



Jesuit Mission Planner Years 5

Needs and Wants



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.**

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

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	Needs and Wants
Levels	Years 5 & 6
Duration	
Start Date	

Big Ideas	What is the overall understanding that you want the students to achieve?
Learning intention	Understand: <ul style="list-style-type: none"> • that many people do not have access to their basic needs • Jesuit Mission work to support people globally in gaining access to their basic needs. • the bible teaches us to look out and care for the most vulnerable people
Key Concepts	What are the specific areas you will be investigating in order to achieve your Big Idea? Who are Jesuit Mission and how do they serve others?
Key Competencies	Highlight on the below table and add those that will be focused on and assessed within this unit.

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 	<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>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.” Sydney Catholic Schools Catholic Social Teaching: A framework for faith in action, 2012</p>
<p>Host Curriculum Area Religious Education</p>	<p>Catholic Social Teachings: C.S.T. <u>A Preferential Option for the Poor:</u> The Bible teaches us to look out and care for the most vulnerable people. about trying to create a fairer and just world for all. <u>Solidarity is:</u> We are all connected. We need to work together and support each other as one human family.</p>
<p>Learning Outcomes</p>	<p>By the end of this unit the students will understand that many people do not have access to their basic needs and develop empathy for the challenges these people face.</p> <ul style="list-style-type: none"> • 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.

<p>Supporting curriculum areas</p>	<p>Economics: VCEBR001</p> <p><u>Year 5:</u> Students learn to distinguish between needs and wants and understand the concept of scarcity</p> <p>The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)</p> <p>Civics and Citizenship</p> <p><u>Year 5:</u> How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118).</p> <p><u>Year 6:</u> The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148).</p> <p>Geography</p> <p><u>Year 5:</u> Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)</p> <p><u>Year 6:</u> Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)</p> <p>Australia's connections with other countries and how these change people and places (ACHASSK141) ECONOMICS AND BUSINESS</p>
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Unit Overview: Theme Needs and Wants

Learning Intention: Understand...

- not everyone has everything they need such as education, clean water, sanitation, food and shelter
- Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love and help support people get their basic needs

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

Prayer and Scripture opportunities:

Jesuit Mission scriptural inspiration

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

St Teresa's Prayer.

See the scripture references at the end of the unit.

Jesuit Mission Project links:

Explore JM projects in Timor-Lesté: Providing healthcare Partner: Jesuit Social Service Project:

- Centro de Saúde Daniel Ornelas (CSDO) Health Clinics in Kasait and Railaco

In Timor-Lesté, people living in poverty lack access to the healthcare they desperately need.

- Providing food security Partner: Jesuit region of Timor-Leste Project: Railaco Food Security Program

Jesuit Global Identifiers:

#2 Safe and Healthy Environment

#3 Global Citizenship

#6 Accessible for all.

#8 Global Network

#9 Human Excellence

Suggested Learning Activities:

Engaging the Students: Needs and Wants:

Shipwrecked Activity

Explain to the students that they are going on a cruise ship. Hand out the tickets.

Scenario:

You are relaxing on a sun lounge on the top deck, cruising around the islands when you hear a loud bang. You notice that something terrible is happening; the ship is sinking! In the distance you can see what looks like an uninhabited island. People begin to panic but you realise that you need to switch into survival mode! You keep a level head and decide to gather some things into a bag to take with you to the island. You have access to anything on the ship. You may be the only person who makes it to the island and you don't know how long you will be there.

Make a list of the 15 items you would choose to take. (Record these on your ticket)

Share with a partner your ideas and between you come up with a combined list of 15 items.

Back to the scenario.

You construct a makeshift raft to paddle to the island, but your bag is slowing you down. You decide to get rid of some the contents and keep 10 things.

Join with another pair and work to agree on just 5 items. Make sure that everyone has a voice and that you listen to all ideas.

On the whiteboard, make a combined list of all the items named. Ask students to provide reasons for and against and then vote for the top 5 items.

Students will debate over items, arguing that you need/don't need some items. Have students decide whether an item is a NEED or a WANT and in so doing, define a Need and a Want.

As a class come up with a written definition for a NEED and a WANT.

Sort images of needs and wants into a **Venn** using two hula hoops.

Sort items from e.g. magazines into categories Needs and Wants. Which items were difficult to decipher?

Discuss What are human's basic needs. If we had to list 5 basic needs, what would they be? Food, water, shelter, health, safety, love?

Does everyone have access to these? Why do some people not have access? What do you think impacts access?

Experience and Exploration:

Jump the Line activity

Draw a line down the middle of an area (you can use masking tape) and have the class stand straddle the line. Explain that if you agree with the statement you jump to the right of the line and if you disagree you jump to the left.

Pose the statements:

Too many people in the world live with poverty. (Agree jump right, disagree jump left)

- A total of 50 thousand people live in extreme poverty in our world today.
- A total of 1 million people live in extreme poverty in our world today.
- A total of 693 million people live in extreme poverty in our world today

Everyone needs to live in an adequate shelter. (Agree jump right, disagree jump left)

- 1 in 4 people do not have safe, private and healthy homes.

(Agree jump right, disagree jump left)

Everyone needs access to safe drinking water. (Agree jump right, disagree jump left)

- 1 million people in total do not have access to safely managed drinking water.
- 2.2 billion people in total do not have access to safely managed drinking water. (correct)

People should have access to toilets. (Agree jump right, disagree jump left)



- In 2024, an estimated 1.5 billion people worldwide lack access to safely managed sanitation, which includes access to a toilet. (WHO)
- Everyone has a right to an education. (Agree jump right, disagree jump left)
- Approximately 250 million children worldwide are out of school (UNESCO)

Healthy food is a need. (Agree jump right, disagree jump left)

- 350 million people don't have enough healthy food to eat.
- 821 million people don't have enough healthy food to eat.

Complete the Wayground quiz on Poverty or use the statements above to make a Kahoot. (<https://wayground.com/join?gc=25726834>)

Create a poster, in a group of 4. Students record the facts they remember/things that surprised them and questions or wonderings they may have about poverty and people's basic needs not being met. Share with the class and discuss.

Examine St Teresa's prayer (below) and its implications.

What is the prayer calling us to do? How are we called to respond?

*Christ has no body but yours now,
no hands, no feet on earth but yours.
Yours are the eyes through which He looks
compassion on this world.
Yours are the feet
with which He walks to do good.
Yours are the hands
with which He blesses all the world.
Yours are the hands.
Yours are the feet.
Yours are the eyes.
You are His body.
Christ has no body now but yours,
no hands, no feet on earth but yours.
Yours are the eyes through which He looks*



compassion on this world.

Christ has no body now on earth but yours.

Watch 'The Olive' animation depicting the story of St Ignatius.

[Ignatius of Loyola - Finding God in all things](#)

Discuss how St Ignatius lived a life surrounded by many of his **wants**. He learnt about the lives of the Saints whilst recovering from his battle injury. He decided to look for people who were in need. What turned his thinking from a man indulging in his wants to helping those in need?

Complete the Wayground quiz on St Ignatius.

St Ignatius took action to help those in need. Jesuit Mission follow in his footsteps and in the spirit of St Ignatius, help people in need.

Discuss: Revisit "Who are the people most impacted by poverty?" **Who can help?** Choose one/two of the scripture quotes at the end of the unit. With a partner, students create a poster that includes the original quote and a rewritten version in their own words. Include pictures to demonstrate the scripture in action.

Introduce Jesuit Mission through the PowerPoint

Students break into groups and **explore the JM projects** detailed on the Jesuit Mission website under the following headings, ensuring all of the areas are covered.

Education and teaching - learning through schools, colleges, teacher training and informal education.

Health, nutrition, and basic rights - protecting communities by providing medical care and programs that improve access to clean water and toilets.

Livelihood development - developing independent, strong communities through livelihood training and income-generating projects.

Refugee support - accompanying and supporting people seeking asylum and refugees fleeing persecution.

Pastoral care, advocacy, and empowerment - providing vulnerable individuals with pastoral care, social inclusion, and advocacy.



Sustainable agriculture - supporting sustainable agriculture projects and environmental protection initiatives.

Emergency response - responding to emergencies when communities are faced with disasters such as pandemics, floods, earthquakes, and cyclones.

Report back to the class the main ideas. Pose and answer 5 questions: Who, What, How, Why and What impact in the summaries.

1. Students **research** some individual case studies...[visit JM Website](#)
2. See, Hear, Wonder? What questions do you have for ...? Make a list.
3. Do a comparison of life in my day with the subject in the case study.
4. Look at the map of the world and the place J.M. assist.
5. What actions can we take?
6. Create a prayer.
7. Raise funds to support the work of Jesuit Mission. Participate in the school's Mission fundraiser such as The Maytime Fair., The Bizarre, One Foot Raised etc.

Reflection:

To teach about helping the poor, you can use scripture verses like Proverbs 19:17 ("Whoever is generous to the poor lends to the Lord, and He will reward them for what they have done"), Matthew 25:40 ("Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me"), and Luke 12:33-34 ("Sell your possessions and give to the poor. Provide purses for yourselves that will not wear out, a treasure in heaven that will never fail, where no thief comes near, and no moth destroys. For where your treasure is, there your heart will be also").

Here are some additional scripture verses that emphasize the importance of caring for the poor:

- **Proverbs 14:21:**

"Whoever despises his neighbour is a sinner but blessed is he who is generous to the poor."

- **Proverbs 14:31:**

"Whoever oppresses a poor man insults his Maker, but he who is generous to the needy honours him."

- **Proverbs 22:9:**

"Whoever has a bountiful eye will be blessed, for he shares his bread with the poor."

- **Proverbs 28:27:**

"Whoever gives to the poor will have everything he needs, but the one who ignores the poor will receive many curses."

- **Luke 11:41:**

"But now as for what is inside you—be generous to the poor, and everything will be clean for you."

- **Isaiah 1:17:**

"Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow."

- **Psalms 82:3:**

"Give justice to the weak and the orphan; maintain the right of the lowly and the destitute."

- **Luke 19:1-10 (Zacchaeus's repentance):**

Zacchaeus pledged to give half of his possessions to the poor and repay those he had cheated.

- **Acts 20:35:**

"In everything I did, I showed you that by this kind of hard work we must help the weak, remembering the words the Lord Jesus himself said: 'It is more blessed to give than to receive.'"

- **1 John 3:17:**

"But whoever has this world's goods and sees his brother in need, and closes his heart to him, how does God's love abide in him?"

- **Leviticus 19:9-10**

'When you reap the harvest of your land, do not reap to the very edges of your field or gather the gleanings of your harvest. Do not go over your vineyard a second time or pick up the grapes that have fallen. Leave them for the poor and the foreigner. I am the Lord your God.' All throughout the pages of the Bible, the message from God is *we are called to think differently, act differently*, and be different from the culture around us. This is especially clear in the Levitical law.

Gleaning wasn't just about partaking in an act of compassion, justice or generosity, but an act of worship and a sign that all people were free to access God's provision.

- **1 John 3:17-18**

'If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person? Dear children, let us not love with words or speech but with actions and in truth.'

Walking in the love that God our father lavishes on us is about more than experiencing that love for ourselves. As loved children, we're called to radical acts of love toward the world around us. Not only in our thoughts and words but also in our actions.

- **The Widow's Oil:**

A widow, facing the threat of her sons being taken into slavery due to debt, seeks help from the prophet Elisha. Elisha instructs her to gather empty jars and pour oil into them from her small amount of remaining oil. The oil miraculously multiplies, allowing her to sell it and pay off her debts, saving her sons. This story highlights God's provision and the power of faith in times of need.

<https://www.jesuits.global/2021/01/11/why-poverty-to-imitate-christ/>

Taking Action: What actions can we take?

Students use Concentric Circles or Circles of Action, a routing for organising one's understanding of a topic through concept mapping.

What can I do to contribute...

- In my inner circle (of friends, family, the people I know)?
- In my community (my school, my neighbourhood)?
- In the world (beyond my immediate environment)?
 1. Example: Create a prayer.
 2. Raise funds to support the work of Jesuit Mission.
 3. Participate in the school's Jesuit Mission fundraiser such as The Maytime Fair, The Bazaar, One Foot Raised etc.

What went well?

Wants and Needs

 bicycle	 smart phone	 jelly beans	 cake	 toy
 video game	 ice cream sundae	 dinner	 computer	 house
 candy bar	 shoes	free space	 apple	 backpack
 airplane	 stuffed animal	 carrots	 television	 ring
 cup of water	 race car	 shirt	 necklace	 piano

Wants and Needs

 bicycle	 cake	 candy bar	 toy	 video game
 ice cream sundae	 jelly beans	 stuffed animal	 cup of water	 apple
 carrots	 shoes	 twinkl visit twinkl.com	 shirt	 dinner
 airplane	 race car	 necklace	 smart phone	 television
 computer	 backpack	 ring	 piano	 house