

St Edward's Christian Brothers' College Gosford



EDMUND RICE EDUCATION  
AUSTRALIA  
www.erea.edu.au

WATERFORD PROJECT  
SERVICE AND OUTREACH PROGRAM

# SEE, JUDGE, ACT

Student Name: .....

RE Teacher:.....

Year Level:.....

**Minimum Commitment: 15 Hours**



**Touchstones of Catholic Schools in the Edmund Rice Tradition**

‘Give to the poor in handfuls.’ Blessed Edmund Rice

# WATERFORD PROJECT

## INTRODUCTION

Social Justice is about people who suffer injustice and disadvantage and we help to alleviate their suffering through our commitment to be in relationships with them.

In 1802 Blessed Edmund Rice established his first school to teach poor boys of Waterford, Ireland. Their poverty and that of their families was intense and the legal and social system of the time worked very well at keeping them poor. Blessed Edmund could have helped the poor by just providing their families with food, but he did more than that. He saw that education would empower these boys to change their circumstances while respecting the dignity given to them by God. The result was to make an enormous change in the society of Waterford and, through the Christian Brothers, Ireland and other parts of the world Blessed Edmund recognised a need and, with God's grace, acted upon it.

We, as a Catholic school in the Edmund Rice tradition, are also called to action. In the spirit of Edmund Rice we are called to give generously to those around us who are in need. This is a fundamental characteristic of being Christian.

The value of justice rises out of the spirit of Blessed Edmund Rice and requires of us a commitment to serve those in our community who are disadvantaged and marginalised.

The primary aim of the Social Justice programs at St Edward's is to encourage our students to serve others in a positive spirit. This is done in the Catholic tradition and in the spirit of Blessed Edmund Rice. We hope students will identify areas of need in their home, local area and in the broader national and international community. Seeking practical ways to make a difference in the lives of disadvantaged people aims to live the true meaning of the Gospel story.

The programs collectively include Years 8 - 11 in a compulsory way and in a continuing process with Year 12 being an option for those students who wish to continue their service learning work from Years 8 - 11. In Year 8 the focus can be on serving needs in the home while in Years 9 - 12 the focus shifts to students serving needs in the local and broader community.

Students will be given the following resources to assist them in their service work.

Written reflection is an integral part of our programs whereby students are encouraged to reflect on needs and also on the service they have provided.

1. A booklet to record their action with a section for reflection
2. A copy of the school insurance policy (this covers all students doing community service work)
3. Ideas for ways to complete the program

## Waterford Project – 15 hours minimum

Year 8	=	15 hours minimum
Year 9	=	15 hours minimum
Year 10	=	15 hours minimum plus St Edward's gives each student 5 hours for St Edmund's excursion, totaling 20 hours.
Year 11	=	must complete two Social Justice events/experiences plus St Edward's gives each student hours for Street Retreat

## Edmund Rice Honours

To qualify students meet the following criteria.

Year 8 - 11	=	20 hours <b>maximum</b> in the home 80 hours (or more) outside the home.
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## Aims and Objectives of the Waterford Project

To encourage students at St Edward's to witness their Catholic faith through action and to connect with the spirit of Blessed Edmund Rice in giving to others in need - especially the marginalised and disadvantaged.

To assist St Edward's students to become more aware of injustices in our society.

To encourage students to be aware of and identify needs in their home, local area and broader national community.

For students to enjoy meeting with a range of people outside their normal lives.

To engage students in reflecting on their feelings about service and the injustices and disadvantage suffered by many.

To establish skills and awareness in students' for life'. We hope and expect St Edward's students learn service at St Edward's and move into the world as adults with a life-long commitment to justice and service.



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# ST EDWARD'S COLLEGE

A CATHOLIC SCHOOL IN THE EDMUND RICE TRADITION

*Where young men achieve*



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## WATERFORD PROJECT OPPORTUNITIES

### SCHOOL/COMMUNITY Initiated OPPORTUNITIES

Some examples are

- 40 Hour Famine (August)
- Red Cross collecting (March)
- Salvation Army appeal (May)
- Hosting Japanese students (August)
- Reader/Writer
- Liturgy support
- Open Day support (March)
- Edmund Rice Sleepout (April & August)
- Founder's Day (August)
- Kings Cross
- Coast Shelter (Monday's)
- Walgett Immersion (Year 11)
- St John's First Aid course
- Vinnies' Camps (Years 11 & 12)
- Edmund Rice Camps (Years 11 & 12)
- Operation Christmas Child (September)
- Catholic Parish support
- Refereeing at Primary schools gala days
- Surf clubs, football clubs, soccer clubs
- Donating blood for Red Cross
- Rural Fire Brigade
- Relay 4 Life
- Clean Up Australia Day (March)
- Legacy collections
- Haven Education Centre Terrigal (Semester 1 only)
- Disabled surfing
- Year 11 Street Retreat (June)
- Peer tutoring
- Peer mentoring
- Edmund Rice International
- St Patrick's support
- L.A.S.T.
- Juvenile Justice Centre Kariong
- and others .....

### HOME-BASED OPPORTUNITIES

Years 8 – 11: Assisting younger siblings, neighbours or relatives in the student's home in terms of reading, sport skills, musical instruments.

Year 8 only: Assisting parents. Some examples are babysitting, garage sale, painting, shed construction/demolition, gardening.

Year 9 – 11: Students are not allowed to use 'assisting parents' for Waterford.

Due to various reasons (ie Child Protection Act) the College does not recommend students to volunteer for the following activities: nursing home, neighbours and other venues/activities which require volunteering/working with adults who are not family members. Students should complete their hours in the home and/or the activities mentioned above in the school-initiated section. If a student or parent wishes their son to complete an activity outside of the area mentioned above they should contact the Social Justice Coordinator at the College to discuss the issues.

Mr Pat Dell  
Social Justice Coordinator



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## St Edward's College

### Waterford Activity Calculation

Activity	Hours Awarded
40 Hour Famine	10
Blood Donations	5
Hosting Japanese or French students	80
Open Day	5
Edmund Rice Homeless Sleepout	12
King's Cross Rough Edges	5
Coast Shelter	5
Walgett Immersion	80
Year 10 St Edmund's visit	5
St John's First Aid Course	16
Founder's Day	3
The Haven Education Centre (Semester One only)	1 per visit
Mt Penang visits	5
St Patrick's Reading Program	1 per visit
Aboriginal sacred sites	5
Edmund Rice Camps	120
Operation Christmas Child	1 hour per box
Vinnies' Camps	120
Uluru	50
Auburn Mosque visit	5

Other Waterford activities have **variable times** due to the nature of the volunteering. Eg: Reader/Writer, Red Cross collections, Legacy collections,

# EDMUND RICE INTERNATIONAL

*'Give to the poor in handfuls'. Blessed Edmund Rice*

The purpose of EDMUND RICE INTERNATIONAL (ERI) is to give money to Christian Brothers' Edmund Rice ministries overseas, in poor countries – money helps to provide education and to alleviate poverty in our underdeveloped world.

**Walk, Run, Cycle, Swim, Skate or Surf to raise money. It is that simple!**

How it works:

1. Choose a type of activity; eg, skate, surf ..... \$20 minimum to raised (minimum 4 hours).
2. You decide how many hours you wish to complete for Waterford. You decide how many hours per week to do activity.
3. Approach adults to sponsor you. \$5 per hour is reasonable.
4. Edmund Rice Honours is awarded to boys who complete 100 hours.
5. Complete sponsors sheet below and return it with money in envelope in Term 3 to Mr Dell.

## **SPONSOR #1**

Name: \_\_\_\_\_

Amount: \_\_\_\_\_

Signature: \_\_\_\_\_

1.

## **SPONSOR #2**

Name: \_\_\_\_\_

Amount: \_\_\_\_\_

Signature: \_\_\_\_\_

## **SPONSOR #3**

Name: \_\_\_\_\_

Amount: \_\_\_\_\_

Signature: \_\_\_\_\_

## **SPONSOR #4**

Name: \_\_\_\_\_

Amount: \_\_\_\_\_

Signature: \_\_\_\_\_

## LOOK AFTER SOMEONE TODAY (L.A.S.T.)

The purpose of this Waterford activity is to focus your attention on caring for and serving ONE person – on a regular basis like very day or every week.

Choose someone who is in need and perhaps disadvantaged and / or marginalized. Do not tell them or let them feel they are a special project.

The person could be a family member, neighbour, relative, or another student who is lonely and/or bullied.

Commit yourself on a regular basis to be in relationship with them – via phone calls, regular visits or weekend / social activities.

Please see Mr Dell if you wish to participate in this program as you will need to provide weekly updates of your commitment and progress to serve one person. A minimum of one hour per week is appropriate.

Please refer to the log sheet on the reverse side of this page.





# PEER TUTORING

The purpose of peer tutoring is to assist other students in your own year cohort (or younger) in subject areas they find difficult.

## PROCESS

1. See Mrs Kiekebosh, Mr Dell or your Year Coordinator to find out a student who needs your support. You may choose a neighbour or relative.
2. Meet them on a regular basis to help them in their area/s or need; eg; Maths, English, homework, assignments, computers ...
3. Keep a log of your peer tutoring

Please turn over



## STUDENT SAFETY DURING TASKS FOR WATERFORD PROJECT

In every activity undertaken by students for the Waterford Project, students should be aware of safety risks associated with various tasks.

**WALKING/TRAFFIC:** Wait for appropriate traffic signals, pedestrian crossings. Do not wear headphones.

**WET WEATHER:** Be careful with slipping and tripping. Some activities are not appropriate during wet weather. Wear appropriate shoes.

**CLIMBING:** Be aware of dangers in regard to falling from ladders, stairs.

**BURNING:** Some activities may involve BBQ's or making tea/coffee. Wear appropriate clothing and concentrate carefully on hot items. Do not be distracted and be careful for the sake of others too.

**GLOVES:** Wear gloves for handling food, cleaning and hot items. Do not pick up items from the ground or touch food or bodily fluids without gloves.

**CLOTHING:** Clothing and shoes should be appropriate to the type of activity. That is, appropriate shoes for walking, BBQ's (non-flammable).

**VEHICLE TRAVEL:** Wear seatbelt at all times, no body parts out of window, observe signals and speed limits if driving to venue. Alight from vehicle on footpath side.

**LISTENING:** Listen carefully to instructions from supervisors and other adults in charge of activity. If unsure about directions check with supervisor.

**DOUBTS OVER SAFETY ISSUES:** If you have fears/doubts over the safety of an issue or the purpose of an adult, do not participate. Refer your concerns immediately to supervisor, parent, Social Justice Coordinator.

**HEAVY/AWKWARD ITEMS:** Do not carry/lift items which are too heavy for your strength. Make sure another/people assist you with heavy awkward items. Be careful with stairs and doorways. Follow procedure for correct back positioning to avoid injury.

**BLOOD:** Carefully follow directions from supervisors when donating blood and after giving blood. Blood spilt on your body by others should be reported immediately to supervisors, parents, and the school. Body fluids - be careful when exchanging contact with others not to swap body fluids-report immediately.

**STRANGERS:** If a student notices and feels uncomfortable with the presence of an adult or teenager near them, report it immediately to supervisor, parent and school. Remove yourself from any threat of danger and of that activity.

**PARKS/OPEN AREAS:** When assisting with sports teams ensure your own safety first. This refers to evenness of surface, slippery areas, items used to border fields, balls flying around. Stand/position yourself in a safe-area.

**PARTICIPATING IN AN ACTIVITY FOR THE FIRST TIME:** Make sure you understand supervisor's directions re activity and safety. If unsure of procedures ask for clarification or withdraw from activity.

**SITTING:** When sitting you should be seated in a safe position, away from risky items. Chair should be comfortable for your back.

**MOBILE PHONES:** Should be taken to each activity you choose. Have emergency contact numbers ready for parents, supervisor's, police, ambulance.

**FIRST AID:** Apply appropriate First Aid if cut, burnt-ensure a First Aid kit is readily available if necessary.

There are 3 reasons for most back injuries:

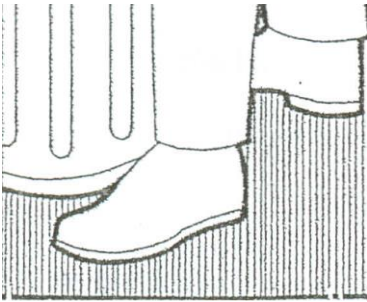
1. Size of the load - load may be more than your back can handle. Never underestimate the size of a load.
2. Amount of strength - know what you can lift safely. Never overestimate your strength.
3. How you lift - lift the wrong way, twist instead of turn. get into awkward positions and use quick, rough, movements, and you'll strain your back. Lift the proper, safe way every time.

When performing lifting tasks, follow these basic rules:

1. Firstly, test the weight of the load by tipping it. If in doubt, ask for help. Do not attempt to lift a heavy load alone.
2. Take a good stance. Plant your feet firmly with legs apart, one foot farther back than the other. Make sure you stand on a level area with no oil spots or loose gravel, etc.
3. Get a firm grip. Use as much of your hands as possible, not just your fingers.
4. Keep your back straight, almost vertical. Bend at the hips if you bend.
5. Hold load close to your body. Keep the weight of your body over your feet for good balance.
2. Use large leg muscles to lift. Push up with the foot positioned in the rear as you start to lift.
3. Lift steadily and smoothly. Avoid quick, jerky movements.
4. Avoid twisting motions. Turn the forward foot and point it in the direction of the eventual movement.
5. Never try to lift more than you are accustomed to.
6. Always get help when you have to lift bulky loads.

## LIFTING PROCEDURE

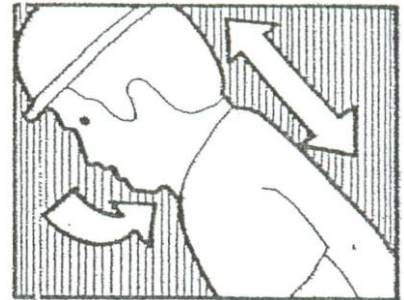
Show work group procedure (illustrated below) and have employees practice safe lifting sequence.



1. Feet apart, one behind the other.



2. Back straight, nearly vertical.



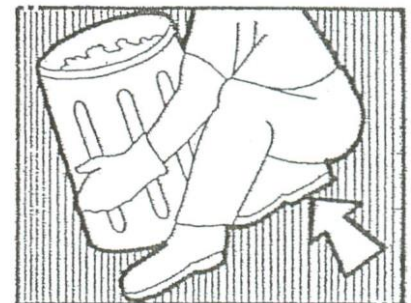
3. Tuck in chin.



4. Use entire palm for good grip.



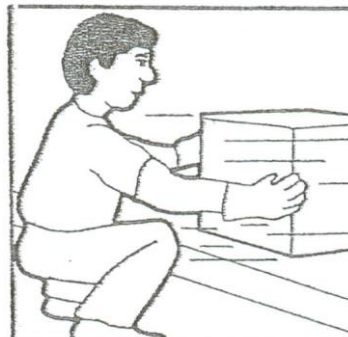
5. Tuck in arms and elbows.



6. Start lift with push from rear foot

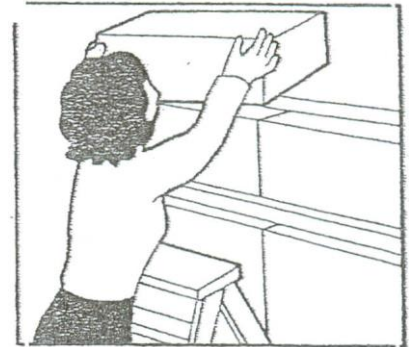
**Unloading** - To unload, face the spot you have chosen and lower the load slowly.

1. Bend your knees and let your legs, not your back, do the work.
2. Keep your fingers away from the bottom and place the load on the edge of the surface, then slide it back



**Lifting or lowering from a high place**

1. Stand on a sturdy ladder or platform. Never stand on the top rung.
2. Lift the load in smaller pieces if possible.
3. Push up on the load to see how heavy and stable it is.
4. Slide the load as close to yourself as possible before lifting.
5. Grip firmly and slide it down.
6. Get help, if needed, instead of taking risks by yourself.



**Awkward objects.**

1. Bend your knees with feet spread.
2. Grip the top outside and bottom inside corners.
3. Use your legs to lift, keeping your back straight.



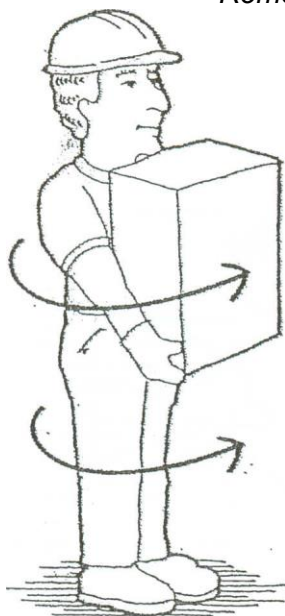
**Warm up before you lift** - bend and stretch gently to get ready.

**THINK** before you lift. Building a good lifting habit or breaking a bad one starts in your head.

***TURN, DON'T TWIST.***

When you are carrying a load and have to turn, do not twist the upper part of your body, instead make your entire body move around the corner or obstacle.

*Remember to **TURN, DON'T TWIST!***



**THE TWIST IS OUT**  
 When you're carrying a load and have to turn, don't twist the upper part of your body. Make your entire body move around the corner or obstacle. Twisting is the most common cause of back injuries, and the easiest to avoid.

**ACTIVITY 1:** ..... Hours spent: .....

What needs / problems did I SEE?

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Why did I JUDGE this particular need to be an important way of serving others and promoting justice in our world?

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What ACTION(S) did I use to serve others and promote justice?

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After completing this service, how could I follow up my involvement with this need in the future in practical ways?

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**ACTIVITY 2:** .....

Hours spent: .....

What needs / problems did I SEE?

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Why did I JUDGE this particular need to be an important way of serving others and promoting justice in our world?

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What ACTION(S) did I use to serve others and promote justice?

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After completing this service, how could I follow up my involvement with this need in the future in practical ways?

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**ACTIVITY 3:** ..... Hours spent: .....

What needs / problems did I SEE?

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Why did I JUDGE this particular need to be an important way of serving others and promoting justice in our world?

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What ACTION(S) did I use to serve others and promote justice?

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After completing this service, how could I follow up my involvement with this need in the future in practical ways?

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**ACTIVITY 4:** ..... Hours spent: .....

What needs / problems did I SEE?

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Why did I JUDGE this particular need to be an important way of serving others and promoting justice in our world?

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What ACTION(S) did I use to serve others and promote justice?

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After completing this service, how could I follow up my involvement with this need in the future in practical ways?

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**ACTIVITY 5:** ..... Hours spent: .....

What needs / problems did I SEE?

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Why did I JUDGE this particular need to be an important way of serving others and promoting justice in our world?

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What ACTION(S) did I use to serve others and promote justice?

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After completing this service, how could I follow up my involvement with this need in the future in practical ways?

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# Waterford Project

## 'See, Judge, Act'

### Student Reflection

In the space below, write down your thoughts about the activities you took part in to help other people. By reading over your individual activity reports, try to identify an overall trend for your experiences. You may find it helpful to use the following guideline questions.

1. What were my first impressions about the Waterford Project?

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2. What were my main concerns?

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3. What was the most difficult thing about getting started?

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4. How difficult was it to become involved for the required number of activities and time commitment?

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5. What I like about what I did ..... the best thing?

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6. What I did not like about what I did ..... the worse things?

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7. Will I be likely to look for more ways of helping others?

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