PROJECT COMPASSION

GO FURTHER TOGETHER

Secondary School Catechist Handbook

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PROJECT COMPASSION GO FURTHER TOGETHER

Caritas AUSTRALIA

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

Indigenous and non-Indigenous children in the Philippines

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.

Tavonga, Malawi

Sakun, India

SUBSIDIARITY

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

PARTICIPATION

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

Phany, Cambodia

Dominic, Papua New Guinea

THE COMMON GOOD

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

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

PROJECT COMPASSION
GO FURTHER TOGETHER

Caritas AUSTRALIA

Catechism Lesson Plan

Welcome to Project Compassion 2020 "Go Further Together"

This resource has been developed to be used by Catechists working with Secondary aged children during Project Compassion (PC). This resource is a hard copy of the information from the accompanying PowerPoint presentation to assist Catechists when planning their lessons.

There is a suggested lesson structure below. Please use this and the timings as a guide only.

This lesson is split into five sections:

Part One: We Gather (4 mins)

Gather students and discuss their knowledge of Lent and Project Compassion (PC).

Part Two: We Listen and Learn (6 mins)

Explain that you will be looking at the life of someone who worked hard in their community to create a more just future.

Share with the students one or two of the PC feature stories either using the video links or the slides at the end of the accompanying PowerPoint presentation. The slides are a condensed version of the stories.

Part Three: We Reflect and Connect (8 mins)

Lead the students in a discussion about the story they just watched/heard. What connections can they make with their own life? There are questions provided for each story reflecting on the story, the reflection quotation chosen for the story and Catholic Social Teaching (CST) Principles. A quick reference guide to CST is included in this guide.

Part Four: We Respond (7 mins)

Complete the Action Planner Reflection Worksheets, taking a moment to reflect upon what students have heard and learned.

Part Five: We Pray and Go Forth (5 mins)

Gather the students and ask them to share their individual prayer intentions for Lent and PC these may be verbal or written. Written prayers may be placed into the PC box.

Please note:

The additional information and discussion questions can be found in the 'Notes' section of the slides in the accompanying PowerPoint.

Optional slides for each of the PC stories are included at the end of the PowerPoint, that you may wish to cut and paste into your own presentation should you choose not to show the films.

Printable posters are included at the end of this document for your use if you are unable to present this lesson with an interactive whiteboard.

PROJECT COMPASSION GO FURTHER TOGETHER
Caritas AUSTRALIA

Background Information

PROJECT COMPASSION 2020

Each year Project Compassion brings together thousands of Australians in schools, parishes and the community to stand in solidarity with the world's most vulnerable communities, to help end poverty, promote justice and uphold dignity. By beginning to understand the issues of injustice and by witnessing the positive changes in the lives of people experiencing poverty, students can develop a deepening empathy and lifelong solidarity with people all around the world. The notions of our interconnectedness as one human family are embedded throughout the content and suggested learning tasks.

We have designed the content to encourage students to learn, pray, reflect and act, echoing the Cardijn method of 'See, Judge, Act'. The information, stories and questions encourage a deeper exploration of global social justice issues, providing students the opportunity to 'see' the issue. The Catholic Social Teaching focus provides students with a framework to 'judge'. As students reflect on their learning, responding to the stories and issues of social justice, they practise planning personal and collective responses and can start to see how their local action can have a global impact.

The work to end extreme poverty is far from over and many challenges remain. Access to an education, basic health care, electricity, safe water and other critical services remains elusive for many people and is often determined by socioeconomic status, gender, ethnicity and geography.

WHAT IS POVERTY?

"Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Various social groups bear disproportionate burden of poverty."

Sustainable Development Goals, United Nations Goal 1

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 the writings of the Pope and other Catholic leaders about social issues. CST reflects the signs of the times through scripture. Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.

DIGNITY OF THE HUMAN PERSON

Every human being is created in the image and likeness of God and therefore has inherent dignity. No human being should have their dignity or freedom compromised. The dignity of every person, independent of ethnicity, creed, gender, sexuality, age or ability, is the foundation of CST.

How it guides our work: Poverty, hunger, oppression and injustice make it impossible to live a life commensurate with this dignity. All our programs are people-centred with empowerment at their heart. People are never treated as commodities nor as mere recipients of aid.

THE COMMON GOOD

Every person should have sufficient access to the goods and resources of society so that they can completely and easily live fulfilling lives. The rights of the individual to personal possessions and community resources must be balanced with the needs of the disadvantaged and dispossessed. The common good is reached when we work together to improve the wellbeing of people in our society and the wider world.

How it guides our work: Priority is given to development programs which involve collaboration with all relevant sectors of the community to promote the common good. It will also involve coordination of resources, planning and action across agencies and organisations.

SUBSIDIARITY AND PARTICIPATION

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.

How it guides our work: Caritas Australia works with local communities to support, promote and develop their capacity in decision-making so they can better respond to their own needs.

SOLIDARITY

Everyone belongs to one human family, regardless of their national, religious, ethnic, economic, political and ideological differences. Everyone has an obligation to promote the rights and development of all peoples across communities, nations, and the world, irrespective of national boundaries.

We are called by the principle of solidarity to take the parable of the Good Samaritan to heart (Luke 10:29-37), and to express this understanding in how we live and interact with others.

How it guides our work: Caritas Australia expresses solidarity by reaching out to those who are most marginalised. We are committed to long-term engagement and sustainability.

PREFERENTIAL OPTION FOR THE POOR

Caring for the poor is everyone's responsibility. Preferential care should be shown to poor and vulnerable people, whose needs and rights are given special attention in God's eyes.

Jesus taught that God asks each of us what we are doing to help the poor and needy: "Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me" (Matthew 25:40).

How it guides our work: Reaching the poorest and most marginalised people often requires greater effort in discovering where they are to be found. This sometimes means additional resources of time and money.

CARE FOR OUR COMMON HOME

We must all respect, care for and share the resources of the earth, which are vital for the common good of people. Care for animals and the environment is a common and universal duty, and ecological problems call for a change of mentality and the adoption of new lifestyles.

How it guides our work: Our development programs are attentive to environmental concerns and seek to promote care for the earth and its resources.

ECONOMIC JUSTICE

Economic life is not meant solely for profit, but rather in service of the entire human community. Everyone capable should be involved in economic activity and should be able to draw from work, the means for providing for themselves and their family.

How it guides our work: Caritas Australia's programs focus on the development of the whole person and increasing the wellbeing of communities.

PRAYER

God of all peoples and nations,

As you accompany us on
our Lenten journey,

May our fasting strengthen our
commitment to live in solidarity,

Our almsgiving be an act of justice,

And our prayers anchor us
in love and compassion.

Awaken our hearts and minds that
we may be one human family

As we all go further together.

We ask this in Jesus' name,

Amen

PROJECT COMPASSION

GO FURTHER TOGETHER

Caritas AUSTRALIA

End poverty
Promote justice
Uphold dignity

LENT.CARITAS.ORG.AU

Lent, Project Compassion and Theme

LENT

Ash Wednesday marks the beginning of Lent, the 40 day journey to the most important time in the Church's calendar – Easter. Throughout this Lenten season, we remember our humanness, our weakness, our mortality. Project Compassion, Caritas Australia's annual fundraising and awareness raising campaign coincides with Lent.

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

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 linked us to the poor, who could seldom afford meat for their meals.

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 drinks, 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.

INTRODUCING THE PC BOX AND THEME:

(Show Project Compassion Box if you have one).

Introduce the theme by telling the students:

Project Compassion provides us with an opportunity to learn about life in different countries through the personal stories of people who have participated in Caritas Australia supported programs. By beginning to understand the issues of injustice and by witnessing the positive changes in the lives of people experiencing poverty, we can develop a deepening empathy and lifelong solidarity with people all around the world.

Our actions, our learning and the work of the church through Caritas Australia is an extension of our faith. We believe in the "two feet of justice", as to move forward as one human family we need both: social justice actions to address root causes of structural poverty, and charitable works that meet the immediate and basic needs of individuals. Through your generous support of Caritas Australia you are empowering young people to build a just future for themselves, their families and their communities. For the past 56 years, Caritas Australia has worked together with our neighbours in Australia and around the world to combat poverty, promote justice and uphold human dignity.

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.

DISCUSSION QUESTIONS

Why is justice important?

What does "going further together" mean to you?

How might you show you are going further together this Lent?

Have you seen this box or a similar one before? Where

What social justice issues do you know about?

Meet Shirley, Philippines, Week One

Shirley with members of her Manide community outside their Tribal Hall in Camarines Norte, Philippines. Photo credit: Richard Wainwright

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 has been able to transform her life. 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.

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.

Shirley joined a Caritas-supported program, and she 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 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.

Meet Shirley, Philippines Week one

CLICK HERE TO VIEW SHIRLEY'S SHORT FILM.

Slide 7

SEE

1. What are the key challenges Shirley and her community are facing?
2. What changed in Shirley's life to make it better?
3. Explain how Caritas Australia and their partner in the Philippines are empowering the indigenous community to overcome some of these challenges.
4. What impact has Shirley as a health care worker had on the community?
5. What have been other impacts of Shirley's participation in the Caritas Australia supported program?
6. What are two facts you learnt about poverty and injustice from Shirley's story?
7. What impact would discrimination have on education, employment and healthcare?
8. Why is access to health services a basic human right?

JUDGE

> "Not all of us can do great things. But we can do small things, with great love."
> Saint Teresa of Calcutta

1. What are some of the things that you wish to see changed in the world?
2. What are some small things that you can do this Lent that will make a difference in someone's life?
3. How do you think this quote relates to Shirley's story?

Catholic Social Teaching principles

1. Identify one CST principle and explain how it is illustrated in Shirley's story.
2. How is Shirley's community an example of working towards the common good?

ACT

1. How might you raise awareness in response to what you read and thought about in Shirley's story?
2. What are you compelled to do?
3. Share one thing with others throughout the week that surprised/challenged or stood out for you in this story.
4. Complete your action plan for the week.

Meet Phany, Cambodia, Week Two

Phany planting seedlings in a nursery at their home in Pursat District, Western Cambodia. Before joining her family only grew seasonal rice and with her husband had to migrate after each harvest to the cities to work in the exploitative construction industry and earnt $2.50 a day. Photo credit: Richard Wainwright

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, her life was transformed. 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. The region experiences recurrent drought and water shortages, making it increasingly difficult to grow enough food or earn a living.

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. This 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 Upholding Community Dignity Together program, where she learnt new farming techniques, which enabled her to get a better yield from her vegetable crops and to conserve water for drier periods. She learnt how to grow vegetables and raise chickens and ducks. Phany's community also took part in training in health, nutrition, hygiene and disaster preparedness, arming them with better strategies to cope with environmental changes.

Now Phany grows a wider variety of crops all year-round. Phany has become a role model for other farmers, and her whole community is benefitting.

"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. Let's Go Further, Together.

Sources: * World Bank

Meet Phany, Cambodia, Week Two

CLICK HERE TO VIEW PHANY'S SHORT FILM.

Slide 12

SEE

1. Identify the key challenges this community is facing.
2. Explain how Caritas Australia and their partners in the Cambodia are empowering the community to overcome some of these challenges.
3. How has climate change impacted Phany's (pronounced par-nee) community?
4. What environmental challenges have Phany and her family had to face and overcome?
5. What were the drawbacks of moving to Phnom Penh for Phany?
6. What has been the greatest change in Phany's life since participating in the Caritas program?
7. How has Phany's training benefited others?
8. What are two facts you learnt about poverty and injustice from Phany's story?
9. What are some similarities you share with Phany?
10. What do you think are some of the water managing techniques that might be employed in Cambodia?

JUDGE

> "The earth will not continue to offer its harvest, except with faithful stewardship."
> Pope Francis

1. How does this quotation relate to Phany's story?
2. What are the connotations of the term "stewardship"? In what ways is this helpful and unhelpful in relation to caring for our common home?
3. What "harvests" of the earth can you identify?
4. Do you think Phany's community are beginning to understand the idea of faithful stewardship?

Catholic Social Teaching Principles

1. Identify one CST principle and explain how it is illustrated in Phany's story.
2. How can you apply this principle in your own life?
3. How does your support of Project Compassion show that you believe we are to care for our common home as protectors of creation and of one another?

ACT

1. What could you do to ensure that you are caring for our common home?
2. How might you raise awareness in response to what you read and thought about in Phany's story?
3. What are you compelled to do to ensure the earth still offers its harvest?
4. Complete your action planner for the week.

Meet Barry, Australia, Week Three

Barry standing next to his sacred tree in a forest near Bateman's Bay, Australia. The symbology of trees forma large part of Red Dust Healing tools. Photo credit: Richard Wainwright

"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.

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

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."

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.

"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."

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

When you support Project Compassion, you are enabling more people like Barry access the life changing support that Red Dust Healing provides. Let's Go Further, Together.

Meet Barry, Australia, Week Three

CLICK HERE TO VIEW BARRY'S SHORT FILM.

Slide 17

SEE

1. Identify the key challenges Barry and his community face?
2. How did Barry's life improve?
3. Explain how Caritas Australia and their partner Red Dust Healing supported Barry and other participants in this program.
4. What have been the "flow on" effects for Barry's family and his community?
5. Barry said " I can't change what I've lived through, I can just make myself a better person today." In what ways was he able to make himself a better person? How can you make yourself a better person?
6. What are two facts you learnt about poverty and injustice faced by First Australians from Barry's story?
7. Why is mental health important for a cohesive and peaceful society?
8. The Red Dust Healing Program focuses closely on relationships, what do you believe is crucial for strong, healthy relationships?
9. How can Indigenous and non-Indigenous Australians work together for harmonious relationships?

JUDGE

> **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**

1. What are you thoughts on this quotation?
2. What do you think is at the heart of it?
3. How does this quotation relate to your own life?
4. What other texts (quotations, stories, songs, poems, films) come to mind?

Catholic Social Teaching principles

1. Identify one CST principle and explain how it is illustrated in Barry's story.
2. Subsidiarity is about every person's right to participate in decisions that affect their lives. Has this CST been demonstrated in Barry's story? Explain your response.

ACT

1. How might you raise awareness in response to what you read and thought about in Barry's story?
2. How can you mend relationships this Lent?
3. Share something from Barry's story with family or friends this week and discuss what you thought.
4. Complete your action planner for the week.

Meet Sakun, India, Week Four

Sakun's kiosk is always busy, as she sells to around 900 students. Sometimes she even has to recruit her cousin to help out. In future, she'd like to set up a permanent shop so she doesn't have to transport her items from home to her kiosk every day. Photo Credit: Patrick Hansda

Sakun, 32, is a Gond indigenous woman living in a village in central north 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 to which she's entitled 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.

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.

> **"I can move around my village, visit community members and talk to them, I feel happy and my social life and network has improved. 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."**
>
> **Sakun**

Your support of Project Compassion uplifts the most marginalised and vulnerable members of society. A brighter future for women, men and their families can start today. Let's Go Further, Together.

Sources: * World Bank

Meet Sakun, India, Week Four

CLICK HERE TO VIEW SUKAN'S SHORT FILM.

Slide 23

SEE

1. Identify three of the challenges Sakun faced. How are these challenges related?
2. What impact did the challenges Sakun faced, have on her dignity?
3. Which historical factor has also played a part in Sakun's life?
4. What made the biggest difference towards improving Sakun's life?
5. How did Caritas Australia and their partner in India contribute?
6. What are Sakun's dreams for the future? How can/do you relate to these?
7. What are two facts you learnt about poverty and injustice in India from Sakun's story?
8. 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?
9. Who do you express solidarity with on a daily basis? Why do you think this is the case?

JUDGE

> **"We have all known the long loneliness and we have found the answer is community."**
> **Dorothy Day**

1. Why do you think Caritas chose this quote for Sakun's story?
2. How does this quotation relate to your own life?
3. What are the advantages of community?
4. How can/does community alleviate loneliness?

Catholic Social Teaching principles

1. Identify one CST principle and explain how it is illustrated in Sakun's story.
2. How has Sakun demonstrated the CST of participation?
3. How does your support of Project Compassion demonstrate preferential option for the poor?

ACT

1. How might you raise awareness in response to what you read and thought about in Sakun's story?
2. Participate in some events/awareness raising activities this Lent that help to build community.
3. Complete your action planner for the week

Meet Tawonga, Malawi, Week five

For most of her life, Tawonga's 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. With Caritas Australia's help, her family now grows enough food for three meals a day, helping her thrive at school. The programs also helped spread greater acceptance of her disability and Tawonga has the confidence to pursue her dreams. Photo Credit: Pilirani Chimombo

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 natural resources; 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.

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

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 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**

With your support, this transformational program can continue to empower vulnerable women, men and children, and strengthen the communities around them. Let's Go Further, Together.

Meet Tawonga, Malawi, Week five

CLICK HERE TO VIEW TAWONGA'S SHORT FILM.

Slide 28

SEE

1. Identify the key challenges Tawonga's community is facing.
2. 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.
3. What have been the impacts of Tawonga's participation in the Caritas Australia supported program?
4. What are two facts you learnt about poverty and injustice from Tawonga's story?
5. 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?
6. How long did you have to wait before you could eat again?
7. What impacts did hunger have on your life?
8. What are Tawonga's hopes for the future?
9. Identify three similarities in Tawonga's life and your own life.

JUDGE

> "No single person is more valuable than another, especially when it comes to those with disabilities."
> Pope Francis

1. How does this quotation relate to Tawonga's story?
2. How does this quotation help us to understand this year's theme "Go Further Together?" In what way does inclusiveness promote the common good?
3. How does this quotation challenge our thinking?

Catholic Social Teaching principles

1. Identify one CST principle and explain how it is illustrated in Tawonga's story.
2. How do you demonstrate this principle in your own life?
3. How does Tawonga's story reflect the principle of solidarity?

ACT

1. How might you raise awareness in response to what you read and thought about in Tawonga's story?
2. Identify a way you can stand in solidarity with others this Lent and then take action.
3. Take action to alleviate the hunger of one person this Lent.
4. Complete your action planner for the week.

Meet Dominic, Papa New Guinea, Week six

Dominic is a former teacher and father of six from Madang province, Papua New Guinea. He lives with his wife and four of his children. His other two children live on the campus of their high school. His own life has been difficult and the costs of schooling are high and Dominic struggles to afford their expenses. He became involved with the Caritas Australia's Safe House and Family Anonymous programs and his family life is now happy and safe. Working as a community trainer, he helps other men to change their behaviour and build more harmonious family lives. Photo Credit: Autu Autu

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, Dominic 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**.

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 Christophylda 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**

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.

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.

Your support of Project Compassion helps continue the Safe House project to bring greater harmony to families in Papua New Guinea. Let's Go Further, Together.

Sources: *World Bank 2019 ** UNICEF and Human Rights Watch 2016

Meet Dominic, Papua New Guinea, Week six

CLICK HERE TO VIEW DOMINIC'S SHORT FILM.

Slide 33

SEE

1. Identify the key challenges Dominic's community faces.
2. Explain how Caritas Australia and their partners in the Papua New Guinea is supporting families to overcome some of these challenges.
3. Identify some of the key challenges that Dominic himself had to overcome to achieve his education?
4. What skills did Dominic learn through the Safe House program?
5. How has Dominic applied these skills to his community?
6. How has Dominic's participation in the Caritas Australia supported program impacted the community.?
7. What are two facts you learnt about poverty and injustice in Papua New Guinea?
8. What was the catalyst for change in Dominic's life? What personal beliefs do you think he had to recognise in order to change?

JUDGE

> "In our families we learn to recognise the dignity of all."
> Pope Francis

1. How does recognizing the dignity of all people help to build a peaceful world?
2. How does this quotation relate to your own life?
3. In what ways did Dominic recognise dignity within his own family?

Catholic Social Teaching Principles

1. Identify one CST principle and explain how it is illustrated in Dominic's story.
2. How do you demonstrate this principle in your own life?
3. How has the work that Dominic and Christophylda done in their own family, helped promote the CST of the common good?

ACT

- How might you raise awareness in response to what you read and thought about in Dominic's story?
- How can you contribute to Caritas Australia's work for the remainder of Lent?
- Complete your action planner for the week.

Go Further Together – Action Planner

Lent is a special time when we stop and think about the changes we can make in our lives, to be God's love and mercy in our world, ensuring all people have a just future. Take a moment to reflect upon what you have learned and fill in the reflection guide below. Feel free to write, sketch, draw or express your ideas in a personal way.

SEE What is going on around you? What is happening and why? Who has the power?
JUDGE How do you feel? What do you think should happen? What does your faith say?
ACT What can we do to bridge the gap between the reality and the ideal?
What stops you from taking action for change? How can you overcome this? What skills do you need? What approaches have already been taken to tackle the issue? What groups are currently working on this? What action can you take? Use our Action Planner and commit to change.

'See Judge Act Structure' by Cardinal Joseph Cardjin.

PROJECT COMPASSION GO FURTHER TOGETHER
Caritas AUSTRALIA

Go Further Together - Action Planner

Choose an issue to focus on and commit to take action. Here's an example: Issue: Climate Change. Personal action: Walk to school. Family action: Convert to green power. Local action: Organise with neighbours a community garden. National action: Join a local climate change action group. Global action: Raise awareness about the impacts of climate change.

What issue are you focusing on?

I commit to these actions for change:

Personal

Family

Local

National

Global

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Fundraising for Social Justice

The theme for Project Compassion 2020 is Go

Further Together.

Caritas Australia invites you to participate in the service of charity, working to support communities to support themselves in spite of every challenge, and to thrive in this union of love and compassion.

Caritas Australia believes that fundraising should be FUN! It's also an opportunity to raise awareness about important issues, and a chance for the community to take part in a social justice action.

Everyone who contributes is empowered and able to stand in solidarity, with the communities we serve and those who benefit from our actions. Let's all – Go Further Together

HOW YOU CAN BE A PART OF PROJECT COMPASSION 2020

FOLLOW THESE FOUR STEPS FROM CHARITY TO JUSTICE

STEP 1 Act charitably

Give money: this helps meet immediate needs, and is vital. But taking the next steps can do more,

helping prevent poverty and injustice even before they begin impacting on vulnerable communities.

Suggested action: Collect funds using your Project Compassion donation box. Funds collected go to

long-term integral human development programs and emergency relief programs.

STEP 2 Raise awareness

Help others understand the issues that people experiencing extreme poverty face– no food, no water, no land, no secure future. Help others understand how donations empower communities with hope and help those in great need to shape a better future for themselves, their families and their communities. Lives change when we all give 100%.

Suggested actions: Show one of the Project Compassion films, display printed materials around your community, school or parish and include notices in your local bulletin or newsletter.

- Create your Project Compassion Fundraising page at lent.caritas.org.au, share your pages on social media.

- Learn about countries using the Project Compassion resources available online at

caritas.org.au/projectcompassion

Follow Caritas Australia on social media and share our posts with your friends and networks.

Learn about the countries using the Caritas Australia classroom resources available online.

STEP 3 Act in solidarity

Actions like walking a long way – in solidarity with those who walk a long way daily to collect water, or those fleeing conflict zones to safety, promotes empathy and understanding. When you walk in the shoes of the world's most vulnerable, you start to understand, with compassion, the injustices these communities face.

Suggested action: "Walk a kilometre in their shoes" by trying some of the solidarity actions such as the Water Challenge.

STEP 4 Act for social justice

Take social justice actions to create lasting change, and address underlying issues. These actions could focus on participation, stewardship, peace, sustainability, inclusion and justice. As well as taking action, take some time to reflect on your action for justice.

Suggested action: Take action for social justice by supporting climate justice. Many of our partners are experiencing the harsh impacts of climate change.

Find out how you can make a difference and take action for climate justice:

https://www.caritas.org.au/welcome/climate-action

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WEEK 1: PHILIPPINES

Shirley

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WEEK 4: INDIA

Sakun

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WEEK 6: PAPUA NEW GUINEA

Dominic

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