



Jesuit Mission Planner

Year 7

Education is a basic
human right



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.

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 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	Education is a basic human right
Levels	Year 7
Duration	
Start Date	
Team Members	

Big Ideas	<p>What is the overall understanding that you want the students to achieve?</p> <ul style="list-style-type: none"> • Access to education is a basic human right and impacts future opportunities. • For a variety of reasons, many people do not have access to education. • Jesuit Mission assist those who don't have their basic needs, including access to education.
Learning intention	<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>
Key Concepts	<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? Who is Jesuit Mission and how do they serve others?</p>
Key Competencies	<p>Highlight on the below table and add those that will be focused on and assessed within this unit.</p>

Personal & Social capabilities	Organisational Strategies	Critical and Creative Thinking	Thinking Routines
<ul style="list-style-type: none"> • Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005) (Social awareness & management) Name and practise basic skills required to work collaboratively with peers (VCPSCSO006) (Social awareness & management) • Relating to others • Managing self • Participating and contributing • Collaborative Learning • Communication • Teamwork • Planning & organising • Problem solving • Conflict Resolution • Identify emotions 	<ul style="list-style-type: none"> • Brainstorming • Discussion • Mind map • Fact/opinion chart • Venn diagram • SWOT analysis • Four W questions 	<ul style="list-style-type: none"> • Interpreting • Analysing • Evaluating • Explaining • Sequencing • Reasoning • Comparing • Questioning • Inferring • Designing • Hypothesising • Appraising • Testing • Creating • Generalising • Reflecting • Generating ideas 	<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> <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

<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 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.”</p> <p>Sydney Catholic Schools Catholic Social Teaching: A framework for faith in action, 2012</p>
<p>Host Curriculum Area</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>See below</p>

<p>Supporting curriculum areas</p>	<p>What are the consequences of changes to places and environments and how can these changes be managed? Reasons for, and effects of, international migration in Australia (ACHGK058) GENERAL CAPABILITIES Level 5 - by the end of Year 8 INTERCULTURAL UNDERSTANDING (LEVEL 5) Recognising Culture and Developing Respect: Develop respect for cultural diversity Challenge stereotypes and prejudices PERSONAL AND SOCIAL CAPABILITIES (LEVEL 5) Social Awareness: Contribute to civil society Social Management: Negotiate and resolve conflict ETHICAL UNDERSTANDING (LEVEL 5) Understanding Ethical Concepts and Issues: Recognise ethical concepts Reason and make ethical decisions Consider consequences Reasoning in Decision Making and Actions: Reflect on ethical action Exploring Values, Rights and Responsibilities: Consider points of view Explore rights and responsibilities</p>
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Unit Overview: Steps to Solidarity

Learning Intention:...

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.

Jesuit Mission Focus:

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. Our education projects immediately impact and create opportunities for program participants, and the benefits continue to undulate through families, villages and generations to come.

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.

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.
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

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.
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
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.
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.
Participation	Everyone has a right and responsibility to participate in society, contributing to the common good and working for the betterment of their communities
Global Goals	1-6

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/>

Jesuit Mission Project links:

See [here](#)

Jesuit Global Identifiers:

- 3. Global Citizenship
- 6. Accessible for All
- 8. Global Network
- 9. Human Excellence

Suggested Learning Activities:

Engaging the Students: Many children worldwide face difficulties in accessing education.

- Barriers can be physical (distance, lack of schools), social (gender inequality), economic (poverty), or political (conflict, government policies).
- Families in poverty often prioritize survival over education.
- Child labour prevents children from focusing on their studies

Introduce Jesuit Mission through the PowerPoint

Students break into groups and **explore the Jesuit Mission education projects** detailed on the Jesuit Mission website

<https://jesuitmission.org.au/program-theme/education/>.

1. 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.
2. 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.
3. Make a summary of the educational projects by posing and answering 4 questions using: Who, What, How, Why impact in the summaries.

Story 1:

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,”*

4. Students **research** some individual case studies.

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



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

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.

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 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.

"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."

5. After reading the stories, consider the following: What do you See, Hear and Wonder?

See template example below.

<h1>See Think Wonder</h1>		
 SEE What do you see?	 THINK What do you think is going on?	 WONDER What does it make you wonder?
Adapted by Alice Vigors 2017		

Read together **Kabir's** story (below) 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.



Kabir (right) with his mother and brother.



Once unable to speak or socialise, Kabir is now becoming an independent and active member of his family and community.

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 solution to the problem of _____ include:

Taking Positive Action

What does Jesuit Mission do that Jesus asks us all to do?

What actions now and later in your life might flow from your study of the problems and needs of people in developing countries?

Why do we need organisations like Jesuit Mission?

How do we at our school currently support Jesuit Mission and what else might we do?

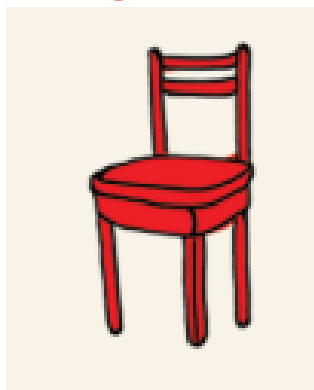
You can help Jesuit Mission to walk beside our most vulnerable brothers and sisters.



What do you think that you have in common with the children helped by Jesuit Mission in the developing world and how have you been helped to see them as individuals who are loved by God?

Let's meet some of our students in schools supported by Jesuit Mission. What questions would you like to ask them? Record them here. Once you are happy with your questions, share with two other students. Record yourselves as a video, introducing yourselves and telling a little about your education, then each of you share your chosen questions. We will share these with students in schools supported by Jesuit Mission schools.

Taking Action- Student Task



Students view the following videos as inspiration to complete the following task.

https://www.youtube.com/watch?v=qX_O4EuP7-g

<https://www.youtube.com/watch?v=wHNUx0w4L8s>

You are asked to incorporate The Red Chair symbol and Jesuit Mission in the making of your own video to show the education barriers, and the difference Jesuit Mission can make. Let's get behind our



brothers and sisters and together help JM to make a difference to the education of children.

Screen the most powerful video at school assembly.

Background information: Jesuit Schools across the globe participate in The Red Chair project, LA Silla Roja campaign. (More information can be found on the Educate Magis website

<https://www.educatemagis.org/global-projects/redchair/>

This is a project that first began in Spain and students from Jesuit schools all over the globe have since incorporated it at their school. Students learn about the importance of education and use the symbolism of an empty painted red chair to represent the 251 million children worldwide, particularly in developing countries, who don't have access to education.

In the words of the Friends of Fe y Alegria, "education multiplies opportunities" and "... education leads to equality".

Education is essential for breaking the cycle of poverty. However, children around the world face significant barriers to accessing education. Jesuit Mission, strive to remove these barriers, giving children the opportunity to learn and build a better future





Reflection:

Conclude with an Examen

Gratitude: Begin by giving thanks to God for the gift of education. Reflect on the opportunities you have had to learn and grow and express your gratitude for the knowledge and skills you have acquired. Consider the blessings of being able to attend school, access resources, and receive support from teachers and mentors.

Review: Take a moment to review the unit studies, focusing on moments related to education. Think about the lessons you learned, the interactions you had with classmates and teachers, and the progress you made in your studies. Pay attention to your emotions and how you felt during these educational experiences.

Contrition: Acknowledge any shortcomings or missed opportunities in your educational journey. Reflect on times when you may have taken your education for granted or not fully appreciated the value of learning. Ask for God's forgiveness and consider how you can improve your attitude towards education.

Forgiveness: Seek God's forgiveness for any wrongdoings related to your education. Ask for His grace to help you overcome challenges and to be more mindful of the importance of learning. Reflect on the struggles faced by those who do not have access to education and ask for God's guidance in finding ways to support them.

Renewal: Look ahead to the future days and ask for God's guidance and strength to live according to His will. Consider how you can contribute to making education more accessible for everyone, especially the poor. Reflect on the work of Jesuit Mission in providing educational opportunities for marginalized communities and think about specific actions you can take to support their efforts. (Written by C. Berger 2025)