



MARY
MACKILLOP
today

"Do all you can to Work in Unity"

Mary MacKillop 1882

Years 4 and 5

Exploring Common Good in Australia

For any further information regarding this resource and Mary MacKillop Today, please contact our Community Partnerships Coordinator:

*hello@marymackilloptoday.org.au
P.O. Box 1646
North Sydney NSW 2059
Ph: 02 8912 2777944*

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“Do all you can to work in unity”

(Mary MacKillop 1882)

This course of study explores the theme of Common Good; it encourages us to help others and to allow others to help us. We can do this by making sure everyone gets a turn and everyone gets listened to, that we understand our rights are the same as other people's rights.

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

Prayer focuses on mutual compassion; it gives thanks for the gifts we receive from God and reminds us to use these to support and care for each other.

“Never see a need....

- In the Footsteps of Mary

Mary MacKillop understood the teaching of Common Good through her experience of hardship and poverty. The generosity that was extended to her family and the difficulties they experienced, helped shape Mary's ideals and expectations. She learnt very early on that anyone can become poor but with support from others it is possible to get through even the toughest of times.

- Mary MacKillop Today in Australia

Mary MacKillop Today continues Mary MacKillop's legacy through our work in rural New South Wales, Australia. The Financial Inclusion Program supports low income earners to move away from financial hardship towards stability and more meaningful economic participation. In partnership with Good Shepherd, Mary MacKillop Today offers No Interest Loan Schemes (NILS) to individuals and families, empowering them to help themselves to reduce debt and regain their economic security.

..... without doing something about it”

- Do all you can to work in unity (classroom activities)

Students in Years 4 and 5 explore the theme of Common Good through suggested learning activities that reflect Mary MacKillop Today's work in microfinance in Australia. These learning activities have been developed in line with the Mathematics Learning Area of the Australian Curriculum. General Capabilities such as Personal and Social Capacity and Intercultural Understanding enable skills to be transferred across other curriculum frameworks, disciplines and teaching practices.

- Being True and Generous (fundraising activities)

Students in Years 4 and 5 put their learning into action by participating in group-based activities that help them to experience success through unity; by sharing skills and knowledge. They are also able to work together to raise funds for *Mary MacKillop Today's* work in Australia which assists individuals suffering from financial exclusion and poverty.

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

How do I Pray?

May the God who gives endurance and encouragement give you the same attitude of mind toward each other. Romans 15:5



Prayer focuses on mutual compassion; it gives thanks for the gifts we receive from God and reminds us to use these to support and care for each other.

Students remember a time that someone said something nice to them or paid them a compliment that made them feel good about themselves. They write this down or draw a picture or symbol which represents that compliment and thank God for the gift they have been praised for. These images can then be displayed around the classroom and used as a focus for learning, daily prayer or throughout a church season.

Students then begin a Prayer Journal and use the following template to record who else they have made feel good by sharing their compliment and ‘paying it forward’.

At the conclusion of the unit of work or season students reflect on the increased good that comes from first recognising our own gifts, then thanking God for them and finally sharing our gifts by recognising them in others.

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How did it make me feel?

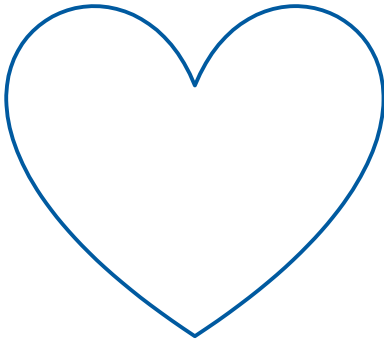
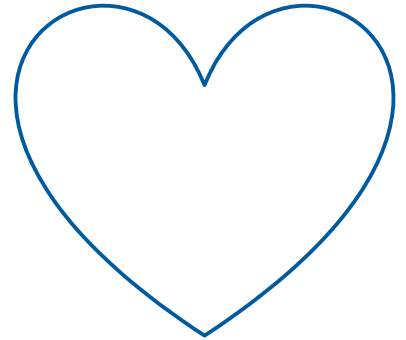
What was the nice thing that was said to me?

.....

.....

.....

.....

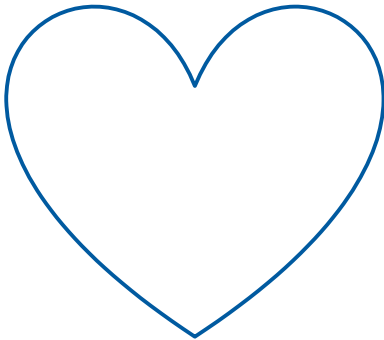


Who else can I say this nice thing to?

.....

.....

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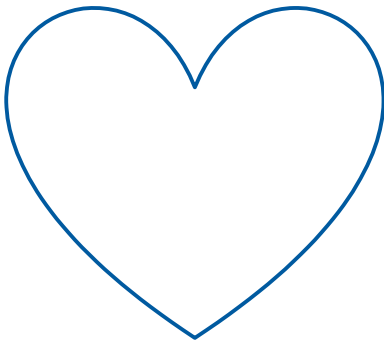


Who else can I say this nice thing to?

.....

.....

.....



Who else can I say this nice thing to?

.....

.....

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“Never see a need....

How do I See?

- In the Footsteps of Mary

Mary MacKillop understood the teaching of Common Good through her experience of hardship and poverty. As a child she received a good education from her father, however her family was always running out of money and they were often homeless. They lost their farm through debt and so her mother Flora took Mary and her brothers and sisters to live with their uncle Donald in the Gippsland Ranges. Her family found themselves reliant on friends and relatives for support.

The generosity that was extended to her family and the difficulties they experienced, helped shape Mary's ideals and expectations. She learnt very early on that anyone can become poor but with support from others it is possible to get through even the toughest of times.

Discussion Questions

1. What are some of the things that I find difficult to do?
2. How do I feel when I can't do something without help?
3. What groups do I belong to?
4. How do people in these groups help me?
5. How do I help the others who are in the groups I belong to?
6. Why do others help me?
7. Why do I help other people?

Discussion Response

Use the following template to write in four people or groups of people who helped Mary

MacKillop  and four people or groups whom Mary MacKillop helped. 

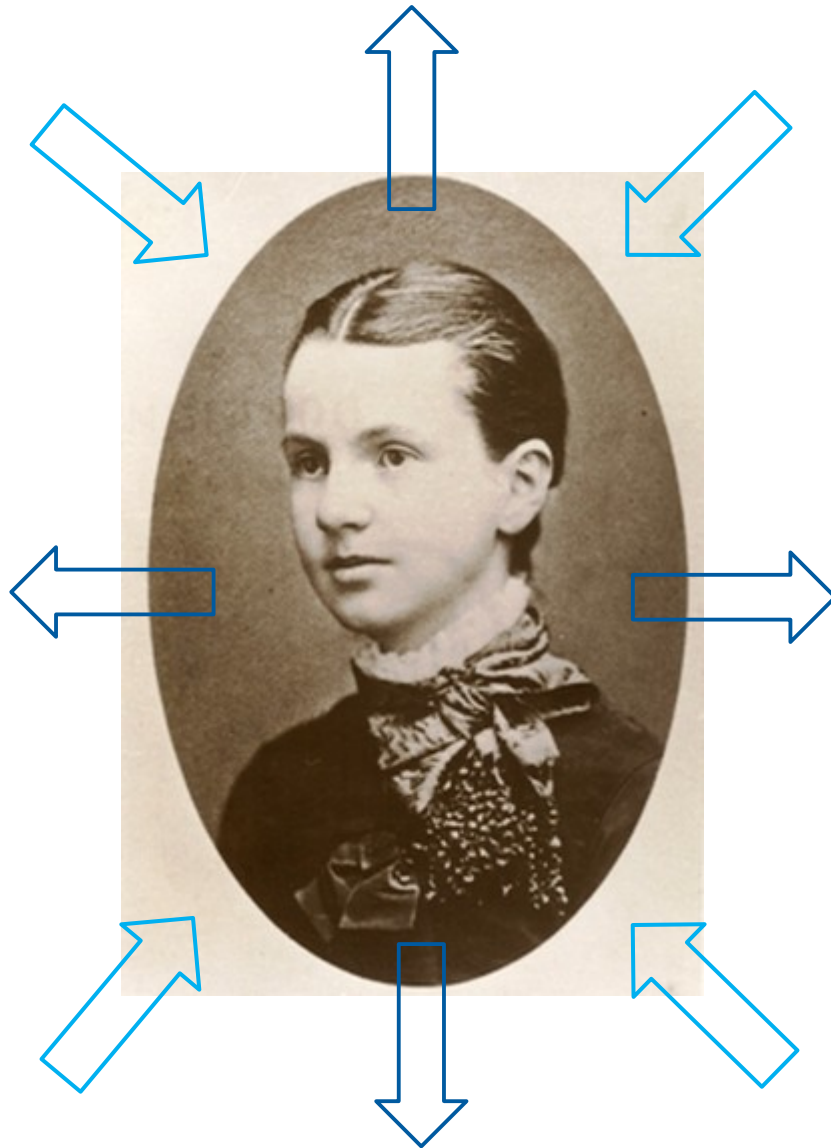
Are any of these people the same? Was she able to help people who had helped her?

Were there times when the people whom she helped were able to help her in return?

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How do I See?

- Mary MacKillop Today in Australia

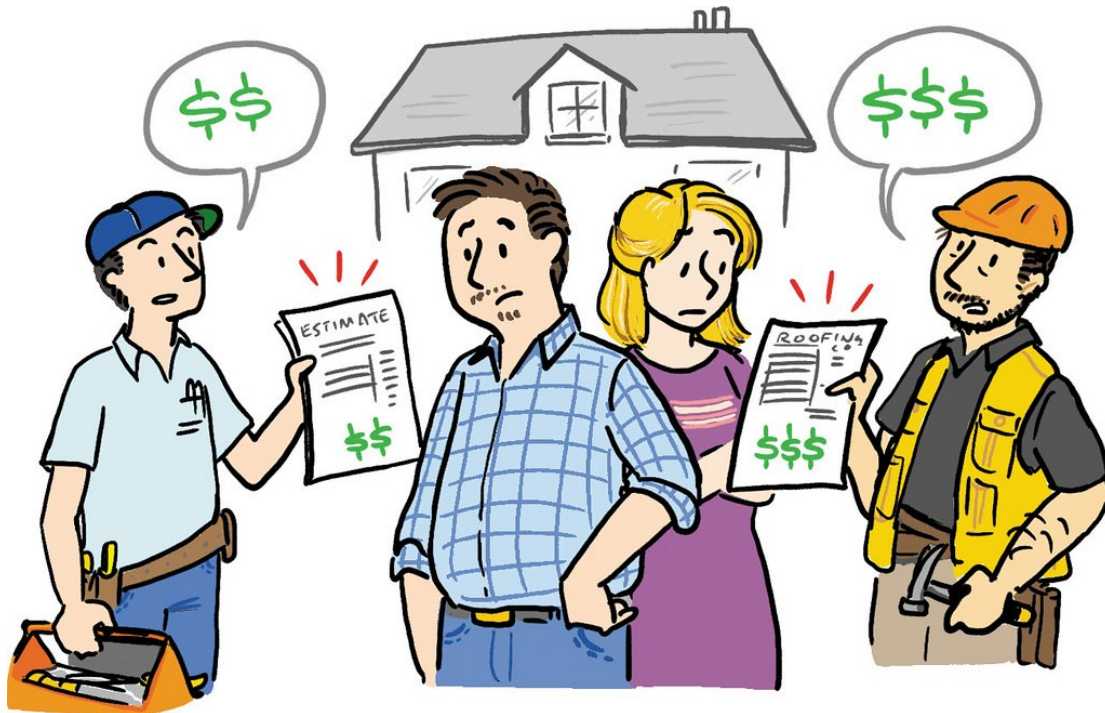
<https://www.marymackilloptoday.org.au/what-we-do/our-projects/australia-financial-inclusion/>

Mary MacKillop’s family were low income earners and often had long periods of time where they were unemployed. In the same way that Mary’s family received support from relatives and friends, Mary MacKillop Today’s Financial Inclusion Program supports low income earners in rural NSW to move away from financial hardship towards greater economic stability.

In partnership with Good Shepherd, Mary MacKillop Today offers No Interest Loan Schemes (NILS) to individuals based on an idea of ‘Circular Community Credit’. This is where the borrower makes a repayment that then becomes available for someone else to borrow.

There are no fees and 0.00% interest, and loans are generally repaid over a term of 12 to 18 months. NILS loans are available for amounts up to \$1,500 to assist people with the purchase of new essential household items, some services, medical equipment and educational equipment.

These are things that can assist families to become financially secure and even achieve full financial independence because they now have access to health, education and everyday needs such as food, clothing, electricity, and reliable transport.



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How do I Do?

- Do all you can to work in unity (classroom activities)

Students in Years 4 and 5 explore the theme of Common Good through suggested learning activities that reflect Mary MacKillop Today's work in microfinance in Australia.

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

ACARA Learning Areas – Mathematics

Number and Algebra	
Money and financial mathematics Year 4	<i>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies ACMNA080</i> Carrying out calculations in another currency as well as in dollars and cents, and identifying both as decimal systems
Money and financial mathematics Year 5	<i>Create simple financial plans ACMNA106</i> Creating a simple budget for a class fundraising event

Statistics and Probability	
Data representation and interpretation Year 4	<i>Select and trial methods for data collection, including survey questions and recording sheets ACMSP095</i> Comparing the effectiveness of different methods of collecting data
	<i>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values ACMSP096</i> Exploring ways of presenting data and showing the results of investigations
	<i>Evaluate the effectiveness of different displays in illustrating data features including variability ACMSP097</i> Suggesting questions that can be answered by a given data display and using the display to answer questions
Data representation and interpretation Year 5	<i>Pose questions and collect categorical or numerical data by observation or survey ACMSP118</i>
	<i>Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies ACMSP119</i> Identifying the best methods of presenting data to illustrate the results of investigations and justifying the choice of representations

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- Do all you can to work in unity (classroom activities)

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 3	Identify the various communities to which they belong and what they can do to make a difference
	Level 4	Identify a community need or problem and consider ways to take action to address it

ACARA General Capabilities - Intercultural Understanding

Interacting and empathising with others	<i>Empathise with others</i>	
	Level 3	Imagine and describe the feelings of others in a range of contexts
	Level 4	Imagine and describe the situations of others in local, national and global contexts
Reflecting on intercultural experiences and taking responsibility	<i>Challenge stereotypes and prejudices</i>	
	Level 3	Explain the dangers of making generalisations about individuals and groups
	Level 4	Explain the impact of stereotypes and prejudices on individuals and groups within Australia

Cross Curriculum Priorities such as Sustainability enable ideas to be transferred across other curriculum frameworks, disciplines and teaching practices.

ACARA Cross Curriculum Priorities - Sustainability

World Views

- OI.5 World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

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How do I Do?

- Do all you can to work in unity (classroom activities)

Students begin by participating in a traditional ball toss game where a bucket or empty rubbish bin is placed in the middle of the room and players attempt to throw a ball into it. Five students are selected for the first round and they have five throws each. Success rates are recorded on the data sheet.

For the second-round distances are adjusted to reflect different socio-economic circumstances and create disadvantage/advantages for different players. The five players are given different amounts of monopoly money and can use this to buy a step or steps closer to the bucket. Success rates are again recorded on the data sheet.

The game is then repeated with students being given a partner to help. Their partner has been given some Monopoly money also and now the game is played with the support of different skills and new amounts of money.

In the final round the rest of the class is divided up to join the original five players. The teams are given the opportunity to discuss how to spend their money and who shall throw the ball so that different skills and physical and financial responsibilities are all shared.

Discussion questions explore the results in real life terms by making connections between individuals experiencing disadvantage and the success of community support in addressing disadvantage; that individual lives can be greatly improved financially and socially with the support and involvement of others.

Students use their recorded data to create simple graphs, pie charts, ratios etc and display their work as posters and/or presentations throughout the wider school community. These presentations can be used to challenge social assumptions and stereo-types surrounding poverty and social disadvantage in Australia.



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Players

2x recorders

2x bankers

5x throwers

5x MMT Assistors (pairs)

Remainder of class - Community Assistors

Equipment

Bucket or empty clean rubbish bin

5-10 tennis balls

Monopoly money

Recording sheets

Empty classroom/ or contained outdoor space

Playing Instructions

5x Players attempt to throw a ball into a bucket.

5x Players are then given different amounts of money which can be used to 'purchase' a step or steps closer to the bucket.

5x Players are then assisted by a Mary MacKillop Today NILS loan in the form of another player with some money.

5x Players are joined by the remainder of class - Community Assistors, who share their skills and more money to improve the success rate of the ball in the bucket!

Reflection & Discussion Questions

How did it feel to have less chance of success (getting the ball in the bucket) just because you had less money to buy 'steps'?

Did having a partner help you in ways other than just being able to get closer?

What was the best thing about being part of a team for this task?

In what ways can people be judged for not having enough money?

What are the most necessary things an individual might need to be successful?

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Name	Throw 1	Throw 2	Throw 3	Throw 4	Throw 5
1.					
2.					
3.					
4.					
5.					

Name/Wealth	Throw 1	Throw 2	Throw 3	Throw 4	Throw 5
1.					
2.					
3.					
4.					
5.					

Pairs	Throw 1	Throw 2	Throw 3	Throw 4	Throw 5
1.					
2.					
3.					
4.					
5.					

Groups	Throw 1	Throw 2	Throw 3	Throw 4	Throw 5
1.					
2.					
3.					
4.					
5.					

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How do I Do?

- Being True and Generous (fundraising activities)

Students in Years 4 and 5 put their learning into action by participating in group-based activities that help them to experience success through unity; by sharing skills and knowledge. They are also able to work together to raise funds for *Mary MacKillop Today's* work in Australia which provide No Interest Loan Schemes (NILS) to individuals and families experiencing economic hardship.

Board Game Challenge

(A good one to do in winter in the Library or common room!)

This Board Game Challenge could be run as a House Competition, a Pastoral Care or Tutor Group activity or developed into a fundraiser by charging each player a gold coin to enter each game and creating prizes and rewards.

Students are encouraged to enter teams made up of students from mixed grades and a range of staff members including teachers, assistants, maintenance, administration, leadership etc. Teams are recommended to be between two and five players.

Games are played on rotation throughout the term; Monopoly, Trivial Pursuit, Articulate, Scrabble, Chess, Snakes & Ladders, Cluedo etc. and the winning teams play off for an overall Championship.

The main point of the tournament is that students and staff work together to celebrate and benefit from each other's strengths. Success can be enjoyed together with a simple winning move or a final overall championship. Teams combine skills and knowledge, sharing roles, planning strategies, compromising and adapting when others are away or unavailable etc.

In this way the teaching of Common Good is experienced in a fun and empowering way and has the potential to extend this experience of Common Good to others, through meaningful fundraising.

The Board Game Challenge can gain momentum through newsletter articles, daily notices, posters around the school and through feedback to the Mary MacKillop Today website in the For Schools section. Student Leaders can take photos and interviews and prepare a class or assembly presentation.






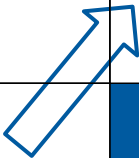

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How do I Do?

Board Game Challenge

students from mixed grades		played throughout the term		<i>Snakes & Ladders</i> 
	<i>Monopoly</i>	teaching and non-teaching staff		teams between two and five players
sharing roles & planning strategies 			<i>Trivial Pursuit</i> 	
<i>Scrabble</i>		compromise and adapt 	championship winners	<i>Articulate</i>
	combine skills and knowledge	<i>Chess</i>	group success 	
<i>Cluedo</i>		common good 		meaningful fundraising

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