.

Sokly says Phany is an inspiration to her community. "Phany is a hardworking farmer and even though she faces a lot of challenges, she still keeps moving and learning. She persists, she has transformed herself."

Phany has achieved a lot since she first joined the program and her future looks even brighter.

I hope I have enough money to afford my daughter's education, health treatment and to avoid being in debt," "For my family, I hope to own a plot of land to expand my vegetable and animal raising activity. For the community, I hope we have enough water for all year-round, to reduce migration to the cities, and that no one is trapped in debt. 🗨️
Phany

With your help, mothers like Phany can continue to uplift their communities, and provide food for their families. They can give the vital support that their children need as they embark on their education. Please donate generously today.

Sources: * [World Bank](#) ** [USAID](#)



Phany helps her daughter Phally with her homework in their home in Pursat District, Western Cambodia.

Meet Phany, Cambodia. Week Two

1. Read and discuss/write your responses:

- a) Identify the key challenges this community is facing.
- b) Explain how Caritas Australia and their partners in the Cambodia are empowering the Indigenous community to overcome some of these challenges.
- c) How has climate change impacted Phany's community?
- d) What have been the impacts of Phany's participation in the Caritas Australia supported program.
- e) What are two facts you learnt about poverty and injustice from Phany's story?
- f) Develop 2 questions you might ask to get a greater understanding of the challenges or the improvements in Phany's community.

2. Climate change is having an impact on Phany and her community's food security. Complete and challenge others in the ['Our Common Home Quiz' Kahoot](#).

3. Climate change debate. Topic: Climate change most affects those who already experience poverty. With a partner, debate this topic, but take the opposite view to your own. Use examples of Phany's story or other Caritas Australia program participants.

List your main arguments below:

4. Arable land and Rainfall

Explore the World Bank's data on arable land.
<http://is.gd/P5cylT>

Describe the link between rainfall and arable land in rural Cambodia.

Describe one other trend you notice in the data.

Meet Phany, Cambodia. Week Two

5. Irrigation:

Compare drip irrigation to one other system of irrigation. List three similarities and three differences.

Describe which is more appropriate for drought prone areas.

Our Caritas Cambodia partners explain drip irrigation, which is used by Phany and her community to increase their crops:

A drip system is a tool connected from water source/storage and bring the water to the field either from above the soil surface or buried below the surface. It sprays the water in a slow effective manner and reaches each plant's roots with the same volume of water in the same time.

There are a number of materials to set up the system such as: valve, drip tubing, pipes, cover plastic, tube punch, dripper and fitting.

Crops are planted between 3cm to 6cm from one another and each row is normally length between 12m to 15m (small size of farm between 300m² to 500m²).

Using a drip irrigation system can save on average 10 times the water consumption for the same size farm. Farmers water their crops 2 to 3 times day

for 5 to 10 minutes each time.

The drip system is really helpful for a number of reasons:

- Saves time and labour
- Saves water consumption and reduce weed/grass presence
- Assists with application and retention of fertilizer.

Design a drip irrigation system for your garden at school or even at home. Draw a rough sketch below.

6. Complete the Problem and Solution tree on (page 8). Select one issue that Phany and her community faced: e.g. urbanisation, climate change.

Curriculum: Health and PE Year 10: ACPPS098, Geography: Year 10: ACHGK076, ACHGK078,

Phany, Cambodia

Engage with the Country Study [Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

Predict life expectancy in Cambodia and Australia. Find out the correct answer. Does this surprise you? Why/Why not? What has changed? https://ourworldindata.org/life-expectancy	Prediction:	https://www.britannica.com/place/Cambodia https://dfat.gov.au/geo/cambodia/Pages/cambodia-country-brief.aspx	
	Actual:	What are the official languages?	
		What is the main religion?	
What is the population of Cambodia? What is the population of Australia? https://ourworldindata.org/world-population-growth	Cambodia: Australia	What system of government does the Cambodia have?	
What is the poverty rate in the Cambodia? https://data.worldbank.org/http://hdr.undp.org/en/data		In what region of the world is the Cambodia located? What direction is it from Australia?	
List three major factor/s affecting poverty and wellbeing (E.g. access to clean water, sanitation, education)		Describe the ways Australia is connected to Cambodia. E.g. trade that occurs between the two nations, services that are exchanged, immigration, etc.	
Summarise Caritas Australia's support to improve wellbeing. www.caritas.org.au/project/compassion		Select two relevant Sustainable Development Goals. Why did you select these? www.globalgoals.org	

JUDGE: A Catholic worldview

Phany, Cambodia Week two

 **The Earth will not continue to offer its harvest, except with faithful stewardship.** 

Pope John Paul II

Reflection questions:

- How does this quotation relate to Phany's story?
- What are the connotations of the term 'stewardship'. In what ways is this helpful and unhelpful in relation to caring for our common home.
- What "harvests" of the earth can you identify?

ACT

How might you raise awareness in response to what you read and thought about in Phany's story?

What are you compelled to do? It might be a personal, group or community action. Write your thoughts and plan below.

Phany, Cambodia, Week two

RELIGIOUS EDUCATION THEMESACTIVITY

Year 7 & 8: Initiation and belonging: Explain the importance of gender equality in countries such as Cambodia. Locate a scripture reference that refers to equality.

Year 9 & 10: Catholic Social Teachings/Human Dignity: Watch 'CST in 3 minutes' animation or read the CST definitions on page 2. Identify one CST principle and explain how it is illustrated in Phany's story. Locate two scripture references that help support this church teaching.

How can you apply this principle in your own life?

PRAY

Complete this prayer in your own words:

God of all the universe. Thank you for this life giving gift of creation.

LENTEN RITUALS: This week I/I will

Fasting:

Almsgiving:

TAKE AWAY AND SHARE

One thing that surprised/challenged or stood out for me in this story, that I will share with others:



[Watch Barry's film.](#)

We are One People.

"When the dust settles on our lives, all we get to keep and take with us is our dignity, our integrity and the love and respect we share with people."
Tom Powell, Founder, Red Dust Healing.

Father of four, Barry, embodies resilience and strength. Growing up in a tough environment, making mistakes and struggling as a young father, he had to look inside himself to make the right choices for himself and his family. Today, thanks to the Red Dust Healing program, he's a changed man – an inspirational father to his four girls and a leader in his community.

Barry, a Gamilaroi man originally from western NSW, remembers his early years as a time of enormous hardship. He didn't have a stable home or support network and was mostly brought up by his grandparents.

"My mother went through a tough period in her life. I sort of moved around a lot as a young boy," Barry says. "I had a lot of bad periods and I then lost my younger brother in a car accident."

He became a father in his late teens and was suddenly faced with responsibilities he wasn't ready for. He started drinking heavily, behaviour that he'd witnessed previously.

"I became an alcoholic from about 17 unknowingly, binge-drinking on weekends when I wasn't working," Barry says. "I was still holding onto some of that stuff of being abandoned, losing brothers and sisters, grief and loss. I was masking that all with alcohol, instead of dealing with it."

When his relationship broke down, he became a single father and for 15 years, he brought up three of his daughters on his own.

"I had to make some changes – not for me, but for my daughters," Barry said. "I just thought to myself, why keep doing this? That ripple effect will travel, it will flow on to my girls and my grandchildren."

The death rate of Indigenous Australians between 35 and 44 is up to four and a half times higher than that of the wider population*. Additionally, loss of culture, personal trauma, and the ongoing stresses of disadvantage, racism, and exclusion contribute to a heightened risk of mental health problems and substance misuse.

Thankfully, Barry and others like him, were able to take part in Red Dust Healing – a cultural healing program, which encourages participants to examine their own personal hurt and allows them to heal from within. This addresses family and personal relationships, and what may have been lifelong patterns of violence, abuse and neglect.

A 2018 evaluation of the program demonstrated that it improved participants ability to express deep seated emotions, to make better choices and consequently changes in their lives. The program increased skills to bring about conflict resolution in the family and community settings and that participants had a stronger sense of cultural and spiritual identity.

"I don't think I'd be where I am today without the program," said Barry. "It's taught me to deal with my problems and addictions. I can't change what I've lived through, I can just make myself a better person today."

Red Dust Healing has won numerous national awards in mental health and human rights, helping over 15,000 people like Barry across Australia. For Barry, it changed his life and helped him to recognise his hurt and anger stemming primarily from rejection and grief. It provided a safe space to talk and connect with others who've supported each other in their healing journey. The program has also helped Barry connect back with his culture, language and stories.

"It's a cultural healing program written from an indigenous perspective, but it is for everyone no matter what your background is," said Founder, Tom Powell. "It gives people tools to better

understand their lives and to deal with some of the hurt, and some of the rejection."

Today, Barry facilitates Red Dust Healing workshops and is a mental health professional at a regional hospital. By reconnecting with his culture and finding his purpose, he is now a role model for his daughters and others in his community.

Red Dust is basically everything to me. It empowers me, gives me tools for everyday problems and coping mechanisms. It has also had a positive ripple effect. With me changing, I can change my children's lives, and my grandchildren's and so on. Barry

"Thank you to those who support Caritas Australia and Red Dust Healing."

When you support Project Compassion you enable more people like Barry to access the life changing support that Red Dust Healing provides.

Sources: * Australian Institute of Health and Welfare 2015.



Tom holds a Red Dust Healing tools card near his home town of Narromine, Australia.

Meet Barry, Australia. Week Three

1. Read and discuss/write your responses:

- a) Identify the key challenges Barry and his community face?
- b) How did Barry's life improve?
- c) Explain how Caritas Australia and their partner Red Dust Healing supported Barry and other participants in this program.
- d) What have been the flow on effects for Barry's family and his community?
- e) What are two facts you learnt about poverty and injustice faced by First Australians from Barry's story?
- f) Why is mental health important for a cohesive and peaceful society?
- g) What are the historical impacts of colonisation on First Australians?

2. Dreaming Dot Paintings

Students create their own dot painting depicting an original story from their Dreaming. Students should feel free to have their own style rather than copying others.

In this photo below, Barry's daughter, Isabella, is painting her own version of the rainbow serpent Dreaming. The 6 figures represent mountains, this is Isabella's interpretation. The rainbow serpent is curling through these obstacles trying to get to the highest point getting away after swallowing these 2 individuals. When they opened the stomach of the rainbow serpent 2 rainbow parrots fly out.



Find out more about Aboriginal Dot Painting as an art form:

<https://www.creativespirits.info/aboriginalculture/arts/are-dot-paintings-traditional-aboriginal-art>

Curriculum: Visual Arts : Year 7 & 8 ACAVAM118, Year 9 & 10 ACAVAM125.

Meet Barry, Australia. Week Three

3. Personal Growth

In the Red Dust Healing program, Uncle Tom uses the image of tree to help people reflect on their lives. He works with people over a few days to reflect deeply on things that have happened in the past and how they can change their futures.

Use the symbol of a tree to think reflect on your own life. This isn't the same way that Uncle Tom uses the tree symbol, but the concept of a tree can be helpful to organise your thoughts. The tree is an important symbol in the Red Dust Healing program. Trees remind us about growth.

Draw a tree to help you think about your own gifts, talents and how the spirit works through you.

For example:

On the roots, draw/write things that are given to us to help us grow. These could be people (role models, people who inspire you), relationships, tools, qualities.

On the trunk draw/write something that you like about yourself and that makes you unique. For example 'I am a loyal friend.'

On the branches draw or write fruits - your talents and strengths.

Branches can also be related to the choices we make. Often we see saplings under a tree, and these could be like our little brothers and sisters. And like the tree, it's important for us to give back to others.

Consider that all the students in your class, make up a 'forest'. Humans, like trees in nature, are inter-related. Relationships with God, self, and others are important and need to be balanced to help us grow. How can we look after the individual trees in a forest when they need strengthening and support? How can we provide good nutrients for other people around us?

Think about current climate change phenomena, such as drought. For example, consider how the lack of water in a drought affects all trees in an area.

What affects the health of all the 'trees' in the 'class forest'. For example, what happens to the people in your class/community when there is a 'drought of kindness' on social media?

What happens when a tree receives too much sun and not enough water? What happens to people when they do not have balance in their lives, for example too much screen time and not enough time outside in nature?

Barry, Australia

Engage with the **Country Study Thinglink** and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

Predict life expectancy in the for First Australians. Find out the correct answer. Does this surprise you? Why/Why not https://www.aihw.gov.au/reports/life-expectancy-death/deaths/contents/life-expectancy	Prediction:
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JUDGE: A Catholic worldview

Meet Barry, Australia. Week Three

“When the dust settles on our lives, all we get to keep and take with us is our dignity, our integrity and the love and respect we share with people.”

Tom Powell, Founder, Red Dust Healing.

Reflection questions:

- How does this quote related to Barry’s story?
- How does this quote relate to your own life?
- What other texts (quotations, stories, songs, poems, films) come to mind?

ACT

How might you raise awareness in response to what you read and thought about in Barry’s story?

What are you compelled to do? It might be a personal, group or community action. Write your thoughts and plan below.

Meet Barry, Australia. Week Three

RELIGIOUS EDUCATION THEMES

Year 7 & 8: Initiation and belonging: Speculate on how discrimination and subsequent empowerment may have impacted on Barry's sense of identity.

Year 9 & 10: Catholic Social Teachings/ Human Dignity Watch '[CST in 3 minutes](#)' animation or read the Catholic Social Teaching definitions on page 2. Select one principle and explain how it is illustrated in Barry's story.

PRAY

Complete this prayer in your own words:

God of grace. Thank you for the strength and courage to grow in love.

LENTEN RITUALS: This week I/I will

Fasting:

Almsgiving:

TAKE AWAY AND SHARE

One thing that surprised/challenged or stood out for me in this story, that I will share with others:



Sakun next to her hand pedalised tricycle, and kiosk.

[Watch Sakun's film](#) and view the [photo gallery](#).

Sakun, 32, is a Gond indigenous woman living in a village in central east India. She developed polio as a child and has difficulty walking. Until now, she has been isolated in her community, unable to earn a living and with no knowledge of support schemes that could help her.

With Caritas Australia's help, she learnt how to access the disability support she's entitled to and has set up her own thriving business. Her income is growing, along with her confidence. Sakun now participates in village decision-making, her progress motivating other community members to reach for their goals.

Sakun lives with her sister in a rural area of Chhattisgarh, India's poorest state. Home to 26 million people, where 10 million experience poverty*.

Sakun belongs to the Gond tribal community, a historically disadvantaged group who experience higher poverty rates than the wider population of India. She had polio as a child and relies on crutches to move around. An estimated 80 million people in India are living with a disability, around 69% of them in rural areas**. Low literacy, few jobs and widespread social stigma mean they are among the most excluded people in India.

As an unmarried Gond woman with a disability, Sakun knew she had to find a way to look after herself.

"Being physically challenged, I was incapable of doing any kind of work. I felt disregarded in my community," Sakun said. "As well as this, I feel that discrimination, inequality and negligence of vulnerable people by the upper castes of society is the biggest challenge in India."

In 2018, Sakun joined a Caritas Australia-funded program, which is implemented by Caritas India and its local partner, Samarthan. The program aims to improve the incomes of vulnerable farmers and the most marginalised people in the community, including women and people living with disabilities. It also focuses on strengthening traditional village governance, to improve access to government entitlements.

Caritas India and Samarthan helped Sakun to access a custom-made tricycle, which has helped her get around so she is less isolated. She also undertook training in micro-business development. With a small grant, she set up a kiosk, selling food near the local school.

Now Sakun can move around more freely. She earns her own income and makes a small profit, which goes towards her family's basic needs. Sakun is also a vocal participant in village governance meetings, sharing her opinions as an equal.

Meet Sakun, India. Week Four

"I can move around my village, visit community members and talk to them, I feel happy and my social life and network has improved," said Sakun. "It has also given me the opportunity to keep in contact with other people living with disabilities which enabled me to express solidarity with them. Today I am given due respect in the village and community."

Community members have been inspired by Sakun's progress. They're seizing their own opportunities to build sustainable livelihoods and access their basic rights.

Rajesh Kumar Sahu, Program Manager of Caritas partner, Samarthan NGO says that Sakun is a great example for motivating others who are living with a disability.


"Before the program she was not recognised in the village," said Rajesh. "She did not have any identity in the community. She used to live an isolated life. Now she is self-reliant and not dependent on her family members."

Nearly 35,000 people have benefited from the program so far. Agricultural innovations, such as collective farming techniques and growing nutritional gardens are helping farmers to adapt to climate change and improving the overall health of the community. Many have increased their incomes by 15-20%.

Sakun's kiosk is always busy, as she sells to around 900 students. Sometimes she even has to recruit her cousin to help out.

"For the future, I am planning to extend the shop and to establish a permanent shop so that I don't need to carry all the items from my house," she said.

Sakun is proud of her newfound presence and voice in the village.

Getting this livelihood opportunity is a proud moment for me. I am grateful to all those who sacrifice and support the vulnerable and poor people like me.  **Sakun.**

Your support of Project Compassion will help us continue to uplift the most marginalised and vulnerable members of society in India.

Sources: * [World Bank](#) ** [World Bank](#)



Meet Sakun, India. Week Four

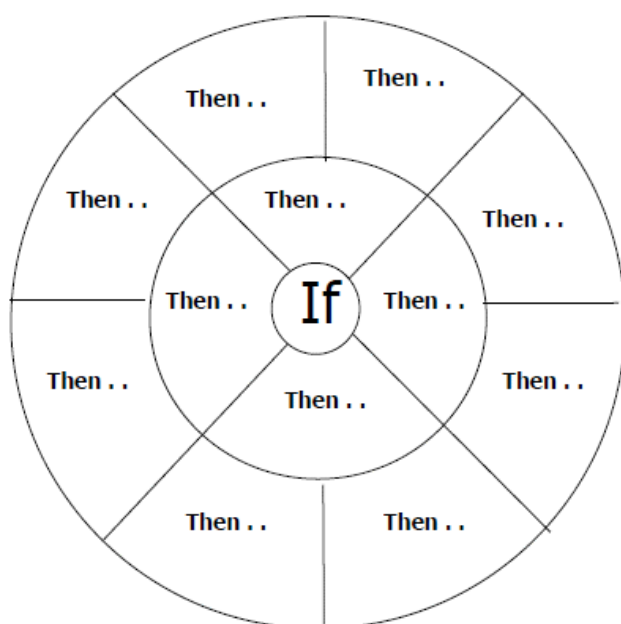
1. Read and discuss/write your responses:
 - a) Identify three of the challenges Sakun faced. How are these challenges related?
 - b) How did the challenges Sakun faced, impact her sense of dignity?
 - c) What made the biggest difference towards improving Sakun's life?
 - d) How did Caritas Australia and their partner in India contribute?
 - e) What are Sakun's dreams for the future?
 - f) Sakun said, *"It has also given me the opportunity to keep in contact with other people living with disabilities which enabled me to express solidarity with them."* Why do you think this is important?
 - g) What are two facts you learnt about poverty and injustice in India from Sakun's story?
2. Complete [Disability Inclusive Development Kahoot](#) with at least three other students. Or Walk as One Quiz.
3. **Disability Inclusive Development.** Think about accessibility in a rural town in India. Before Sakun was issued with the hand pedaled tricycle by the government, she would not have been able to participate so successfully in the Caritas Australia supported program. Why is it important for development programs to have a special focus on including people who live with disabilities? This is called Disability Inclusive Development.

Summarise the elements of Sakun's story and write a tweet to argue for an increase in the Australian Aid budget, towards programs that support people living with a disability. Write a tweet (280 characters) that you could send to @DFAT [Read more about the Department of Foreign Affairs and Trade \(DFAT\)'s approach.](#)
4. **How is Disability Inclusion prioritized in the Global Goals?** Read the information on the [United Nations webpage about disability](#). Summarise how each goal works towards inclusive development. Create a poster promoting inclusive development. Make links to Catholic Social Teaching principles.
Curriculum: Geography: Year 7ACHGK044, Year 10 ACHGK078, ACHEK051.
5. **Research and summarise the impacts of polio.** What goals were set to eradicate this disease? What progress has been made?
<https://www.who.int/features/factfiles/polio/en/>
<https://www.globalcitizen.org/en/content/india-a-five-years-polio-free/>
6. **TV Reporter.** Work with a partner. One of you is a reporter who interviews the other student acting as a Caritas Australia program coordinator. Use the information you have learned from Sakun's story and include why the Church is committed to justice for Indigenous Peoples. Include any other information you decide is important to communicate this story to others. Read Sakun's story, as well as this information on Caritas Australia's focus on Indigenous Peoples.

Sakun, India. Week Four

7. **Empowerment of women.** Sakun faced poverty and marginalisation due to her gender, marital status and physical ability. Complete the consequences web, using a statement about empowering women. Use the information about [Global Goal 5: 'Achieve gender equality and empower all women and girls'](#) to further understand the impact that empowering women has on the wider community.

Curriculum: Health & PE Year 7-8 ACPPS079



7. **Dahl.** Lentils are a staple food in India. Sakun would typically eat dahl for a meal.

Investigate why lentils are a staple food in India. Find out the nutritional value of the ingredients. The photo below shows Sakun's cooking environment. Note the firewood. Consider that someone in Sakun's family would need to collect firewood daily. How long do you think that would take?



Cook the dahl recipe below and time how long it takes. Share the dahl and Sakun's story with your family. Consider that people like Sakun would need to do this process every day, for their basic nutrition.

DAHL

1 cup yellow split pea dahl
One small onion
One clove garlic
One tomato
1 teaspoon turmeric
Salt to taste
Wash and clean dal several times until the water runs clear
Boil the dahl in three cups of water with the turmeric, Salt, tomato
Boil until dahl is soft
In a separate pan, fry the onions and garlic in some oil and when fragrant, add the whole mixture including the oil into the dahl and mix.

Eat with roti or rice.

Curriculum: Geography: Year 7 ACHGK044. Food nutrition.

Sakun, India

Engage with the information on the **Country Study** [Thinglink](#), and do your own research to help you learn about three Indigenous tribes, the Manide People, Gond Tribe and Barry's or your local First Australian peoples.

	Manide	Gond	Barry/local First Australian Peoples
Predict life expectancy in India and Australia. Find out the correct answer. Does this surprise you?			
What is the population of tribe and non-indigenous population?			
What is the poverty rate of the tribe and non-indigenous population?			
Summarise how Caritas Australia and their partners reduce poverty and improve wellbeing.			
Select a relevant Sustainable Development Goal and explain your choice			
Summarise one or two unique aspects of this indigenous group.			
Identify one key challenge faced by this indigenous group.			
Where is the indigenous group based? Include their location in relation to the capital city.			

Sakun, India. Week Four

 **We have all known the long loneliness, and we have found that the answer is community.** 

Dorothy Day

Reflection questions:

- What are the advantages of community?
- How can/does community alleviate loneliness?
- How does this quote relate to Sakun's community?
- How does this quote relate to your own life?

ACT

How might you raise awareness in response to what you read and thought about in Sakun's story?

What are you compelled to do? It might be a personal, group or community action. Write your thoughts and plan below.

Sakun, India. Week Four

RELIGIOUS EDUCATION THEMES

Year 7 and 8: Initiation and Belonging: What do you think were/are the factors that allow an individual or group to discriminate against others? How does knowing the factors inform your responses to the issue?

Year 9 and 10: Catholic Social Teachings/ Human Dignity:

Watch '[CST in 3 minutes](#)' animation or read the Catholic Social Teaching definitions on page 2.

How does your support of Project Compassion demonstrate preferential option for the poor?

Who do you express solidarity with on a daily basis? Why do you think this is the case?

PRAY

Complete this prayer in your own words:

God, you have given us each precious dignity.

LENTEN RITUALS: This week I/I will

Fasting:

Almsgiving:

TAKE AWAY AND SHARE

One thing that surprised/challenged or stood out for me in this story, that I will share with others:

Tawonga, Malawi. Week Five



Tawonga and her family in Malawi.

[Watch Tawonga's film](#) and view the [photo gallery](#).

Tawonga is a 10-year-old girl, living with a disability. She lives in a village in northern Malawi in a region that has faced food insecurity and poverty. For most of her life, her parents have struggled to put meals on the table. Tawonga often had to miss school because she was too sick from hunger. The family also faced discrimination in their community due to her disability.

Since participating in a Caritas Australia supported program, Tawonga's life has transformed. Her family now grows enough food to provide three meals a day, ending the struggle of malnutrition, and helping her thrive at school. The programs have also helped spread greater acceptance of her disability and with her community's support behind her, Tawonga has the confidence to pursue her dreams.

Tawonga lives in the Rumphi district of Malawi. She is the youngest of six children and was born with one weaker leg, so she walks with the aid of crutches. Her siblings used to push her three kilometres to school in a donated wheelchair.

Tawonga, whose name means 'thank you', says her community is blessed with many resources, like rivers, fertile soil and hills. However, with dry spells followed by floods, army worm infestations and crop failures, her parents struggled to make a living.

"If we harvest less maize, we do not have enough

food to last our family for the whole year," said Tawonga's father, Simon.

Although Malawi's food security has improved, in a country of 19 million people, 6 million still need food aid*.

The family cut back on their meals, sometimes going without food for four days and they were excluded from food distributions, as community members favoured more vocal and better-connected households.

"People living with disabilities were not regarded as important and they thought they did not deserve such things," Tawonga's mother, Agnes says. "We were considered as people who cannot contribute anything to the development of the community."

Tawonga was often sick due to hunger, a lack of safe drinking water and poor sanitation.

"Sometimes we had one meal per day. And when we are hungry, we do not attend classes," Tawonga says.

Her parents also found it difficult to afford school fees. Sadly, when she did make it to school, other students would insult her about her disability.

An estimated 2.4% of youth in Malawi are living with a disability, and around 90% of them are in rural areas**. School attendance is much lower for people living with a disability like Tawonga, mostly because schools aren't equipped to meet their needs.

Tawonga, Malawi. Week Five

In 2016, Tawonga's parents heard about the A+ program, run by Caritas Australia's partner, CADECOM (Catholic Development Commission in Malawi). They learnt irrigation farming and were given fertiliser and high-yield seeds. With these new techniques, their production of crops almost tripled.

As part of the program, the community also learnt how to better support people living with disabilities. Through the reduction of stigma and discrimination a new culture of acceptance and collaboration flourished. Tawonga's community banded together to develop a seed bank and dug boreholes to enable access to safe water at shorter distances. This led to a reduction in waterborne diseases.

Tawonga's parents are now able to harvest twice a year. Her mother joined the village savings and loans group and was able to start a small business, selling fish, rice and vegetables. Now they can eat three meals a day. They can also afford to send Tawonga to a school with a live-in campus and disability-friendly facilities, for a better education.

"Tawonga is a very positive person and very enthusiastic," says Anita Mahata, CADECOM's Project Director. "She is now able to interact with her friends and is now going to school daily."

Tawonga works hard and dreams of becoming a

nurse when she grows up, so she can help people in her community. Thanks to the program, she now feels like part of her community, which gives her the confidence to reach for her goals.

It gives me hope that I will finish my education. My community now understands that my living with a disability is not inability. Although I sometimes face discrimination, most of the community has realised my value as a person.

Tawonga

"I would like to thank the people of Australia for their support they provide to my community. Your support has brought a positive change in my family and community."

With your support of Project Compassion, this transformational program can continue to empower vulnerable women, men and children, and strengthen the communities around them.

* [Relief Web](#)

** [UNICEF 2013, International Institute for Environment and Development, The Conversation, WFP](#)



Tawonga in her family's vegetable garden.

Tawonga, Malawi. Week Five

1. Read and discuss/write your responses:

- a) Identify four key challenges Tawonga's community faced. How are they related?
- b) Explain how Caritas Australia and their partner in Malawi is supporting Tawonga and her family to overcome some of these challenges and become more resilient for the future.
- c) What changed in the practical sense? What changed in terms of community cohesion?
- d) What are two facts you learnt about poverty and injustice from Tawonga's story?

Curriculum: English ACELY1701, ACEY1703, ACEY1713

2. Food Crisis board game

Read [these slides](#) about the 2017 food crisis in the region where Tawonga lives. Learn more: Tawonga's story on slide 23

Based on this information about food crises, and Tawonga's story, create your own board game to educate others about the links between disability, food security and access to education. Use [this board game](#) as a model. Create your game layout in PowerPoint or Publisher.

Curriculum: Geography Year 9: Biomes and Food Security, Year 10: ACHCS102, Civics and Citizenship: Year 9 ACHCK079, ACHCK091

3. The impact of Hunger

Can you remember a time you have been hungry or thirsty for a long time?

*What physical symptoms did you experience?
What emotional effects did hunger have on you?*

How long did you have to wait before you could eat again?

What impacts did hunger have on your life?

EXPLORE this interactive graphic 'What hunger does to children'. <http://food.caritas.org/what-hunger-does-to-children/>

Hover with your mouse over the stomach, brain and throat tags to compare your answers. What are three impacts of hunger you didn't know before? What questions do you have?

Curriculum: Health and PE Food and Nutrition

4. Food Aid- Ready to Use Therapeutic Food (RUTF)

This is a peanut paste that is often distributed to severely malnourished children. The ingredients are usually a combination of a protein, carbohydrate, lipid and vitamins and minerals. For example: peanut paste, vegetable oil, powdered milk, powdered sugar, vitamins, minerals. It does not need to be refrigerated and has a shelf life of approximately two years.

What do you notice about the design of this food item in relation to:

- *the packaging*
- *the ingredients*
- *the shelf life.*

What do you wonder about RUTF and how it helps child nutrition?

Curriculum: Design and Technologies Year 9 & 10: ACTDEK045



Photo Credit: Trocaire (Caritas Ireland)

Tawonga, Malawi

Engage with the Country Study [Thinglink](#) and do some of your own research to find out the information below. Suggestions for reliable sources are included on the Thinglink and below.

Predict life expectancy in Malawi and Australia. Find out the correct answer. Does this surprise you? Why/Why not What has changed? https://ourworldindata.org/life-expectancy	Prediction:	https://www.britannica.com/place/Malawi https://dfat.gov.au/geo/malawi/Pages/malawi.aspx	
	Actual:	What are the official languages?	
		What is the main religion?	
What is the population of Malawi? What is the population of Australia? https://ourworldindata.org/world-population-growth	Malawi: Australia	What system of government does the Malawi have?	
What is the poverty rate in the Malawi? https://data.worldbank.org/ http://hdr.undp.org/en/data		In what region of the world is the Malawi located? What direction is it from Australia?	
List three major factor/s affecting poverty and wellbeing (E.g. access to clean water, sanitation, education)		Describe the ways Australia is connected to Malawi? E.g. what trade occurs between the two nations, what services are exchanged, immigration, etc.	
Summarise Caritas Australia's support to improve wellbeing www.caritas.org.au/project-compassion		Select two relevant Sustainable Development Goals. Why did you select these? www.globalgoals.org	

Tawonga, Malawi. Week Five

“No single person is more valuable than another, especially when it comes to those with disabilities.”

Pope Francis

Reflection questions:

- How does this quote relate to Tawonga's story?
- How does this quote help us to understand this year's theme "Go Further Together?" In what way does inclusiveness promote the common good?

ACT

How might you raise awareness in response to what you read and thought about in Tawonga's story?

What are you compelled to do? It might be a personal, group or community action. Write your thoughts and plan below.

Tawonga, Malawi. Week Five

RELIGIOUS EDUCATION THEMES

Year 7 & 8: Initiation and belonging: Imagine you are Tawonga. Write a diary entry explaining how the events in her life have impacted her sense of belonging in her community.

Year 9 & 10: Catholic Social Teachings/ Human Dignity: Watch '[CST in 3 minutes](#)' animation or read the Catholic Social Teaching definitions on page 2. Discuss the ways in which Tawonga and her family have been discriminated against and how this defies the principle of Human Dignity as a Catholic Social Teaching.

How is the principle of Human Dignity upheld in your school?

How do you uphold the principle in your own life?

PRAY

Complete this prayer with your own words:

God of creation. Thank you for the gift of creation, that nourishes our bodies and is our common home.

LENTEN RITUALS: This week I/I will

Fasting:

Almsgiving:

TAKE AWAY AND SHARE

One thing that surprised/challenged or stood out for me in this story, that I will share with others:



Dominic and his family in Papua New Guinea.

Dominic, 47 is a former teacher and father of six from Papua New Guinea. In 2016, he became involved with the Caritas Australia's Safe House and Family Anonymous programs and turned a difficult life and an unhappy relationship around.

Now a community trainer, he works with other men to help them to change their behaviour and build more harmonious family lives.

Dominic lives in Madang province on the north coast of mainland Papua New Guinea with his wife and four of his children. His other two children live on the campus of their high school. The costs are high, and Dominic struggles to afford their expenses.

He faced enormous challenges getting an education himself. Unable to afford his diploma in primary teaching, he quit his studies to go to Port Moresby to work. Unable to find a job, had to find other ways to raise money to continue his education. He became a primary school teacher, then with further study, a high school teacher.

Domestic violence, drug and alcohol abuse and limited employment opportunities mean that many in PNG struggle to meet their basic family needs. Forty percent of its population

live below the poverty line*.

Gender inequality is also a huge issue, with around 67% of women experiencing gender-based violence**.

"Dominic was a violent man and most times used verbal and physical abuse in the presence of his children," says Sister Thecla, Centre of Hope's Director.

In 2016, Caritas Australia and its PNG partner, Centre of Hope, invited Dominic to join its Safe House program. It provides gender-based violence prevention training, counselling services and safe accommodation for women and children survivors of violence. It also provides support for income-generating projects and life skills for young people.

Dominic and his wife, Christophylda, also took part in the "Family Anonymous" program which helps people to tell their stories confidentially, supporting them to transform their behaviour. It also helps women and families to open savings accounts, to fund income-generating projects. They can then support their children with school fees and other basic needs. Over 20,000 people have benefited from these programs so far.

Dominic and Christophylida say that their relationship has been transformed – and their family life is now harmonious, happy and safe.

After entering the Caritas program, I have actually changed some of my bad attitudes. It has really opened my mind and heart to see where my weaknesses are and trying to improve. 
Dominic.

“It has made our relationship closer, with greater respect for one another,” Christophylida says. “Good family, sharing and caring attitudes and respect for each family member and in the community.”

Dominic undertook training as a Safe House community volunteer because he wanted to help other people like him. He soon became a valuable member of the support network.

“Having people talking from their experience of violent backgrounds into becoming a changed person is worth more than person talking from theoretical knowledge,” Sister Thecla says. “This can challenge other men to believe in changes or to admit their own situation and work towards change.”

Dominic’s male advocacy and training work brings in a good income, helping him to afford his children’s schools fees – as well as increasing tolerance and unity amongst different ethnic groups.

“I would like to thank people of Australia for your tremendous support. Without your assistance the Safe House program would not reach out to the poor and marginalized of our communities to help minimize social issues affecting families and communities.” Sister Thecla says.

“But Safe House is a long-term project and its services are slowly spreading, we hope you will continue your support in the future.”

When you support Project Compassion, you are working towards the common good in Papua New Guinea, by enabling the Safe House project to bring greater harmony to families.

*[World Bank 2019](#) ** [UNICEF](#) and [Human Rights Watch 2016](#)



Now a community trainer, Dominic works with other men to help them to change their behaviour and build more harmonious family lives.

Dominic, Papua New Guinea. Week Six

1. Read and discuss/write your responses:

- a) Identify the key challenges Dominic's community faces.
- b) Explain how Caritas Australia and their partners in the Papua New Guinea are supporting families to overcome some of these challenges.
- c) What skills did Dominic learn through the Safe House program?
- d) How has Dominic's participation in the Caritas Australia supported program impacted the community?
- e) What are two facts you learnt about poverty and injustice in Papua New Guinea?

2. Spread the Message

Create a series of posters with messages that support gender equality and protection of women's rights.

Make links to how gender based violence affects poverty rates.

Include what you have learnt from Dominic's story, and use information from the Global Goals website.

<https://www.globalgoals.org/5-gender-equality>

List your messages below and then use Canva to create your posters.

Curriculum: Health and PE: Year 7 & 8 ACPPS073, Year 9 & 10 ACPPS096.

3. Complete the Problem and Solution tree

(page 8). Select one issue that Dominic and his community face: e.g. poverty, lack of access to education.

Curriculum: Health and PE Year 10: ACPPS098, Geography: Year 10: ACHGK076, ACHGK078.

Curriculum: English ACELY1701, ACEY1703, ACEY1713

Dominic, Papa New Guinea

Engage with the Country Study [Thinglink](#) and do some of your own research to find the information below. Suggestions for reliable sources are included on the Thinglink and below.

<p>Predict life expectancy in Papua New Guinea and Australia. Find out the correct answer. Does this surprise you? Why/Why not?</p> <p>What has changed? https://ourworldindata.org/life-expectancy</p>	Prediction:	https://www.britannica.com/place/Papua-New-Guinea https://dfat.gov.au/geo/papua-new-guinea/Pages/papua-new-guinea.aspx	
	Actual:	What are the official languages?	
		What is the main religion?	
<p>What is the population of Papua New Guinea? What is the population of Australia? https://ourworldindata.org/world-population-growth</p>	<p>PNG:</p> <p>Australia</p>	What system of government does the Papua New Guinea have?	
<p>What is the poverty rate in Papua New Guinea? https://data.worldbank.org/http://hdr.undp.org/en/data</p>		<p>In what region of the world is Papua New Guinea located?</p> <p>What direction is it from Australia?</p>	
<p>List three major factor/s affecting poverty and wellbeing (E.g. access to clean water, sanitation, education)</p>		Describe the ways Australia is connected to Papua New Guinea ? E.g. what trade occurs between the two nations, what services are exchanged, immigration, etc.	
<p>Summarise Caritas Australia's support to improve wellbeing www.caritas.org.au/project/compassion</p>			

JUDGE: A Catholic worldview

Dominic, Papua New Guinea. Week Six

66 In our families we learn to recognise the dignity of all.

Pope Francis

Reflection questions:

- How does recognizing the dignity of all people help to build a peaceful world?
- How does this quote relate to Dominic's story?
- How does this quote relate to your own life?

ACT

How might you raise awareness in response to what you read and thought about in Dominic's story?

What are you compelled to do? It might be a personal, group or community action. Write your thoughts and plan below.

Dominic, Papua New Guinea. Week Six

RELIGIOUS EDUCATION THEMES

Year 7 & 8: Initiation and belonging: Explain how the Safe House Program run by Centre of Hope assists individuals like Dominic to feel a sense of belonging.

Year 9 & 10: Catholic Social Teachings/ Human Dignity. Watch '[CST in 3 minutes](#)' animation or read the Catholic Social Teaching principle definitions on page 2. Explain how two Catholic Social Teachings are applied by Centre of Hope in creating programs that assist individuals like Dominic.

How do you demonstrate these principle in your own life?

PRAY:

Complete this prayer with your own words:

God of life, you have made each of us in your own image.

LENTEN RITUALS: This week I/I will

Fasting:

Almsgiving:

TAKE AWAY AND SHARE

One thing that surprised/challenged or stood out for me in this story, that I will share with others: