

TIMOR-LESTE MODULE

Lessons and Worksheets



First Week of Lent

LEARNING OUTCOMES:

Students are learning to...

- Recognise Lent as a season leading up to Easter when Christians try to live more like Jesus lived
- Reflect on ways we can be like Jesus and help others
- Understand the importance of peace



STARTER

Remind students that we have different seasons during the year. Explain that the Church has different seasons too with special celebrations. Introduce Lent as a time to remember God and others.



DISCUSSION

Show students the main poster for Lent and ask them to share words that come to mind as they look at the picture and the quote. Tell them that they will hear stories from people in Timor-Leste (like those in the poster) this term.



VIEW

Show students **Poster 1 – Life in Timor-Leste** from the picture pack set showing Alda, an 18-year old girl, who lives in Timor-Leste. Share answers to the various questions on the poster: What stands out about Alda's backyard? How does this compare to your neighbourhood? What do you think Alda may be using the water for? How do you wash and dry your clothes? Where can you get water from in your home?



DISCUSSION

Remind students that many people around the world (including those in Timor-Leste) do not share the same privileges we do (including access to food and water and enjoying peace). Get students to share what peace means to them and why it may be important.



ACTIVITY

Ask students to colour in the words for PEACE in **Worksheet L1 – Peace** and write down their plan for how they will be more like Jesus, the Prince of Peace, during Lent this year. Good ideas can be found in the **Keep it Simple for Lent Calendar**. Once completed, these could be displayed or shared with others.



ACTIVITY

Hold your own Ash Wednesday liturgy and get students to reflect on ways they may help others and be more like Jesus during this season of Lent. On this day introduce the Caritas koha box and how it can be used this term.



PRAYER

Use the **Prayer for Peace** in the Lent 2018 Prayer Booklet to help inspire students to be people of peace as Lent begins.

Lesson 1

LEARNING OUTCOMES:

Students are learning to...

- Understand what life is like in Timor-Leste and identify the differences from their own lives in New Zealand
- Use basic words and greetings in Tetum



SETTING THE SCENE

Find Timor-Leste on a world map and ask the students to guess how long it would take to get there by plane. It would take more than 12 hours! Show students all six poster images as part of the picture pack set and get them to share what they feel life in Timor-Leste may be like.



ACTIVITY

Watch **PowerPoint E1 – Learn Tetum: Greetings** and introduce the students to the Tetum language used in Timor-Leste. These are similar to Portuguese words. At this early stage, you could encourage students to use the Tetum words for good morning (bondia), good afternoon (botarde), goodbye (adeus), and thank you (obrigadu/obrigada).



VIEW

Show students **Poster 2 – Jerminu and Family** from the picture pack set.



DISCUSSION

Ask students the questions on the poster: What surprises you about Jerminu's family breakfast? What are they eating? Does your table at home look the same? How does your breakfast time differ from Jerminu's family? What do you notice about Jerminu's home and porch? Who looks the hungriest?



VIEW

Watch **Video A – Jerminu's Day** and find out what life is like for Jerminu Nina, a six-year-old boy living with his family in Oecusse district in Timor-Leste.



DISCUSSION

Ask students to share what they learned about life in Timor-Leste after watching the video. Then find out what surprised them.



ACTIVITY

Using **Worksheet E1 – My Day** get students to sketch themselves completing the daily actions. Use their pictures and sharing to highlight any differences to the everyday actions of Jerminu and others in Timor-Leste.



PRAYER

Almighty God,
Thanks for the life we have in New Zealand.
We think of people throughout the world like Jerminu and his family in Timor-Leste.
We pray that you will help them to have all that they need to enjoy life together.
Amen.



ACTION

Try to use your new Tetum greetings for the rest of the week to greet each other in class and outside in the playground.

Lesson 2

LEARNING OUTCOMES:

Students are learning to...

- Identify ways that their family and friends show God's love through their everyday actions with them
- Understand what school is like in Timor-Leste



SETTING THE SCENE

In Timor-Leste there are not many economic opportunities for local Timorese and jobs are in short supply. Caritas Aotearoa New Zealand has supported a non-governmental women's organisation known as HAFOTI in Timor-Leste since 2004. The 250 members of HAFOTI are all rural-based women who are able to support their families through the income they receive from their work.



DISCUSSION

Ask students to take a few minutes to picture in their minds all of the family members and friends they have that show God's love to them in different ways. Share with each other the different ways that they are shown love. Write these on the board (and later you can take time to thank God for each of these during the prayer time).



ACTIVITY

Students can complete **Worksheet E2 – Sharing Love** to remind them of the many people in their lives that love them and reveal God's love in different ways. They may want to put their finished worksheets on display or keep them in an important place.



VIEW

Show students **Poster 3 – The Pereira Family** from the picture pack set. Tell them that this family lives in the hills of Timor-Leste in a district called Aileu. Their village is called Madabeno.



DISCUSSION

Ask students the questions on the poster: What do you notice about the size of the Pereira family? [Note: They actually have 12 siblings in total – some are not in the photo] Can you guess all of the ages of the children in the family? How would your family photo be different? What do you think the Pereira family is having for lunch?



VIEW

Watch **Video B – Jerminu at School** to find out more about what school is like for Jerminu in Oecusse. Remind students that not every child in Timor-Leste is able to go to school because they have to have a bag, uniform and stationery and not every family can afford these necessities.



DISCUSSION

After watching the video of Jerminu at school, get students to respond to the following questions: What would it be like to have 68 students in our class? Would you like rice for lunch every day? Did it seem easy to get water at school? How is our school both similar and different to Eskola Tulaiea (Jerminu's school)? Look at **Poster 6 – School Lunch** from the picture pack set and use the questions on the front of the poster to promote more discussion.



PRAYER

Return to the list on the board of all the ways people show love. Take time as a class to thank God for all the ways his love is shared with us through family and friends.



ACTION

Watch **PowerPoint E1 – Learn Tetum: Greetings** again and re-cap the first four words learnt last lesson. Choose a few more words to learn together to broaden your Tetum vocabulary.

Lesson 3

LEARNING OUTCOMES:

Students are learning to...

- Understand how Caritas and HAFOTI work together in Timor-Leste
- Understand how local products are made by HAFOTI members in Timor-Leste

BACKGROUND INFORMATION

Caritas Aotearoa New Zealand helps the HAFOTI group in Timor-Leste as its sole financial supporter. For more than a decade, Caritas has helped fund equipment, training and the building of production centres to assist the HAFOTI members to generate incomes for their families.



SETTING THE SCENE

It is not easy to find a job and earn money in Timor-Leste. Almost half of families in the country live below the poverty line of US \$1.90 per day. Through HAFOTI, women are given the opportunity to have a job that provides money for themselves and their family to ensure they live a life free of poverty.



VIEW

Show students **Poster 4 – HAFOTI Women** from the picture pack set. Tell them that this image shows some of the 250 strong members of HAFOTI working hard together making one of their most popular products.



DISCUSSION

Ask students the questions on the poster: Can you tell what the women are doing? What do you think this machine might be used for? Do you notice anything special about what the women are wearing? How does this workplace compare to places where members of your family work? Can you guess what may happen next?



VIEW

Use **PowerPoint E7 – Guess What?** with students to see if they can guess what is being made by the HAFOTI members in the photos. Ask students if they would like to be able to make these products too. What would be their first choice?



VIEW

Watch **Video D – HAFOTI in Action** to see some of the products being made by HAFOTI members in Aileu and Oecusse. If students want to learn more you can check out some of the pictures on the HAFOTI website at www.hafoti.org



ACTIVITY

Give students **Worksheet E3 – Before and After** to see some of the final products on display. Ask them to match the work in progress photos around the edge of the worksheet with the correct products.



DISCUSSION

How hard do you think the women work to complete their products? Do you think working for HAFOTI is an easy job? Are all the products you have seen today for sale in our local New Zealand supermarkets?



PRAYER

Get students to write their own short prayers for the women of HAFOTI. These could be displayed on the wall.



ACTION

Tell your family and friends how banana chips are made in Timor-Leste.

Lesson 4

LEARNING OUTCOMES:

Students are learning to...

- See that many church practices in Timor-Leste are the same as what is experienced in New Zealand
- Share what they found out about Timor-Leste



SETTING THE SCENE

Get students to practise their greetings in Tetum before starting this lesson. Ask students to share what they remember learning about HAFOTI and Timor-Leste so far.



DISCUSSION

Get students to close their eyes and imagine what a church service is like in Timor-Leste. Ask students to share what they can see. Explain that the focus of this lesson is to look at going to church in Timor-Leste and how it compares to going to church in New Zealand.



VIEW

Show students **Poster 5 – Going to Mass** from the picture pack set.



DISCUSSION

Ask students the questions on the poster: What do you notice about this church? How do most people arrive to Mass in Aileu? How about in New Zealand? What are people wearing? How would you normally dress on Sunday morning? How is Sunday morning the same or different for you?



VIEW

Watch **Video C – Mass in Timor-Leste** to see Alda and her family go to their local church in Aileu.



DISCUSSION

Take some time to talk about what was different about Alda's church experience from what students have experienced before. This may include the setting, the seats, the language, the Timorese cross etc... Then highlight all the similarities (possibly including prayer, using the sign of the cross, bible reading, communion, incense, group singing, talking after the service etc...).



ACTIVITY

Students can complete **Worksheet E4 – Church** to see how the important parts of a church service in Timor-Leste and New Zealand compare.



PRAYER

Loving Father,
Thanks for making us all so different.
Yet we are the same in many ways.
We pray for Alda and her family and everyone in Timor-Leste.
Help them to have a life full of happiness and joy.
In Jesus name, we pray.
Amen.



ACTION

Learn more words in Tetum from **PowerPoint E2 – Learn Tetum: Family**. These family words could be shared with students' families and the challenge could be made for students to share what they have learned about Timor-Leste with others at home.

Holy Week

LEARNING OUTCOMES:

Students are learning to...

- Listen and respond to the Easter story
- Participate in a simple liturgy
- Reflect on what they have learnt during Lent



REFLECTION ON LEARNINGS

Ask students to think about what they have learnt about Lent, Timor-Leste and themselves this term. It may work best to have students share their thoughts openly as a class and note key points on a poster or the board for all to see.



REFLECTION ON LENTEN ACTIONS

Get students to think back to the start of Lent when they were challenged to come up with ways they could be more like Jesus, the Prince of Peace. See if students are willing to talk about how successful they have been at achieving their goals. Find out if anyone wants to continue trying to achieve their goals beyond Lent.



ACTIVITY

Read the Easter story as a class and act out some of the key events to help students remember Christ's journey to the cross and victory over the grave.



HOLY WEEK LITURGY

Take part in a class or school liturgy during Holy Week to encourage everyone to pray for forgiveness, hope and just actions to address the inequalities present in our world today.



CHALLENGE

Design an award in your class to acknowledge the student(s) who best demonstrates love or peace during the week. Celebrate their efforts at the end of each week by awarding them this prize.



ACTIVITY

Remind students that this could be the last chance to donate in the Caritas koha box for Lent. All the money raised will help Caritas work for a world free of poverty and injustice in countries like Timor-Leste. Once all the donations have been collected, send the total amount to Caritas and you will receive a certificate to acknowledge your support and efforts for justice.

Peace

Colour in the English and Tetum words for peace below.
Then write down ways you hope to be more like Jesus,
the Prince of Peace, during Lent this year.

PEACE

English

DAME

Tetum

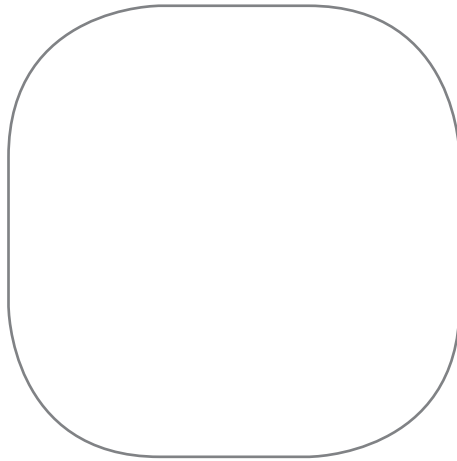
My plan for Lent...

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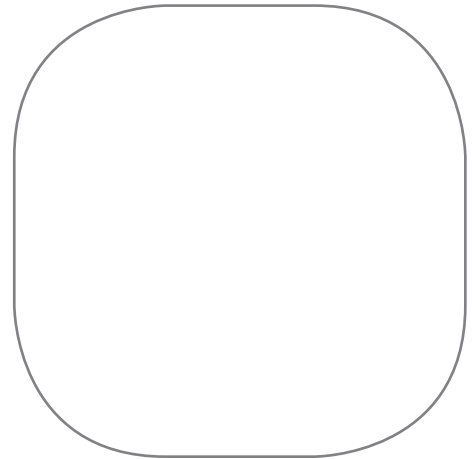
My Day

Draw a sketch for each of the actions you do every day.

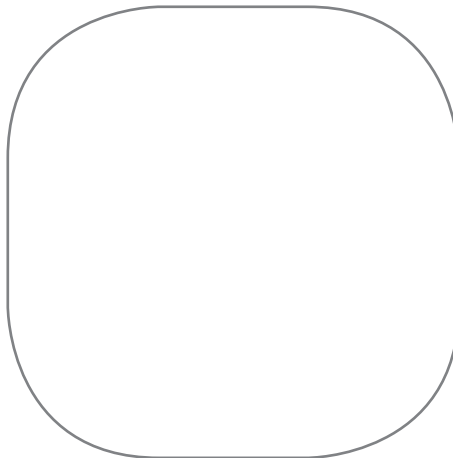
Eating breakfast



Getting clean



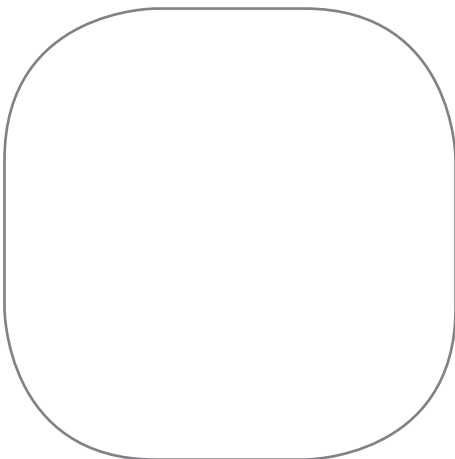
Learning at school



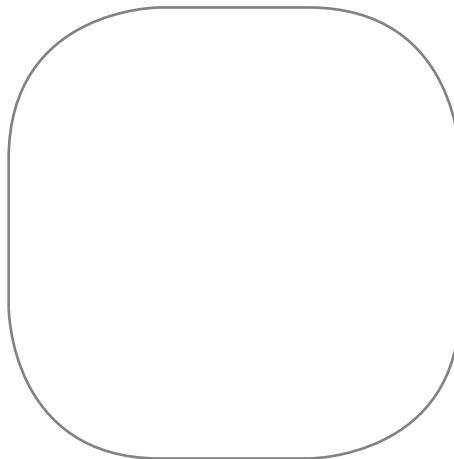
Caring for family



Playing with toys



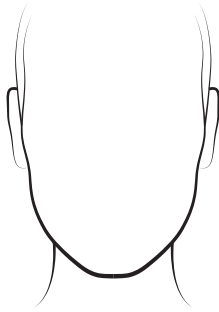
Eating dinner



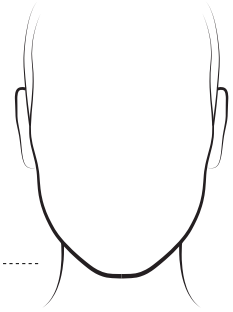
How do these compare to Jerminu's daily experiences?

Sharing Love

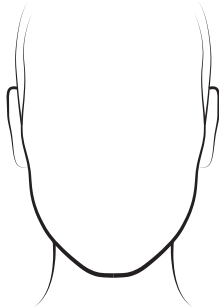
Complete the following portraits of your family and friends and write how they share God's love with you.



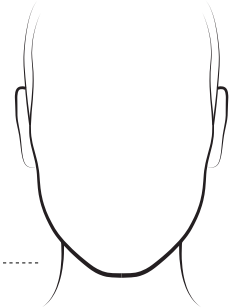
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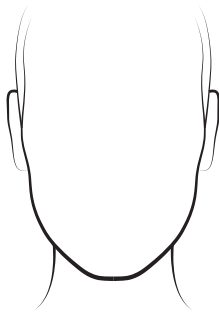
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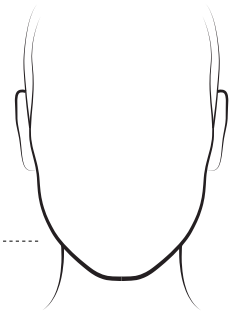
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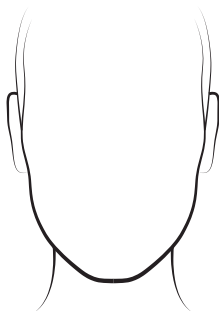
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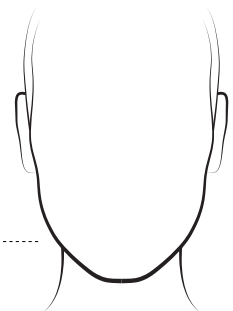
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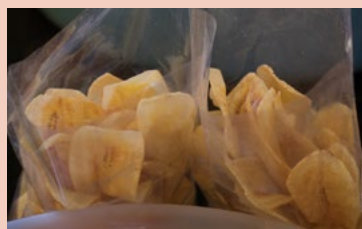
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Before and After

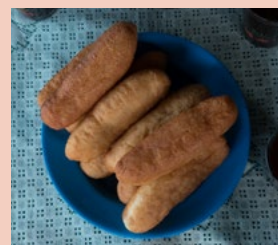
Connect the finished products with the photos of the products being made (around the edges).



Banana chips



Donuts



Virgin coconut oil



Tais



Soy milk



Church

Draw a small sketch or add a smiley face if the event happens in Timor-Leste (left) and/or New Zealand (right).

Timor-Leste



New Zealand

Dressing up in good clothes

Praying to God

Singing together

Special cross at the front

Candles burning

Incense burnt

Bible reading

Communion at Mass

Father leads the service

Altar servers help

Sign of the cross used

Talking together afterwards