

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 share our God-given gifts



DISCUSSION

Ask students to share what Lent means to them and reflect on their past experiences. Write up any key words to refer to later. If you need to, explain to students that Lent is a time to remember God and others in the lead up to the events at Easter – particularly Christ's sacrifice.

Introduce the theme for Lent this year as 'Let us go together'. Ask students to share what they think this means and how it relates to the words listed from the initial brainstorm.



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. Get students to identify a few tasks that they are keen to achieve from the calendar during Lent. Perhaps these specific dates could be noted somewhere.



DISCUSSION

Challenge students to think of ways that they could share their gifts or help others as they 'go together' during this season of Lent. Perhaps a good starting point is to get students to share ways in which they have done something nice for someone in the past. Refer to the worksheet below to help with this discussion.



ACTIVITY

Get students to complete **Worksheet L3 – Past, Present and Future** to reflect on ways they have used their gifts in the past and how they could do something special for Lent this year.

Caritas AOTEAROA NEW ZEALAND
The Caritas Group in Jesus, Peace & Kindness

Learn and share calendar
Caritas challenges YOU this Lent to make a difference in others' lives by making small changes to your daily actions. Grow in compassion and empathy for the poor and vulnerable in other countries around the world.

Take up the challenge
Complete each daily task OR Choose one task each week OR Design your own personal calendar (including some of the tasks below) to share with your whānau or parish community.

Keep it simple for Lent 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
11 Feb Lent begins Fast and pray for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.	12 Peace - Reconciliation Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.	13 Peace - Reconciliation Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.	14 Peace - Reconciliation Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.	15 Peace - Reconciliation Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.	16 Peace - Reconciliation Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.	17 Peace - Reconciliation Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.
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KEY: Do Pray Create Give Live

Caritas Challenge: Pray for peace in the world and for all those affected by the world's wars and conflicts. Share your thoughts and prayers with others during Lent.

Give a little to help rural women in Timor-Leste gain a sustainable income to provide for their families.
More information can be found online at www.caritas.org.nz

Donations:
Collect the total money raised during Lent and send a cheque for that amount to:
Caritas Aotearoa, Caritas Aotearoa Fund, 2111111111, PO Box 2748, Teitoku, Wellington 6144
Or DONATE online at www.caritas.org.nz

Thank you for your generosity.



ACTIVITY

Hold your own Ash Wednesday liturgy and get students to reflect on how they have chosen to help others during this season of Lent. 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 use their God given gifts to make the world a better place.

Lesson 1

LEARNING OUTCOMES:

Students are learning to...

- Compare life in Timor-Leste and New Zealand
- Understand that many families around the world have limited resources and face challenges



SETTING THE SCENE

Explain to students that Timor-Leste will be the focus country for future lessons. Give them the challenge to find it on a map and to understand its relative location in Southeast Asia and distance from New Zealand.



DISCUSSION

Ask students to share what they know already about Timor-Leste. They may have heard the term East Timor in the past. If it is not already known, explain to students that Timor-Leste is the fourth youngest nation after officially gaining full independence in May 2002. With the knowledge that Timor-Leste is a young developing country in Southeast Asia, ask students to predict what life is like for Timorese families.



VIEW

Watch **Video A – Jerminu’s Day** and **Video B – Jerminu at School** to 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 note down the differences to their experiences in New Zealand. This may include: diet, language, housing, hobbies, access to water, comfort, environment, schooling, travel, possessions, chores, clothing etc... Use these identified differences to promote discussion. How would it feel to live in Timor-Leste? Do you think the majority of the world experience a life similar to New Zealand or Timor-Leste?



ACTIVITY

Give out **Worksheet E9 – Watch This!** and explain to students that their task is to create their own short videos capturing their typical day (at home and at school). These can then be viewed straight after Jerminu’s videos again to visually compare life in Timor-Leste with New Zealand. This task may require time for planning, simple storyboarding and recording/editing.



DISCUSSION

After viewing the videos, ask students what they have learnt through the process about life in Timor-Leste and their own life. Do they feel that they have had their eyes opened to some of the privileges that we may take for granted in New Zealand? What are some of these? Point out to students that almost half of Timorese families live below the poverty line and the same number are malnourished. About a third of the population do not have good access to safe drinking water and almost two thirds of the population have no access to power.



VIEW

Tetum is one of the official languages in Timor-Leste. Get students to learn basic Tetum words for greetings, family, numbers and colours by using **PowerPoints E1–E4**. You may choose to divide the class into small groups and allocate each group one of the topics as their specialist vocabulary to then teach the rest of the class.



PRAYER

Ask students to write their own prayers based on what has been discussed during the lesson, to pray for families in Timor-Leste and around the world who face daily challenges – even some that threaten their basic needs.



ACTION

Encourage students to be aware of the many reasons we can be thankful for what we have.

Lesson 2

LEARNING OUTCOMES:

Students are learning to...

- Understand how Caritas works with HAFOTI to empower rural Timorese women to provide for their families
- Understand how local products are made by HAFOTI members requiring lots of hard work and great skill



SETTING THE SCENE

Since 2004, Caritas Aotearoa New Zealand has partnered with a non-government organisation of rural Timorese 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

Read **Fact Sheet E1 – Caritas and HAFOTI** with students and highlight the most important points covering HAFOTI work, Caritas support and challenges faced by the women.



VIEW

Watch **Video D – HAFOTI in Action** to see products being made by HAFOTI members in Aileu and Oecusse.



DISCUSSION

What was surprising about what you saw in the video? Discuss the level of effort and skill required by the members. How do each of these compare with jobs we are aware of in New Zealand? Which product would you be most keen to buy? Which product would you love to be able to make yourself? Check out more at www.hafoti.org.



VIEW

Take some time to listen to HAFOTI members in **Video E – Hope and Opportunity** as they talk about how working with HAFOTI has transformed their lives.



DISCUSSION

What would life have been like for many of these families if HAFOTI did not exist? Find out more information about the challenges faced by reading **Fact Sheet E11**. Are there families in New Zealand that face the same challenges? Is there any way we can help?



ACTIVITY

Give out **Worksheet E10 – Hooray for HAFOTI** to students and explain the task of designing a poster promoting the HAFOTI co-operative in Timor-Leste. Remind students that they should try to highlight HAFOTI purpose, the members and their locally-made quality products. Students could work in groups or by themselves.



DISCUSSION

Display the finished posters for others to see who may not be so aware of HAFOTI and life in Timor-Leste. These may provide an opportunity for students to share with others what they are learning about in class.



PRAYER

Get students to write a short prayer on a piece of paper remembering women around the world who are facing challenges (equal rights, looking after their families, ignored etc...). Place all these prayers in a container and each day take one prayer out to use to guide prayer over the next month.



ACTION

Students can research online to find out more about the challenges faced by many women around the world.

Lesson 3

LEARNING OUTCOMES:

Students are learning to...

- Develop an understanding of the meaning and importance of freedom for all people in our world
- Identify leaders such as José Ramos-Horta and Bishop Belo as inspiring examples for peace and justice



SETTING THE SCENE

Timor-Leste was an occupied country for 24 years – from 1975-1999. During this time, the occupying forces imposed Indonesian rule with brutality and violence. A conservative estimate is that more than 100,000 Timorese died as a result of the conflict with Indonesia, or due to conflict-related illness and starvation. The struggle for freedom lasted for almost three decades before the country officially became independent.



DISCUSSION

What does it mean to be free? Do we sometimes take freedom for granted? (freedom of choice, freedom of speech, freedom from conflict etc...) Read **Fact Sheet E14 – Indonesian Occupation** and find out more about what happened in Timor-Leste at the end of the 20th Century and who some of the key leaders for freedom were.



VIEW

Watch **‘What does freedom mean to you?’** at www.youtube.com/watch?v=4flme-FQtdo.



DISCUSSION

Get students to recount the messages that stood out to them. Watch the video again and list the answers that the class feels define what freedom means to them. Compare this with the definition of freedom that is found online or in a dictionary. When people do not have freedom, like what was experienced in Timor-Leste, how can it be found?



ACTIVITY

Two key leaders in Timor-Leste that were instrumental to bringing peace and freedom for all Timorese were Bishop Belo and José Ramos-Horta. Divide the class in half and get one group to read **Story E – Bishop Belo’s Story** to then share with the other group about Bishop Belo’s life and his influence in Timor-Leste’s freedom.

Ask the other group to watch a 17-minute video about **José Ramos-Horta’s biography** at www.youtube.com/watch?v=mgourtUnej4 and summarise the key points to share to the other group.



DISCUSSION

What stood out about the two leaders? What features did they both share? Do you think that freedom and peace would have been found if they chose not to act and raise their voices for justice?



ACTIVITY

Based on what has been learnt so far, get students to complete **Worksheet E11 – Champions for Justice** to profile José Ramos-Horta and Bishop Belo as two champions for justice in Timor-Leste.



PRAYER

Reflect on this statement by an anonymous voice who experienced the Indonesian occupation, ‘We felt completely alone. We were totally abandoned. There was no one to help us. We felt the international community had closed its eyes, closed its ears. That they didn’t see our suffering. They didn’t see our anguish, didn’t hear our screams.’

Pray for all those who feel alone and abandoned in the world today; for all who desire freedom and justice that has eluded them.



ACTION

Find out about other inspiring leaders in history who have been advocates for freedom.

Lesson 4

LEARNING OUTCOMES:

Students are learning to...

- Develop an understanding of the history and new beginnings of Timor-Leste
- Recognise the need for peace and reconciliation in our broken world



SETTING THE SCENE

In 1999, through the referendum for independence, the people of Timor-Leste clearly spoke out for freedom from Indonesian rule. A new nation was born. However, 95 percent of schools and businesses had been burnt or looted. Many people were malnourished and the male 'leaders' had lived in the mountains and jungles for more than twenty years waging guerrilla warfare. Deep emotional scars remained after what had been experienced. It was very much a case of starting over again.



DISCUSSION

Ask students to think back to an event that involved someone else that caused them pain or disappointment. How did they feel at the time? What helped them start again? Did they heal the relationship? How?



VIEW

Read **Fact Sheet E15 – History of Timor-Leste Since 1999** to help gain an understanding of what happened in Timor-Leste after 1999. For a short personal account that involves a United Nations convoy being attacked by pro-Indonesian militia, watch **Video J – Remembering**.



DISCUSSION

Get students to talk about what the Sacrament of Reconciliation is and what it means when they are 'washed clean' through their confession. **Fact Sheet E21 – Community Reconciliation Processes** can be used to outline how Timorese went through the Community Reconciliation Process to find their place in society again. Discuss how the Sacrament of Reconciliation and the Community Reconciliation Process in Timor-Leste are similar. We may have not been part of the struggle in Timor-Leste, in need of being reconciled into our community – but we should ask what might we have done to hurt others recently? How are we in need of reconciliation and a new peace?



ACTIVITY

The unfortunate truth is that we live in a world full of brokenness – in desperate need of starting over. Explain to students the task for the week after giving out **Worksheet E12 – Starting Over**. By following current events on the news for the next week students are required to collect articles of situations that require a peaceful solution or future reconciliation. This may involve violence, ongoing conflicts, a court battle or any other local disagreement.



DISCUSSION

Findings can be shared in the class to see if similar events were chosen. Reflect on solutions that may be required in each situation. Get students to evaluate the state of the world – in terms of its need for peace and reconciliation.



VIEW

Read **Story D – Mana Dortia's Story** to hear an inspirational story of the HAFOTI Directress who was forced to start over and who is now central to helping hundreds of families start over and flourish with hope-filled lives full of peace. Watch **Video F – Mana Dortia** to see and hear about the passionate life of Mana Dortia also.



PRAYER

In silence, pray for everyone in need of peace or seeking reconciliation with others.



ACTION

Stop and think of people we may need to forgive or ask for their forgiveness.

Holy Week

LEARNING OUTCOMES:

Students are learning to...

- Listen and respond to the events of Easter
- Participate prayerfully in the Way of the Cross liturgy
- Reflect and share 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 consider how they could use their gifts 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.



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.



CHALLENGE

Find out more about the Caritas Challenge for 2018. Get involved with others from school to experience some of the struggles that millions around the world face every day. Fundraise to help Timorese women who live in rural areas provide for their families through the work of HAFOTI and Caritas. See more at www.caritas.org.nz/caritas-challenge

Past, Present and Future

As you begin your journey through Lent this year, reflect on ways you have used your gifts in the past or done special things for people. What could you do today? And for this season of Lent?

PAST

**PRESENT
(TODAY)**

**FUTURE
(LENT 2018)**

Watch This!

Create your own short video like Jerminu's to show what a typical day looks like for you in New Zealand. Compare what life in New Zealand is like with Timor-Leste by watching the videos one after the other.

THINK ABOUT...

What are your favourite hobbies?

How do you travel to school?

What do you have for breakfast and where do you eat?



How do you do your cleaning?



What chores do you have?



How do you get your water?



What is your school like?



What is your family like?

Where does the cooking happen and what do you usually eat?

Hooray for HAFOTI

Design a poster promoting the HAFOTI group in Timor-Leste. Try to highlight its purpose, the members and the locally made quality products.

Here are some ideas...



Champions for Justice

Complete the profiles below for José Ramos-Horta and Bishop Belo
– two champions for justice in Timor-Leste.

Name: José Ramos-Horta

Date of birth:

Key role(s) in Timor-Leste's history:

Reason for winning the Nobel peace prize in 1996:

Inspiring features to follow:

Add your own sketch below:



Name: Bishop Belo

Date of birth:

Key role(s) in Timor-Leste's history:

Reason for winning the Nobel peace prize in 1996:

Inspiring features to follow:

Add your own sketch below:



Starting Over

Follow current events on the news for the next week. Collect headlines and articles of situations that require a peaceful solution or future reconciliation. This may involve violence, ongoing conflicts, a court battle or any other local disagreement.

Once you have collected your articles, choose a way to organise them based on similar issues or possible solutions.

Share with others in your class to see if you found similar events/articles and look at the different ways that you have organised the findings.

Reflect on the solutions that may be required in each situation.

After you complete the task, discuss with your peers the state of the world – in terms of its need for peace and reconciliation.

Grandma
admits
killing
grandson

Seven years' jail for
killing best friend

Four killed as Maduro 'power grab' goes ahead

Players allegedly assaulted cheering mum

Immigration staff in fraud inquiry

Trump pledges war with Kim

Troops kill
mayor in
drug war

Turei faces music over DPB

Two US troops killed in attack on Nato convoy in Afghanistan