

Feast Day

MARY MACKILLOP
today

Class Activities Foundation – Year 2

The activities below have been developed in line with the Australian Curriculum and focus on Mary MacKillop and The Mobile Kindy in Fiji. You may wish to use all or some of these activities to deepen students' understanding of Mary MacKillop's Feast Day.

Who is Saint Mary MacKillop?



Teacher's Tip: This is background information to help you teach your young students about Mary MacKillop

Mary Helen MacKillop was born in 1842 in Victoria to Scottish immigrant parents and grew up with seven brothers and sisters. At the age of twenty-four, she dedicated her life to God and took on the name “Mary of the Cross.”

Mary was an ordinary woman with an extraordinary dream and a big heart. Her dream was to give the poorest families and most neglected children access to education and safe shelter by opening schools. With what little resources they had, Mary and Father Tenison Woods turned an old stable into a school in Penola, South Australia.

In 1866 Mary and Father Tenison worked together to set up the Sisters of St Joseph of the Sacred Heart (the Josephites). This was the first religious order to be founded by an Australian.

As a passionate educator, Mary broke through the prejudice of the early 19th century to educate all—regardless of gender, race, faith, or wealth—while ministering to the vulnerable with compassion. She and the Sisters of St Joseph went wherever the need was greatest. They gave up everything to live and teach amongst the people they served.



Teachers Tip: Use the questions below to generate discussion with the class.

1. Who was Mary MacKillop?
2. How did Mary help other people?
3. Why did Mary's actions matter?
4. How can you help other people like Mary did?

Next step – Student Worksheet



Teachers Tip: Print out the two-page student worksheet and have students write a few sentences for each question and colour in an image of Mary.

Student Worksheet

Mary MacKillop put other people before herself. She helped to feed, clothe, and shelter those most in need and set up schools to teach them how to read and write.



1. Why do we need food? What does it feel like when we are hungry?

2. Why do we need clothes? What does it feel like when we are cold?

3. Why do we need a home? What does it feel like when we are alone?

4. Why do we need to read and write? What does it feel like when we do not understand?

5. Why is it important that Mary MacKillop helped people? How can we help people?



St Mary MacKillop 1899

Created by Jane Maisey rsj designjane.com

What is The Mobile Kindy in Fiji?



In Fiji, people from remote islands often come to the city in search of work and end up living in informal 'squatter' settlements - where houses are cobbled together using whatever materials can be found. In these communities, many young children go without access to quality education. Often, the fees of pre-primary services are unaffordable for families, and children don't have any formal identification to enroll.

The Mobile Kindy visits these settlements to give these children access to quality early childhood education. Community-based volunteers are trained to be teachers and given the skills they need to teach basic early childhood classes. Parents also participate, and learn many new skills to help their children, such as health and sanitation, child development, child protection and positive discipline.

 **Teachers Tip:** Play the video of the Mobile Kindy in Fiji and use the questions below to generate discussions with the class.

Video: <https://www.youtube.com/watch?v=s4Rts6Hk4wQ>

1. What is a Mobile Kindy?
2. What did you notice about the land and houses?
3. How is this classroom different to yours?
4. What activities did they do?
5. What activities do you like to do at school?
6. Why is it important for children to go to school?

 **Teachers Tip:** Play the videos of Good Morning Song and Good Bye Song to the class. Explain that these songs are played at the start and end of each day by the Volunteer Teachers in The Mobile Kindy in Fiji. You can teach the class to learn the words on the next page and perform this to your school.

Good Morning Song: <https://www.youtube.com/watch?v=8trLXu59wQA>

Good Bye Song: <https://www.youtube.com/watch?v=XEg4ZpABc3k>

Song Lyrics in Three Languages

GOOD MORNING SONG

I taukei language

Bula Vinaka to you

Bula Vinaka to you

Bula Vinaka everybody

Bula Vinaka to you

Banaban language

Mauri Nakoim

Mauri Nakoim

Mauri Nakoim

Mauri Nakoim

English

Good morning to you

Good morning to you

Good morning everybody

Good morning to you

GOOD BYE SONG

I taukei language

Sa suka tu na vuli

Keitou sa laki neitou

Ni moce ra gone

Keitou sa laki neitou

Banaban language

Ea bara ara reirei tinaginako kai.

Tiakabo tiakabo e raunira Iesu.

Tiakabo tiakabo e raunira Iesu.

English

Our kindy time is over

We are going home

Good bye Goodbye

We are going home.

Curriculum Links

The learning activities are broadly linked to the Australian Curriculum in the following areas:

Asia and Australia's Engagement with Asia

- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- Australians play a significant role in social, cultural, political and economic developments in the Asia region.

General capabilities key ideas

Intercultural Understanding

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours.

Personal and Social Capability

Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as gender inequality. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives.
- contribute to civil society.
- understand relationships.

Ethical Understanding

In developing and acting with ethical understanding, students:

- explore rights and responsibilities.
- consider points of view.

F-2 Australian Curriculum Content Descriptions

Humanities and Social Sciences:

Year 2: The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050).

Health and Physical Education

Foundation: Identify personal strengths (ACPPS001).

Foundation: Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003).

Foundation: Identify and describe emotional responses people may experience in different situations (ACPPS005).

Year 1-2: Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015).

Describe ways to include others to make them feel they belong (ACPPS019).

Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024).

Media Arts

Foundation to Year 2: Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054).

English

Foundation: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650).

Literature

Foundation: Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579).

Year 1: Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585).

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660).

Year 2: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670).

Language:

Foundation: Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439).

Year 1: Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444).

Understand patterns of repetition and contrast in simple texts (ACELA1448).

Literacy:

Foundation: Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784).

Year 1: Describe some differences between imaginative informative and persuasive texts (ACELY1658).

Design and Technology:

Foundation to Year 2: Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003). **Science: Foundation:** Living things have basic needs including food and water (ACSSU002).

Personal, Social and Community Health

Year 1 and 2: Examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different (ACPPS024).

Science: Foundation: Living things have basic needs including food and water (ACSSU002).

Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089).

Year 10: Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102).

Government and Democracy

Year 10: 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 (ACHCK091).