



MARY
MACKILLOP
today

"We are but travellers here."

Mary MacKillop 1866

Years 9 and 10

Exploring Solidarity in Timor-Leste

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“We are but travellers here”

(Mary MacKillop 1866)

This course of study explores the theme of Solidarity. We are all responsible for each other and we all benefit when we work together side by side as equals, recognising each other's strengths and gifts and combining them with our own to make change for good.

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

Prayer focuses on the journey of faith, taken in solidarity with each other and God. It focuses on, and gives thanks for, those who hear the call for justice and those who strengthen and comfort us along our path.

“Never see a need....

- In the Footsteps of Mary

Mary MacKillop lived the teaching of Solidarity through her actions for justice. She never judged a person because of their circumstances but strove to change those circumstances. Mary and the Sisters of St Joseph provided friendship, emotional support and a place to live for people who were alone and isolated who had no friends, family or place. She helped people to remain connected to society and empowered them to help themselves and feel they still had self-worth and dignity.

- Mary MacKillop Today in Timor Leste

Mary MacKillop Today continues Mary MacKillop's legacy through our work in Timor - Leste and our Parents training program. <https://www.marymackilloptoday.org.au/what-we-do/our-projects/parents-training-program/>

In Timor-Leste, particularly in the rural areas, most parents have limited knowledge and skills in literacy and numeracy and many of them did not have the opportunity for a high school education. They therefore struggle to provide the necessary support for their children and feel disempowered to play an active role in their child's education. The program helps support parents to rebuild their family relationships and helps them to gain the skills and knowledge to be actively engaged in their children's learning at home.

..... without doing something about it”

- We are but Travellers Here (classroom activities)

Students in Years 9 and 10 explore the theme of Solidarity through suggested learning activities that reflect Mary MacKillop Today's historical relationship with the people of Timor-Leste. These learning activities have been developed in line with the Civics and Citizenship Learning Area of the Australian Curriculum. General Capabilities such as Ethical Understanding, 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 9 and 10 put their learning into action by organising a Democracy Sausage BBQ. They focus on the rights of all to work together for justice and freedom and hold their fundraiser on a significant political anniversary, Feast day, justice-based focus day or even host their own BBQ at their next council, state or federal election voting booths.

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

How do I Pray?

Romans 12:9-13

Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in love. Honour one another above yourselves. Never be lacking in zeal, but keep your spiritual fervour, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with the Lord’s people who are in need. Practice hospitality.

Who are the people in my world that strive for Justice and who are Strong in Faith?

Psalms 23:1-4

The LORD is my shepherd, I lack nothing. He makes me lie down in green pastures, He leads me beside quiet waters, He refreshes my soul. He guides me along the right paths for his name’s sake. Even though I walk through the darkest valley, I will fear no evil, for You are with me; Your rod and your staff, they comfort me. You prepare a table before me in the presence of my enemies. You anoint my head with oil; my cup overflows. Surely Your goodness and love will follow me all the days of my life, and I will dwell in the house of the Lord forever.

Who are the people in my world from whom I gain Comfort and Strength?



Prayer focuses on the journey of faith, taken in solidarity with each other and God. It focuses on, and gives thanks for, those who hear the call for justice and those who strengthen and comfort us along our path.

Read the passages above carefully and slowly. Focus on thinking about people who are just, who have a strong faith, who bring comfort to others, who strengthen us by walking alongside us in solidarity.

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How do I Pray?

Prayers of the Faithful

The Prayers of the Faithful are a short series of announced intentions, each followed by a period of silence during which the faithful make their prayer.

The Prayers of the Faithful help to make a personal connection between the Eucharist and the daily life of Christians. They are petitions which describe the concerns and needs of the people at a certain time, or they may be focus on important events and anniversaries. While they have a personal and local relevance, they also extend compassion beyond those present to include people and places elsewhere in the world.

Use the following guide to create your own Prayers of the Faithful.

Reflect upon the people of strength, faith, who demonstrate justice and compassion in your world and pray for them in Prayers of the Faithful

For our families

Lord,

We pray for

Lord, hear us.

All: Lord hear our prayer

For our Church

Lord,

We pray for

Lord, hear us.

All: Lord hear our prayer

For our school community

Lord,

We pray for

Lord, hear us.

All: Lord hear our prayer

For our Leaders

Lord,

We pray for

Lord, hear us.

All: Lord hear our prayer

For those who are sick and/or suffering

Lord,

We pray for

Lord, hear us.

All: Lord hear our prayer

For peace in our world

Lord,

We pray for

Lord, hear us.

All: Lord hear our prayer

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How do I See?

- In the Footsteps of Mary

Mary MacKillop lived the teaching of Solidarity through her actions for justice. She never judged a person because of their circumstances but strove to change those circumstances.

Mary MacKillop's father was political and lost his job standing up for what he believed in. Mary herself believed it was the duty of all to be politically aware and to vote with intention and not out of ignorance. She encouraged all the Sisters of St Joseph to enrol and to vote for candidates who were just and good.

In 1868, she and the Sisters of St Joseph opened a refuge for young women recently released from prison, an orphanage, and a home for older women, especially the frail and aged. She provided friendship, emotional support and a place to live for people who were alone and isolated who had no friends, family or place. She helped them to remain connected to society and empowered them to help themselves and feel they still had self-worth and dignity.

Mary was able to achieve so much through her open and inclusive approach to all those with whom she came in contact, regardless of their race, social status or religious beliefs. Some of her greatest supporters, especially at times when she herself was in need, were Protestants and Jews, as well as the very wealthy and the very poor.



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Discussion Questions

How can a woman who lived over 100 years ago still be relevant to the lives of Australians in today?

Look at the following pairs of photographs.



What are some of the things that might have stopped these children from learning?

What do these children have in common?

Who is helping them to learn?



Who are these people? Where do they work?

How is Mary MacKillop's legacy of working in solidarity with others demonstrated in these images?

Discussion Response

Go to the sisters of St Joseph of the Sacred Heart website and look at some more photographs of Mary MacKillop and the Sisters of St Joseph. Think about them and their work and then write a short reflection describing your understanding of Solidarity.

<https://www.sosj.org.au/our-foundress-mary-mackillop/marys-story/>

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How do I See?

- Mary MacKillop Today in Timor-Leste

Mary MacKillop Today continues Mary MacKillop’s legacy through our work in Timor - Leste <https://www.marymackilloptoday.org.au/what-we-do/our-projects/parents-training-program/>

In Timor-Leste, particularly in the rural areas, most parents have limited knowledge and skills in literacy and numeracy and the majority of them did not have the opportunity for a high school education because of the years spent under occupation and the long road to national recovery after the 1999 Referendum. They struggle to provide the necessary support for their children and feel disempowered to play an active role in their child’s education. To respond to this need, Mary MacKillop Today’s Parents Program provides training for parents from remote areas so they can gain the skills and knowledge to be actively engaged in their children’s learning at home, thereby improving early learning outcomes for children at school. The program helps support parents to rebuild their family relationships and helps them to gain the skills and knowledge that they missed out on when they were children.

The Parent’s Program conducts 10 weekly training sessions for parents on how to support their children’s learning in the home using activities such as reading, writing, singing, craft and games. It includes school visits to learn about the importance of education and the chance for parents to practice their new skills in the classroom. It provides ongoing monitoring and mentoring throughout the year by a Field Officer based in their community and also gives each family of a set of simple story-books and education games that parents can use in the home.



Francisca’s Story

“As a mum I live with my children and my husband. I haven’t attended any school since I was a child, so I didn’t know what school was and how to read and write.

I have learnt so many things during these parents’ workshops. I learnt how to write, how to read, how to paint and how to make handcraft. This workshop really inspires me to learn to read and to write.

One special thing that I really learnt from the training was the lessons of child development and child protection. After these lessons I realised that I need to change some of my character to talk nicely to my children and I am never angry with them as I was before.”

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How do I Do?

Students in Years 9 and 10 explore the theme of Solidarity through suggested learning activities that reflect Mary MacKillop Today's historical relationship with the people of Timor-Leste. These learning activities have been developed in line with the Civics and Citizenship Learning Area of the Australian Curriculum.

ACARA Learning Area – Civics & Citizenship

Civics & Citizenship Knowledge & Understanding	
Citizenship, diversity and identity Year 9	<i>How and why individuals and groups, including religious groups, participate in and contribute to civic life</i> ACHCK079 Researching the work of a non-government organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community Exploring the concept of 'the common good' using examples of how religious groups participate to foster interfaith understanding or social justice
	<i>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility</i> ACHCK081 Examining stories of how Australian citizens' perspectives on their role in the global community have been influenced by their experiences of living and working in other countries
Government and democracy Year 10	<i>The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations</i> ACHCK091 Exploring the types of participation that Australia has in the Asia region and internationally (for example, exchange programs, peacekeeping, election monitoring, health programs, disaster management)

Civics & Citizenship Skills	
Communication and reflection Year 9	<i>Reflect on their role as a citizen in Australian, regional and global contexts</i> ACHCS089 Considering Australian, regional and global futures and how students might contribute as active and informed citizens
Communication and reflection Year 10	<i>Reflect on their role as a citizen in Australian, regional and global contexts</i> ACHCS102 Considering and identifying the qualities of a citizen in a contemporary, successful democracy Discussing the implications of living in an interconnected world and what this could mean for active and informed citizenship

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How do I Do?

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

ACARA General Capabilities – Ethical Understanding

Exploring values, rights and responsibilities	Examine values	
	Level 5	Assess the relevance of beliefs and the role and application of values in social practices
	Level 6	Analyse and explain the interplay of values in national and international forums and policy making

ACARA General Capabilities – Personal and Social Capability

Social awareness	Contribute to civil society	
	Level 5	Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
	Level 6	Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

ACARA General Capabilities - Intercultural Understanding

Interacting and empathising with others	Empathise with others	
	Level 5	Imagine and describe the feelings and motivations of people in challenging situations
	Level 6	Recognise the effect that empathising with others has on their own feelings, motivations and action

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

Asia–Australia engagement

- OI.5 Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- 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 but Travellers Here (classroom activities)

The Mary MacKillop East Timor Mission

In 1993 Bishop Belo asked the Sisters of St Joseph of the Sacred Heart to travel to occupied Timor help the Timorese people, particularly with regard to their education and health.

They were needed to help save the culture, and in particular the Timorese language of Tetun. Tetun was banned by the occupying Indonesians, so to take up the challenge to write a literacy program in Tetun was a very courageous and bold thing to do. From the very start the Josephites worked from a position of solidarity with the Timorese, they came only to help the Timorese become who they wanted to be.

St Marys in Western Sydney was the engine room of the Tetun Literacy Project. Sr Josephine Mitchell RSJ and Sr Susan Connelly RSJ were two of the Josephite Sisters who would come and go from Sydney to Dili bringing their suitcases full of books through Customs and praying to Mary MacKillop the whole time because Tetun was a banned language. In Dili the Timorese people risked their lives to work on translation, editing, proof reading and illustrating the books.

Sr Susan Connelly described their work as a “Mary MacKillop kind of thing, to follow the Gospel and to remember that education is a human right. I think that’s what Mary MacKillop saw, that all people have a right to education, a right to learn and to read and write.”

Reflect, Research and Respond

Choose one of the following statements as a title or theme for a research essay into the story of the Josephites in Timor. Focus on the Catholic Social Teaching of Solidarity, to describe the work the Josephites did alongside the Timorese in the name of Mary MacKillop.

1. They were striving for justice and strong in faith.
2. The children were silent; there was a culture of silence.
3. We wanted to help them to have the opportunities that they had been denied
4. The Timorese population put education above everything, above food, health, housing; because they knew exactly what would help them to become a successful nation.
5. “It’s education they’ve asked for, it’s education they need, it’s education we should give.” Sr Susan Connelly RSJ

Use the following templates to help guide some preliminary research into the history of Timor-Leste and then present your findings to the rest of the class. Take notes and ask further questions of each other, particularly in regard to Australia’s long and changing relationship with Timor-Leste.

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How do I Do?

- We are all but Travellers Here (classroom activities)
1. Working on your own or in pairs choose one of the following People or Places.

People

Dom Boaventura
Xanana Gusmão
Carlos Filipe Ximenes Belo
José Ramos-Horta
Laurie Brereton
General Peter Cosgrove

Places

Atauto
Same
Balibo
Liquiçá
Santa Cruz
Dili

2. Use the following worksheets as a guide to begin some research into this place or this person’s life.
3. Afterwards report back to the rest of the group and discuss this in terms of Australia’s relationship with Timor Leste.

During this discussion write down any questions or observations that you think might be important during your planning for your essay or project.



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Significant People in the story of Timor Leste

Who is this person?

Name

Age

Are they still alive?

Occupation

What did they do?

What was their main role in the story of Timor Leste?

How did their actions affect others?

How did their actions affect themselves?

How did they influence the story of Timor Leste?

Discussion questions and/or observations

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Significant Places in the story of Timor Leste

Where is this place?

Location

Geography (e.g. island, city, jungle, beach)

How many people live here?

What happened here?

What happened here in the past?

What happens here today?

Is this a special place for Timorese people?

Is this a special place for Australian people?

How did (or still does) this place influence the story of Timor Leste?

Discussion questions and/or observations

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How do I Do?

- Being True and Generous (fundraising activities)

Organise a Democracy Sausage BBQ Fundraiser

A "Democracy sausage" is a colloquial name given to sausages cooked and eaten as part of the Australian tradition of holding a sausage sizzle at polling places on election day. The BBQ is usually organised as a fundraiser for schools or community organisations.

The idea of a Democracy Sausage BBQ could easily be adapted to be held in a school to highlight the importance and duty of exercising the right to vote. Mary MacKillop herself believed it was the duty of all to be politically aware and to vote with intention and not out of ignorance. She encouraged all the Sisters of St Joseph to enrol and to vote for candidates who were just and good. In 1999 all over Timor, 78.5 percent of the Timorese people voted for independence even although they knew of the violence that would follow.

A Democracy Sausage BBQ Fundraiser could be held on a significant political or national anniversary for Australia or Timor-Leste, Mary MacKillop's Feast day, or any justice-based focus day. If the timing is right it could even happen at the next council, state or federal election voting booths!



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