



Jesuit Mission Planner Year 10

Called To Action/ Cura Personalis

Every stranger who knocks at our door is an opportunity for an encounter with Jesus Christ, who identifies with the welcomed and rejected strangers of every age.

Matthew 25:35-43



St Ignatius' Spiritual Renewal, places emphasis on the heart and generosity, the offering of oneself to God and His work.

The following unit of work is linked to Ignatian Spirituality, Jesuit Global Identities, Catholic Social Teachings, the 17 Global Goals and the Religious Education curriculum.

The overall unit utilises the Ignatius Pedagogical Paradigm-(IPP)

The Ignatian pedagogical paradigm is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola. It takes a holistic view of the world.

The three main elements are **Experience, Reflection, and Action.**

Background Information:

Catholic Social Teaching (CST) originates from a combination of Scripture, Tradition, and the Church's ongoing engagement with social issues throughout history. It finds its roots in the Old and New Testaments, particularly the Gospels and the writings of the Apostles. Over time, the Church has developed CST through papal encyclicals, conciliar documents, and the reflections of theologians and other thinkers.

- **Scripture:**

CST draws heavily from biblical teachings, especially the prophetic tradition in the Old Testament and the life and teachings of Jesus in the New Testament. The concept of the "preferential option for the poor," for instance, is rooted in biblical themes of justice and compassion for the marginalized.

- **Tradition:**

The Church's interpretation and application of Scripture, passed down through centuries of teaching and practice, forms a crucial part of CST. This includes the writings of the Church Fathers and the teachings of later theologians.

- **Engagement with Social Issues:**

As the Church has encountered different social challenges throughout history, it has developed CST to address those issues. A key example is Pope Leo XIII's 1891 encyclical *Rerum Novarum*, which addressed the social problems arising from the Industrial Revolution.

- **Papal Encyclicals and Documents:**

Modern CST is significantly shaped by papal encyclicals and other Church documents that address contemporary social issues. These documents provide guidance on topics like human dignity, the common good, solidarity, and the preferential option for the poor.

- **Reflection and Experience:**

CST is not just a set of abstract principles; it's also informed by the Church's lived experience and ongoing reflection on social realities. This includes the experiences of individuals and communities facing social challenges, as well as the insights of theologians and other thinkers.

The Ten Global Jesuit Identifiers

The ten Global Jesuit Identifiers are characteristics that define and guide Jesuit schools and institutions worldwide. These identifiers commit educational works to: 1) being Catholic and offering in-depth faith formation, 2) creating a safe and healthy environment for all, 3) educating on global citizenship, 4) the care of all creation, 5) promoting justice, 6) being accessible for all, 7) educating on interculturality, 8) being a global network at the service of the mission, 9) promoting human excellence, and 10) fostering life-long learning.

St Ignatius was Catholic.

Catholic schools support Catholic organisations.

Jesuit schools are Catholic and support Jesuit organisations.

Jesuit Mission are Catholic first and follow the Jesuit charism.



Jesuit schools are Catholic and prioritise supporting Jesuit organisations. Jesuit Mission are a Catholic organisation who follow the Jesuit charism.

The principal activities of Jesuit Mission Australia Limited are to raise funds for the purpose of international relief and development. As a ministry of the Society of Jesus in Australia, Jesuit Mission Australia Limited draws on the richness and depth of the Ignatian spirituality which guides and shapes how to engage with each other, how to respond to the needs of our world and how to reflect and learn from experiences. Jesuit Mission Australia Limited partners with Jesuits and other companions overseas to empower women, men and children living on the frontiers to liberate themselves from poverty and injustice through participation in programs that build skills, capacity and resilience to live full and free lives. These programs directly or indirectly benefit the most marginalised and vulnerable communities. Funds are raised by engaging with individuals and communities who are part of the Jesuit family. This includes Jesuit supporters, volunteers, schools, parishes, and other Jesuit networks across Australia.

Unit title:	Jesuit Mission Cura Personalis	Duration:	
Level:	Yr 10	Start date:	

Big Ideas: What is the overall understanding that you want the students to achieve?	Learning outcomes Develop empathy for the people Jesuit Mission support and learn of the many global projects. Create an ethical awareness campaign to support Jesuit Mission.
Key Concepts: What are the specific areas you will be investigating in order to achieve your Big Idea?	What is Jesuit Mission and how does it serve others. How can I become involved?

Key Competencies: Highlight and add those that will be focused on and assessed within this unit.	<ul style="list-style-type: none"> • Relationships and diversity • Managing self-modify behaviours • Participating and contributing • Collaboration • Active listening • Communication • Teamwork • Planning & organising • Problem solving • Conflict resolution • Identify emotions Organisational Strategies: <ul style="list-style-type: none"> • Brainstorming • Discussion • Mind map
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	<ul style="list-style-type: none"> • Fact/opinion chart • Venn diagram • SWOT analysis • Four W questions <p>Critical and Creative Thinking:</p> <ul style="list-style-type: none"> • Interpreting • Analysing • Evaluating • Explaining • Sequencing • Reasoning • Metacognition • Comparing • Questioning • Inferring • Designing • Hypothesising • Appraising • Testing • Creating • Generalising • Reflecting • Generating ideas <p>Thinking Routines:</p> <ul style="list-style-type: none"> • Circle of viewpoints • See, think, wonder • Compass points • Think, pair, share • Creative questions • Circles of action • Values identities and actions <p>Intercultural Capabilities:</p>
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	<ul style="list-style-type: none"> • Culture, Identity and Belonging • Cultural Diversity <p>Ethical Capabilities:</p> <ul style="list-style-type: none"> • Understanding ethical concepts and perspectives • Decision-making and actions
School Value Links:	<p>"Just as the social mission of the Church is central to the practice of Christian witness and discipleship, so the core dimensions of social teaching – justice, mercy and love – are integral to Catholic education.</p> <p>They must not be treated as tangential or optional, but as a core element of educational and catechetical programs and formative experiences."</p> <p>Sydney Catholic Schools Catholic Social Teaching: A framework for faith in action, 2012</p>

Host Curriculum Area:	Religious Education:
	<p>Economics and Business</p> <p>C9HE10K05</p> <p>processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs</p>

<p>Learning Outcomes:</p>	<p>By the end of this unit the students will...</p> <p>Understand that Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love to the most vulnerable people around the globe.</p> <p>Jesuit Schools provide student immersions to global Jesuit Mission projects.</p> <p>Jesuit Mission rely on donations from the Australian public and those connected to the Jesuit network.</p> <p>Explore best practice in fundraising campaigns and create a fundraising initiative for Jesuit Mission.</p>
<p>Unit Overview:</p>	<p>Theme:</p> <p>Students learn how Jesuit Mission Australia follow in Ignatius of Loyola's footsteps and respond with love and financial support to Jesuits around the world who run projects to support those in need. Students learn of the opportunities where they can continue the Jesuit pathway in the latter years of school and beyond. Students research successful fundraising campaigns and design their own brief aimed at fundraising for Jesuit Mission.</p>

<p>Religious Education</p>	<p>Religious Education:</p> <p>Catholic Social Teachings: C.S.T.</p> <ul style="list-style-type: none"> • The Bible teaches us to look out and care for the most vulnerable people. • The C.S.T are about trying to create a fairer and just world for all. <p>Highlight those that will be focused on within this unit.</p>
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**Prayer and Scripture
opportunities:**

Jesuit Mission scriptural
inspiration

'I came so that they might
have life and have it more
abundantly' John 10:10

Prayer of Generosity
Examen

These principles are not isolated but rather interconnected, forming a comprehensive vision for social justice and human flourishing. The Bible teaches us to look out and care for the most vulnerable people. It is about trying to create a fairer and just world for all.

1. Human Dignity:

This principle asserts that every person, regardless of background, is created in the image of God and possesses inherent worth and dignity. This means respecting the life and well-being of all individuals from conception to natural death.

2. The Common Good: The common good refers to the sum of social conditions that allow individuals and communities to reach their full potential. It requires a commitment to justice, peace, and the well-being of all, especially the most vulnerable.

3. Solidarity: Solidarity emphasizes the interconnectedness of humanity and the need to work together for the betterment of all. It calls for a commitment to justice and peace, recognizing our shared responsibility for one another.

4. Subsidiarity: This principle suggests that decisions should be made at the most local level possible, empowering individuals and communities to address their own needs. Higher levels of authority should only intervene when necessary.

5. Preferential Option for the Poor: This principle highlights the Church's special concern for the poor and marginalized. It calls for policies and actions that prioritize the needs of those who are most vulnerable and excluded.

6. Stewardship of Creation: Catholics are called to be responsible stewards of God's creation, recognizing

	<p>that the natural world is a gift to be protected and cared for. This includes promoting environmental sustainability and addressing issues like climate change.</p> <p>7. Participation: Everyone has a right and responsibility to participate in society, contributing to the common good and working for the betterment of their communities.</p> <p>8. Rights and Responsibilities: Individuals have fundamental rights that must be respected, but these rights also come with corresponding responsibilities towards others and society as a whole. Global Goals: 1-6</p>
	<p>Jesuit Global Identifiers:</p> <p>#3 Global Citizenship</p> <p>#6 Accessible for all.</p> <p>#8 Global Network</p> <p>#9 Human Excellence</p>



Engaging the Students

Learning Intention:

Understand the work of Jesuit Mission and the projects they support.

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Introduce Jesuit Mission through the PowerPoint

1. Students **learn of** some individual **case studies**. **Insert case study stories into the PowerPoint.**
2. if available deepen an understanding by **listening to the students** who have been on **immersions** to overseas Jesuit Mission programs.
 - a. What questions do you have for the students?
3. If available listen to a **guest speaker** with Jesuit Mission connections. (Contact J.M. for support.) Hear of the opportunities available through organisations such as the Cardoner Project, Jesuit Social Services Jesuit Refugee Services.
4. After learning about the work of Jesuit Mission, students participate in an examen



Examen

- Invite God's presence and be truly present without distraction.
- Reflect on our daily lives and give thanks for both the big and small blessings, and for the way God has been present.
- Pay attention to your emotions, both positive and negative. What has moved you in exploring the work of the Jesuits and the vulnerable people living with challenges caused through poverty? How have you been moved.
- Select a particular story or moment and reflect on it further, asking yourself what God might be revealing to you through it.
- Consider how you might collaborate with God's plan in the coming days, or into the future, asking for guidance and strength.
- Conclude with the Prayer of Generosity.

Prayer of Generosity.

*Lord, teach me to be generous,
to serve you as you deserve,
to give and not to count the cost,
to fight and not to heed the wounds,
to toil and not to seek for rest,
to labor and not to look for any reward,
save that of knowing that I do your holy will.*

Cura Personalis Year 10

TASK

Research the features that make a fundraising campaign successful.

Design a fundraising campaign for Jesuit Mission, utilising your findings and creativity.

Present your digital pitch to a panel of judges.

STEP 1 The Problem

- Jesuit Mission Australia does amazing work globally to alleviate challenges for those living with poverty. The organisation is not government funded and relies on generosity from Australian supporters.
- Jesuit Mission Australia requires approximately 6 million AUD to operate each year, depending on specific projects

Challenges:

- A lack of awareness of who Jesuit Mission are and what they do.
- A lack of awareness of where the people are located that Jesuit Mission serve?
- There is confusion between the different Jesuit ministries in Australia i.e. Jesuit Social Services, Jesuit Refugee Services and Jesuit Mission.
- The demographic of those on the J.M. data base are aged above 60 years of age. How can J.M. connect with a younger demographic and strengthen the relationship and the donation pipeline?

The Brief:

- Research 10 of the most successful fundraisers held e.g. The Big Shave (originally used by Bluey Day-police & emergency services), The Big Freeze, Fun Runs e.g. Connor's Run, Biggest Morning Tea, Unicef's Change for Good, Red Nose Day, Movember, Daffodil Day, Live Aid etc.

What do they have that made them successful?

- Record as many different strategies you observe. Is it creativity, teamwork, a unique method over traditional method? Appeal to a specific target audience? Clever technology? Taking action physically? Displaying outwardly that you are part of the campaign? Making connections with a famous identity? The cause itself?
- Create a table (see example below) and name and categorise 10 popular fundraising campaigns and observe how many strategies they used.
- Explain why you believe they were successful.

Name & Cause	Years	Strategies	Target Appeal	Possible reasons for success
The Big Freeze – MND	2015 – ongoing	Used known identities linked to popular sport Merchandise Media Coverage Physical		

Summarise the key elements you will aim to include in your campaign and state the reasons for selecting these.

Create a Plan:

The Problem.

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Target Audience:

Your target audience is to focus on a younger demographic than the over



60s, however, your campaign can of course appeal to everyone. You may specifically choose a school-age focus or a broader range to hit a wider market. (Consider who has access to a disposable income and can afford to donate \$ after commitments are met. Will you go for a little from a lot or a lot from a little? How much of your campaign will include raising awareness?)

Individually and then as a group of 2-4, share as many different ideas as possible for a fundraising campaign for J.M. Don't hold back! All ideas are worth considering.

You may benefit from completing an ***Options Explosion thinking routine***. Purpose: What kind of thinking does this routine encourage? This routine fosters creative thinking. It helps explore "hidden" options in a decision-making situation. Often people don't make good decisions because they miss the hidden options. It is also relevant to understanding. It helps in building an understanding of decision-making situations even when you are not the real decision maker.

https://pz.harvard.edu/sites/default/files/Options%20Explosion_0.pdf

Revisit the strategies used by other successful campaigns and highlight your group's best 5 ideas. Discuss reasons you believe that one of your groups' ideas might work. Note the strategies it will include.

Make a list of the strategies and the key information to be included in your J.M. fundraising campaign.

Discuss with your group and make a draft of your ideas. Think about the pros and cons.

What is needed? Is it going to appeal to the target group? How can we build on our ideas?

Is it original? What and who would need to approve the fundraiser?

Outline the campaign in a digital format of your choosing e.g. slideshow, video, website. This should be equivalent to a minimum of 250 words. Include images and/or diagrams.



- Include the **target audience**, why you have selected them and how your campaign will engage them.
- Include the **strategies** you will use and reasons for choosing them.
- List the **challenges** you envisage and how you hope to address them.
- Are there **costs** involved?
- What are your **goals**, including how many you hope to involve and the financial outcome for the campaign.
- Each group will **present their fundraising campaign pitch to a panel of judges**
- The campaigns will be judged on originality and creativity, clear flow of ideas, well-developed and detailed plan, appeal to the targeted audience and likelihood of success.
- The overall winners will be uploaded onto the Jesuit Mission website as suggested fundraising ideas for all Australian Jesuit schools. This will help all Jesuit related Australian schools in building the chain of fundraising to support Jesuit Mission's ongoing projects

GOOD LUCK