



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. 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?

Teacher Background

Read:

Mary of the Cross MacKillop is Australia's first saint. A saint is a person who the Church recognises as someone who is especially close to God and devoted their lives to serving God. Mary MacKillop was born over 180 years ago in 1842 in Victoria. She grew up with seven brothers and sisters. When she was twenty-four, she devoted her life to God and took on the name "Mary of the Cross."

Mary was an ordinary woman with an extraordinary dream. Her dream was to give families and children who lived in poverty an education and safe shelter by opening schools. With what little they had, Mary and her friend Father Tenison Woods turned an old stable into a school in Penola, South Australia.

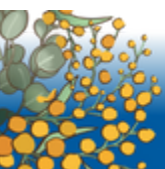
In 1866 Mary and Father Tenison worked together to set up the Sisters of St Joseph of the Sacred Heart (also known as the Josephites). This was the first religious order to be founded by an Australian.

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.

Who is Mary MacKillop Today?

Read:

In the spirit of Saint Mary MacKillop, Mary MacKillop Today works to transform lives with dignity and opportunity 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 cannot access education. Mary MacKillop Today proudly continues her extraordinary 160-year-old legacy, so that all people have the opportunity to thrive.



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Who is Mary MacKillop Today? Cont'd.

Mary MacKillop Today works to ensure fair access to education, giving people the tools to realise their full potential. This means partnering with communities in Australia, Timor-Leste, Fiji and Peru — teaching practical skills to women, men and children to create lasting change. 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 experiencing vulnerability to thrive.

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 have few resources, and around 35% of young people in rural areas cannot read or write. Only 20% of children are enrolled in pre-school. Many teachers have had access to limited education themselves, making it difficult to provide a full education to the next generation. In some cases, they work as volunteer teachers. Rural communities are often hard to reach due to poor road conditions, making them even more overlooked. Families frequently cannot afford to send their children to school — and even if they could, it means a long walk on dirt roads under the hot sun. The Sisters of Saint Joseph have been working with communities in Timor-Leste for over 30 years, and Mary MacKillop Today continues that work today.



Maria knows that journey well. Nine years old and living with a visual disability, she makes the long walk to school every day — guided by others along narrow paths and across rivers — because she loves to learn and refuses to be left behind. Her father Silveiro, who is also her teacher, says she comes home from school and asks whether she should eat first or study first. Maria is now in Grade 3, grasping ideas quickly and meeting every challenge with determination.

"I cannot see, but I can learn just like my other friends." — Maria, nine

Children like Maria are at the heart of the Mary MacKillop Today Inclusive Early Education Program. The program works with teachers and communities to create welcoming classrooms where every child can participate, learn and belong. It equips teachers with training and creative tools — including books, puppets, arts and crafts, and musical instruments — to help them teach in more inclusive and interactive ways. Local educators also work with families to build the confidence and skills to support children's learning at home. Your support can help fund learning resources and teacher training to reach children in even the most remote areas of Timor-Leste



Class Activities Foundation – Year 2

SEE

1. Share the above information about Mary MacKillop, now known as Saint Mary of the Cross MacKillop or read a book about Mary MacKillop.

Some suggested titles include:

Meet Mary MacKillop by Sally Murphy,

St Mary MacKillop: Beneath a Cross of Stars by Andrew Chinn and

Jill McLaughlin RSJ, St Mary MacKillop Friend of Jesus by Judith M Steer RSJ,

The Gift of Mary MacKillop by Colleen O'Sullivan RSJ

2. Discuss, then make a class list of some of the things that Mary MacKillop did in her life and the places she visited.

3. Create a visual display in the classroom with a picture of Mary at the centre and the things that she did around her. Perhaps you could also add a map showing Penola where she began her first school and any other places you read she travelled to.

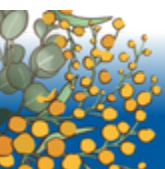
JUDGE

1. Create a T Chart showing what Mary MacKillop was good at on one side of the T and what the students are good at on the other. This could be an independent or class activity depending on the students.

2. Watch the video '[Empowering remote communities through Inclusive Early Education project:](#) ' ([YouTube.com](#)).

3. Complete a [See Think Wonder](#) – What do you see in the Mobile Learning Centre in Timor-Leste? What does it make you think about? What are you wondering or what questions do you have? This could be an independent or class activity depending on the students. Respond to any questions that the students have.

4. Ask if students what is the same and what is different about the work of Mary MacKillop and Mary MacKillop Today. Display this is a Venn diagram.



Class Activities Foundation – Year 2

ACT

1. Students respond to the following prompt in the way they feel most comfortable e.g. drawing a picture, writing it down or recording it on a device. Seeing the children such as Maria makes me feel...
2. Remind students that the work of Mary MacKillop Today came from the example of Mary MacKillop herself. Brainstorm ways the class can be like Mary MacKillop, remembering all the things that they are good at.
3. Discuss and complete one of the actions from the brainstorm activity.

PRAY

1. Write a class prayer for the children in Timor Leste and the people who work for Mary MacKillop Today there. Display it in the classroom and pray it at least once a week.

Resources:

[Mary MacKillop Today - Meet Maria, a determined girl with the courage to learn \(YouTube.com\)](#)

[Educational Resources - THINKING PATHWAYS \(weebly.com\)](#)

Be *Fierce* for *Fair*

MARY
MACKILLOP
today

Class Activities Foundation – Year 2

OPTIONAL PHOTOS & COLOURING IN

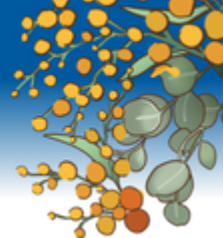


Feast of Saint Mary MacKillop - 8 August

Be *Fierce* for *Fair*

Feast of Saint Mary MacKillop - 3 August





Curriculum Links

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

GENERAL CAPABILITIES

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.

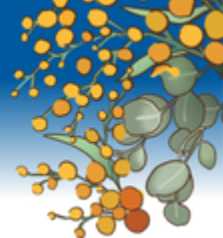
The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society. The Personal and Social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





FOUNDATION - 2 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

HASS

Year 1:

Develop questions about objects, people, places and events in the past and present
(AC9HS1S01)

Draw conclusions and make proposals
(AC9HS1S05)

Develop narratives and share observations, using sources, and subject-specific terms
(AC9HS1S06)

Year 2:

Develop questions about objects, people, places and events in the past and present
(AC9HS2S01)

Interpret information and data from observations and provided sources, including the comparison of objects from the past and present
(AC9HS2S03)

Draw conclusions and make proposals
(AC9HS2S05)

Develop narratives and share observations, using sources, and subject-specific terms
(AC9HS2S06)

HEALTH AND PHYSICAL EDUCATION

Foundation

Express and describe emotions they experience
(AC9HPFP03)

Year 1 & 2

Describe their personal qualities and those of others, and explain how they contribute to developing identities
(AC9HP2P01)

ENGLISH

Literature: Engaging with and responding to literature

Foundation

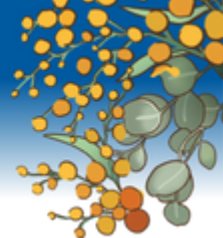
Respond to stories and share feelings and thoughts about their events and characters
(AC9EFLE02)

Literacy: Analysing, interpreting and evaluating

Foundation

Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently
(AC9EFLY05)





FOUNDATION - 2 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

Literacy: Analysing, interpreting and evaluating

Year 1

Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

(AC9E1LY05)

Year 2

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

(AC9E2LY05)

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

