

Be *Fierce* for *Fair*

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 work of Mary MacKillop Today in Timor-Leste. 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.

Mary believed in the power of education to lift communities out of poverty.

When she saw injustice, she was fierce to act, so children wouldn't miss out on fair access to education. Mary taught everyone — regardless of gender, race, faith, or wealth — while serving with love and 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.



Teacher's 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



Teacher's 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?



Be *Fierce* for *Fair*

"Let no obstacle deter
us from proceeding
with courage."

St Mary MacKillop

Together,
let's be
Fierce for Fair.





What is the Mobile Learning Centre in Timor-Leste?

Timor-Leste is a beautiful country and one of Australia's closest neighbours. But sadly, nearly half of the people who live there are in poverty and many children who live far away from the city can't go to school.

The Sisters of St Joseph have been working in the communities in Timor-Leste for over 30 years and Mary MacKillop Today continues that work now.

The Mobile Learning Centre is a colourful bus with a special library inside. When the bus visits schools in faraway places in Timor-Leste, the kids come running over with big smiles on their faces to see the exciting books and fun learning games. The children can understand these books and games because it's all written in their own language.



Teachers love the Mobile Learning Centre too because it helps show them how to make their classroom into a fun place to learn where everyone can join in with books, puppets, arts and crafts, and musical instruments.



Teacher's Tip: Play the videos of Timor-Leste and use the questions below to generate discussions with the class.

Video: <https://www.youtube.com/watch?v=C-l6StZtpRA>

1. What activities were the children doing at school that are like the activities you do at school?
2. What language were the children learning? Do you learn a language other than English?
3. What songs were the children singing? Do you think learning through music is important and why?
4. After watching the video, what do you think about your education?
5. How does the program help teachers?
6. Do you think Mary MacKillop would like the Mobile Learning Centre and why?

Video: <https://www.youtube.com/watch?v=S5YVpZR7auY>

1. How old is Maia? What grade do you think Maia would be if she lived in Australia?
2. Who does Maia live with (including pets)? Who lives in your home (including pets)?
3. What does Maia do before school? Do you have any chores before or after school?
4. How far do the kids have to walk to school? How long does it take for you to get to school?
5. What does Maia like to do at school? What are your favourite activities at school?
6. How does watching Maia make you feel about your school?





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)

