

# 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 bring God's reign to earth
- Understand we have many journeys and opportunities to help others



## STARTER

Remind students about the different seasons we experience 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

Introduce the theme for Lent this year as 'Let us go together'. Ask students to share what they think this means. What is the challenge that we can take away from this theme?



## VIEW

Take time to show students the **Keep it Simple for Lent Calendar** and choose a place to display it where everyone can see it for the rest of the term. Explain that prayer, fasting and almsgiving are popular actions during Lent and some of the actions in the calendar reflect this.



## DISCUSSION

Ask students to think about the times when they spend time with others and share journeys. These could be at school, at home, around their neighbourhood, and even online. Perhaps in small groups the students could complete a brainstorm or word web.



## ACTIVITY

Ask students to complete **Worksheet L2 – My Many Journeys** and write down all the journeys they experience in their lives. Beside each journey, they can draw the people that they 'go with' to understand who they may be able to help during Lent this year. At the bottom of the worksheet students have an opportunity to write down a challenge for themselves during Lent.



## 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

Read together the prayer, **Love Transforms**, in the Lent 2018 Prayer Booklet to help inspire students to share love and be more like Jesus during Lent.

# Lesson 1

## LEARNING OUTCOMES:

Students are learning to...

- Compare home life in Timor-Leste with their own experience
- Develop an understanding that many families around the world have limited resources and face challenges



### SETTING THE SCENE

Ask students if they have heard of the country Timor-Leste. Students may have heard of it as East Timor. Explain to students that Timor-Leste is the fourth youngest nation after officially gaining full independence in May 2002. Use a map to show students that the country is found in Southeast Asia and shares the Island of Timor with West Timor that is a region of Indonesia.



### DISCUSSION

With the knowledge that Timor-Leste is a young developing country in Southeast Asia, ask students to predict what life is like for families who live there. Write some of these ideas down to refer to later.



### VIEW

Show students **Poster 1, 2 and 3** from the picture pack set to get a sense of family life at home in Timor-Leste. Choose some of the questions on the posters to ask students to begin further discussion.



### 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. Ask students to pay special attention to some of Jerminu's everyday tasks at home.



### DISCUSSION

Talk about what life at home was like for Jerminu. What were some of his basic daily tasks? Did they seem similar or quite different from our own? At this point it would be good to mention that almost half of families in Timor-Leste live below the poverty line (\$1.90 US) and many adults don't have jobs and some students only go to school for a short period of time.



### ACTIVITY

Students can complete **Worksheet E5 – Life at Home** to show visually how their daily tasks at home and school compare to Jerminu's experience. You may decide to get students to colour their sheets and these could be displayed somewhere for everyone to see.



### VIEW

Watch **PowerPoint E1 – Learn Tetum: Greetings** and introduce the students to the Tetum language used in Timor-Leste. 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).



### PRAYER

Look again at the list that was recorded at the start of the lesson. Summarise some of the challenges for Jerminu and others in Timor-Leste with the class and take time to pray for them.



### ACTION

Try to use your new Tetum greetings this term to greet others in your class and students you meet outside in the playground.



*Jerminu sits with his grandma and cousin in the kitchen*

## Lesson 2

### LEARNING OUTCOMES:

Students are learning to...

- Understand the culture of Timor-Leste
- Summarise and share their own learning about the culture of Timor-Leste



### SETTING THE SCENE

Like all countries, Timor-Leste has various unique practices and features that make its culture very interesting. In this lesson, the focus is on culture and life in Timor-Leste. Students will get the chance to use their research skills to go through the process of choosing a specific topic and finding relevant information to ultimately share with others.



Mana Rosa and granddaughter



### ACTIVITY

To help students focus, re-cap the greetings learnt last time in **PowerPoint E1 – Learn Tetum: Greetings** and learn the rest of the greetings in Tetum. Divide the class in two and get one group to learn numbers in Tetum using **PowerPoint E3 – Learn Tetum: Numbers** and the other to learn about colours using **PowerPoint E4 – Learn Tetum: Colours**. Get students to then teach the other group what they have learnt so everyone in the class begins to use greetings, numbers and colours in Tetum.



### VIEW

Before starting the main research task for this lesson, get students to watch **PowerPoint E5 – Timor-Leste Culture** for an overview of possible topics to choose to find out more about Timor-Leste culture.



### VIEW

Show students **Poster 5 and 6** from the picture pack set to get a sense of what it is like to go to church and eat lunch at school in Timor-Leste. Choose some of the questions on the posters to ask students to begin further discussion.



### VIEW

Following on from the discussion above and the video from last lesson, watch **Video B – Jerminu at School** and **Video C – Mass in Timor-Leste** to gain more insights into the culture of Timor-Leste. Get students to share with each other some of the unique and/or interesting features they observed.



### ACTIVITY

Jerminu's only toy is his whittled wooden spinning top. If students enjoyed Jerminu and Jorge's spinning top battle you may want to make your own simple spinning tops at school using just a few pieces of equipment. You can see what you need here along with all the instructions: [www.youtube.com/watch?v=K4qGWR\\_SBnc](http://www.youtube.com/watch?v=K4qGWR_SBnc)



### ACTIVITY

Give out **Worksheet E6 – Timor-Leste in Focus** and outline the task for your students. You may choose to make this research activity a very short task or it may be the start of something much bigger and could take up more time. This worksheet will provide guidance to students so that they choose a topic, reflect on what they know, list everything they want to know, and document relevant information they find. This information can then be shared in a way and to an audience that is most suitable. Note: **Fact Sheets E4–E15** from this module (e.g. food, hobbies and entertainment, environment, history etc...) may be useful sources of information about Timor-Leste too.



### PRAYER

Students could write a short prayer on a piece of paper for people in Timor-Leste and leave it in a place where they will see it during the next week. If it is appropriate, these could be passed around for others to use too.



### ACTION

Students are encouraged to use their new Tetum words and share their research findings with family or class mates.

# Lesson 3

## LEARNING OUTCOMES:

Students are learning to...

- Describe how the HAFOTI organisation works to empower rural women to support their families
- Explain how some local products are made by HAFOTI with the support of Caritas



### SETTING THE SCENE

Since 2004, Caritas Aotearoa New Zealand has partnered with a Timorese non-governmental organisation for rural women. The name of this group is HAFOTI which is a shortened name for Hamahon Feto Timor. Caritas has helped fund equipment, training and the building of production centres to assist the HAFOTI members to generate incomes for their families.



### DISCUSSION

Introduce the name HAFOTI to students and see if they know what it stands for. Many may think it is an acronym and come up with funny possibilities. Explain that HAFOTI is short for Hamahon Feto Timor.



### VIEW

Show students **Poster 4 – HAFOTI Women** from the picture pack set. Tell them that this image shows members of HAFOTI working hard together making one of their most popular products. See if students can answer some of the questions on the poster. Explain that this example of HAFOTI women working together in Oecusse is typical of what happens in seven districts around Timor-Leste.



### ACTIVITY

Get students to predict what local products the members of HAFOTI produce, which are eventually sold to make their income. List down all the possibilities and then check these later once the video and website have been viewed.



### VIEW

Watch **Video D – HAFOTI in Action** to see products being made by HAFOTI members in Aileu and Oecusse. Reflect on how accurate the earlier student predictions were. See more products on the HAFOTI website at [www.hafoti.org](http://www.hafoti.org)



### ACTIVITY

Give out **Worksheet E7 – Working Together** and encourage students to choose one HAFOTI product they have been introduced to in the lesson. Working in pairs or individually, students can attempt to fill in the comic strip to show how the chosen product is made by Timorese women highlighting the effort and skill that is required.



### DISCUSSION

Ask students to think of the challenges that Timorese women and their families are faced with. Read **Fact Sheet E11** for background information. Find out if students think this is very different to what is experienced in New Zealand.



### VIEW

Watch **Video E – Hope and Opportunity** to hear HAFOTI women talk about how working with HAFOTI has transformed their lives.



### PRAYER

Get students to select some of the HAFOTI members they met in the videos or on the website and pray for their families during the rest of the week.



### ACTION

Get students to tell their families about HAFOTI and how Caritas works with them to support Timorese families.

# Lesson 4

## LEARNING OUTCOMES:

Students are learning to...

- Identify Bishop Belo and others as inspiring people who live by faith to bring God's Kingdom to earth
- Recognise that the path to peace is not easy and requires sacrifice



## SETTING THE SCENE

Re-cap what was learnt about HAFOTI and their partnership with Caritas by watching **PowerPoint E6 – Caritas and HAFOTI**.



## DISCUSSION

Ask students if they can guess what percentage of New Zealanders identify Catholicism as their main religion [According to the 2013 Census this was 11%]. Next, ask students if they can predict what percentage of Timorese are Catholic. [According to an earlier Census in Timor-Leste this was just under 89%]. Find out if this surprises the class.

## BACKGROUND INFORMATION

To understand some of the history of Timor-Leste at the end of the 20th Century, it is recommended that teachers read **Fact Sheet E13–E16**. Events around the Indonesian occupation and the referendum for independence as well as Bishop Belo's involvement are summarised.



## VIEW

Provide students with a short summary of Timor-Leste's history. Then read **Story E – Bishop Belo's Story** with your class to gain an understanding of Bishop Belo's influence in Timor-Leste's struggle for freedom and independence. Ask students to listen out for how his faith and drive for peace played a significant role in the events. Challenge students to reflect on Bishop Belo's words to 'recognise our own faults' and 'banish anger' to be 'instruments of peace.'



## ACTIVITY

Divide the class into small groups and give each one a biblical example of faith in action. Ask each group to read the relevant biblical passage/story and summarise for the rest of the class explaining how the person's faith influenced the action and allowed God's will to be done. Possible stories to consider: Noah (Genesis 7), Abraham (Genesis 22), Moses (Exodus 7-10), Joshua (Joshua 6),

Gideon (Judges 6-7), Esther (Esther 4:15-16), Hannah (1 Samuel 1:10-20), David (1 Samuel 17), Daniel (Daniel 1 & 6), John the Baptist (John 1) and Saul/Paul (Acts 9:1-31).



## DISCUSSION

How does Bishop Belo's story of faith relate to the biblical stories that have been shared? Do students feel that they could have done the same?



## ACTIVITY

Allow the students a chance to think of other people in recent times that have shown great faith and not been afraid to be a voice for justice leading to positive transformation/change. They may think of examples like Mother Teresa, Martin Luther King Jr and Pope Francis to name a few.

Remind students that everyone can be guided by our faith in God to do good – even if it may be just something small. Use **Worksheet E8 – Tell me More** to get students excited about interviewing a teacher, priest, friend or family member to find out how their faith guides their actions. Students may need help to write down the best questions and can record their responses on the worksheet to then share with others.



*The new Timor-Leste leadership stand united during a celebration in 2000 to mark the official handover*  
Credit: Australian Civil-Military Centre



## PRAYER

Pray for those around the world who have lost their hope, that they may find hope through their faith in God.

# Holy Week

## LEARNING OUTCOMES:

Students are learning to...

- Listen and respond to the events of Easter
- 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. You may choose to let students write down a short reflection or share their thoughts openly as a class.



### REFLECTION ON LENTEN ACTIONS

Get students to think back to the start of Lent when they were asked to come up with a challenge to help others during the period of Lent. 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.



### 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.

Use the **Way of the Cross PowerPoint** to guide reflection on Jesus' journey and how we can respond to help others around the world facing challenges.



### CHALLENGE

The people of Timor-Leste have been on a journey for a number of decades that has included great suffering and required sacrifice, reconciliation and a drive for peace. Many of us have not experienced the same pain or need for reconciliation. However, as we all journey with others, at times we cause pain and have been hurt ourselves. Take up the challenge to bring peace into relationships we have with others at home, at school and in our wider communities.



### 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.

# My Many Journeys

In the boxes below, write down all the journeys you experience with others (at school, at home, in your neighbourhood and even online). Then list the people outside each box that you 'go with' on these journeys. Who could you help during Lent this year?

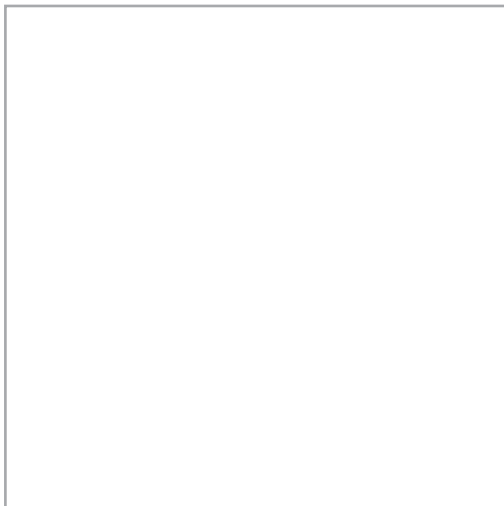


**My challenge during Lent this year...**

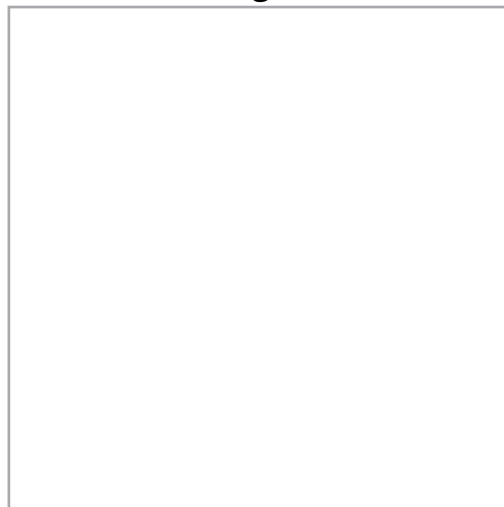
## Life at Home

Draw yourself completing each common task at home and school to compare with Jerminu's experience.

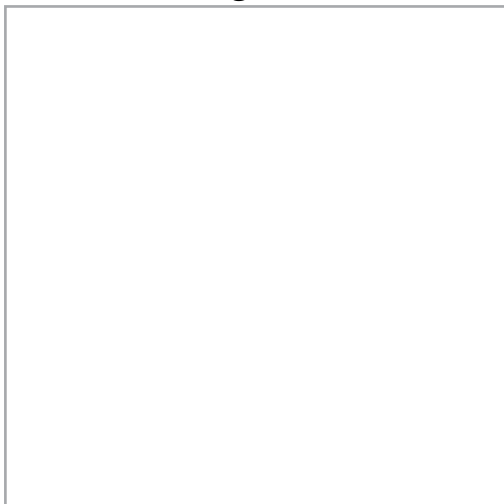
### Eating Breakfast



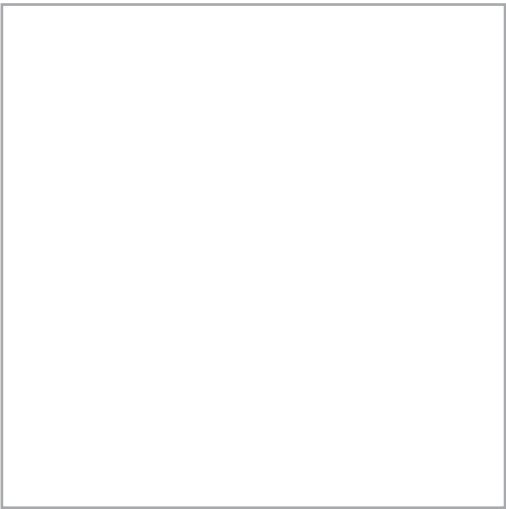
### Getting Clean



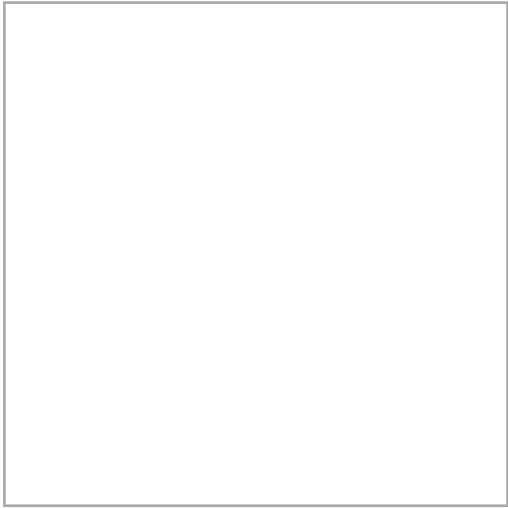
### Learning at School



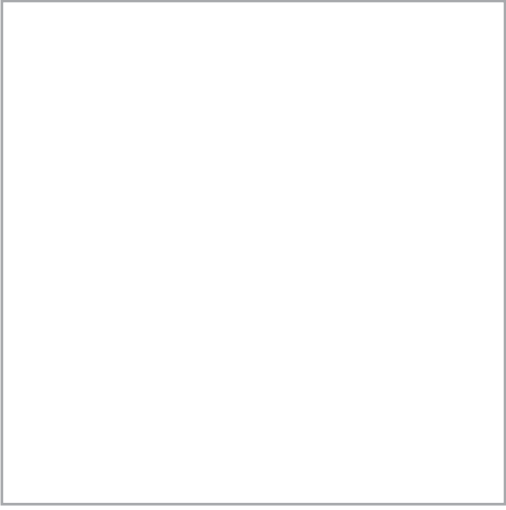
Playing with Toys



Caring for Family



Cooking Dinner



## Timor-Leste in Focus

Choose one topic to find out more about in Timor-Leste. Use the Internet, reference books and facts sheets in this module to find out about your chosen topic. Write down your findings here to share with your class.



**My topic**

**What I know already...**

**What I want to find out...**

**My notes...**

**Interesting pictures...**

**What I found out...**

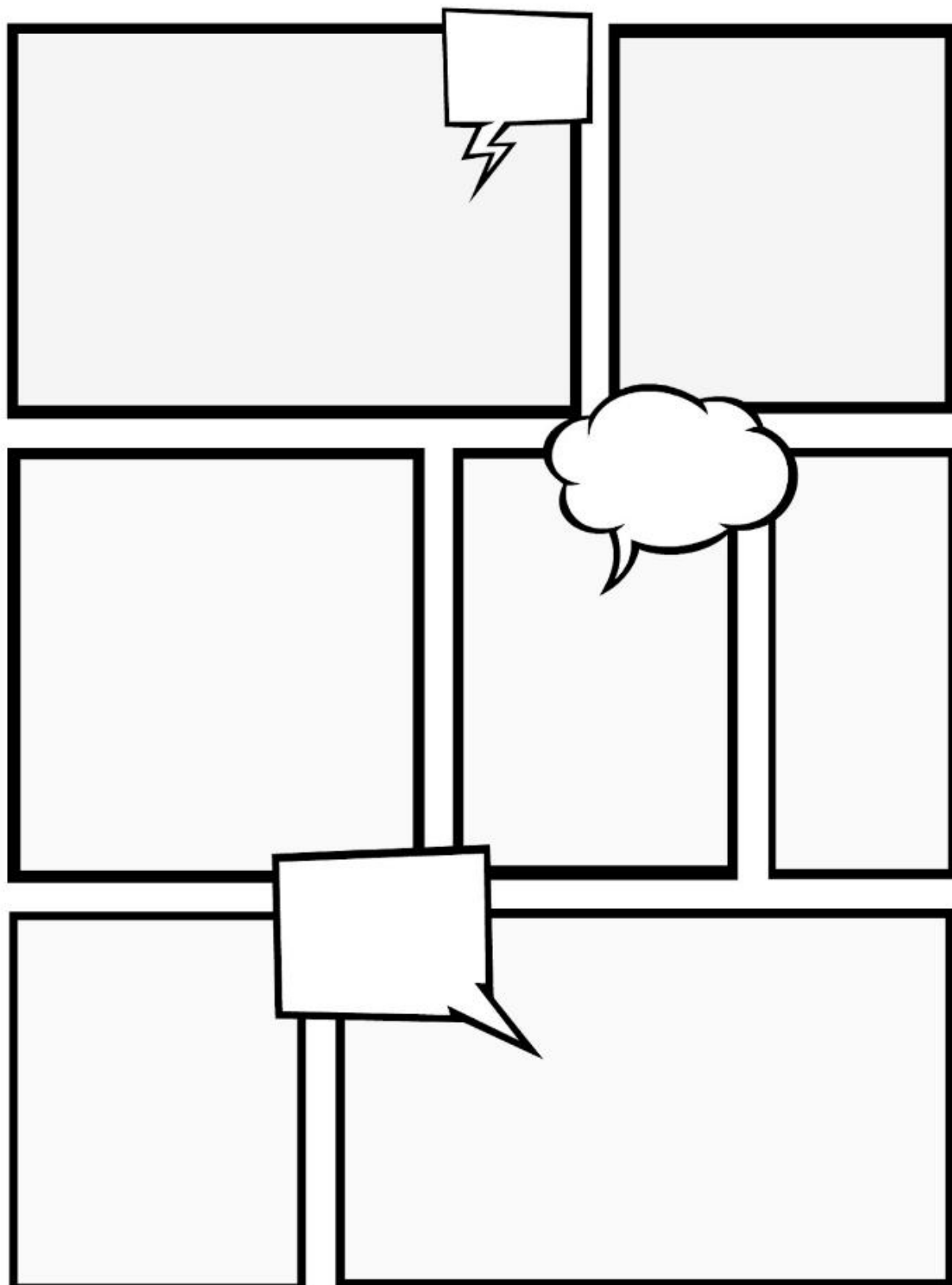
**Don't forget to share what you learnt!**

## Working Together

Choose one HAFOTI product and fill in the comic strip below to show how it is made by Timorese women.

Product of choice:

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## Tell me More

Choose someone to interview (a teacher, priest, friend or family member) and find out how their faith guides their actions. Write down your questions on this worksheet and then record their responses to share with others.

**Person I've chosen  
to interview . . .**

**Name:**

Sketch them here



**Job:**

**My questions . . .**

**What they said . . .**