

Jesuit Mission Planner Year 8

Called to Action
Cura Personalis

"We ourselves need to see, and then to enable others to see, that migrants and refugees do not only represent a problem to be solved, but are brothers and sisters to be welcomed, respected and loved."

Pope Francis 2014

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
10. fostering life-long learning.

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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.

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| Unit title: | Steps to Solidarity: Refugees | Duration: | |
| Levels: | Yr 8 | Start date: | |

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| Big Ideas: What is the overall understanding that you want the students to achieve? | Learning intention: Understand and develop empathy for the 70 million people who are forced from their homes and live as refugees. |
| Key Concepts: What are the specific areas you will be investigating in order to achieve your Big Idea? | What is a refugee and how do people become refugees? What is Jesuit Mission and how does it serve others in helping refugees. |
| Key Competencies: Highlight and add those that will be focused on and assessed within this unit. Organisational Strategies: <ul style="list-style-type: none"> Brainstorming Discussion Mind map Fact/opinion chart | Personal & social capabilities <ul style="list-style-type: none"> 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: |

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| <ul style="list-style-type: none"> • Venn diagram • SWOT analysis • Four W questions <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>Ethical Capabilities:</p> <ul style="list-style-type: none"> • Understanding ethical concepts and perspectives • Decision-making and actions <p>Intercultural Capabilities:</p> <ul style="list-style-type: none"> • Culture, identity and Belonging • Cultural Diversity | <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 <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>School Value Links:</p> | <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</p> |

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| | <p>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> |
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| Host Curriculum Area: | <p>Religious Education: 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> <p>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.</p> <ol style="list-style-type: none"> 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. |
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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.

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| <p>Supporting Curriculum Areas:</p> | <p>Year 8:</p> <p>What are the consequences of changes to places and environments and how can these changes be managed?</p> <p>Reasons for, and effects of, international migration in Australia (ACHGK058)</p> <p>GENERAL CAPABILITIES</p> <p>Level 5 - by the end of Year 8</p> <p>INTERCULTURAL UNDERSTANDING</p> <p>(LEVEL 5)</p> <p>Recognising Culture and Developing Respect:</p> <p>Develop respect for cultural diversity</p> <p>Challenge stereotypes and prejudices</p> <p>PERSONAL AND SOCIAL CAPABILITIES</p> <p>(LEVEL 5)</p> <p>Social Awareness:</p> <p>Contribute to civil society</p> <p>Social Management:</p> <p>Negotiate and resolve conflict</p> <p>ETHICAL UNDERSTANDING</p> <p>(LEVEL 5)</p> |
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| | <p>Understanding Ethical Concepts and Issues:</p> <p>Recognise ethical concepts</p> <p>Reason and make ethical decisions</p> <p>Consider consequences</p> <p>Reasoning in Decision Making and Actions:</p> <p>Reflect on ethical action</p> <p>Exploring Values, Rights and Responsibilities:</p> <p>Consider points of view</p> <p>Explore rights and responsibilities</p> |
| Learning Outcomes: | <p>By the end of this unit the students will...</p> <p>Understand the basic concept of refugees and develop empathy.</p> <p>Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love to refugees.</p> |
| Unit Overview: | <p>Theme: Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love and support to refugees.</p> <p>Implement a refugee simulation experience called, Walk a Mile in my Shoes to develop empathy and understanding.</p> <p>Jesuit Mission Focus: Explore the refugee focused projects that Jesuit Mission support in Malawi- Digital Inclusion Programme, Indonesia-Befriending Refugees, Thailand-Caring for Refugees, Giving Hope to Detainees, Supporting Refugee Youth, Supporting Asylum Seekers. Pakistani Refugees.</p> |

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| Unit title: | Education is a Basic Human Right | Duration: | |
| Levels: | Yr 7 | Start date: | |

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| <p>Big Ideas</p> <p>What is the overall understanding that you want the students to achieve?</p> | <p>Access to education is a basic human right and impacts future opportunities.</p> <p>For a variety of reasons, many people do not have access to education.</p> <p>Jesuit Mission assist those who don't have their basic needs, including access to education.</p> <p>This unit of suggested lesson activities, aligns with the LA Silla Roja campaign, the Educate Magis Red Chair project. It is designed to help students understand the importance of education, particularly for developing countries where individuals lack access to quality education.</p> |
| <p>Key Concepts</p> <p>What are the specific areas you will be investigating in order to achieve your Big Idea?</p> | <p>Why do people not have access to education and what is the impact?</p> <p>Who is Jesuit Mission and how do they serve others?</p> |
| <p>Key Competencies:</p> <p>Highlight and add those that will be</p> | <ul style="list-style-type: none"> • Relationships and diversity • Managing self-modify behaviours • Participating and contributing • Collaboration • Active listening |

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| | 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. |
| Learning Outcomes: | <p>By the end of this unit the students will understand ...education provides opportunity to secure future career pathways that many people do not have access to their basic needs, in particular education.</p> <p>...as members of the Jesuit family, we are called to respond to the needs of those living with poverty and those denied basic needs and rights.</p> <p>...the work that Jesuit Mission do to alleviate poverty and provide access to daily needs, with a particular focus on education.</p> |

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| Supporting curriculum areas: | Global Goals: 1-6 |
| Unit Overview | <p>Context</p> <p>Most children in the world are able to access education through to high school, if not more advanced studies. These individuals, in turn, often have access to well - paying jobs. The opportunity to attend school is taken for granted by many in wealthier countries.</p> <p>The introduction to this unit of study challenges students to consider their role in how they as a member of the Catholic Jesuit family are called to look out and care for the most vulnerable people. Students recognise the importance of education and the opportunities that it provides. They explore the barriers to education that many children experience.</p> |

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| | Students learn how Jesuit Mission follow in Ignatius of Loyola's footsteps and strive to support many people living on the margins to obtain access to education. As members of the Jesuit family, students are called to respond to the needs of those living with poverty and those denied basic needs and rights. The students are called to act and become leaders in advocacy. |
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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

First Spiritual Exercises

<https://jesuitmission.org.au/who-we-are/spirituality/fse/>

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| Jesuit Mission Project links: <p>Education has been a priority for Jesuit Mission since our Australian Jesuits' foundational mission to India in 1951. The majority of our projects have a core focus on improving access to quality education in primary, secondary, tertiary and vocational training settings.</p> <p>Our education projects immediately impact and create opportunities for program participants, and the benefits continue to undulate through families, villages and generations to come.</p> | Jesuit Global Identifiers: <p>#3 Global Citizenship</p> <p>#6 Accessible for all.</p> <p>#8 Global Network</p> <p>#9 Human Excellence</p> |
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Suggested Learning Activities

Engaging the Students

Exploration of the focus Catholic Social Teachings: These teachings are informed by the Church's lived experience and ongoing reflection on social realities.

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, recognising our shared responsibility for one another.

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.

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.

Use the following scripture to guide students through a Lectio Divino. This is a traditional practice of scriptural reading, meditation, and prayer intended to promote communion with God and to increase the knowledge of God's word. This can help students hear specifically and individually from God through scripture, guided by the Holy Spirit and deepen their relationship with Him.

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The Common Good

- **Philippians 2:4:** "Let each of you look not only to his own interests, but also to the interests of others."
- **1 Corinthians 12:26:** "If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it."

Preferential Option for the Poor

- **Proverbs 31:8-9:** "Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy."
- **Matthew 25:40:** "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'"

Solidarity

- **Galatians 3:28:** "There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus."
- **Romans 12:15-16:** "Rejoice with those who rejoice; mourn with those who mourn. Live in harmony with one another. Do not be proud but be willing to associate with people of low position. Do not be conceited. **Matthew 25:40** "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me'."

- **Set the sacred space with a candle and symbolism**

1. **Reading (Lectio):** Begin by reading one or all of the above passages of scripture slowly and attentively. This step is about understanding the text and its context. You might read the passage several times to fully grasp its meaning 1.
2. **Meditation (Meditatio):** Reflect on the passage and consider what it means to you personally. Think about how the words apply to your life and what God might be saying to you through this Scripture 1.
3. **Prayer (Oratio):** Respond to the passage by praying. This can be a time to talk to God about what you have read and to seek His guidance. It's a conversation with God, where you express your thoughts, feelings, and desires.
4. **Contemplation (Contemplatio):** Rest in God's presence and allow Him to speak to your heart. This step is about being open to God's voice and experiencing His love and peace. It's a time of silent listening and being with God.
5. **Action (Actio):** Finally, consider how the scripture relates to the Catholic Social Teachings. Contemplate how you can apply what you have learned from the scripture to your daily life. Think about specific actions you can take to live out the message of the passage.

Reflection: End the activity with a reflection session. Ask the students to share their thoughts on the CST principles and how they can incorporate them into their daily actions. Encourage them to think about specific ways they can make a positive impact in their community.



Lesson Plan: The Importance of Education

Objective:

Students will understand the significance of education in personal growth, career opportunities, and societal development.

Success Criteria:

Students can define education and its different forms (formal, informal)

Students can discuss the role of education in shaping an individual's character and skills.

Students can describe the impact of losing access to education.

Lesson 1: What is Education? Why is important?

Learning Outcomes:

1. Define education and its different forms (formal, informal)
2. Discuss the role of education in shaping an individual's character and skills

Activities:

1. Brainstorm and record different places where learning happens (e.g., school, home, online, books, experiences).
2. Write the following on the whiteboard:

The best education happens outside of formal school. Agree or disagree?
Divide the class into 2 groups-agree and disagree. Have students list arguments for or against.

Students share their strongest ideas with the class. Ask students to vote for the statement with which they agree.

- Class discussion: "What does education mean to you?"
- Students complete a mind map of the impact that having access to school cut would have on them.
Alternatively, students write a letter to their future selves about the role education will play in their lives.

Key Takeaways:

Education helps shape our future and opens opportunities for a successful future and career pathways.

Education is not just about school but about lifelong learning.

Experience and Exploration: Lesson 2: Educations Impact on Society

Learning Outcomes:

Discuss how education improves communities and economic development. Understand the role of education in promoting equality and reducing poverty.

Activity:

1. Read the following:

Studies consistently show that higher levels of education are associated with lower probabilities of engaging in criminal behaviour, and conversely, higher rates of educational attainment in communities are associated with lower crime rates. This suggests that education can play a significant role in reducing crime and improving community safety.

Students make a list of possible reasons and have a class discussion as to why education impacts crime rates.

- [\[PDF\] The impact of education on crime: international evidence](#)
- [R Hjalmarsson, L Lochner](#) - CESifo DICE report, 2012 - [econstor.eu](#)

... **rates** would reduce property **crime rates** by four percent and total **crime rates** by about three percent (effects on property **crime** are statistically significant, while effects on total **crime** are ...

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Key Takeaways:

Education helps in reducing poverty and increasing social equality.

Educated societies tend to have lower crime rates and better economies.

Lesson 3: Barriers to Education

Learning Outcomes:

Define barriers to education and identify different types of barriers to education (economic, social, political, geographical, etc.

Students explore the barriers to education that children face globally and understand the consequences of limited access to schooling.

Through discussions, activities, and case studies, students will develop empathy and awareness of educational challenges.

Activity overview:

Categorise education barriers into groups (e.g., poverty, gender discrimination, war, disabilities, lack of infrastructure).

Students break into groups and research and present on global barriers to education

Materials Needed:

Internet access for research

Paper and pens. Poster or large sheets of paper

Markers and colored pencils

Introduction (10 minutes):

Begin with a brief recap on the importance of education asking students to share their thoughts on why education is essential for individuals and societies.

1. Brainstorm: What might prevent a child from going to school?
2. Watch the video
<https://www.youtube.com/watch?v=vTk03h5HpmU> to introduce the topic of barriers to accessing education. Explain that these barriers can be physical, economic, social, or cultural.

Approximately 251 million children worldwide are out of school (UNESCO)

Discuss what this implies for the future for these boys and girls. What might this mean for their economic future, employment opportunities, access to healthcare and family life.

Complete the following quiz. Teachers may like to make it into an interactive quiz on Kahoot or Quizziz.

Quiz: Barriers to Education

How many children worldwide are currently not attending school?

- a) 100 million
- b) 251 million
- c) 500 million
- d) 50 million

Which of the following is NOT a common barrier to education?

- a) Poverty
- b) Gender inequality
- c) Unlimited access to technology
- d) War and conflict

How does child labour affect education?

- a) It helps children learn new skills
- b) It provides extra income for schools
- c) It prevents children from focusing on their studies
- d) It has no effect on education

Why is gender inequality a barrier to education in some countries?

- a) Boys are naturally better at school
- b) Some cultures prioritize boys' education over girls'
- c) Girls are not interested in learning
- d) Schools refuse to accept girls

What is one way war affects children's education?

- a) It builds more schools
- b) It displaces families, making school attendance difficult

- c) It encourages more teachers to work
- d) It has no effect on education

What is an example of a solution to improve access to education?

- a) Increasing school fees
- b) Providing scholarships and free education programs
- c) Banning education for certain groups
- d) Reducing the number of schools

**Research (30
minutes):**

Divide students into small groups. Assign each group to research a specific education barrier (e.g., poverty, gender discrimination, geographical location, conflict, disability).

Each group will use the internet to find information about their assigned barrier. Encourage them to look for real-life examples and statistics.

<https://www.unicef.org/education>


<https://www.worldbank.org/en/topic/education/overview>

<https://www.unesco.org/en/articles/250-million-children-out-school-what-you-need-know-about-unescos-latest-education-data>

<https://action-education.org/en/why/seven-barriers-to-education-in-the-world/>

<https://www.concern.net/news/problems-with-education-around-the-world>

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| <p>Presentations (20 minutes):</p> <p>Alternatively, design a creative presentation (30 minutes):</p> | <p>After the research, have each group present their findings to the class. They should explain the barrier, provide examples, and discuss its impact on education.</p> <p>Each group will create a poster/infographic or alternative visual presentation that illustrates their allocated barrier and its effects. They can use drawings, charts, and written information.</p> <p>Display within the school.</p> |
| <p>Solution Brainstorming (20 minutes):</p> | <p>As a class, brainstorm potential solutions to overcome these barriers. Write down all ideas on a large sheet of paper.</p> <p>Discuss which solutions might be most effective and why.</p> |
| <p>Reflection (10 minutes):</p> | <p>Have students write a short reflection on what they learned from the activity. Ask them to consider how they can contribute to making education more accessible for everyone.</p> <p>Open discussion: "What will you do differently after learning about the importance of education?"</p> |
| <p>Assessment</p> | <p>Participation in discussions and research/presentation activities.</p> |
| <p>Going Further:</p> | <p>Key Takeaways:</p> <p>Many children worldwide face difficulties in accessing education.</p> <p>Barriers can be physical (distance, lack of schools), social (gender inequality), economic (poverty), or political (conflict, government policies).</p> |

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| | <p>Families in poverty often prioritize survival over education.</p> <p>Child labour prevents children from focusing on their studies.</p> <p>Introduce Jesuit Mission through the modified PowerPoint renamed 2025. Insert PPT here.</p>  <ol style="list-style-type: none"> 1. Students break into groups and explore the JM education projects detailed on the Jesuit Mission website. www.jesuitmission.org.au. 2. Locate the countries where Jesuit Mission projects are being carried out by the Jesuits and their companions and mark these on the world map with "JM" (Jesuit Mission) Determine the projects that Jesuit Mission support with education? Highlight these on the map. 3. These case studies highlight the transformative power of education and the impact of Jesuit Mission's efforts in providing access to quality education for marginalized communities. You can use these stories to inspire your students and encourage them to think about how they can contribute to making education more accessible for everyone. 4. Make a summary of the educational projects by posing and answering 4 questions using: Who, What, How, Why impact in the summaries. |
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In Cambodia, poverty and poor access to education mean only 1 in 6 young people finish school. Sadly, many don't even start.

Most of us are jubilant when a member of our family achieves a first – a first overseas trip, drivers' license or even an award. So, it is with great joy that Jesuit Mission congratulates the first graduating class of Xavier Jesuit School, Cambodia. Every student worked hard to pass their exams and these young men and women have been empowered with quality education that will help them break the cycle of poverty in their families and contribute to the new future of Cambodian society.



Rany hard at work.

Like 90% of Cambodians who live in poverty, Rany comes from a rural area. Her parents are farmers who work tirelessly, relying on their crops for income. While they value education, they were often unable to afford the \$1 a day it costs for students to attend the local government school. Rany's eldest brother left school in Grade 3, her sister in Grade 7 and sadly her younger brother never began school at all. Rany's family is not the exception.

There is an education crisis in Cambodia. The country is still recovering from decades of war and conflict, and its education infrastructure remains vastly inadequate. Nationally, less than 50% of young people begin high school, and only around one-third of those finish. In rural areas, the rate is even lower because children from poor families must leave school early to work and contribute to the survival of the household. Even if children do stay in school, the standard of education in government schools is extremely low. It is often the case for students completing Grade 6 not to be able to read or write.

The educational opportunities provided at Xavier Jesuit School help to

safeguard young people from a future of poverty, injustice and inequity.

Founded by the Jesuits in Cambodia, Xavier Jesuit School was established in one of the poorest provinces in the country to provide local students with affordable, quality education. From primary to high school, Xavier Jesuit School students receive a full day's education across the Cambodian curriculum, including English, Khmer, maths and computer studies.

“Education is the key to helping students out of their poverty,” says Fr Quyen Vu SJ our Australian Jesuit Provincial who helped establish Xavier Jesuit School. ***“Without education they will become unskilled labourers...We try to help them dream big.”***

In 2022 the school educated 850 students, including 75 full scholarship students (49 girls and 26 boys). These life-changing scholarships cover full tuition fees, accommodation, uniforms and living costs, helping to ease the burden for very poor families. In the short-term, families have the benefit of one less mouth to feed, while in the long-term young people help lift their families out of poverty.

Fr Quyen goes on to say that ***“The flow on effect of a scholarship program that supports 100 students per year will indirectly benefit at least another 500 people,”***

Lon Kom Sot



One day, thirteen-year-old Lon Kom Sot and a friend were tending cows when they found a strange object in a field. Playing with it, Lon tossed it against a tree and it exploded. He lost both hands. His friend was killed.

Lon's family was among the poorest of Battambang's community. His mother was a widow and the family's land was mined, making farming nearly impossible. After the accident, he probably would have ended up begging for alms on a street corner.

Father Enrique Figaredo, a Spanish Jesuit of Battambang in North Cambodia, met Lon while

he was in hospital. He asked him: "Didn't you know that mines are dangerous?" He said he'd heard something about them but because he'd never been to school, he didn't really understand.

For the teenager, the encounter with Father Enrique was very fortunate. Lon is now studying at Arrupe Centre, a school and rehabilitation centre operated by the Church in Battambang. "Now he's learning to read and write and without hands," Father Enrique said. "When he had hands, he never went to school."

Proverbs 31:8-9 ("Speak up for those who cannot speak for themselves..") Discuss how the scripture is applied in real-life through Father Enrique's actions.

"Education is the key to Cambodia's future. Many people couldn't go to school during the Pol Pot regime between 1975 and 1979. The education young people receive in the family today is very weak because their parents had missed out on going to school. :Now thanks to Jesuit Mission many children have the opportunity to learn to read and write. Our

mission is to help restore hope in people's lives, especially among the most traumatised."

Rany was in Grade 6 at her local government school when a Jesuit Service Cambodia outreach worker identified her as a candidate for a scholarship to Xavier Jesuit School. When she was asked if she'd be interested in attending the school, Rany didn't hesitate for a moment before exclaiming, *"Yes, I want to study!"*. Rany's parents gave their blessing, and she received a full scholarship to start Grade 7 at Xavier Jesuit School in 2017.

Although shy to begin with, Rany has thrived at the school year after year. Bright and studious, she's learned to express herself, problem solve and has developed her compassionate spirit. When the Jesuit Mission Australia team first met her in 2019, she was completing her Year 9 studies. During her time at Xavier Jesuit School, Rany's focus never wavered.



A proud family with their first high school graduate. Rany now wants to be a teacher herself.

Without the opportunity to continue her studies, Rany would most likely have left school in Grade 9 to find low-paid work in Phnom Penh. But after graduating from school Rany will go to University, where she'll study to become a teacher, turning her dream of helping others into a reality.

"I'm so lucky to come and study at Xavier Jesuit School and stay and graduate Year 12," said Rany. "I gained a good education and learned how to be a good person, now I want to help the poor."






"I like Khmer and Chemistry the most. These subjects will help me to be a teacher and it is my dream. I hope to teach children who do not have an opportunity to learn."
- Rany, 19, member of Xavier Jesuit School's inaugural graduating Class of 2022 with Fr. Nguyen Vu SJ.

After reading the stories, consider the following:

What do you See, Hear and Wonder?

See template example below.

| See Think Wonder | | |
|--|--|---|
|  <u>SEE</u> What do you see? |  <u>THINK</u> What do you think is going on? |  <u>WONDER</u> What does it make you wonder? |
| | | |

Adapted by Alice Vigors 2017



Read together **Kabir's** story and highlight **Jesuit Mission's** solutions for making schools more inclusive.

Read together Matthew 19:14

"Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.'"

This verse highlights Jesus' love and care for children, emphasizing their importance, value and right to learn.

Discuss the message from Jesus and in this verse and how it relates, especially when discussing themes of inclusion, love, and the value of every individual.

You might like to utilise a Lectio Divina here.

Lectio Divina: Use the scriptures to guide students through a Lectio Divina, a traditional practice of scriptural reading, meditation, and prayer intended to promote communion with God and to increase the knowledge of God's word. This can help students hear specifically and individually from God through Scripture, guided by the Holy Spirit, and deepen their relationship with Him.

Key Takeaways:

Many schools lack the resources to support children with disabilities.

Inclusive education benefits everyone by promoting diversity and equal opportunities.



Inclusion through early intervention

Until recently, 9-year-old Kabir lived in a silent world. He was unable to hear, speak or socialise, and couldn't look after himself like other children his age.

Kabir, who is autistic, lives in a small village in Karnataka Province in southwest India. He belongs to an Indigenous tribal group, Vaddar, which suffers ongoing discrimination. Living with autism, Kabir was pushed even further into the margins.

Without intervention, he was facing a future with very limited opportunities.

But, with the compassionate support of people like you, our local partners North Karnataka Jesuits and Loyola Vikasa Kendra (LVK), have launched a Sustainable Development project that's helping marginalised Indigenous people – like Kabir – realise their full potential.

This three-year project is fostering social inclusion in a range of ways, including Jesuit-run tuition centres that offer early intervention training and workshops on disability and inclusion for health and pre-school workers.

For Kabir, the support he's received has been life-changing.

Kabir is now learning to speak and, thanks to a scholarship, he's attending school for the first time.

At the special-needs school he attends in Mundgod, Kabir and his peers receive the guided support they need to thrive.

For Kabir, who'll continue at the school until Year 10, tutors are helping him to socialise, develop his basic literacy and improve his communication and living skills. Although still a little shy, he is an eager learner and, during his time at the school, will build the skills he needs to become independent and self-reliant in future.

This inspiring project also empowers village leaders to become effective advocates for their communities, working towards more sustainable development and bringing hope and opportunity to Indigenous people living with discrimination.



Lesson 6: Solutions and Taking Action

Learning Outcomes:

Activity:

Having researched the stories above and further examples, **present** initiatives from Jesuit Mission's education programs.

Key Takeaways:

Jesuit Mission work to break down educational barriers.

Individuals can help through awareness, fundraising, and advocacy.

Reflection:

Creative Problem Solving

**Green Hat Thinking means Ideas**

Select ONE of the education barriers and use your GREEN HAT THINKING to come up with possible solutions. Share your solutions with your group.

My solutions to the problem of

include:

Taking Positive Action