

AUSSIE, AUSSIE, AUSSIE

LEARNING OUTCOMES:

Having completed this badge the Adventurers/Sunbeams will have:

- investigated the meaning of several Australian emblems;
- experienced some elements of Australian culture.

BADGE REQUIREMENTS:

1. Investigate the origins of the Australian National Flag and the meaning of its symbols.
2. Know and understand the first verse of the Australian National Anthem.
3. Recognise national and state floral emblems, coat of arms and state flags.
4. Learn an Australian poem or retell an Australian story.
5. Visit a war memorial and understand its significance.
6. Describe two foods or products that are uniquely Australian.

ADVENTURERS
SUNBEAMS

Aussie, Aussie,
Aussie



CATEGORY

The World
and Me

TIME FRAME

Four - Five weeks

AIM

To encourage
the Adventurers/
Sunbeams to have
pride in their
country.



Teaching Ideas



1. Investigate the origins of the Australian National Flag and the meaning of its symbols.

The Australian Aboriginal Flag and Torres Strait Islander Flag have their place in contemporary Australian culture. Leaders may like to obtain and display these flags.

The **1st Australians** badge will include more work on the Aboriginal flag. This badge focuses on Britain's influences on Australian culture.

Leaders may make flag parts from cloth, cardboard or paper using the pattern on **Leader's Resource 1** so that the flag they can be assembled by the group.

History of the flag

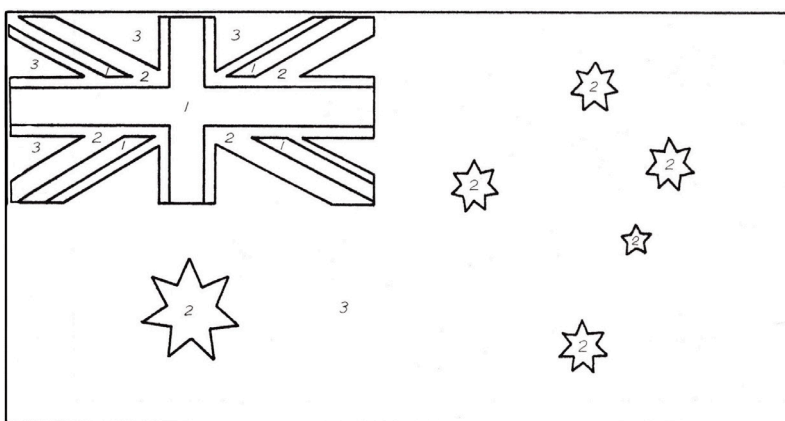
When Australia became a nation in 1901 it needed a flag. A competition to design a national flag was won by five entries. The new flag embodied the five designs. The flag first flew from the Exhibition Building in Melbourne on 3rd September, 1901. The unity of the six states to form the Commonwealth of Australia was initially represented by the six-pointed Commonwealth Star. In 1908 the Commonwealth Star was changed to seven points to match the star on the newly designed Coat of Arms.

The flag has accompanied Australians to war and on missions of peace. It is often seen on the sporting fields of the world where Australians compete. Australian adventure seekers have taken it to the roof of the world (Mt Everest) and it currently flies in Antarctica at the Australian scientific research stations (first raised at the Mawson site on February 13, 1954).

Composition of the flag

There are three symbols on the Australian National Flag:

- Union Jack,
- Commonwealth (or Federal) Star, and
- Southern Cross constellation.



The colours of the flag are:

- 1 Red 2 White 3 Blue

In the top left corner of the Australian Flag is the Union Jack which reflects our British heritage.

Under the Union Jack is the Commonwealth Star with seven points, six for each of the states and one for the two territories.

Teaching ideas

On the fly (the part which flies in the breeze) is the Southern Cross. This is a very important constellation in the southern hemisphere which Australians can see the whole year round. The names of these stars are (starting at the bottom and moving clockwise) Alpha, Beta, Gamma, Delta, and Epsilon (the smallest, five-pointed star).

Photocopy **Handout 1** for each member. Adventurers/Sunbeams can colour in the flag, cut out the stars and paste them in their correct positions on the flag. The largest star is the Commonwealth Star and should have one point pointing directly to the centre of the Union Jack.

At SAGALA we always stand to attention and salute to show respect for the flag and our love for Australia.

The flag should always be held with respect i.e. steadily and with pride.

The flag should never be allowed to touch the ground because in war time an enemy would destroy the flag of the country they conquered. A national flag touching the ground symbolises that a country has been defeated.

When someone important dies, when a national tragedy occurs or on remembrance days, the flag is flown at half-mast as a sign of respect. When the flag is lowered to the half-mast position the top of the flag is a third of the distance down from the top of the flag pole.

When lowering the flag from the half-mast position it should be briefly raised to the top, then lowered ceremoniously.



2. Know and understand the first verse of the Australian National Anthem.

Here are some ways to teach the National Anthem.

- Use **Handouts 2 and 3**
- Display the words and sing it every week while you are working on this badge.
- Write each line of the National Anthem on a separate piece of paper. The group then put it together in the correct order, e.g. as a relay.
- To understand the meaning of the National Anthem, have the group re-write the first verse in their own words, perhaps as a rap.



TEACHING
IDEAS



Teaching ideas



3. Recognise national and state floral emblems, coat of arms and state flags.

The Coat of Arms



On the Coat of Arms there is a shield divided into six parts – one for each state.

The designs in the shield match the state flags. Above the shield is the seven-pointed Commonwealth Star.

Supporting the shield are two well-known Australian creatures – the kangaroo and the emu. Neither of them can go backwards – they can only go forwards. They are a good choice for the coat of arms because they remind us of our National Anthem – 'Advance Australia Fair'.

In the diagram the Coat of Arms is depicted with branches of wattle tied with ribbon and the word 'Australia' at the base.

National floral emblem

The golden wattle is our national floral emblem because it can be found growing in every state of Australia. Wattle Day is celebrated on 1st September. Wattle gives us our national colours green and gold. Ask your group to think of times when these colours are worn.

State floral emblems

New South Wales – Waratah

Queensland – Cooktown Orchid

South Australia – Sturt's Desert Pea

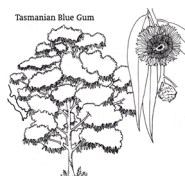
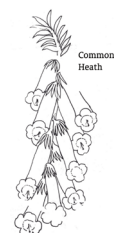
Victoria – Common Heath

Western Australia – Red and Green Kangaroo Paw

Tasmania – Tasmanian Blue Gum

Northern Territory – Sturt's Desert Rose

Australian Capital Territory – Royal Bluebell



Teaching ideas

Give each member a copy of **Handout 4** so that they can match each state floral emblem to its state or territory. Get your group to make a poster showing Australian floral emblems and the Coat of Arms. The pictures on **Handout 5** may help to create your posters.

state and territory flags

Obtain coloured pictures of state flags from:

- the internet;
- library;
- local or state government offices.

OR

Obtain state flags to display.

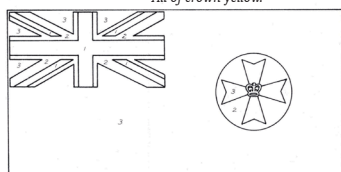
OR

Use **Leader's Resource 2** to show your members the different state and territory flags.

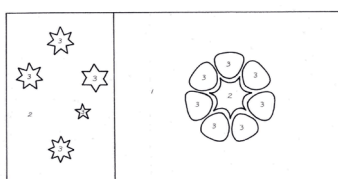
Point out your state flag and then help your group to make their own state flag using **Handout 6**.

State flags are flown on state government buildings during business hours and at interstate sporting events.

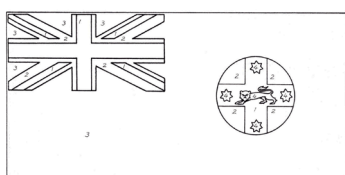
Queensland
1 Red
2 White
Special instruction
All of crown yellow.



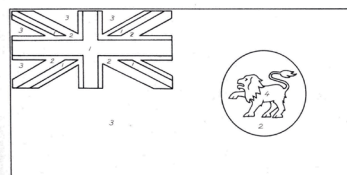
Northern Territory
1 Orange
2 Black
3 White



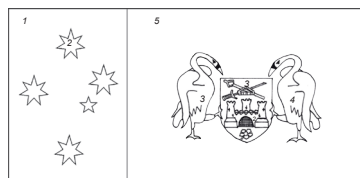
New South Wales
1 Red
2 White
3 Blue
4 Yellow



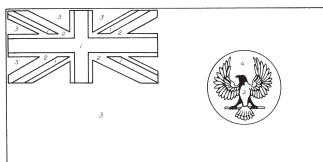
Tasmania
1 Red
2 White
3 Blue
4 Brown



Australian Capital Territory
1 Blue
2 White
3 Blue
4 White
5 Yellow



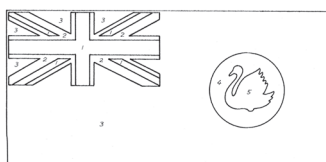
South Australia
1 Red
2 White
3 Blue
4 Yellow
Special instructions
Eagle white with wings and tips of tail feathers brown.



Victoria
1 Red
2 White
3 Blue
4 Yellow
Special instruction
All of crown yellow.



Western Australia
1 Red
2 White
3 Blue
4 Yellow
5 Black



TEACHING
IDEAS



Teaching ideas



4. Learn an Australian poem or retell an Australian story.

Find some Australian poems or stories that you can read to your group. The local library may also have audio cassettes or CD's that you could borrow.

You could invite a guest storyteller or poet to your group for this badge requirement.

Some examples of stories this age group might enjoy include Banjo Patterson's story, *Mulga Bill's Bicycle*, Henry Lawson's story, *The Loaded Dog* and Dorothea Mackellar's poem, *My Country*.



5. Visit a War memorial and understand its significance.

Arrange to take your section to a local war memorial or cenotaph. Explain to the children about the gift of life and freedom to future generations that the memorial represents. We remember not only those who died in the wars but also those who served in the armed forces to defend Australia. You may wish to invite a returned serviceman or woman to speak briefly to your group.

Help your group to understand the need to show respect at such sites, and to feel privileged and thankful for those who served to make Australia free. Some history of the Anzac story could be used here. You may like to leave flowers at the memorial as a sign of respect.



6. Describe two foods or products that are uniquely Australian.

This requirement aims to help members learn about foods that Australia has introduced to the world.

Provide some Australian food for the group to see and taste or involve your group in making all or some of these items. Also provide some information about Australian products e.g. who created it, when and where it was created. Websites are provided, however, your local library or the manufacturing company may provide helpful information.

Here are some suggestions:

- Pavlova <http://australian-food.com/cooking/pavlova.html>
- Lamingtons www.kenduncan.com/funandfree/recipe/LamingtonsRecipe.htm
- Damper <http://www.castawaycampers.com./damper.pdf>
- Anzac biscuits anzacday.org.au
- Vegemite www.vegemite.com.au
- Granny Smith's apples www.granysmith.biz/about/story.jsp
- Billy tea www.tea.org.au/cuppa/sub2.html
- SAO biscuits www.arnotts.com.au/Sao.aspx
- Tim Tam biscuits www.arnotts.com.au/TimTam.aspx

Hold a fun Aussie evening

You might like to hold a social evening with an Australiana theme. Invite SAGALA families and corps members to attend.

Here are some suggested ideas:

- SAGALA members could display or demonstrate some of the work they have done to earn this badge e.g. recite the Australian poem they learned, serve lamingtons they have made.

Teaching ideas

- Invite everyone to come dressed as people from history and explain who they are. (Suggestions: bushrangers, explorers, convicts, inventors, prime ministers, miners, etc.)
- Have a bush dance.
- Sing convict songs, recite some Aussie poems.
- Make a supper of Aussie foods.
- Play Aussie games, e.g.
 - Kangaroo Jump
 - Fruit Salad using Australian Pairs (not pears)
 - Gum Boot (or thong) Throw
 - Animal Art
 - Bobbies and Bushies*
 - Cattle Thieves*
 - Sheep Shearing Relay*

(Games marked in italics are from *Australiana Games* and used by permission of Scouts Australia, Pamela Whyte, Robyn Jellicoe)

Games

Kangaroo Jump

A game for teams of two players. Choose a starting and finishing point. Both players line up at the starting point and the first person jumps as far as possible in one leap. The second player runs to where the first player landed and from there jumps as far as possible. The first player then runs to the second player and jumps from there. This continues until they reach the finish line. They then repeat to see if they can do it with less jumps.

(You could adapt this into a relay team game if your group is large. Each team member runs to where the previous player landed and then the previous player returns to the back of the team.)

Fruit salad – Australian pairs

Divide your group into two teams and sit on the floor facing each other. Try to make the partners the same physical size. The members place their feet out so that they touch the toes of the partner in the opposite team.

Give each pair the name of a fruit – pineapple, pear, orange, cherry, strawberry, etc.

When you call out the name of a fruit, the players stand, jump over the legs of the other players to the top of their team, run around the outside of the team and jump over the legs to get back to their position. (The fastest player gains a point.)

If your group is very large you can have another set of teams playing beside the first set. **Always make sure that the members keep their legs together and their arms folded so that hands do not get trodden on!**

This game can be adapted to reinforce any part of the badge, e.g. give each pair the name of something to do with the flag – such as Union Jack, Commonwealth Star, Southern Cross, star names, half mast. You could tell the story of the Australian flag and every time their part is mentioned they have their turn to run.



TEACHING
IDEAS



Teaching ideas

or

Sit in a circle on chairs and give each member a name relevant to the badge, e.g. floral emblems, Southern Cross star names, parts of flag, etc. Assign the same name, e.g. wattle, kangaroo paw, Cooktown orchid to several members.

Choose someone to stand in the middle and take away their chair. A leader calls out the emblem or flag component and everyone with that name must stand and change positions while the person in the middle tries to grab one of the empty seats. Every so often call out 'state emblems' or 'national flag' which means everyone swaps places.

Gum Boot (or Thong) Throw

Bring along five or six gum boots or thongs. Mark a starting and finishing line.

The first three or four members line up with their boot or thong and on a given signal throw it as far as they can. A leader marks the spot where the boot or thong first lands. If you wish they can have three tries and the winner is the one with the best throw out of three.

The next three competitors have their turn until finally a 'throw off' is held with the three best throwers.

Animal Art

Give each member a wrapped sweet and while they are chewing it they tear their paper wrapper into the shape of a kangaroo or other Australian wildlife. Each patrol/team can choose the best effort from their group and these are then 'judged' to find a winner.

Bobbies and Bushies: a Wide game

The group is divided into two teams, Bobbies (Police) and Bushies (Bushrangers). The Bushies are sent out into the bush with strict instructions as to boundaries, and after an interval the Bobbies are sent out to find them. To effect a **capture** the Bobby must actually tip the Bushie, at which the Bushie returns to the base point (beside the leader). When all the Bushies have been captured the teams change over names and the game recommences.

Variation 1: As the players become more proficient at capturing a release system may be added. Captured Bushies may be released from the base by being tipped by a fellow **free** Bushie. Bobbies may be left to guard the prisoners but must be at least three to four metres away from them.

Variation 2: The Bushies are permitted to ambush and capture the Bobbies. They capture the Bobbies by tipping them and hold them in a selected spot. Bobbies may rescue Bobbies. Bushies may rescue Bushies. Game ends at a selected time when points are allotted for the number of prisoners held on both sides.

Cattle Thieves

Two people are chosen to be the jillaroos/jackaroos. The rest of the group is then divided into two teams. One team become the cattle and are confined to one end of the hall. The thieves, when the game starts, have to run to the cattle, and two thieves are needed to carry off one steer. They do this by taking the steer by each arm and leading the steer off.

Teaching ideas

The steer may not struggle or in any way prevent capture. **On the way back only** the jillaroos/jackaroos may prevent this stealing by tipping one or other of the thieves holding a steer, at which the steer must be released and the thieves sit out. Game ends when either all the thieves are captured or all the steers have been safely taken to the other end of the hall by the thieves.

Sheep Shearing Relay

Supplies: photocopy the outline of a sheep for each player
(Handout 7)

A pair of scissors per team (preferably blunt nosed)

A felt-tipped pen or crayon per team

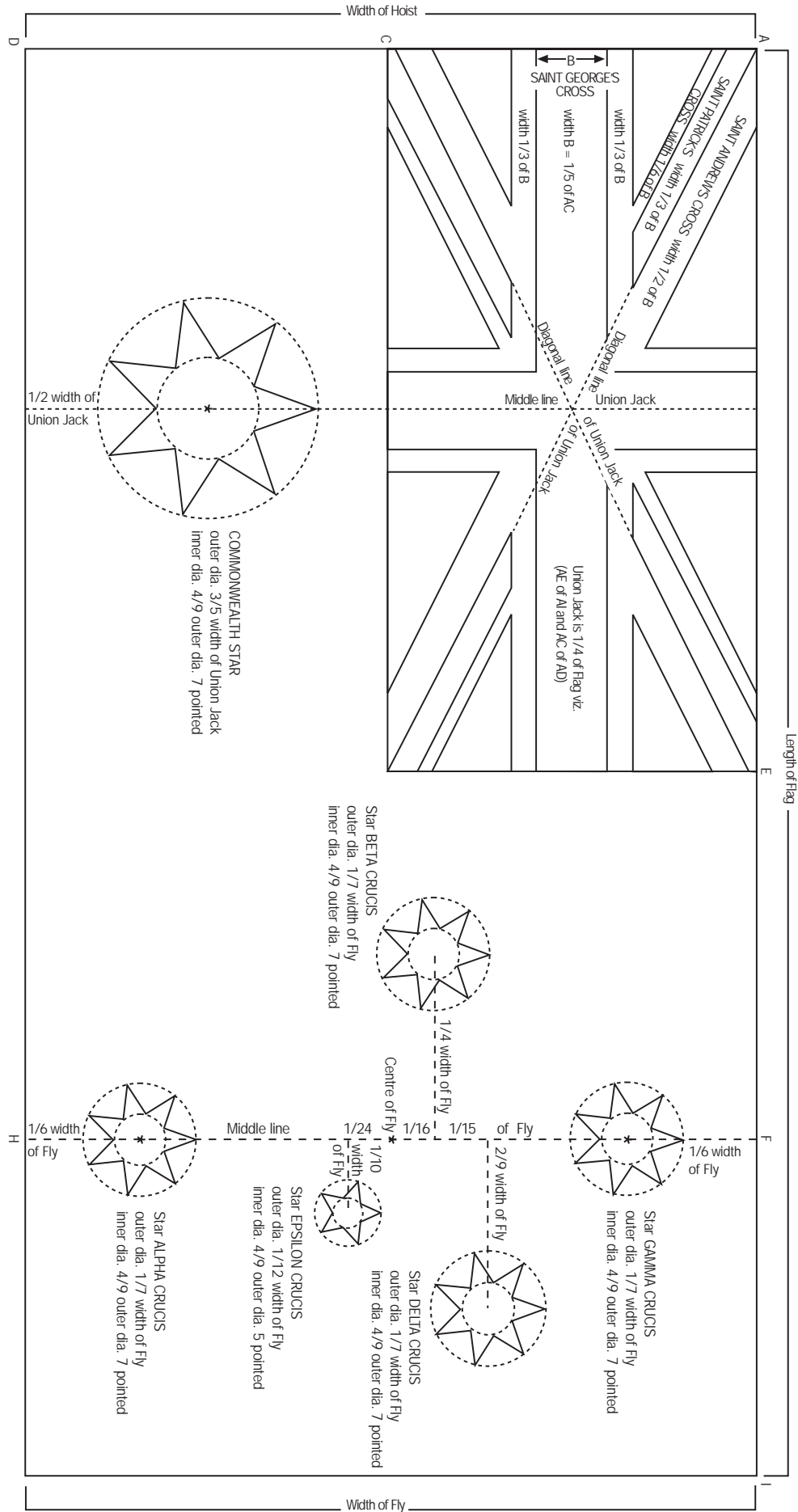
Teams line up at one end of the shearing shed (hall). At the other end, opposite each team, is a pile of paper, each piece having the outline of a sheep on it, and a pair of scissors. Halfway up the hall one member of each team (the **tar boy**) stands holding a felt-tipped pen or crayon. The a tar boy runs when the shearer has accidentally cut a sheep and slaps the cut quickly with tar to seal the wound.

At the signal the first person in each team runs to the paper, selects one sheet and proceeds to cut out the sheep with the scissors. If the shearer goes off the line the shearer calls out **Tar boy quick** and the person with the pen/crayon runs up and makes a mark on the paper where the mistake has occurred, then returns to the half way place on the floor and the shearer continues cutting. When the sheep is cut out it is placed on the floor and the next person in line cuts out the next one. The game concludes when all the team members cut out a sheep. However, the winning team is not necessarily the fastest, as at the end of the game all sheep are checked and any sheep with a mistake on it that has **not** been marked by the **tar** is taken out and the team with the most **correctly** cut out sheep wins. No points are deducted for mistakes which have been marked by the **tar**.



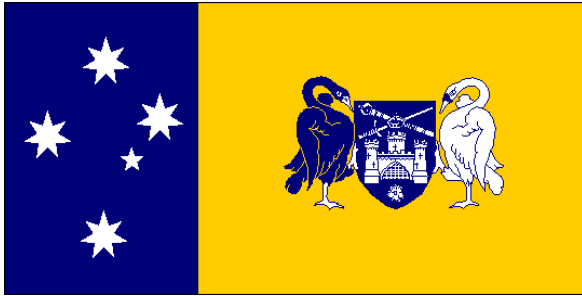
TEACHING
IDEAS

Leader's Resource 1

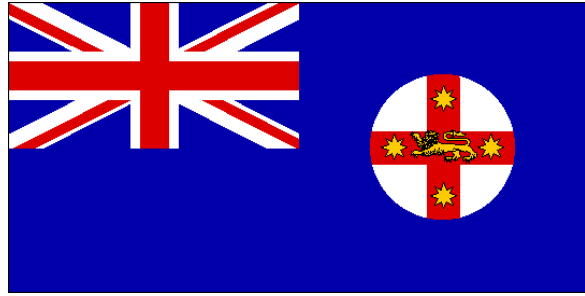


Leader's Resource 2

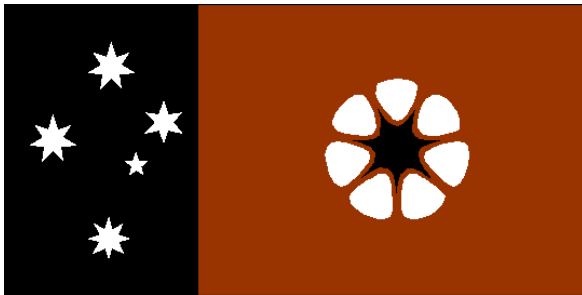
State Flags



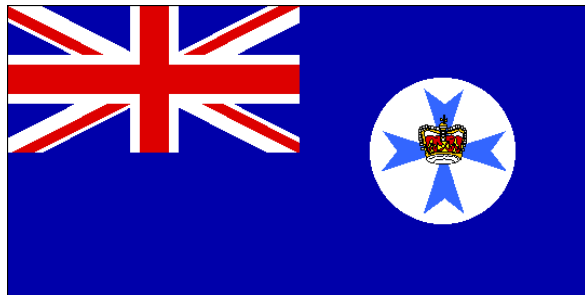
Australian Capital Territory



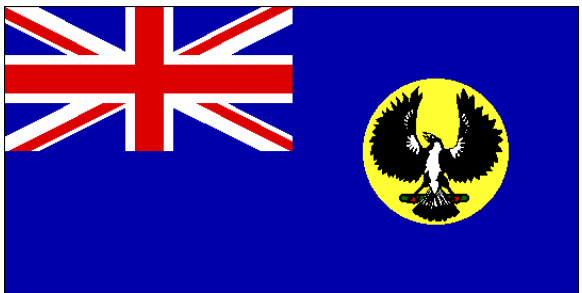
New South Wales



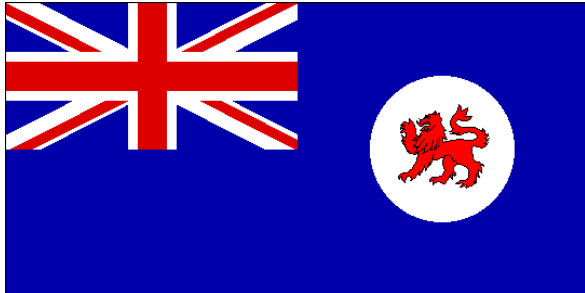
Northern Territory



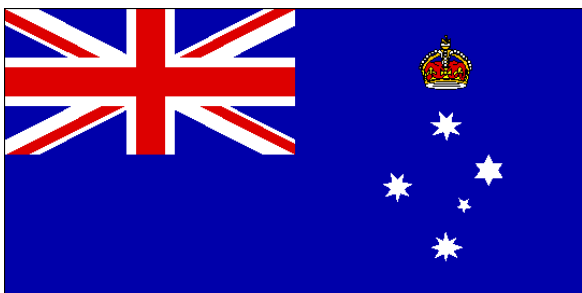
Queensland



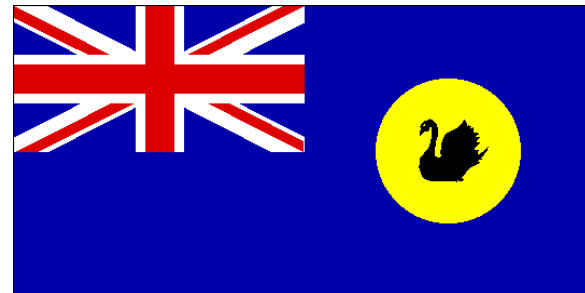
South Australia



Tasmania



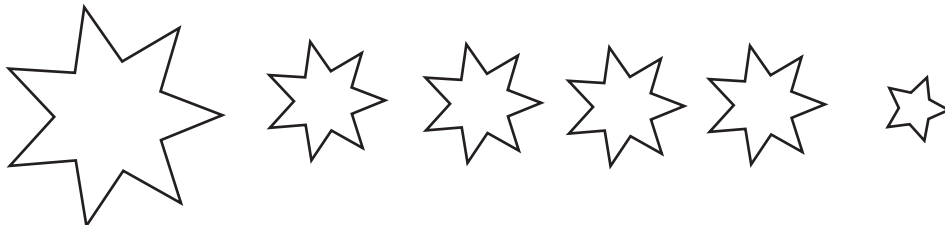
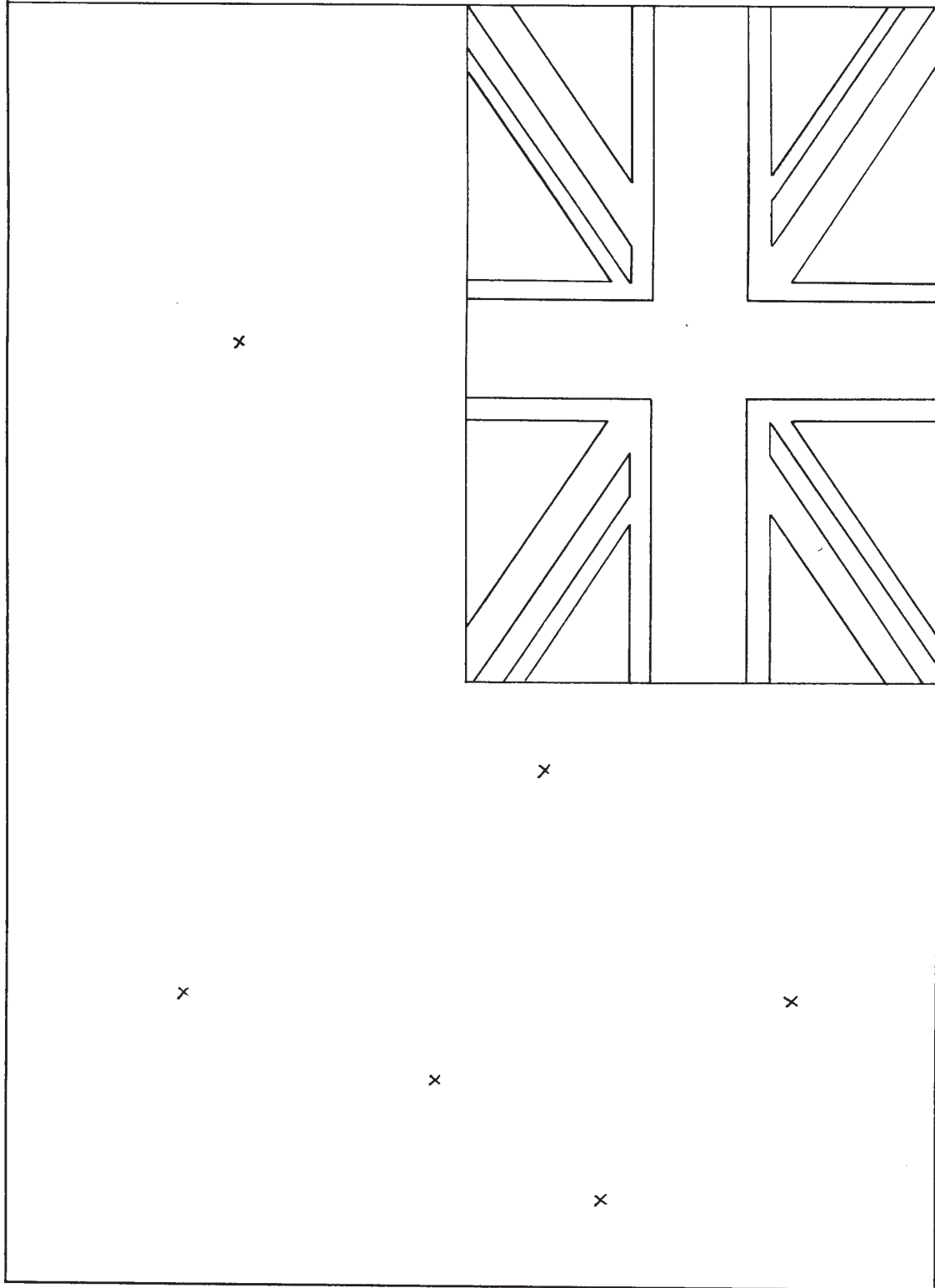
Victoria



Western Australia

Handout 1 -

Adventurers/sunbeams



Handout 2 -

Adventurers/Sunbeams

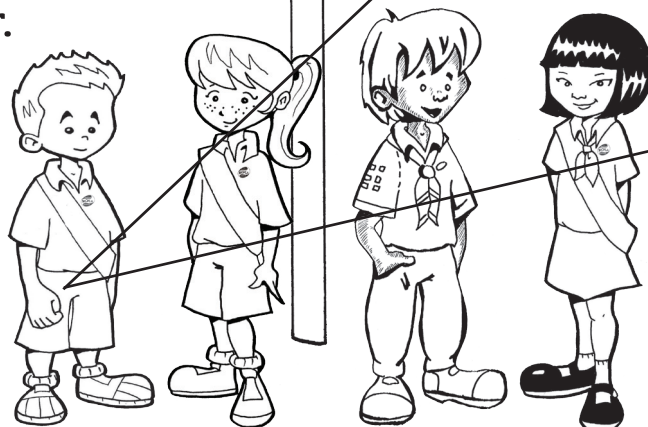
Photocopy onto light card if possible and cut into jigsaw pieces.

Arrange the jigsaw together correctly. Say the first verse of the National Anthem to a leader.

The National Anthem

Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil;
Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

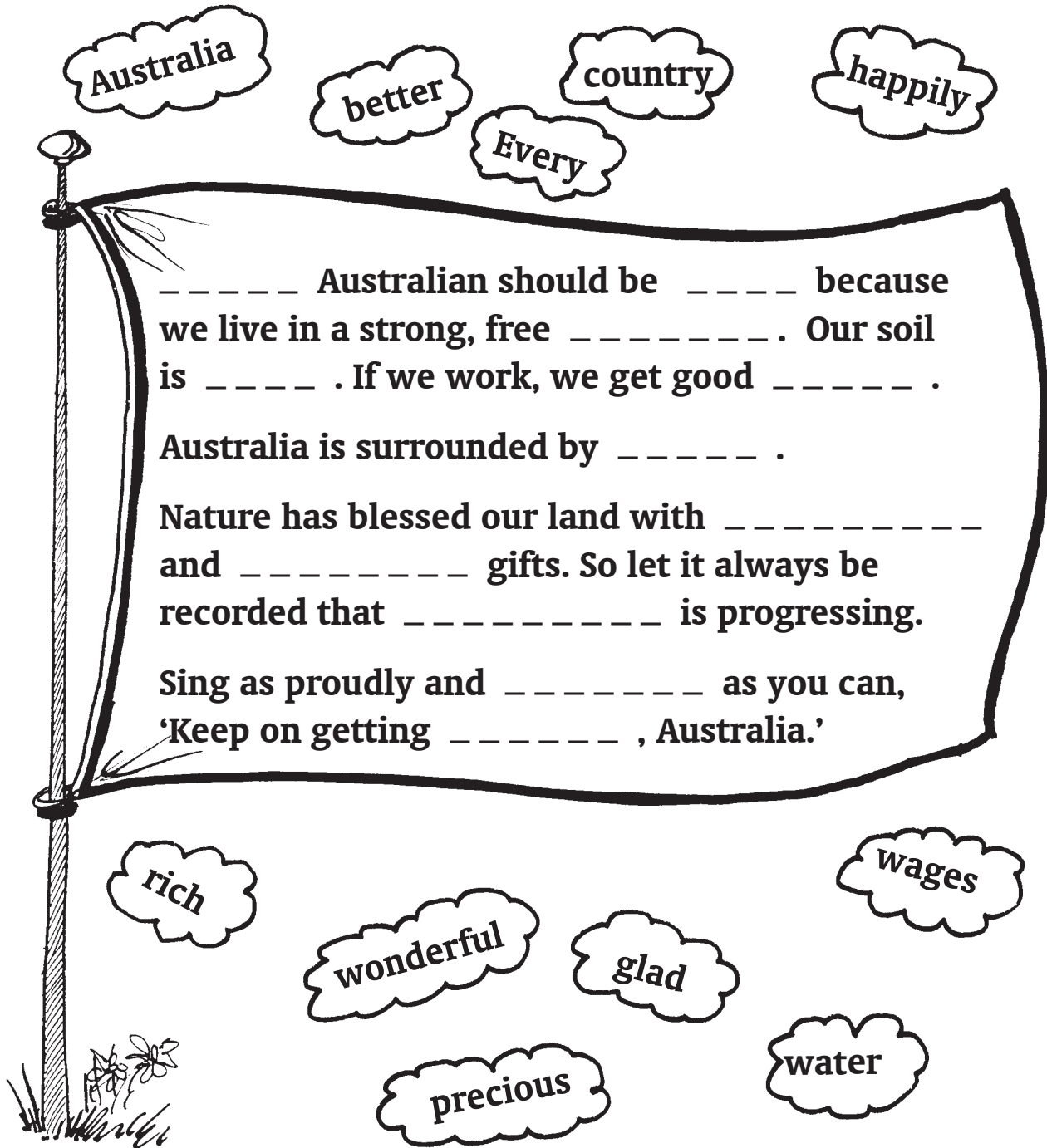
Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share,
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.



Handout 3 -

Adventurers/sunbeams

Use the words around the page to write out what our National Anthem means.

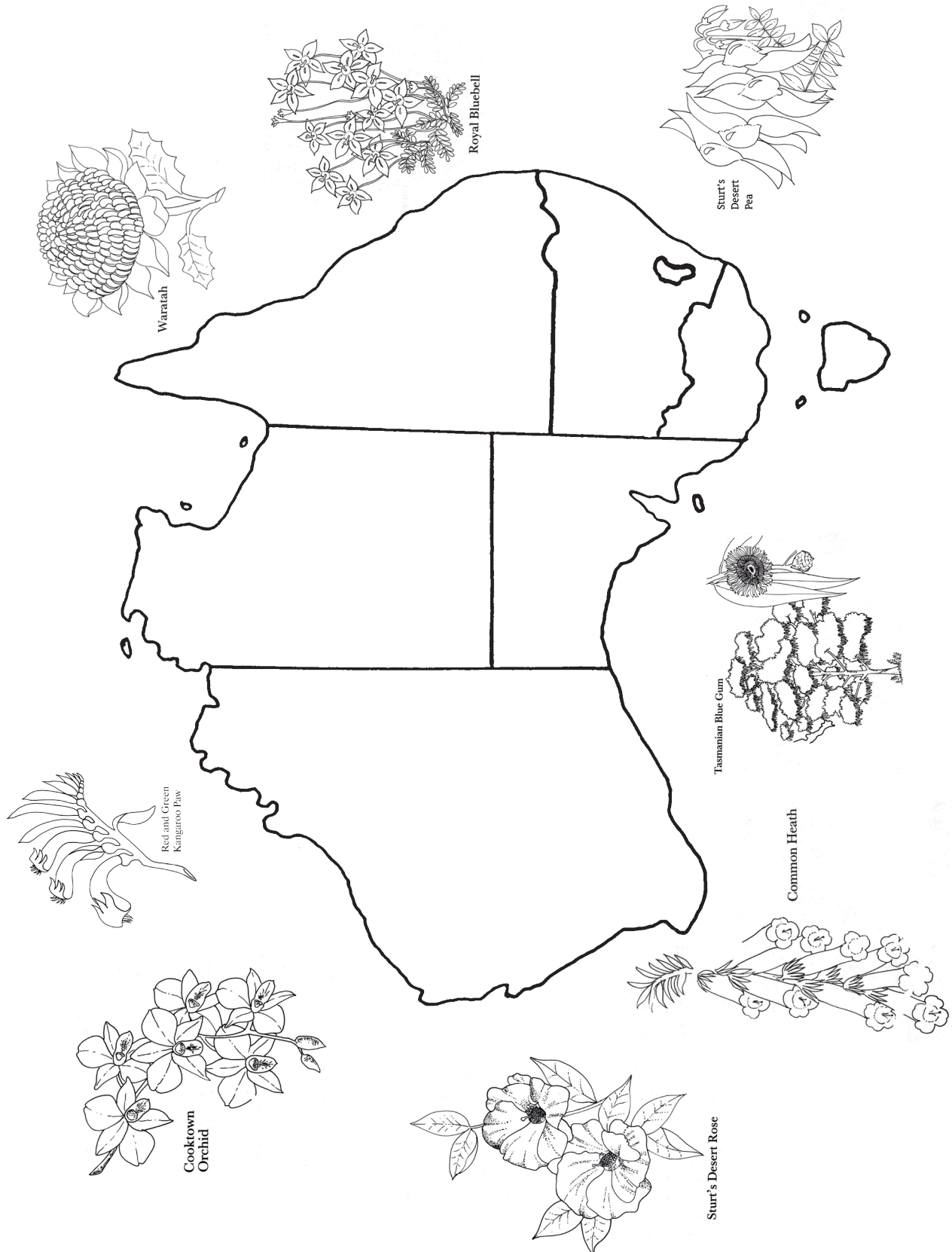


Handout 4 -

Adventurers/sunbeams

Floral Emblems

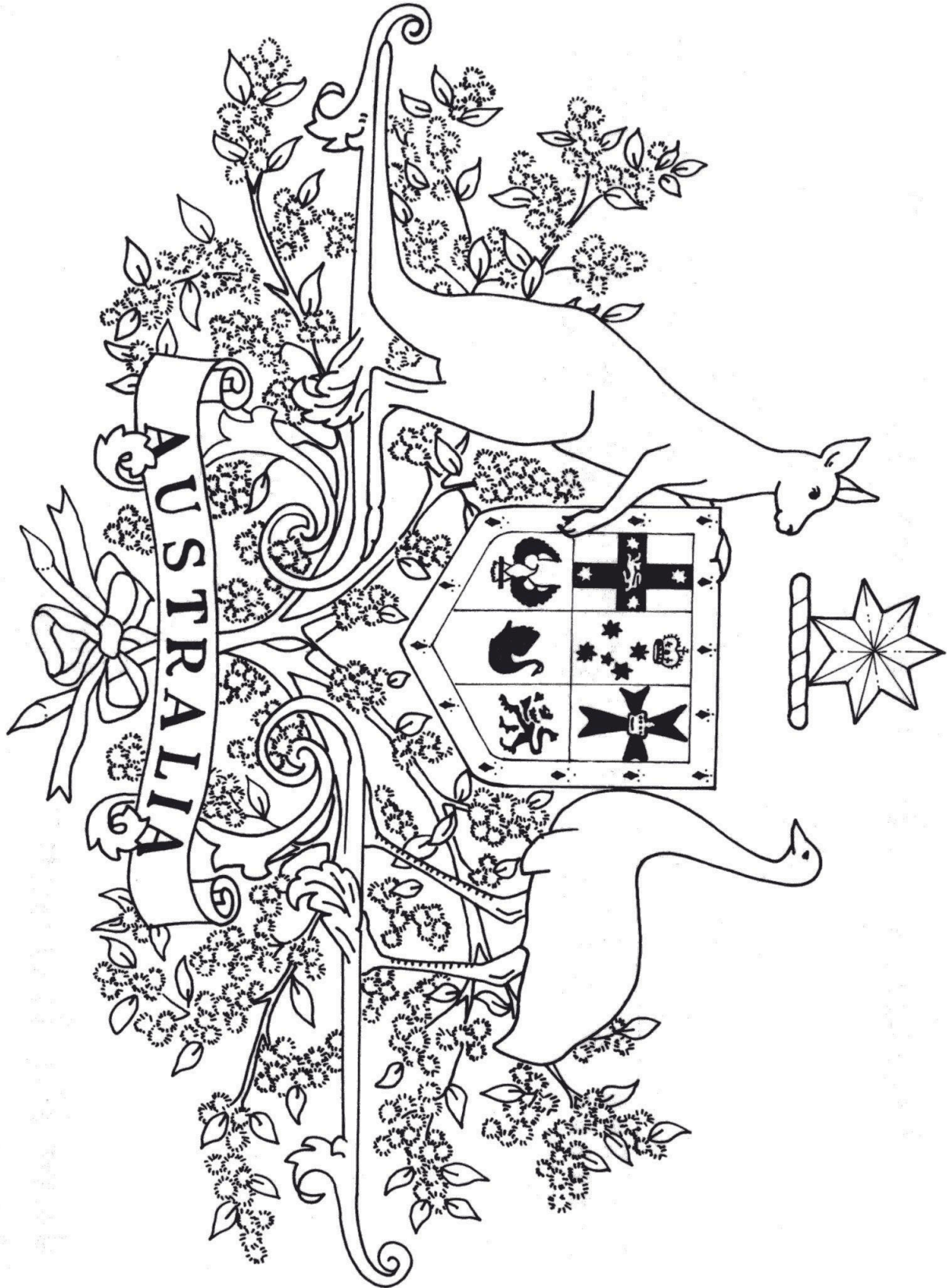
Draw a line from each floral emblem to its matching state/territory.



Handout 5 -

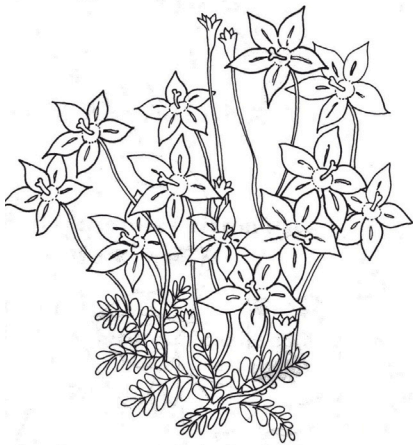
Adventurers/Sunbeams

Coat of Arms

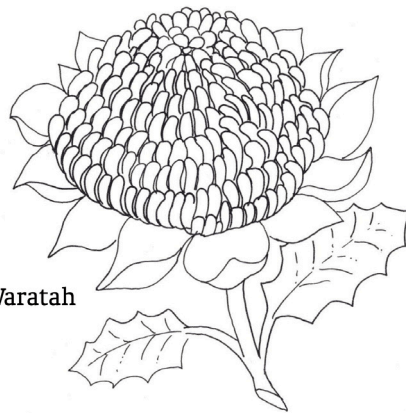


Handout 5 (cont.) -

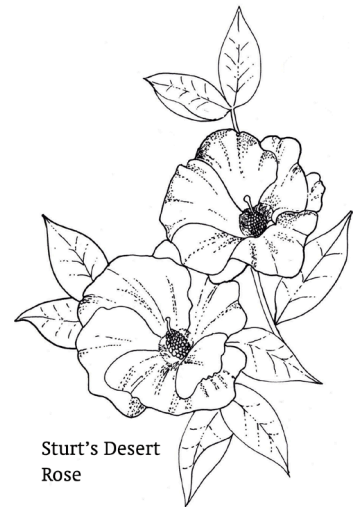
Adventurers/Sunbeams



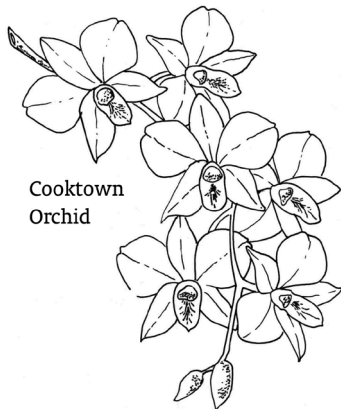
Royal Bluebell



Waratah



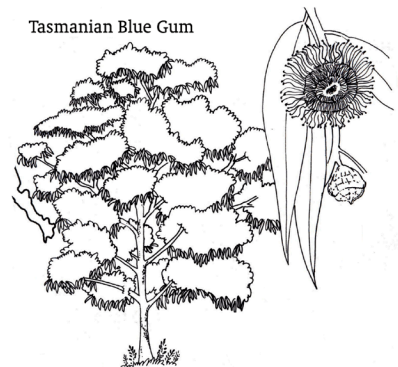
Sturt's Desert
Rose



Cooktown
Orchid



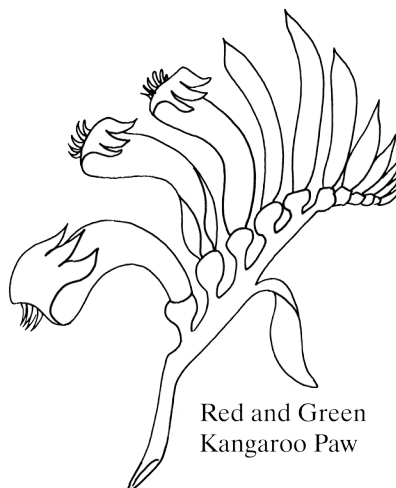
Sturt's
Desert
Pea



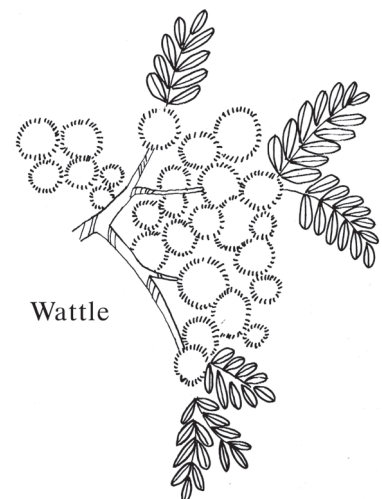
Tasmanian Blue Gum



Common
Heath



Red and Green
Kangaroo Paw



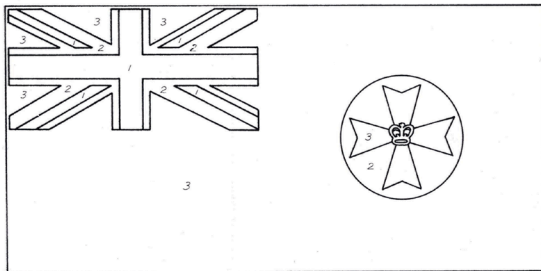
Wattle

State Flags

Colour codes for state flags.

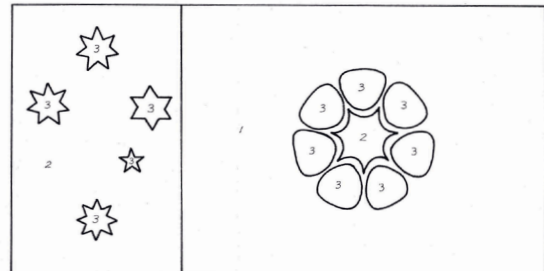
Queensland

- 1 Red
2 White
Special instruction
All of crown yellow.



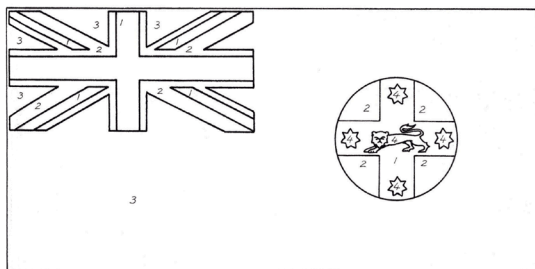
Northern Territory

- 1 Orange 3 White
2 Black



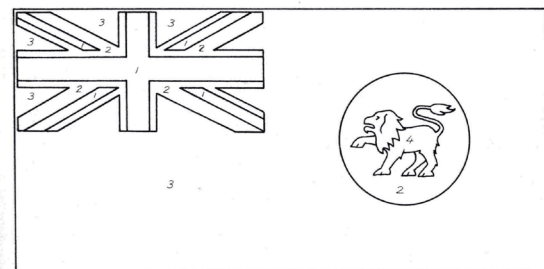
New South Wales

- | | |
|---------|----------|
| 1 Red | 3 Blue |
| 2 White | 4 Yellow |



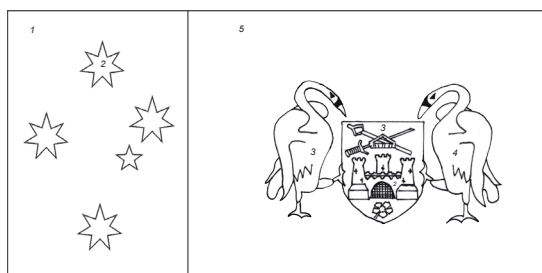
Tasmania

- | | |
|---------|---------|
| 1 Red | 3 Blue |
| 2 White | 4 Brown |



Australian Capital Territory

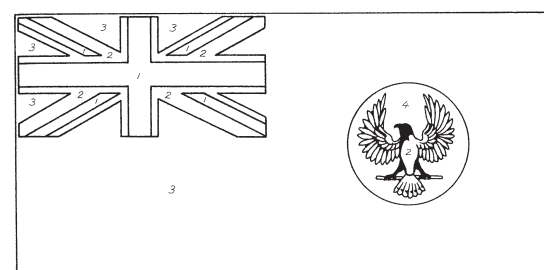
- | | |
|----------|---------|
| 1 Blue | 3 Blue |
| 2 White | 4 White |
| 5 Yellow | |



South Australia

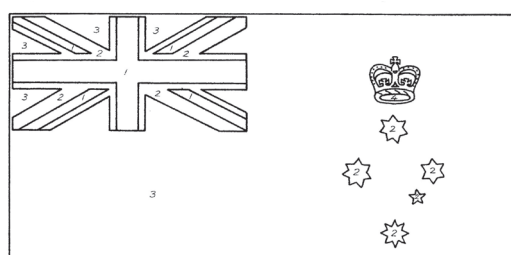
- 1 Red 3 Blue
2 White 4 Yellow

Special instructions
Eagle white with wings and tips of tail feathers brown.



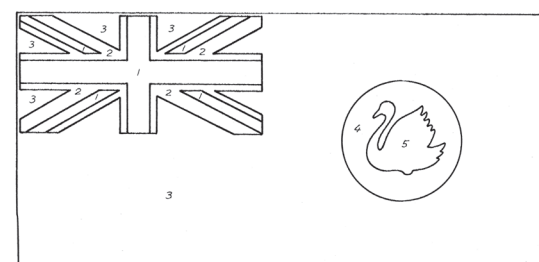
Victoria

- 1 Red 3 Blue
2 White 4 Yellow
Special instruction
All of crown yellow.



Western Australia

- | | |
|---------|----------|
| 1 Red | 3 Blue |
| 2 White | 4 Yellow |
| 5 Black | |

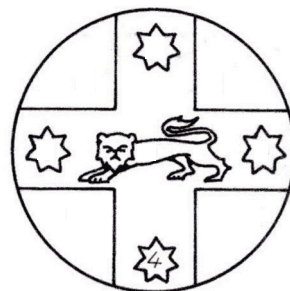
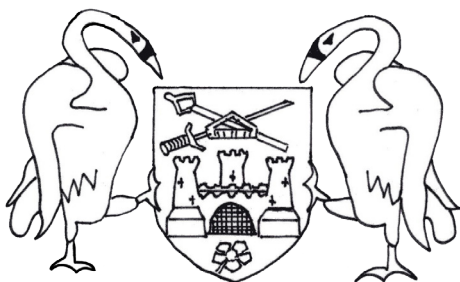
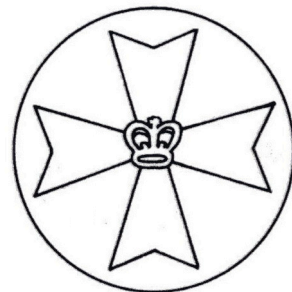
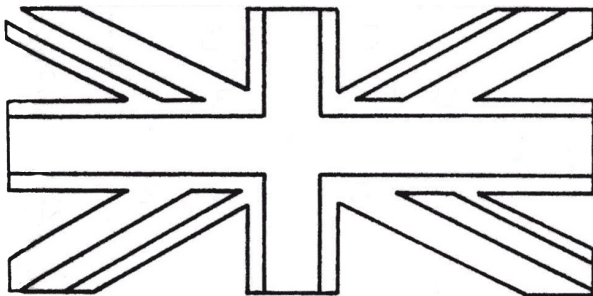
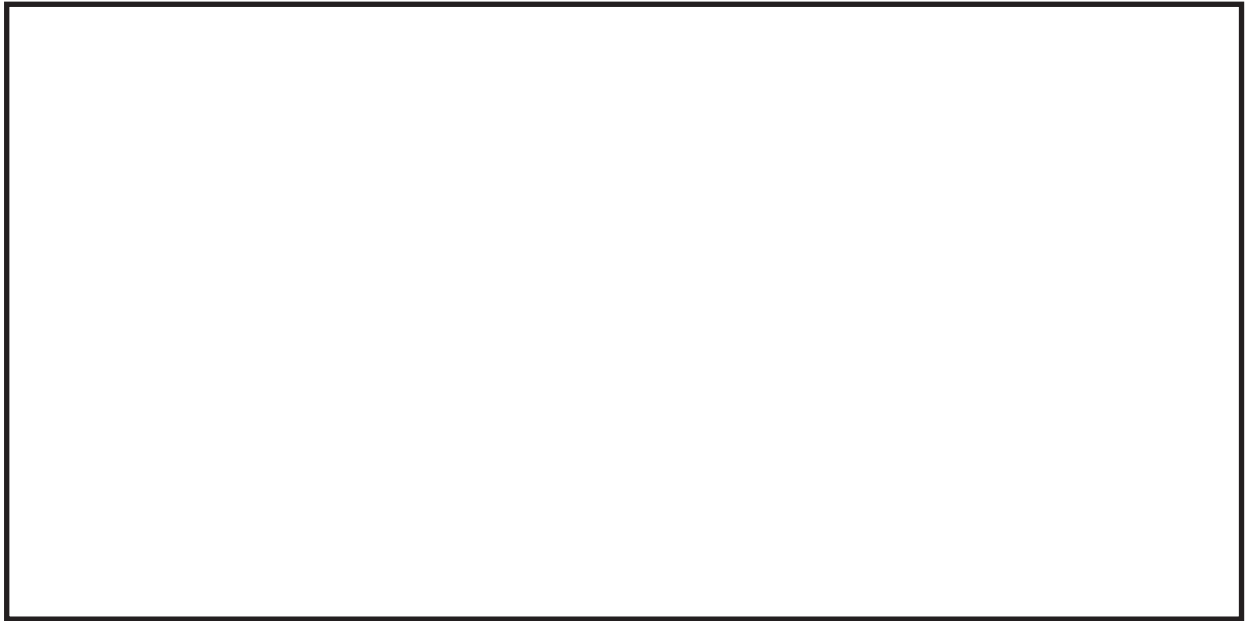


Handout 6 (contd.) -

Adventurers/Sunbeams

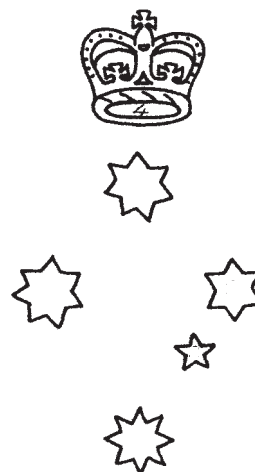
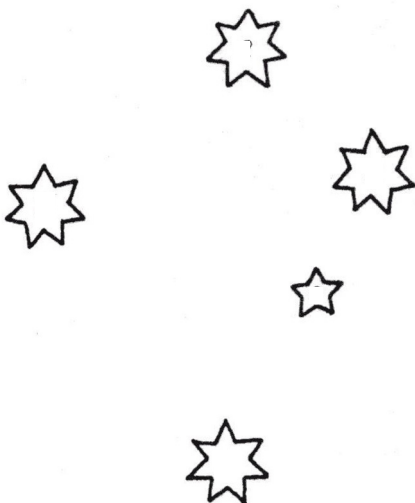
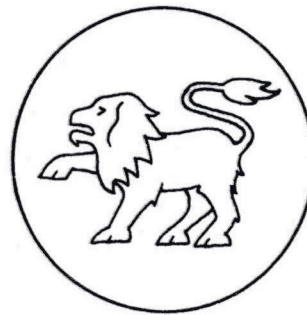
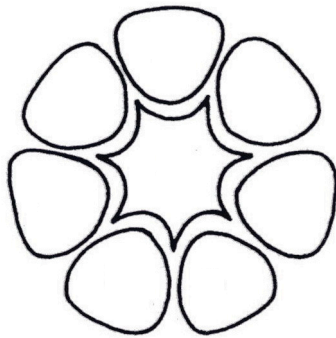
My state Flag

Cut out the pictures you need. Follow the code to colour the picture/s correctly then paste them onto the flag shape.



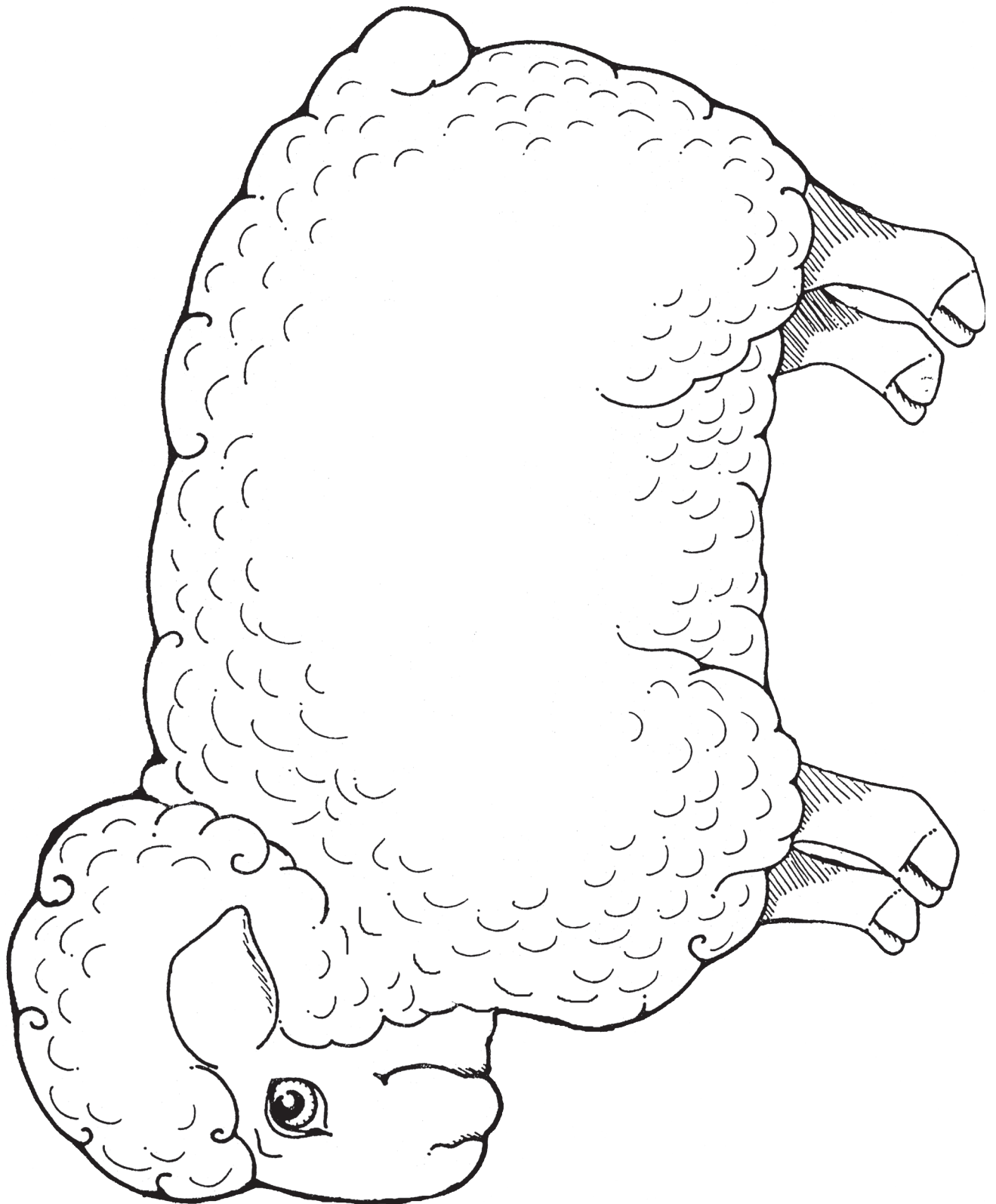
Handout 6 (cont.) -

Adventurers/Sunbeams



Handout 7 -

Adventurers/sunbeams





Devotional ideas



1. **Title:** Where there's a need there's The Salvation Army
Bible: Matthew 25: 35 - 40
Thought: Saved to serve
Supplies: Any pictures of a Hop-in centre with kangaroo motif

Outline

Maybe you have a great-grandfather or a relative who was involved in World War 2. If so, he may have told you some stories of the war and mentioned that in the strangest places The Salvation Army would be there offering the soldiers a hot cup of tea. They used to set up a tent called the "Hop in centre" and there a soldier could have a bit of quiet and write home to his family or play some games or just sit and talk to the padre (officer).

This service began a long time ago during the Boer War and continued in World War 1. Hundreds of Salvation Army people worked in these centres. One very brave Australian Salvation Army Officer was later knighted by the Queen for the work he did to encourage and cheer soldiers facing terrible battles.

He was known as Padre Mac although his full name was Arthur McIlveen. He became the first Red Shield officer to go overseas with the Australian forces as they sailed for the Middle East in 1940 during World War 2.

Mac used to say that his 'secret weapon' was an old, battered wind-up gramophone player which he played at an amazing volume even though desert dust sometimes got into the mechanism.

The men loved to sit and hear this music. One record that he had was of a hymn, *Lead kindly light* and when it was blown to bits by enemy fire Mac taped the pieces back together!

Mac had a terrific memory and could recite poems to the men and he would lead them in singing cheerful songs to keep their spirits up when the war was going badly. No matter how worried he might have been he was always bright and cheerful for the men.

If you ever visit the Australian War Memorial in Canberra you will see Padre McIlveen's old record player on display.

Back home in Sydney after the war was over Fighting Mac (his nickname) worked with war veterans in repatriation hospitals because of the wounds they had suffered and amongst prisoners in jails.

When he died at the age of 92 surrounded by his mates, a bugler played *The Last Post*.

Why did Fighting Mac work so hard to help soldiers get through their hard times?

He knew what Jesus said about helping others. Read Matthew 25:35 – 40. Jesus said that if we love Him we must be there for people who need help. He said that whenever we do something to help others it is really Him that we are helping.

If you look around, you can always find someone who needs your help.

Pray asking God to help us see ways that we, too, can serve others.

Devotional ideas



2. Title:

SAO biscuits

Bible:

John 15:10

Thought:

God has a job for us all to do

Supplies:

SAO biscuits that have been spread with butter (and maybe vegemite) beforehand, so that there is one for each member.

(Hand out the SAO biscuits and allow the members to begin eating them.)
You're probably wondering why I've given you a biscuit to eat. It's because it is a very special biscuit and I want to tell you why it was made.

Arthur Arnott's family owned a large biscuit factory. It was one of the finest biscuit factories in Sydney so the family was quite well off. Arthur lived in a big house and had lots of things that many other people in Sydney could only dream about.

But Arthur felt that there was something more he needed to do with his life. One Sunday he stopped and listened to a group of Salvation Army people. They were talking about God and so he followed them back to their hall. At the end of the service there he gave himself to God promising that he would serve him with all his heart.

It wasn't long before Arthur felt that God was asking him to become a Salvation Army officer so he went to the Salvation Army's College in Melbourne to be trained. The family wanted to put some money into an account for Arthur as they knew that Salvation Army officers were very poor. But Arthur said, 'No! I am glad to be a beggar for Jesus' sake.'

But then he had a bright idea. 'If you want to do something for me,' he said, 'why don't you make a biscuit that would be very cheap but able to fill empty tummies.'

So that is what the family did and the SAO biscuit was created.

It was called SAO because that was the initials for Salvation Army Officer. *(You could write this up for your group to see.)*

Arthur spent many years working hard to help people – both rich and poor to realise that God loved them and wanted them to love Him back.

For many years he was in charge of the Army's work with children and young people. He used to organise concerts or demonstrations that had hundreds of children taking part and he would conduct their singing. Arthur wrote some of the songs himself and they were always bright and happy songs.

Here are the words of one song, *(Show them if you have printed them out or just read them.)*

*I'd rather be a little thing going up
Than a big thing coming down!
I'd rather be a captain with a smile
Than a colonel with a frown!
I'd rather be poor with a humble crust
Than rich and lose my crown!
I'd rather be a little thing going up
Than a big thing coming down!*

Arthur found what God wanted him to do and did it the best way he could and so can we.



DEVOTIONAL
IDEAS



Devotional ideas



- 3. Title:** Convict makes good
Bible: 1 John 3:11
Thought: Love makes the difference

Poll Cott was only sixteen when she was transported to Botany Bay for the trouble that she caused because of her violent temper. When she was 18, she was given the Governor's permission to marry a former convict, who was now a farmer. But her quick temper and quicker tongue landed her in prison again.

Sadly her baby died and she was certain that it was the doctor's fault. She marched straight into the doctor's surgery, jumped onto a chair and started to smash up everything in the rooms. When the doctor ran in to find out what was happening, Poll smashed a bottle over his head and continued destroying everything in sight. It took eight policemen to carry her to jail!

She would march into the shops and help herself quite boldly to food she wanted and would bash up any shopkeeper who tried to stop her.

Even when she grew old she was still violent. When a railway guard tried to remove her from the first class carriage of the train because she did not have a first class ticket, she stormed off the train into a hardware store to buy a pair of scissors to go back and attack him.

But in the store she met the Salvation Army officer, Captain William Rundle, who, like everyone in the town, knew about her fierce attacks on others. He smiled at her and said, 'Good morning mother, what about coming home for a bite of dinner?'

The people of the town of West Maitland were amazed to see Poll Cott walking down the street with the Army Captain, and smiled when they noticed a policeman following behind just in case she turned on the captain.

For the first time in her life Poll Cott suddenly found people were treating her kindly. They put her to bed, served meals to her and even spoke to her politely. Didn't they know that she was the shoplifter, the skull-basher, the stirrer and beginner of brawls?

When she woke up from her nap, she intended to steal some food and leave but the captain's wife brought her a cup of tea! The captain and his wife talked to her and then started to pray for her. Poll didn't know what to do! Surely these people would stop praying soon, but when she looked closely, Poll saw that they were actually crying real tears for her in their heartfelt prayers. And Poll was filled with shame. How could she have thought of robbing people who honestly cared for her? At midnight on May 18, 1885, Poll Cott joined them in prayer. The woman who had been sentenced to jail 257 times was now kneeling in a Salvation Army refuge which had once been a court house where she had stood waiting to be sentenced many, many times.

And God changed Poll Cott. She was no longer violent because she realised that God loved her and would give her the strength to live as his loving child. Even as an old lady, she travelled around to many places helping others to realise that God could forgive them and help them to be good.

Other suggestions

Search for information about Australians of the Year and tell their story.

Devotional ideas



4. Title:

The Emigrant's Friend

Bible:

Romans 12:11 'Do not be lazy but work hard. Serve the Lord with all your heart.' (NCV)

Thought:

How Caroline Chisholm worked for God.

Supplies:

An old \$5 note showing Caroline Chisholm

Read the Bible verse aloud.

As you listen to this story think about which part of the pledge it best fits.

Caroline Chisholm was one of Australia's most outstanding women. Her picture was on our \$5 note for more than twenty years. **(Show note if you have found one.)**

Caroline was born in England in 1808 and even as a young girl she was interested in helping people because her parents' home was always open to people whether they were rich or poor.

When she was twenty two years old she married Archibald Chisholm, an officer in the British Army and they decided to move to Australia. Other military wives only stayed at home looking after their husband and family and Caroline could easily have done that because she had nine children.

As she walked around the small town of Sydney she was shocked by what she saw. Some women and young girls had come to Australia hoping for a new and better life but when they arrived there was no work and no place to stay. They were often forced into a life of crime as they lived on the streets.

Caroline could see that they needed someone who would help them move to farms or small towns where they could find work. She went to see the Governor to ask for a building.

'I would like a building to house these girls. I'm willing to work hard, give my time freely, until a home for young girls becomes a reality,' she said to him.

The Governor said it would cost too much but he was impressed with Caroline's manners and how her face beamed with kindness. Caroline kept visiting him until finally he told her that she could have the Immigration Barracks. Caroline was overjoyed even though the building was filthy and full of rats. She prayed to God, 'Dear God if it is your wish for me to begin from nothing, I shall with your help.'

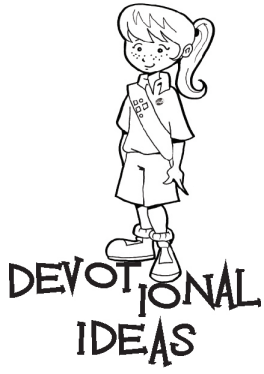
Many people criticised Caroline and said she should stay at home but her husband supported her and she juggled her family life with her new work. Caroline worked hard and *The Female Immigrants' Home* became a great success. In two years she had helped one thousand women find jobs and homes.

Caroline could see that others who were coming to Australia would need help as well.

She set up an employment office and was the first person in Australia to introduce work contracts – agreements about working conditions and pay. She travelled the country finding jobs and homes for about 11,000 people most of them young women.



DEVOTIONAL
IDEAS



Devotional ideas

In all this time she accepted no money for her work, but served God with all her heart

Ask your group which part of the pledge fits the story. (*Serve God*) Read the Bible verse again. We may not do the things that Caroline Chisholm did, but we can work hard to serve God.

Ask God to help us work hard for Him and so keep our pledge.