



MARY
MACKILLOP
today

**"Find happiness in
making others happy."**

Mary MacKillop 1899

Years 2 and 3

Exploring Participation in Papua New Guinea

For any further information regarding this resource and Mary MacKillop Today, please contact our Global Education Officer:

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“Find happiness in making others happy”

(Mary MacKillop 1899)

This course of study explores the theme of Participation; it affirms the right of everyone to participate and acknowledges that everyone, even children, have the ability to shape their own future when the barriers preventing participation are identified *and* removed. It reframes person centred ideas about disability and non-participation by identifying and challenging the barriers and structural causes of injustice and marginalisation.

“Believe in the whisperings of God to your own heart”

Prayer focuses on the rights of children to be valued and esteemed by their society and for each and every child to be recognised for their own individual gifts and grace.

“Never see a need...

- In the Footsteps of Mary

Mary MacKillop lived the teaching of Participation through her example of being present for people no matter how far away they lived or how remote their location. It didn't matter what their circumstances were or their skills, abilities or even what language they spoke, she saw clearly what was preventing people from being included and worked to address it.

- Mary MacKillop Today in Papua New Guinea

Mary MacKillop Today continues Mary MacKillop's legacy through our work in Papua New Guinea in partnership with *Buk bilong Pikinini*. More than 85% of Papua New Guinea's population live in remote or rural communities and for most children, education during the vital early years of life is inaccessible. For children with disability, these opportunities are even rarer. Barriers such as accessibility, costs and discriminatory attitudes means that children with disability are often excluded from education.

..... without doing something about it”

- Find happiness in making others happy (classroom activities)

Students in Years 2-3 explore the theme of Participation through suggested learning activities that reflect Mary MacKillop Today's work in disability inclusion in Papua New Guinea. These learning activities have been developed in line with the Health and Physical Education Learning Areas of the Australian Curriculum. General Capabilities such as Personal and Social Capacity and Intercultural Understanding skills to be transferred across other curriculum frameworks, disciplines and teaching practices.

- Being True and Generous (fundraising activities)

Students in Years 2-3 put their learning into action by participating in an activity that brings happiness, makes others happy and reflects the experiences of Noah, the boy who overcame the barrier preventing his participation in education. He was empowered to do this through the support of his grandfather, his community and *Buk bilong Pikinini* and through contributions from *Mary MacKillop Today*.

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How do I Pray?

When Jesus saw this, he was indignant. He said to them, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Mark 10:14



For just as each of us has one body with many parts, and these parts do not all have the same function, so in Christ we, though many, form one body, and each of us belongs to all the others. We have different gifts, according to the grace given to each of us. Romans 12:4-6

Prayer focuses on the rights of children to be valued and esteemed by their society and for each and every child to be recognised for their own individual gifts and grace.

The following template provides opportunity for students to be involved in prayer by focusing on their gifts and those of their peers. Students prepare for Prayer by writing about one of their gifts on one of the hands, a gift being the particular skills, talents or abilities that they have. They then sit in a circle (whole class or small groups) and share their special gift with their classmates. Afterwards they write a word (or drawing) that describes three other peoples' gifts on the other three hands.

The prayer can then be said by thanking God for our gifts and including some of the examples on the hands. The templates can be decorated and displayed in the classroom or other appropriate places such as the school chapel.

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Dear God, thank you for our Gifts.....



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How do I See?

- In the Footsteps of Mary

Mary MacKillop lived the teaching of Participation through her example of being present for people no matter how far away they lived or how remote their location. It didn't matter what their circumstances were or their skills, abilities or even what language they spoke, she saw clearly what was preventing people from being included and worked to address it.

A lovely example that can be used to explain the concept of a barrier to young children is the story of Mary MacKillop's river crossing at Gosford NSW in the 1890's. When Mary visited St Joseph's orphanage at Kincumber, she would be met at the rail head at Woy Woy and rowed across the Brisbane Waters to the Boys' Home. The week before she was scheduled to arrive on the train the boys would try to be extra good so as to be granted the honour of rowing Mary MacKillop across and to receive some of the lollies which she would always bring for them.

What is important about this story is that was the relationship between Mary MacKillop and the orphan boys which allowed them to work together to cross the barrier, the river. Mary helped the boys, but the boys also helped Mary. They empowered each other.

Discussion Questions

1. How do I get to school?
2. Who helps me get to school?
3. What do I enjoy the most about school?
4. Who helps me with the difficult things?
5. How do I make school a good place for myself?
6. How do I make school a good place for others?



Discussion Response

Create a map of your journey to school.

Include pictures, symbols, drawings or words that describe all the people (mum dad, bus driver) that help you get to school.

Include pictures, symbols, drawings or words that describe all the things (legs, car, bus, roads) that help you get to school.

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How do I See?

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<https://www.marymackilloptoday.org.au/what-we-do/our-projects/inclusive-communities-program/>

Mary MacKillop Today is producing and developing empowering stories of children with disability in Papua New Guinea with our partner, Buk bilong Pikinini.

The first story to be published is ‘*I Am Noah. This Is My Story*’ and recounts how Noah lost his hearing as a child but was able to get an education with the strong support of his Bubu (grandfather) and friends at school.

The focus of Noah’s story is on his abilities and what he enjoys doing.

10,000 copies of Noah’s story will be donated to Elementary and Primary schools around PNG with the aim to get discussions around inclusiveness started with a positive story. ‘*I Am Noah. This Is My Story*’ can make a difference by raising awareness of the rights, gifts and dreams of differently abled children (and adults) and help change attitudes about the importance of providing quality and inclusive education for everyone.



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How do I Do?

Students in Years 2-3 explore the theme of Participation through suggested learning activities that reflect Mary MacKillop Today’s work in disability inclusion in Papua New Guinea.

These learning activities have been developed in line with the Health and Physical Education Learning Areas of the Australian Curriculum.

ACARA Learning Areas – Health and Physical Education

Personal, Social and Community Health	
Communicating and interacting for health and wellbeing Year 1 & 2	<i>Describe ways to include others to make them feel they belong</i> ACPPS019 Exploring how people feel when they are included and excluded from groups and activities <i>Identify and practise emotional responses that account for own and others’ feelings</i> ACPPS020 Predicting how a person or character might be feeling based on the words they use, their facial expressions and body language
Contributing to healthy and active communities Year 1 & 2	<i>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected</i> ACPPS024 Examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different
Being healthy, safe and active Year 3 & 4	<i>Explore how success, challenge and failure strengthen identities</i> ACPPS033 Exploring factors that support personal achievement and development of personal identities, such as the influence of family, friends and school Talking about how overcoming a challenge or adversity can unite a group of diverse people

Movement and Physical Activity	
Learning through movement Year 1 & 2	<i>Use strategies to work in group situations when participating in physical activities</i> ACPMP030 Describing and demonstrating how to include others in physical activity Suggesting and trialling how a game can be changed so that everyone can be involved

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<p>Learning through movement</p> <p>Year 3 & 4</p>	<p><i>Adopt inclusive practices when participating in physical activities</i> ACPMPO48 Using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy</p> <p>Modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space</p>
<p>Understanding movement</p> <p>Year 3 & 4</p>	<p><i>Participate in physical activities from their own and other cultures</i> ACPMP108 Participating in children's games and dances from other cultures</p>

General Capabilities such as Personal and Social Capacity and Intercultural Understanding enable skills to be transferred across other curriculum frameworks, disciplines and teaching practices.

ACARA General Capabilities - Personal and Social Capability

Social awareness	<i>Contribute to civil society</i>	
	Level 2	Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them
	Level 3	Identify the various communities to which they belong and what they can do to make a difference

ACARA General Capabilities - Intercultural Understanding

Reflecting on intercultural experiences and taking responsibility	<i>Challenge stereotypes and prejudices</i>	
	Level 2	Discuss the effects of acceptance and inclusion in familiar situations
	Level 3	Explain the dangers of making generalisations about individuals and groups

Cross Curriculum Priorities such as Asia and Australia’s Engagement with Asia enable ideas to be transferred across other curriculum frameworks, disciplines and teaching practices.

ACARA Cross Curriculum Priorities - Asia and Australia’s Engagement with Asia

Asia and its Diversity

- OI.1 The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.

Asia–Australia engagement

- OI.7 Australians play a significant role in social, cultural, political and economic developments in the Asia region.

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How do I Do?

- We are all in His hands (classroom activities)
1. Students begin by brainstorming the familiar tasks they do every day getting ready for school, at school and when they get home.

Focus questions:

What parts of our bodies help us to do these things?

Which people help us to do these things?

2. Create an everyday challenge course around the classroom or other suitable learning area, either inside or outside. Set up a number of challenge stations. At each station students have to complete the task e.g.

tying their shoes

opening a jar that has a screw-on lid

holding a pack of cards and handing out one each to their friends

drying a plastic cup or plate with a tea towel

pegging some pages or cloth on a line

colouring a page from a colouring book with four colours agreed on by everybody

throwing and catching a ball

3. Divide the class into groups of three: one student is then blindfolded, the second has an arm in a sling and the third is not allowed to speak words (in any language).
4. They now have to move through the challenge course completing each task together. One person cannot do it alone.

Reflection questions:

How did we use other parts of our bodies help us to do these things?

How did we help each other to do these things?

5. Extend this experience by thinking of a popular game, e.g. handball, hopscotch, basketball, chasey etc. If the 'barriers' were the same as part 3 of the challenge course (blindfold, sling, speech) would it still be able to be played?
6. Use the following template to adapt that game to help everyone play. Then try it out!

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Who is in our Team?

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What is the Game?

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What are the Barriers?

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How can we Play?

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How do I Do?

- Being True and Generous (fundraising activities)

Students in Years 2-3 put their learning into action by participating in an activity that brings happiness, makes others happy and reflects the experiences of Noah, the boy who overcame the barrier preventing his participation in education. He was empowered to do this through the support of his grandfather, his community and *Buk bilong Pikinini* and through contributions from *Mary MacKillop Today*. Creating Arrowroot Happy Face icing biscuits with their Bubu (grandfather) or other significant and supportive family and friends promotes participation for students in Australia but also, through funds raised, for students like Noah in Papua New Guinea.



Ingredients

icing sugar
jug of water
several different food colourings
Arrowroot biscuits
smarties, jelly beans, & party mix
lollies,
chocolate buds (milk & white)
sprinkles & freckles
several trays & mixing bowls
bowls for the lollies
wooden spoons & spatulas

Directions

Sift the icing sugar into a bowl.
Add enough water to make a spreadable paste and then add a few drops of food colouring.
Spread a teaspoon of icing onto the biscuit and then get creative with the lollies to make happy faces.
When the faces are done, use the sprinkles for hair.
Leave them to set on trays.
Afterwards enjoy eating some together and then package the rest in cellophane bags for sale.