



MARY
MACKILLOP
today

**“Work on with constancy
and courage.”**

Mary MacKillop 1876

Years 7 and 8

Exploring Participation in Australia

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“Work on with constancy and courage”

(Mary MacKillop 1876)

This course of study explores the theme of Participation; it affirms the right of everyone to participate and acknowledges that everyone can shape their own future when the barriers preventing participation are identified *and* removed. Participation means that individuals and communities can and should make choices about what is best for them, where they live, who with and how they talk, teach, listen and learn together. Participation helps individuals and communities retain their cultural identities and strengthen cultural connections with each other and the places in which they live.

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

Prayer focuses on our connections with friends, family and place and acknowledges how these important connections help to strengthen our identity and support us to strive for new knowledge and experiences.

“Never see a need...”

- In the Footsteps of Mary

Mary MacKillop lived the teaching of Participation through her example of reaching out to the marginalised and helping them to shape new futures. Mary wanted to become a nun, but Father Julian Tenison Woods convinced her to start her own order dedicated to bringing education to the small poor towns and settlements in the Australian bush. He even paid her family’s debts so that she could return to Penola and begin her own school.

- Mary MacKillop Today in Australia

Mary MacKillop Today continues Mary MacKillop’s legacy through our work in Australia with our First Nations Tertiary Scholarships program. This program helps to ensure that Scholarship recipients can achieve a better quality of life for themselves, their families and their communities by providing financial support to First Nations students if they want to continue studying after high school.

..... without doing something about it”

- Work on with constancy and courage (classroom activities)

Students in Years 7 and 8 explore the theme of Participation through suggested learning activities that reflect Mary MacKillop Today’s work in supporting First Nations students in Australia. These learning activities have been developed in line with the Geography Learning Area of the Australian Curriculum. General Capabilities such as Critical and Creative Thinking, Personal and Social Capacity and Intercultural Understanding enable these ideas to be transferred across other curriculum frameworks, disciplines and teaching practices.

- Being True and Generous (fundraising activities)

Students in Years 7 and 8 put their learning into action by creating a cookbook using traditional family recipes from everyone in the class or year group. This can then be sold to the entire school community as a meaningful fundraiser, one which that reflects the students’ identities and their connections to family, friends and place.

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

How do I Pray?

The heart of the discerning acquires knowledge, for the ears of the wise seek it out.
Proverbs 18:15



Do not conform to the pattern of this world but be transformed by the renewing of your mind. Romans 12: 2

Prayer focuses on our connections with friends, family and place and acknowledges how these important connections help to strengthen our identity and support us to strive for new knowledge and experiences.

Read the passages above carefully and slowly. Focus on thinking about the people who have supported you in your life and the place or places in which you have connected with them.

Use the following Reflection template to describe these connections. How have these connections shaped the person you are today? In what ways will they support, influence or shape your future? Use these reflections to give thanks for this support and to ask for courage in ‘seeking out wisdom’ and in ‘renewing your mind’.

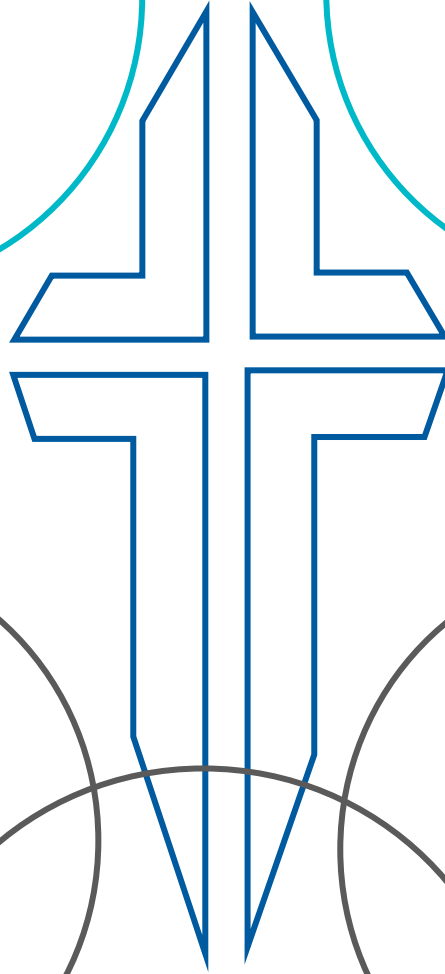
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Who I Am

Who I Could Be



Connections with
My Family

Connections with
My Friends

Connections with
My Place

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“Never see a need....

How do I See?

- In the Footsteps of Mary

Mary MacKillop lived the teaching of Participation through her example of reaching out to the marginalised and helping them to shape new futures. Mary had wanted to become a nun, but Father Julian Tenison Woods convinced her to start her own order dedicated to bringing education to the small poor towns and settlements in the Australian bush. Her mother wanted her to live in Melbourne and support her family as her father was unable to get work. Tennison Woods paid her family’s debts so that she could return to Penola and begin her own school. Her sisters Annie and Lexie also came and helped teach there.



“Mary MacKillop Today” artwork by Ursula Morgan

Discussion Questions

How did Mary MacKillop’s family influence her future?

How did her friends influence her future?

How did her faith influence her future?

Discussion Response

What choices do young people have today that are different from Mary MacKillop’s choices?

Does having wealth or experiencing poverty influence our choices?

How does where we live or where we come from influence our choices about our future?

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Mary MacKillop Today continues Mary MacKillop’s legacy through our work in Australia with our First Nations Tertiary Scholarships program.

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

This program helps to ensure that Scholarship recipients can achieve a better quality of life for themselves, their families and their communities by providing financial support to First Nations students if they want to continue studying after high school.

All recipients receive mentoring and, if requested, pastoral guidance, as central support tools. This program works to address systemic barriers to education by increasing access to tertiary studies and helps to ensure that Scholarship recipients can achieve a better quality of life for themselves, their families and their communities. Through extensive consultations with students, mentors and supervisors from ATSI university community centres, appropriate and effective support mechanisms have been developed to meet the needs of Scholarship recipients. They also play an important role in the design and review process, allowing us to continually improve and develop the programme.

The initiative offers three types of scholarships designed to significantly reduce the financial hardship and mental health challenges faced by ATSI students. It is accommodating of all fields of study making it even more appealing as a Scholarship Program of choice.



“... this opportunity has not just allowed me to finish university, it’s enabled me to dream bigger, grasp opportunities I never knew existed, meet amazing people who are now my mentors in industry and others who are friends for life. So, I can’t thank you all enough and also for how much this has helped my family.”

Aiden Pearson

Bachelor in Agribusiness and a Bachelor of Applied Science majoring in Equine Management.

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How do I Do?

- Work on with constancy and courage (classroom activities)

Students in Years 7 and 8 explore the theme of Participation through suggested learning activities that reflect Mary MacKillop Today’s work in providing educational support for First Nations students in Australia.

These learning activities have been developed in line with the Geography Learning Area of the Australian Curriculum.

ACARA Learning Areas – Geography

Geographical Knowledge and Understanding	
Place and liveability Year 7	<i>Factors that influence the decisions people make about where to live and their perceptions of the liveability of places</i> ACHGK043 Investigating their and others’ interpretations of the concept of liveability and choices about where to live for example, connections to cultural groups Discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice
	<i>The influence of accessibility to services and facilities on the liveability of places</i> ACHGK044 Comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia ...for example, access to ...education and health services
	<i>The influence of social connectedness and community identity on the liveability of place</i> ACHGK046 Investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability
Changing nations Year 8	<i>Reasons for, and effects of, internal migration... in Australia...</i> ACHGK056 Identifying and explaining the main types, patterns and trends of internal migration in Australia (for example, employment, lifestyle and retirement migration) Explaining that Aboriginal and Torres Strait Islander Peoples’ population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment.

Geographical Inquiry and Skills	
Reflecting and responding Year 7 & 8	<i>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal</i> (ACHGS054)

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ACARA General Capabilities – Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas	<i>Pose questions</i>	
	Level 4	Pose questions to clarify and interpret information and probe for causes and consequences.
	Level 5	Pose questions to probe assumptions and investigate complex issues.

ACARA General Capabilities - Personal and Social Capability

Social awareness	<i>Appreciate diverse perspectives</i>	
	Level 4	Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others.
	Level 5	Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view.

ACARA General Capabilities - Intercultural Understanding

Recognising culture and developing respect	<i>Develop respect for cultural diversity</i>	
	Level 5	Understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities.
Interacting and empathising with other	<i>Empathise with others</i>	
	Level 5	Imagine and describe the feelings and motivations of people in challenging situations.
Reflecting on intercultural experiences and taking responsibility	<i>Mediate cultural difference</i>	
	Level 4	Discuss ways of reconciling differing cultural values and perspectives in addressing common concerns.
	Level 5	Identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard.

ACARA Cross Curriculum Priorities - Aboriginal and Torres Strait Islander Histories and Cultures

Culture

- OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

People

- OI.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

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How do I Do?

- Work on with constancy and courage (classroom activities)

The connections that we make with our friends, family and place help define who we are and who we become. They influence our choices in making decisions about our future. This can be a positive or a negative thing but more often it is a bit of both. For many young people, striving to participate in a tertiary education, these connections to family, friends and place can both hinder and help their future success.

1. Use the following mind map as a beginning point to begin a discussion with a partner or small group about how our connections to place affect who we are and what we might become. These subheadings are only a suggestion, there could be many others.



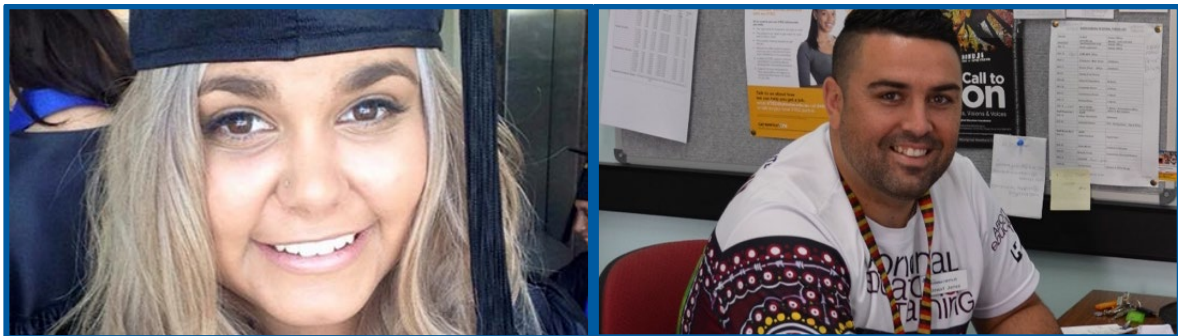
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2. Consider a positive and a negative aspect of each subheading in relation to **PLACE** and make a reference table which describes how something can support participation or become a challenge which needs to be overcome. e.g.

Supports Participation		Challenge to Participation
Everyone knows you and its easy to get a reference	Employment & Place	There are not enough jobs or opportunities where you live
You have a good support base from a wide range of people with different strengths and skills who can all help you	Community & Place	You have responsibilities and obligations in your community and feel you need to remain there and give something back
You have a strong sense of who you are because of where you come from, it's all around you	Identity	People make assumptions and judgements about you because of where you come from
	Family & Friends	
	Cultural Traditions	

3. Use these opposing perspectives to make a creative presentation that explains the complexity of trying to participate in a tertiary education. It could be a Snakes and Ladders style board game where connection to place can positively influence your future (go up a ladder) or become a challenge to overcome (go down a snake) It could be a really strong class debate or extended into a short dramatic play or documentary style short film.



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How do I Do?

- Being True and Generous (fundraising activities)

Create a cookbook using traditional family recipes from everyone in the class or year group and sell it to your school community as a meaningful fundraiser that reflects your school and its connections to family, friends and place.

Invite family members from the school community to the launch of the recipe book and ask them to speak about the origins, cultural practices and connections to place that this dish has for them and their family.



As an extension to this fundraiser your class or year group could host a community feast where everyone brings an example of their cultural or traditional dish to share.

Consider hosting this as a fundraising event during a compatible celebratory time, e.g. Harmony Day, NAIDOC Week, Mary MacKillop Feast Day and then focus on the way preparing and sharing and food can keep us connected to our ancestors, community, place and spirit.



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My Family's Special Dish

Suggested Research Questions

What

- What is this dish called? What are its traditional or cultural names?
- Are their important ingredients or methods used in creating it?
- Do I have any photographs or images of this dish being made, served or eaten?

Why

- Why did I choose to research this family dish?
- Why is this food culturally significant to me and/or my family?

Where

- Is there a place, town or region that my dish (or its ingredients) are named after?
- Is there a special place that my dish (or its ingredients) are grown, harvested, hunted or bought?
- Is this place meaningful to my family because of its connection to this dish?

When

- How long has this dish been in my family?
- Does my family eat this food all the time or is there a specific day, season or festival when we catch, harvest, prepare or eat this particular food?

How

- Is there a specific or unusual part of the process in making this dish?
- Do things have to be made, mixed or included in a certain order or sequence?
- Are the ingredients grown, gathered, harvested, hunted or bought?

Who

- Who in my family (or which of my ancestors) makes or made this dish?
- Do people in my family have different roles, contributions and responsibilities when making this dish? E.g. shopping, planting, harvesting, hunting, preserving, cooking?
- Does this dish have cultural significance for my whole community?