

Feast Day

MARY MACKILLOP
today

Class Activities Years 3-6

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: you can either read this text aloud to your class or listen to the podcast below.

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.

Podcast: ABC's Fierce Girls: Mary MacKillop – the girl who became a saint (aimed for children aged 7 – 11 years old, 9 minutes and 40 seconds) <https://www.abc.net.au/radio/programs/fierce-girls/mary-mackillop-the-girl-who-became-a-saint/11658006>

Next step – Student Worksheet



Teacher's Tip: Print out the Student Worksheet and have students write a paragraph for each question.



Student Worksheet

1. What did Mary do that was important?

2. Why does having access to a good education matter?

3. How did Mary seek justice for others?

4. How can we all aspire to be more like Mary MacKillop in our daily lives?

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.


 **Teacher's 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 does the land and houses in Fiji look like? How is it different to yours?
2. Is the classroom different to yours?
3. What activities did the students do in the day?
4. Why are these activities important for children to do?
5. What might make it hard for people in Fiji to go to school?
6. How does The Mobile Kindy help people to go to school?
7. What do you think Mary MacKillop would think about The Mobile Kindy? Why?



Lana's Story

 **Teacher's Tip:** Read out Lana's story to the class. Print out the Lana's Story Worksheet (two pages) and have students write a paragraph for each question.



Lana lives in a farming settlement in Fiji with her husband and five children. She helps to support her family by working on a local farm and growing vegetables for her family to eat and sell.

Lana volunteers with the Mobile Kindy program because she wants to learn to be a good teacher for her community. Her favourite part of the Mobile Kindy program is leading library sessions. During the recent coronavirus lockdown, Lana was able to continue leading library session and ensure the children in her community didn't miss out on education.

At the Mobile Kindy, Lana also learns how to teach and shows other parents how to help their own children with homework. Many of the parents in Lana's community didn't go to school, so it is hard for them to understand their children's homework. Lana always encourages other parents to come along to Mobile Kindy so they can also learn how to help their children.

Lana says that the Mobile Kindy is so important for her community as it ensures all young children and their parents can attend early childhood education sessions in a safe environment.

*Name has been changed for privacy reasons.

Lana's Story Worksheet

1. Lana has a big family to look after. Who is in your family?

2. How does Lana earn an income?

3. How did COVID-19 impact communities like this one in Fiji?

4. Do you think it would have been harder for communities like Lana's to keep learning through COVID-19? Why?

5. How do you think Lana is feeling in this photo? Why?

6. What can you see in the photo?



7. Why is food important for learning?

8. What would you like to ask Lana? Why?

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

Sustainability

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

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.

Year 3 -6 Australian Curriculum Content Descriptions

HASS

Year 3: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSIo6o).

Year 4: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSIo81).

Civics and citizenship

Year 5: Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSIo94).

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI1o4).

Year 6: The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148).

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122).

Work in groups to generate responses to issues and challenges (ACHASSI13o).

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132).

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131).

Geography

Year 3: The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067).

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069).

Year 6: The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138).

Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139).

Health and Physical Education

Years 3-4: Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPSo37).

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPSo4o).

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPSo58).

Years 5 – 6: Examine how identities are influenced by people and places (ACPPSo51).

Examine the influence of emotional responses on behaviour and relationships (ACPPSo56).

English

Year 3: Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY168o).

Year 4: Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).

Living things depend on each other and the environment to survive (ACSSUo73)

Year 5: Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY17o1).

Year 6: Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)