

Jesuit Mission Planner

Years 3 and 4

Fairness: Creating a Just World for all

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.**

If every human being possesses an inalienable dignity, if all people are my brothers and sisters, and if the world truly belongs to everyone then it matters little whether my neighbour was born in my country or elsewhere.

Pope Francis, Fratelli Tutti n 125

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.

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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
10. fostering life-long learning.

St Ignatius was Catholic. Catholic schools support Catholic organisations. 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:	Fairness: creating a just world for all.	Duration:	
Levels:	Yrs 3 & 4	Term and Starting date:	
Learning Area:	Religious Education	Team Members:	

<p>Big Idea:</p> <p>What is the overall understanding that you want the students to achieve?</p>	<ul style="list-style-type: none"> Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love, and help support people get their basic needs
<p>Learning intentions:</p> 	<ul style="list-style-type: none"> Understand that the world's resources are not shared evenly and not everyone has what they need such as education, clean water, sanitation, food and shelter. Understand that water is a universal need and yet access to water varies around the world. Explore how Jesuit Mission address Global Goal 6- Clean Water and Sanitation
Key Concepts:	

What are the specific areas you will be investigating in order to achieve your Big Idea?

- Jesuit Mission work to provide access to clean water for many people in the world.

Key Competencies:

Highlight and add those that will be focused on and assessed within this unit.



Organisational Strategies:

- Brainstorming
- Discussion
- Mind map
- Fact/opinion chart
- Venn diagram
- SWOT analysis
- Four W questions

Thinking Routines:

- Circle of viewpoints
- See, think, wonder

Personal & Social capabilities

- Practise the skills required to include others and make friends with peers, teachers and other adults (**Social awareness & management**)
Name and practise basic skills required to work collaboratively with peers (**Social awareness & management**)
- Relating to others
- Managing self
- Participating and contributing
- Collaborative Learning
- Communication
- Teamwork
- Planning & organising
- Problem solving

Critical and Creative Thinking:

- Interpreting
- Analysing
- Evaluating
- Explaining
- Sequencing
- Reasoning
- Comparing

- Compass points
- Think, pair, share
- Creative questions
- Circles of action

Values identities and actions



- Questioning
- Inferring
- Designing
- Hypothesising
- Appraising
- Testing
- Creating
- Generalising
- Reflecting
- Generating ideas

“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. They must not be treated as tangential or optional, but as a core element of educational and catechetical programs and formative experiences.”

Sydney Catholic Schools Catholic Social Teaching: A framework for faith in action, 2012

Host Curriculum Area:



Religious Education:

Catholic Social Teachings: C.S.T.

- 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.

Highlight those that will be focused on within this unit.

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 that the natural world is a gift to be protected and cared for. This includes promoting environmental sustainability and addressing issues like climate change.
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>Learning Outcomes:</p>	<p>By the end of this unit the students will...</p> <ul style="list-style-type: none"> • understand that many people do not have access to their basic needs • be motivated to create change to strive for a fairer world • understand the work that Jesuit Mission do to alleviate poverty and provide access to daily needs for many people around the world
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<p>Supporting curriculum areas:</p>	<p>Humanities: Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</p> <p>Geography: The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)</p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</p>
<p>Unit Overview:</p>	<p>Theme: Fairness- Creating a just world for all</p> <ul style="list-style-type: none"> • Learn that not everyone has their basic needs met such as access to education, clean water, sanitation, food and shelter. • Students learn that the world's resources are not evenly distributed and over 2 billion people globally face challenges due to lacking access to water. • Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love by providing support to people to receive their basic needs

	<p>such as access to clean water. (Global Goal 6- Clean Water and Sanitation)</p> <ul style="list-style-type: none"> Students focus on the importance of access to water and the Jesuit Mission water projects in Timor Leste and Vietnam.
<p>Prayer and Scripture opportunities:</p> <p>Spiritual Exercise: Every Gift Flows Like Water</p> <p>https://www.youtube.com/watch?v=7N0osuH2-vo&t=119s</p>	
<p>Jesuit Mission Project links:</p> <p>Water Project Vietnam Clean Water and Sanitation Project Timor Leste https://jesuitmission.org.au/our-impact/</p>	<p>Jesuit Global Identifiers:</p> <ol style="list-style-type: none"> 1. Global Citizenship 2. Care of Creation 3. Justice 4. Accessible for All 5. Global Network 6. Human Excellence <p>Global Goal</p> <p>Clean Water and Sanitation.</p>
<p>Engaging the Students:</p>	<p>This activity is a powerful and tangible way of demonstrating the uneven distribution of world resources. It stimulates great discussion at the completion, and helps students develop empathy and understanding.</p> <ol style="list-style-type: none"> 1. Divide the class into groups to design a small art piece to be judged at the completion of the activity. (This could be

	<p>themed around e.g. Easter/Conservation etc.) Explain that the teacher/s will not be able to help in any way, so the rules are that students are not to approach teachers to discuss anything during the activity.</p> <ol style="list-style-type: none"> 2. Place the groups at workstations around the room in front of an unevenly distributed number of resources. Give them time to plan their art piece and then a set time to complete it. 3. Observe as some groups ask to share resources from another group, complain about the unfair distribution, and others get on with the task with their limited resources. 4. Hold a discussion at the completion of the task asking how members of each group felt about the task. Some will raise the unfair distribution and the disadvantage they had. 5. Record the words used by the students on the whiteboard, e.g. frustrated, jealous, hurt, angry. 6. Ask the students if they can think of any similar situations in our world where wealth and resources are unevenly distributed, and people are disadvantaged. <p>Explain that this is what it is like this for many people around the world.</p> <p>Access to Water</p> <p>Write the following amounts on the whiteboard:</p> <p>1 thousand, 100 thousand, (the amount of people who fill the MCG stadium)? 1 million or 2 billion?</p>
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	<p>Ask children to consider all 4 options and ask students to raise their hands to guess how many people around the world they think don't have access to clean water.</p> <p>1 thousand, 100 thousand, (the amount of people who fill the MCG stadium)? 1 million or 2 billion?</p> <p>Write the following question on the board.</p> <p>Why do 2 billion people worldwide not have ready access to clean water? Give the children a minute to think silently, pair and discuss with the person next to you and share ideas with the class.</p> <ul style="list-style-type: none"> • Ask children to close their eyes and recall the number of times in a day that they use water accessed from water piped into their homes or school. Now imagine if that water access were cut off. • Share with a partner what it would be like. • Share ideas with the class. <p>Access to Education</p> <ol style="list-style-type: none"> 1. Next, pose the question, and ask students to list the benefits we get from going to school? 2. Students work in a group and present this as a mind map, considering the impact if we couldn't go to school. <p>UNESCO reports that 250 million children and youth worldwide are currently out of school.</p> <p>58 million primary aged children are not in school.</p> <p>https://ourworldindata.org/children-not-in-school</p> <p>Imagine life without access to water or access to learning to read and write.</p>
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	<p>Those living with poverty don't have access to all of their basic needs.</p> <p>Pose questions such as how do you think these people living with poverty feel? What challenges would they face?</p>
<p>Experience and Exploration:</p>	<p>Have students list all the uses of water in their homes, industry and school e.g. farming, washing, showering, bathing, cooking, drinking, cleaning, toilets, watering plants, cars, swimming pools etc.</p> <p>You might like to have the students participate in a 'Popcorn' activity. This is where the students are all seated and given a minute to think of their ideas in silence.</p> <p>They then are invited to pop-up and individually share their idea and quickly sit again. This continues throughout the room until several students have contributed, and all the ideas are exhausted.</p> <p>A little like the kernels of popcorn popping in a pan and petering out. (If you haven't done this activity before, you may like to practise with a different topic such as 'hobbies' or 'sports' to acquaint students with the game. Have a recorder write ideas on the board as you play.</p> <ol style="list-style-type: none"> 1. Students create a mind map displaying the impact of living without water in either our homes or school. You might like to divide the class into two. 2. Show the images (Zach to insert) of children walking to collect water. Ask children to create 4 questions about the picture beginning with 4 of the following- Why, What, Who, How, When, or Where.

3. Read the story

(<https://jesuitmission.org.au/program/water-project/>)

about the children carrying the water buckets. Does the story answer the students' 4 questions?

Have the children form a relay to carry a bucket of water around the oval to experience what it would be like to walk 3 hours to gain access to water and carry it the long journey home.

1. Think about ...'s story.

Use De Bono's Thinking Hats to help students understand the story or use the Visio Divina in the next activity.



White: What are the facts? Summarise the main ideas.

I now know that ...



Black: What are negatives about the story?



Yellow: What are the positive/good things. How was ...'s life changed?



Red: Feelings.
How did the story make you feel? What did it make you wonder?

Where do I connect with this story?



Blue: The Planning Hat.
What action could we plan to take after reading the story?

What impact, both short and long-term would gaining access to water have on these people?

What is Visio Divina?

Visio Divina is translated as "divine seeing" and is related to Lectio Divina "divine reading". While Lectio Divina is a form of prayer focused on scripture, Visio Divina focuses on images. "The human gaze is not the closed, fixed view of a camera but is creative and constructive...So much depends then on how we see things...Each of us is responsible for *how* we see, and how we see determines what we see. Seeing is not merely a physical act: the heart of vision is shaped by the state of soul." -- from John O'Donohue's *Beauty*, 2004.

Guide

i. Settle and Focus

1. Start with a silent prayer

ii. Look & See

1. (Use Guide and locate themes/images)
2. (Choose 1 theme/image) **Look again at the image of the child carrying the bucket of water or alternatively the image of the children happily playing under the tap water**
3. **Take the time to look at the image. Where did your eyes first land? Note the literal details; color, shapes, words, etc.**
4. **Take a deep breath, close your eyes and be silent for a few moments**
5. **Now look again at the image. How does the image make you feel? This image is for you. How does God speak to you through this image? Where is God in this image? If you could add to the image, what would that be?**
6. **Engage by writing down your first thoughts or emotions; or drawing what you see (lines, shapes)**

7. Adding Scripture

1. Find the correlating Scripture: e.g. The Wedding at Cana or Jesus Feeds the Five Thousand or John 21 'Jesus Appears to Seven Disciples'.
2. [NRSV](#)
3. **Once you've read some of the verses, go back and look at your image.**

Respond & Prayer

1. End with a prayer- see below

Students **write a prayer** in response to the Visio Divina.

My prayer for ...is ... **Make a template with border and insert**

Introduce Jesuit Mission

Who is Jesuit Mission?

Jesuit Mission is the international development organisation of the Australian Jesuits.

Jesuit Mission started in 1951. They work with Jesuit groups in other countries to help communities mainly in India and Southeast Asia. They create programs that help people become strong and independent. These programs are led by the community and are designed to last a long time, i.e. they are sustainable.

Our Vision

An inclusive and just world where humanity flourishes.
(A fair and kind world where everyone can be happy and grow.)

Our Inspiration

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

Our Mission

Inspired by the Gospel of Jesus Christ and in the spirit of St Ignatius of Loyola, we partner with international Jesuit networks to empower communities living on the margins to free themselves from poverty and injustice.

(We follow Jesus' teachings and the example of St Ignatius of Loyola. We work with Jesuit groups around the world to help people who are poor and treated unfairly. We want to help them live better lives and be free from poverty and injustice.)

Our Values

Faith & Compassion

Justice and Integrity

Solidarity and Empowerment

How do Jesuit Mission take Action?

1. Explore a world map and highlight where Jesuit Mission work to provide assistance to those living with poverty.



2. In small groups/or with partners, students make predictions about the type of support Jesuit Mission provide to people living in poverty. Record in workbooks.
3. **Provide students with P.4 from Gratitude Report 2024.**
4. Have students cross-check the areas of support provided by JM and add additional areas they missed.

Focus on Water, Sanitation and Hygiene

Jesuit Mission has provided nearly 25, 000 people with access to safe drinking water, toilets, and hygiene education – ensuring healthier more dignified lives.

1. Read the summary below of JM's reports on Water.

Construction of high-tech water filter stations for coastal communities of Ha Tinh Province

The Water Project in Vietnam wants to give clean water to villages that had to move because their water got dirty from a big accident in 2016. The government moved these villages to new places, but the water there is still dirty and making people sick.

This project will build deep wells and special cleaning systems to give clean water to ten villages. About 20,000 people will get clean water from this project. Jesuit Mission is helping to make this happen.



List of target villages where filter stations were installed in 2020:

1 Tam Trang

2 Tân Vạn

3 Lộc Thủy

4 Tân Thanh

5 Bùi Chu

6 Ngọc Lâm

7 Ân Hậu

8 Hồng Phúc

9 Hồng Kỳ

10 Tân Phú

11 Trại Trăn

12 Tiền Sơn



"Having clean water is very important for staying healthy. In some poor villages, the water is dirty because of farming and factories. People have to buy bottled water, which costs a lot of money that they could use for food, school, and health. In April 2022, twelve special water cleaning stations were built. This finished a three-year project that built 24 stations in eastern Vietnam. The villages chosen for these stations needed clean water the most, were very poor, and had many sick people. The new water stations help in many ways:

- People can drink and cook with clean water right away.
- They don't have to buy expensive bottled water anymore and can use their money for other things like food and school.
- There are fewer cases of stomach illnesses.
- Local workers got jobs building the stations.

	<p>In the long run, the stations will:</p> <ul style="list-style-type: none"> • Keep everyone in the village healthy with a steady supply of clean water. • Make people feel more in control of their water supply because they help take care of the stations. • Reduce the number of plastic bottles used. • Help build friendships between Catholics and non-Catholics in the community." <p>2. On a map of Vietnam, plot the villages that Jesuit Mission has supplied access to water. (information found above and in report)</p> <p>3. Complete the Vietnam Water Project-Jesuit Mission and Timor Leste Water Project comprehension quizzes on Wayground. Wayground is offering free lifetime access to its AI tools and premium content! 🎉</p> <p>Click here to join: https://quizizz.com/school/64a51531e9268fe90d7d0589?ivt=eyJlYW1lIjojQ2xhaXJlIEJlcmlkcilslmlkljoiNjc2ZmI0MTRhMzgyMzdhZjlyY2E0MWlwn0%3D</p> <p>1. My day without water. What would be different? Make a list of the impact of existing without water for a day. You might like to choose to think about school or home.</p> <p>2. Compare this with a day in the life of a child the same age as themselves who doesn't have access to water. Display as a Venn diagram.</p> <p>3. Spiritual Exercise: Every Gift Flows Like Water https://www.youtube.com/watch?v=7N0osuH2-vo&t=119s</p>
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Pray together:

Gracious God, we thank you for the precious gift of water, the lifeblood of our planet and a source of sustenance and refreshment for all creatures.

We ask for your guidance and wisdom to ensure that this vital resource is protected and used responsibly, so that all may benefit from its life-giving power. May we always remember the importance of water and strive to care for it, for the sake of ourselves and future generations. Amen.

We give you thanks for your creation and everything in it. Teach us to love and care for communities near and far. Inspire us to always remember you and your precious gift of water. May we recognize the blessedness in all the earth's water and strive to care for and protect it.

Sourced from:

[Being Grateful for the Precious Gift of Water |](#)



columbanird.org

<https://columbanird.org › being-grateful-for-the-precio...>

There are many extra resources covering Water Scarcity and Water Conservation such as reading comprehension are available @:

<https://www.twinkl.com.au/search?q=water+scarcity&c=12&ca=40&ct=ks1&r=teacher&fco=18277>



Water Scarcity Differentiated Reading Comprehension



Scarcity PowerPoint

Reflection:	<p>Students might like to experience the Spiritual exercise: Every Gift Flows Like Water.</p> <p>Students consider how they can conserve water at home and at school.</p> <p>Students consider how they can support and advocate for the work of Jesuit Mission.</p>
Taking Action:	<p>Pray together the suggested prayers.</p> <p>Students compose their own prayers.</p> <p>Students may like to hold a fundraiser to support Jesuit Mission in raising funds to provide access to water to those in need.</p>
What went well?	