



## Class Activities Year 7 - 10

**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. The activities are designed using the 'See Judge Act' model with the addition of Pray. You may wish to use all or some of these activities to deepen students' understanding of Mary MacKillop's Feast Day. The suggestion is that you use at least one from each of the sections.**

### Who is Saint Mary MacKillop?

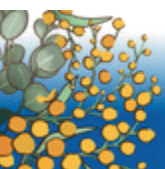
Read:

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.

All Saints have dedicated Feast Days when they are remembered with special mention and prayers. Mary MacKillop's Feast Day is on 8th August, which is the day she died. Mary's Feast Day is a wonderful time to reflect on the qualities and actions that set her apart, and how her legacy continues to be relevant today. Mary MacKillop fiercely believed in the power of education to lift communities out of poverty. Education in Australia is what it is today, thanks in large part to the dedication and determination of Mary and the Sisters of St Joseph.

One of the most inspiring things about Saints is that they are people who lived in the world just like us. As we can see with Mary's life, Saints dedicated every day to honouring God and sharing His love by serving others. Canonisation is when the Pope declares that a person, who has died, practiced heroic virtue and devotion to God during their life.





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### Who is Saint Mary MacKillop? - Cont'd

The act proclaims that the person is now with God in heaven, intercedes for us before the Lord, and is to be publicly recognised by the whole Church. On 4th August 1909, Cardinal Moran visited Mary MacKillop as she was preparing for death. He gave her his blessing and, as he left, said, "I consider I have this day assisted at the deathbed of a Saint." Mary died a few days later on 8th August 1909. At her funeral Mass, people rushed to touch her body with rosaries, which was a practice very unusual in Australia. When she was laid to rest at Gore Hill, many people even took samples of earth from her grave as a precious reminder. Her remains are now in the Mary MacKillop Memorial chapel at North Sydney. Mary MacKillop was canonised on 17th October 2010 at Saint Peter's Basilica, Rome.

### Who is Mary MacKillop Today?

In the spirit of Saint Mary MacKillop, Mary MacKillop Today works to transform lives with dignity for self-determination. Mary MacKillop fiercely believed in the power of education to lift communities out of poverty. She chose to teach everyone – regardless of gender, race, faith or wealth – while serving with love and compassion. Mary MacKillop's work is still unfinished. Many people are still unable to break the cycle of poverty because they can't access education. Mary MacKillop Today proudly continue her extraordinary 150-year-old legacy, so that all people have the opportunity to flourish.

Mary MacKillop Today works hard to ensure fair access to education for people to have the tools to realise their full potential. This involves working with communities to create change by teaching practical skills to women, men and children in Australia, Timor-Leste, Fiji and Peru. Since 1866, the Sisters of Saint Joseph have worked 'for the flourishing of our earth and all its people'. Mary MacKillop Today continues that work to help people in the most vulnerable situations to flourish.

Timor-Leste is a beautiful country and one of Australia's closest neighbours. Sadly, 42% of the population live in poverty and access to education is very limited, particularly in rural and remote areas. Schools don't have many resources and about 35% of young people in rural areas cannot read and write. Only 20% of children are enrolled in pre-school. Many teachers have only had access to limited education themselves, so they are not able to provide a full education to the next generation. In some cases, they work as volunteer teachers. Rural communities are often hard to get to with poor road conditions, so they are even more overlooked. Often, their families can't afford to send their children to school – and even if they could, it would mean a long walk on dirt roads under the hot sun to get there. 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.



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### Who is Mary MacKillop Today - cont'd

The Mobile Learning Centre gives children in Timor-Leste the opportunity to access books and educational materials through a library learning centre and interactive workshops. The colourful bus travels to some of the most remote areas of Timor-Leste to visit schools bringing fun and creative tools to help children learn in their local language. The project also helps to teach the teachers how to use different tools to teach in interactive and inclusive ways with books, puppets, arts and crafts and musical instruments. Your support can help fund the running costs of our Mobile Learning Centre bus and outreach vehicles to reach the most remote areas and help provide fun learning resources, such as books, musical instruments, and arts and craft activities. Each year, thousands of students across 25 schools experience the fun of the Mobile Learning Centre. Educational and musical resources are also distributed to even more schools throughout Timor-Leste.

#### **Watch:**

**Mary MacKillop Today - Timor-Leste Mobile Learning Centre ([youtube.com](#))**

**Maia's Story - Mary MacKillop Today in Timor-Leste ([youtube.com](#))**

## Classroom Activities

### SEE

1. Share the [Feast Day PowerPoint Presentation –Timor Leste](#) with students. Giving them an overall perspective of St Mary of the Cross MacKillop, The Sisters of St Joseph and Mary MacKillop Today.

2. Watch:

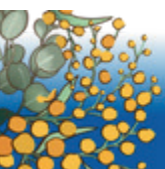
a. [Mary MacKillop Today - Timor-Leste Mobile Learning Centre \(youtube.com\)](#)

b. [Maia's Story - Mary MacKillop Today in Timor-Leste \(youtube.com\)](#)

3. In groups of 3 students record their responses to the following questions:

- a. What did Mary MacKillop see?
- b. What did Mary MacKillop do?
- c. How did Mary MacKillop act?

4. Each student in the group will be required to report back to the whole class on one of the questions, to ensure full participation.





# Be *Fierce* for *Fair*

MARY  
MACKILLOP  
*today*

## Class Activities Year 7 - 10

### OPTIONAL PHOTOS FOR SHARING

Photos can be downloaded from the Mary MacKillop Today Feast Day Resources page.



Feast of Saint Mary MacKillop - 8 August



## Classroom Activities - cont'd

### **JUDGE**

1. Pose the following question to students: What if St Mary MacKillop and Fr Tenison Woods never began the first school in Penola? Individually students record as many responses as they can think of in a given time limit.
2. Students pair up with another student, share their responses, adding to their own list any that they didn't have. Give an additional five minutes to come up with any new ideas and record them.
3. Using the Visible Thinking Strategy – What makes you say that? Pairs join to create a group of four and work through discussing their responses using the strategy to deepen their thinking and justifying their responses.

### **ACT**

1. Thinking about their responses from the previous activity, students individually respond using the Triangle, Square, Circle reflection strategy. What are three important points they have learnt? What squares with their thinking, or what do they agree with? What is still circling, or what questions do they still have?
2. Given what the students know of Mary MacKillop, the Sisters of St Joseph, Mary MacKillop Today and the world at large, discuss who they think is responsible for bridging the education gap. Who should be ensuring education is for all?
3. Then discuss how it might be done. Students come together in small groups or on their own to come up with a proposal for a simple action that could be done within their lesson, class or school bringing it one step closer to reality. (Advocating, educating others, volunteering, fundraising, praying are some possibilities)

### **PRAY**

1. St Mary of the Cross MacKillop never did anything without prayer. As a class write a short prayer to be used in homerooms, PCs or on Assembly throughout the week or month of August.

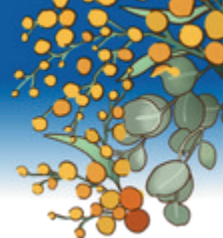
References:

Mary MacKillop Today

- Feast Day PowerPoint Presentation – Timor Leste
- Mary MacKillop Today - Timor-Leste Mobile Learning Centre (youtube.com)
- Maia's Story - Mary MacKillop Today in Timor-Leste (youtube.com)

Educational Resources - THINKING PATHWAYS (weebly.com)

Triangle-Square-Circle - The Teacher Toolkit



## Curriculum Links

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

### General capabilities key ideas

#### **Intercultural Understanding**

Intercultural understanding encompasses the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect.

Through learning to value their own cultural perspectives and practices and those of others, young people are supported to become responsible local and global citizens. They are equipped for living and working in an interconnected world.

Intercultural understanding involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity, and navigate intercultural contexts.

#### **Ethical Understanding**

Ethical understanding encompasses the knowledge and skills students require to identify ethical concepts, understand different ethical perspectives and apply ethical thinking in response to issues.

Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty. They develop an awareness of the influence that their values and behaviour have on others.

Ethical understanding involves students exploring ethical issues and interactions with others, discussing ideas and learning to be accountable as members of a democratic community.

Ethical understanding is developed through the investigation of a range of questions drawn from various contexts in the curriculum.

#### **Personal and Social Capability**

The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themselves and the world around them.

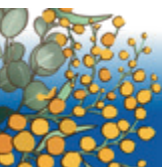
The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

The Personal and Social capability learning continuum Level 1a supports students with disability to access age-equivalent content and participate in learning on the same basis as their peers.

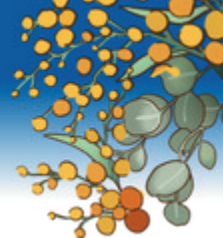
### **CROSS CURRICULUM PRIORITY**

#### **Asia and Australia's Engagement with Asia**

The Asia region exerts significant influence globally and in Australia. Young people need to develop the knowledge, skills, capabilities and attitudes to effectively navigate and contribute to our regional neighbourhood.







## Curriculum Links - cont'd

### YEAR 7-10 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

#### **GEOGRAPHY**

##### **Knowledge and Understanding: Place and liveability**

Year 7

The location and distribution of services and facilities, and implications for liveability of places  
(AC9HG7K06)

##### **Skills: Concluding and decision making**

Year 7

Identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts  
(AC9HG7S05)

##### **Year 8**

Identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts  
(AC9HG8S05)

##### **Year 9**

Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts  
(AC9HG9S05)

##### **Year 10**

Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts  
(AC9HG10S05)

#### **CIVICS AND CITIZENSHIP**

##### **Knowledge and Understanding: Citizenship, diversity and understanding**

Year 7

How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society  
(AC9HC7K05)

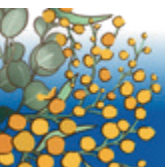
##### **Year 9**

How and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship  
(AC9HC9K05)

##### **Skills: Communicating**

**Year 7**

Create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence  
(AC9HC7S05)





## Curriculum Links - cont'd

### YEAR 7-10 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

#### **skills: Communicating - Cont'd**

##### **Year 8**

Create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

(AC9HC8S05)

#### **ENGLISH**

##### **Literacy: Interacting with others**

##### **Year 7**

Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts

(AC9E7LY02)

##### **Year 8**

Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion

(AC9E8LY02)

##### **Year 9**

Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts

(AC9E9LY02)

**Please review your individual Diocese Religious Education Curriculum for direct links, as these vary across Australia.**

