

# Be **Fierce** for **Fair**



## Class Activities Year 3 - 6

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 about Mary MacKillop:**

Mary of the Cross MacKillop is Australia's first saint. A saint is a person whom 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.

#### **Listen to:**

Podcast: [ABC's Fierce Girls: Mary MacKillop - the girl who became a saint](#)

A Cross of Stars by Andrew Chinn

### Who is Mary MacKillop Today?

#### Teacher Background

##### **Read about 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.



**Feast of Saint Mary MacKillop - 8 August**

# Be *Fierce* for *Fair*



## Class Activities Year 3 - 6

### Who is Mary MacKillop Today? (Cont'd)

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.

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 \(youtube.com\)](#)**



## Feast of Saint Mary MacKillop - 8 August



## Class Activities Year 3 - 6

### SEE

1. Listen to the song A Cross of Stars song Andrew Chinn.  
2. Students respond to the question: What does this song tell us about Mary? Use the Character Map to record responses. This could be done individually, in pairs, small groups or as a whole class. (Suggestion: Print on A3 paper for students to be able to add the information clearly)

3. Then share the above information about Mary MacKillop, now known as St Mary of the Cross MacKillop or read a book about her.

Some suggested titles include:

- Meet Mary MacKillop by Sally Murphy,
- St Mary MacKillop Friend of Jesus by Judith M Steer RSJ,
- The Gift of Mary MacKillop by Colleen O'Sullivan RSJ

4. Students add any additional information on their Character Maps.

### JUDGE

1. Watch [Mary MacKillop Today - Timor-Leste Mobile Learning Centre \(youtube.com\)](#) (Beginning at 1 minute) or tell the students about the Mobile Learning Centre in Timor Leste where Mary MacKillop Today works.

2. Watch [Maia's Story - Mary MacKillop Today in Timor-Leste - YouTube](#)

3. Complete the Character Map on Mary MacKillop Today, in the same way as was done for Mary MacKillop.

4. As a whole class, using the [Visible Thinking Strategy – What makes you say that?](#) Discuss some of the responses using it to deepen student thinking and have them justify their responses.

### ACT

1. Mary MacKillop Today relies on people around Australia to help them. Pose the following question to students: What can we do to help them? (It could be as simple as telling others about it, praying for their work or fundraising for them.) This could be done individually, in small groups or as a whole class. Students use a Problem/Solution Outline below to come up with some suggestions. Note: You might like to complete a Problem/Solution activity together before sending students off to complete one on their own. For example: Children not going to school. What can they do?



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## Class Activities Year 3 - 6

### ACT - CONT'D

2. Discuss and complete one of the actions from the brainstorm activity.
3. Complete 3, 2, 1 – 3 things learnt, 2 questions, 1 challenge faced. Discuss and address questions.
4. Pair students together who have had similar challenges when they have completed this

### PRAY

1. In pairs write prayers for MMT and the Mobile Learning Centre. Pray these prayers throughout the month of August.

### Resources:

Websites:

Mary MacKillop Today

- [Mary MacKillop Today - Timor-Leste Mobile Learning Centre \(youtube.com\)](https://www.youtube.com/watch?v=...)
- [Maia's Story - Mary MacKillop Today in Timor-Leste \(youtube.com\)](https://www.youtube.com/watch?v=...)

[ABC's Fierce Girls: Mary MacKillop - the girl who became a saint](https://www.abc.net.au/...)

[Educational Resources - THINKING PATHWAYS \(weebly.com\)](https://www.thinkingpathways.com/...)

### Books:

Ryan, Maurice, Teaching the Bible: A manual of teaching activities, commentary and blackline masters, Thomas Social Science Press, Southbank, VIC, Australia, 2005





# Student Worksheet

## PROBLEM/SOLUTION OUTLINE

**Problem:** What can we do to help Mary MacKillop Today?

**Possible Solutions**

**Results/Consequences**

### Best Solution

**Advantages**

**Disadvantages**

**Two Steps to take:**

1.

2.





# Stories from Mary MacKillop Today's work in Timor-Leste



**Optional stories to read of Luci and Apollo with student worksheets.**

## Luci's story

Seven year old Luci lives in a remote village in Timor-Leste. Her school is part of our Inclusive Mobile Learning Centre. This project focuses on ensuring that education is inclusive for all – including children with a disability. Our colourful bus brings a variety of fun and interactive learning experiences to Luci and her classmates.

“I like going to school because I have many friends. We can now read together, sing together, draw together, count together, and play together... The teacher taught us to sing, “Nabilan-Nabilan” (Nabilan means “bright” in Tetun)... I would like to be a teacher! Just like my teacher. Because I like to teach children.”



## Apollo's story

Meet the wonderful Apollo, a school coordinator in Timor-Leste. Apollo is preparing his school and community to provide inclusive education to children with disabilities.

Thanks to Mary MacKillop Today, Apollo's school is meetings with parents in the community, holding training sessions with teachers, and has received colourful and easy to use storybooks, drawing materials, education games and animated music to help the children at the school enjoy learning. The program will also help Apollo find new ways to teach children important things like reading, writing, and maths. Apollo is now confident his school understands and is prepared to provide inclusive education for all children in the near future.





# Student Worksheet - optional

## Luci's story

**1. What does the Mobile Learning Centre bring to Luci's school?**

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**2. What does Luci like about the Mobile Learning Centre visiting?**

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**3. What ideas do you have to help raise funds for the Mobile Learning Centre?**

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# Student Worksheet - optional

## Apollo's story

**1. What is Apollo doing at his school and in the community after training from Mary MacKillop Today?**

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**2. How will Apollo help children to learn at his school ?**

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**3. What are the important things that Apollo is finding new ways to teach ?**

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**4. What does your school do to help all children learn?**

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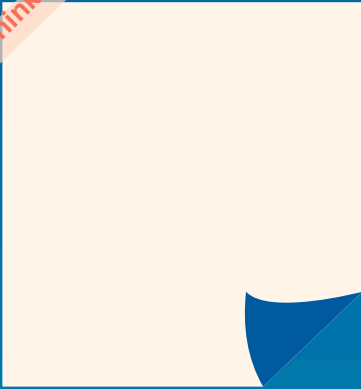


# Mary MacKillop Character Map

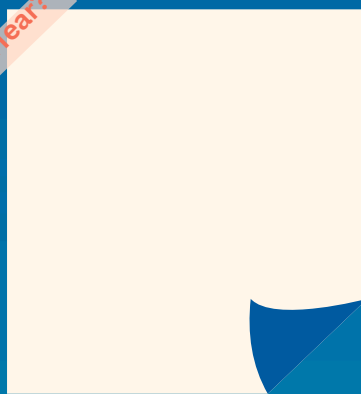


What does Mary ...

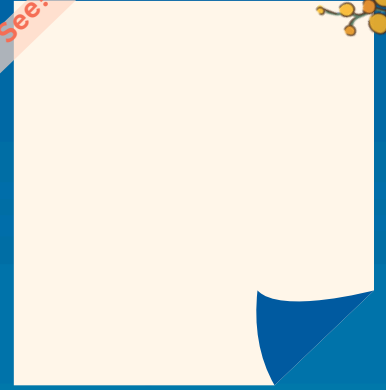
Think?



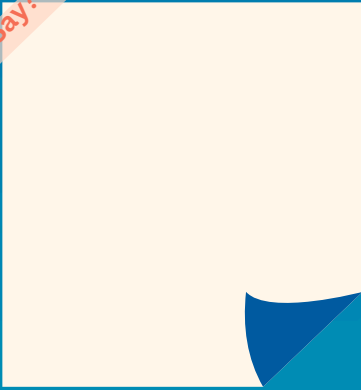
Hear?



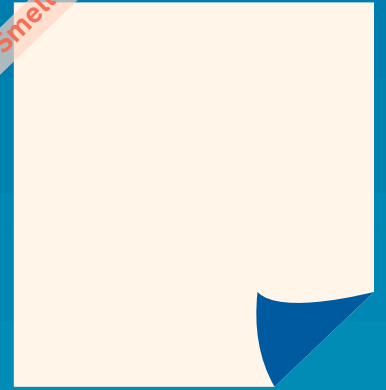
See?



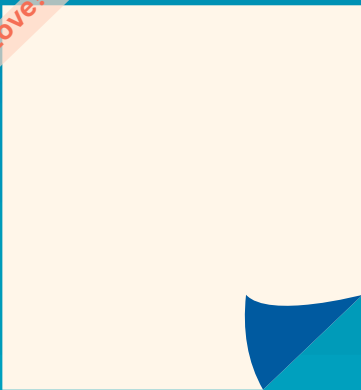
Say?



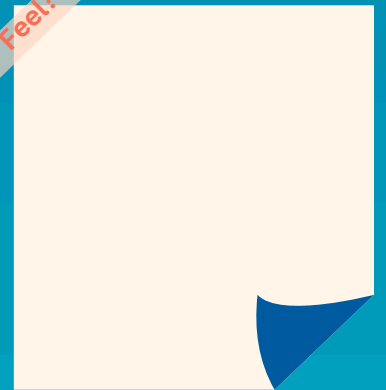
Smell?



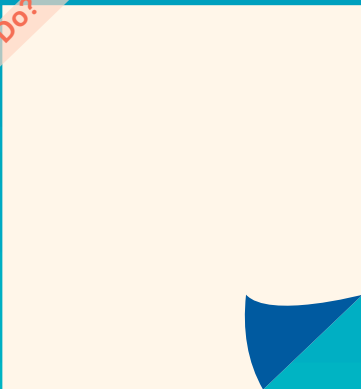
Love?



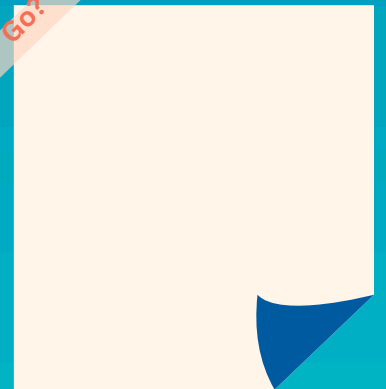
Feel?



Do?



Go?



Where does Mary ...

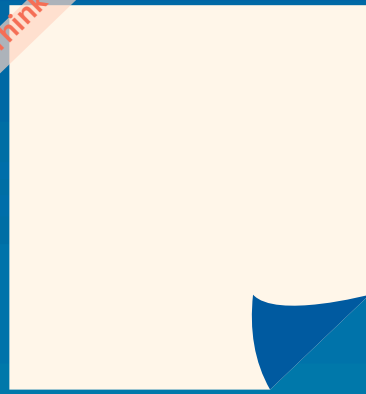
MARY MACKILLOP  
*today*

# Mary MacKillop Today Character Map

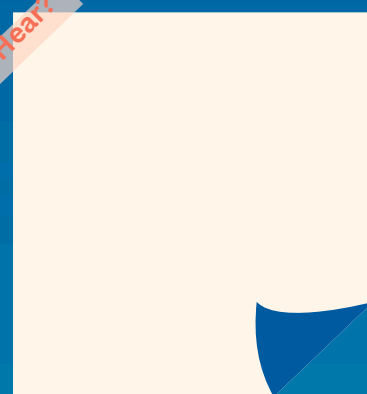


What does Mary MacKillop Today ...

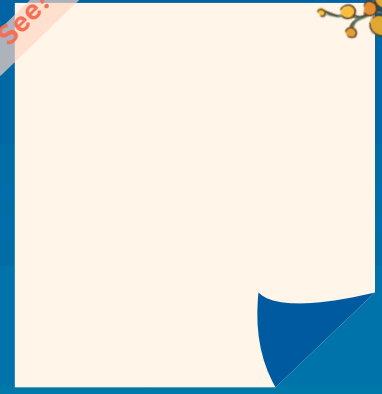
Think?



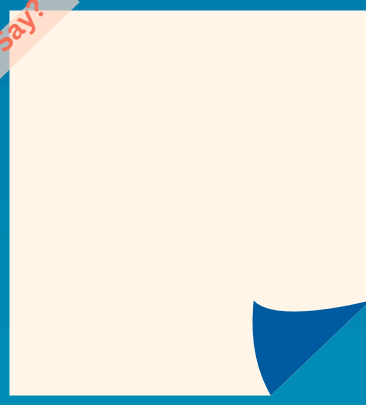
Hear?



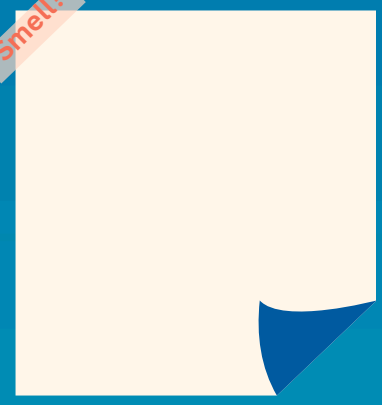
See?



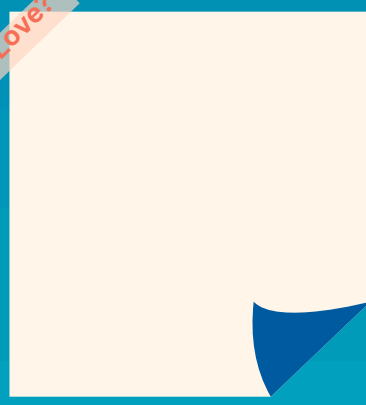
Say?



Smell?



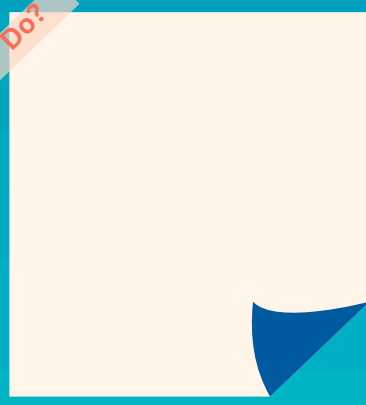
Love?



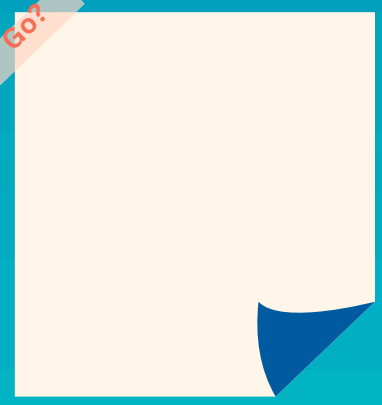
Feel?



Do?



Go?



Where does Mary MacKillop today ...

MARY MACKILLOP  
*today*

# Be *Fierce* for *Fair*

MARY  
MACKILLOP  
*today*

## Class Activities Year 3 - 6

### OPTIONAL PHOTOS FOR SHARING

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



Feast of Saint Mary MacKillop - 8 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.





## Curriculum Links - cont'd

### YEAR 3-6 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

#### **HASS**

##### **Knowledge and Understanding: Civics and Citizenship**

###### **Year 3**

Why people participate within communities and how students can actively participate and contribute to communities  
(AC9HS3K07)

##### **Knowledge and Understanding: Geography**

###### **Year 6**

The geographical diversity and location of places in the Asia region, and its location in relation to Australia  
(AC9HS6K04)

##### **Skills: Questioning and Researching**

###### **Year 3**

Develop questions to guide investigations about people, events, places and issues  
(AC9HS3S01)

###### **Year 4**

Develop questions to guide investigations about people, events, places and issues  
(AC9HS4S01)

###### **Year 5**

Develop questions to investigate people, events, developments, places and systems  
(AC9HS5S01)

###### **Year 6**

Develop questions to investigate people, events, developments, places and systems  
(AC9HS6S01)

##### **Skills: Interpreting, analysing and evaluating**

###### **Year 3**

Interpret information and data displayed in different formats  
(AC9HS3S03)

Analyse information and data, and identify perspectives  
(AC9HS3S04)

###### **Year 4**

Analyse information and data, and identify perspectives  
(AC9HS4S04)

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

###### **Year 3**

Propose actions or responses to an issue or challenge that consider possible effects of actions  
(AC9HS3S06)





## Curriculum Links - cont'd

### YEAR 3-6 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

#### **Skills: Concluding and decision making - cont'd**

##### **Year 4**

Propose actions or responses to an issue or challenge that consider possible effects of actions  
(AC9HS4S06)

##### **Year 5**

Develop evidence-based conclusions  
(AC9HS5S05)

Propose actions or responses to issues or challenges and use criteria to assess the possible effects  
(AC9HS5S06)

##### **Year 6**

Develop evidence-based conclusions  
(AC9HS6S05)

Propose actions or responses to issues or challenges and use criteria to assess the possible effects  
(AC9HS6S06)

#### **HEALTH AND PHYSICAL EDUCATION**

##### **Personal, social and community health: Interacting with others**

##### **Year 3 & 4**

Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  
(AC9HP4P05)

#### **ENGLISH**

##### **Literature: Engaging with and responding to literature**

##### **Year 3**

Discuss connections between personal experiences and character experiences in literary texts and share personal preferences  
(AC9E3LE02)

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

##### **Year 3**

Use interaction skills to contribute to conversations and discussions to share information and ideas  
(AC9E3LY02)

##### **Year 4**

Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information  
(AC9E4LY02)

##### **Year 5**

Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea  
(AC9E5LY02)





## Curriculum Links - cont'd

### YEAR 3-6 AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

#### **Literacy: Interacting with others - cont'd**

##### **Year 6**

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)

#### **Literacy: Analysing, interpreting and evaluating**

##### **Year 3**

Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (AC9E3LY05)

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##### **Year 4**

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts (AC9E4LY05)

##### **Year 5**

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)

##### **Year 6**

Use comprehension strategies such as visualising, predicting, connecting, summarising monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)

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

