

TIMOR-LESTE MODULE

Lessons and Worksheets



First Week of Lent

LEARNING OUTCOMES:

Students are learning to...

- Appreciate how creation stories from various cultures explain the beginnings of the universe and life (Y9)
- Develop an understanding that human freedom enables people to shape their own lives and to grow in truth and goodness (Y11)
- Reflect on Lent being a time to think of others in need



SETTING THE SCENE

This Lent we invite you and your students to learn about the people of Timor-Leste; about their turbulent past and their challenging present. We hope that students will develop a greater understanding of the difficulties facing people in developing countries such as Timor-Leste.



READ

Read **Story G – The Legend of Timor-Leste** about a boy and a crocodile. NOTE: This activity will be particularly relevant to the Y9 Creation and Co-creation topic.



DISCUSSION

What is the message or value expressed in this story?



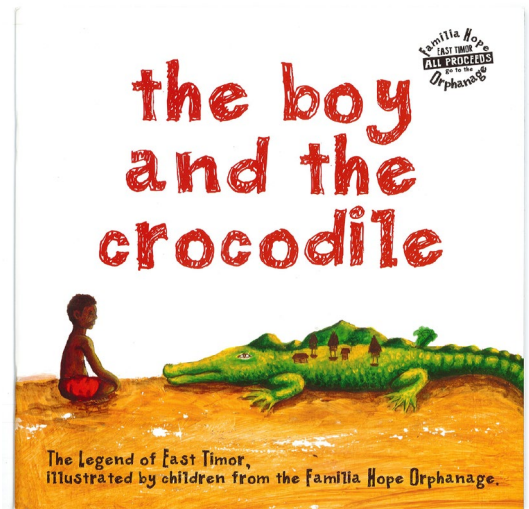
READ

Read **Fact Sheet E2 – HAFOTI in Focus** to find out more about HAFOTI.



DISCUSSION

Compare life in rural New Zealand with life in rural Timor. What are some of the advantages that rural New Zealanders have over rural Timorese? What are the benefits of an organisation like HAFOTI for rural Timorese women and their families?



VIEW

Watch **Video D – HAFOTI in Action** to find out more about how products are made by the HAFOTI members.



ACTIVITY

Complete **Worksheet L4 – HAFOTI Making a Difference** to show the many benefits through the work of HAFOTI.



PRAYER

Read together the prayer, **Journey Together**, in the Lent 2018 Prayer Booklet to help inspire students to think of those they meet each day and how they can share love even through simple actions.

Lesson 1

LEARNING OUTCOMES:

Students are learning to...

- Understand how people seek economic growth through business, enterprise and innovation
- Reflect on the differences between the opportunities available to teenagers in New Zealand as compared to young people living in Timor-Leste



SETTING THE SCENE:

Educational opportunities in Timor-Leste

Did you know that the average duration of schooling in New Zealand is 11.7 years. Schooling is compulsory in New Zealand from the ages of 6 –16 years.

If you lived in Timor-Leste, your access to secondary schooling would be much more limited. Some children don't even complete primary school. The average number of years of schooling is currently 4.4 years. Imagine if you had to stop going to school after year 4 or 5. What kind of maths would you be capable of doing? What would your reading ability be like?



DISCUSSION

A person's level of education is obviously critical in terms of future employment opportunities. What kinds of jobs would you be able to do if you had left school after year 5?



VIEW

View **PowerPoint E10 – Meet Lucas** to find out more about a 17-year old boy living in Aileu with his large family of 15. Find out more about Lucas and the Pereira family by watching **Video G – The Pereira Family**.



ACTIVITY

Complete **Worksheet E13 – Education in Timor-Leste**.



Timorese student at school



PRAYER

We think of the young people of Timor-Leste, especially those whose access to education is limited. We pray that as their country grows economically, more teenagers in Timor-Leste will have the opportunity to attend secondary school. May they discover their gifts and talents, and lead fruitful lives.



ACTION

Go to **PowerPoint E1 – Learn Tetum: Greetings** and learn some of the Tetum greetings.

Lesson 2

LEARNING OUTCOMES:

Students are learning to...

- Identify inspiring men and women in our own time
- Recognise the impact of sin in our world, and understand its origins in the misuse of human freedom



SETTING THE SCENE:

The Struggle for Freedom

Timor-Leste was an occupied country for 25 years; from 1975-1999. During this time, the occupying forces imposed Indonesian rule with brutality and violence. The armed wing of the Timorese FRETILIN party, known as FALINTIL, waged guerrilla warfare from their mountain hideouts for the duration of the occupation. A conservative estimate is that 102,800 Timorese died as a result of the conflict with Indonesia, or due to conflict-related illness and starvation.



DISCUSSION

Has anyone in the class lived in an occupied country? If possible, they might be able to share some of their experiences. Otherwise, have students imagine what it might be like in a country where your freedom is limited by a military government.



VIEW

Watch the following video made in 1991, not long after the Santa Cruz massacre: www.youtube.com/watch?v=NJvLOnknNI0 It has some excellent footage of Bishop Belo speaking. I suggest you show up to 15:12 only. After this point the video may be a bit disturbing for young viewers.



DISCUSSION

What is your initial reaction to this video? Do you find the footage shocking?

How do you feel about Bishop Belo's determination to speak out on behalf of the people of East Timor?



ACTIVITY

Read **Fact Sheet E16 – Bishop Carlos Belo and the Catholic Church in Timor-Leste**.

Complete **Worksheet E14 – Bishop Belo: Leader for Peace**.



PRAYER

We thank you for the example of Bishop Belo, and of all those who have spoken out against injustice. Give us courage to speak out when something is wrong. May we be advocates for people in our own country who struggle against poverty and prejudice.



ACTION

Write a short speech about an issue of injustice in Aotearoa, New Zealand, today. Deliver your speech to your class.



Bishop Belo
Credit: English Wikipedia

Lesson 3

LEARNING OUTCOMES:

Students are learning to...

- Understand how the ideas and actions of people in the past have had a significant impact on people's lives
- Understand the nature of pono-integrity, freedom and moral responsibility



SETTING THE SCENE

Peace and Reconciliation

One might think that once the Indonesian occupying force had left Timor-Leste, life automatically became peaceful and easy for the Timorese people. However, this was not the case. The wave of destruction which followed the 1999 referendum result left the Timorese infrastructure decimated, and, after 25 years of occupation Timor's people were impoverished, with limited knowledge and skills about governing a country. The new nation required international support in order to build their own leadership capacity. This support came in large part from the United Nations, in the form of the United Nations Peacekeepers.



DISCUSSION

Pope John Paul II once said, 'There can be no peace without justice'. What do you think he meant by this statement?



VIEW

Watch **United Nations Mission in East Timor 1999-2009** at www.youtube.com/watch?v=N2-Qjy_G8Gc, for a comprehensive description of the role of the UN in helping to support the first years of Timor's independence.

Students might also find this short one-minute video about UN Peacekeepers informative: www.un.org/en/peacekeeping/operations/peacekeeping



DISCUSSION

Who were the peace builders in Timor-Leste after the referendum?

What skills and qualities do you think would be needed by peace builders?



UNAMID police facilitates English classes
Credit: Albert González Farran, UNAMID



ACTIVITY

Complete **Worksheet E15 – The Qualities of an Effective Peace Keeper**.



PRAYER

Thank you, God, for the work of generous soldiers and civilians who dedicate themselves to restoring peace in places where there has been conflict. Equip them with perseverance and courage. Inspire more people to serve the international community in this way.



ACTION

Think of a way in which you can be a peace builder in your own family and community.

Lesson 4

LEARNING OUTCOMES:

Students are learning to...

- Understand that true freedom means that people have the right to make decisions about their own lives
- Understand how people seek and have sought economic growth through business, enterprise and innovation



SETTING THE SCENE

Faith and Hope

Consider the situation in Timor-Leste in 1999, just after the referendum in which Timor won its independence from Indonesia. Around 95 percent of the country's schools, businesses, and offices had been burnt or looted. At least half of the population were malnourished and many of the male 'leaders' had lived in the mountains and jungles for more than twenty years waging guerrilla warfare. Not only did the new nation lack solid infrastructure and buildings such as schools and offices, but it also lacked leaders with any experience in governing a democratic nation.



READ

Read **Story D – Mana Dortia's Story**. Learn about how she herself came to live in Timor-Leste during the occupation and quickly made this nation her home.



DISCUSS

What surprised you about Mana Dortia's story?



VIEW

Watch **Video F – Mana Dortia** and **Video E – Hope and Opportunity**.



DISCUSS

What is the main objective of HAFOTI?

In what ways have the lives of rural women been improved through working with HAFOTI?

What are some of the things that Mana Dortia does for HAFOTI?

What are some of the qualities of Mana Dortia that make her an effective Directress of HAFOTI?



ACTIVITY

Complete **Worksheet E16 – Building Livelihoods and Building Peace** and explore the links between development and peace.



PRAYER

We pray for the work of Mana Dortia and all those who work for HAFOTI. We ask that they receive strength and good help, as they continue to motivate and empower rural women throughout Timor-Leste. May their work help to build a peaceful future for this young nation.



Mana Dortia

Holy Week

LEARNING OUTCOMES:

Students are learning to...

- Reflect on the events leading up to Jesus' death and resurrection
- Understand that our actions can make a positive difference for others in New Zealand and overseas



REFLECTION ON LEARNINGS

Ask students to think about what they have learnt about Timor-Leste, peace and reconciliation this term. You may choose to let students write down a short reflection or share their thoughts openly as a class.



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

HAFOTI Making a Difference

Analyse the ways in which the HAFOTI project is making a difference in the lives of rural women in Timor-Leste.

Use the diagram below and brainstorm your ideas with a classmate.

Economic Benefits

Benefits to the Village

Social Benefits



Educational Benefits

Benefits to the Families

Psychological Benefits

Education in Timor-Leste

There are many challenges facing the education system in Timor-Leste today. While enrolment at primary and secondary levels in urban areas is 100 percent, enrolment in rural areas is only 60 percent. Rural schools can be hard to get to and are not always well maintained.

As well as this there are large numbers of rural families living below the poverty line, on less than \$1.90 per day, so paying the costs of school uniforms and books can be difficult for some families.

- Discuss the differences in educational opportunities between urban and rural communities in Timor-Leste. Do you think students in rural parts of New Zealand are educationally disadvantaged?

Another problem in schools in Timor-Leste is the level of teacher absenteeism. On any given day, 25 percent of secondary school teachers are absent from school.

- What might the level of teacher absenteeism be in New Zealand? See if you can find out.
- What effect will high levels of teacher absenteeism have on students' learning?

Study the pie chart

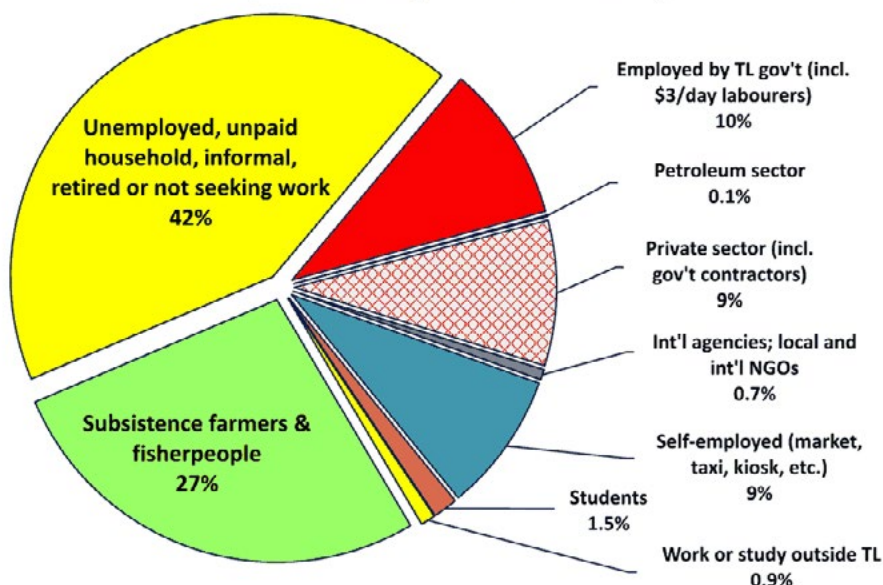
What is Lucas most likely to do when he leaves school?

Find out about the types of jobs available in the Timor-Leste government.

What are the self-employment opportunities available to Lucas?

What do Timorese people do for work?

Population aged 15-64: 660,000



Graph by La'o Hamutuk based on information from the 2015 State Budget, 2010 Census, 2013 Business Activities Survey, 2013 Labor Force Survey and our own research and estimates. April 2015

Source: La'o Tamutuk

For more comparisons between life in Timor-Leste and life in New Zealand, go to www.ifitweremyhome.com/compare/NZ/TL

Bishop Belo: Leader for Peace

In 1996 Bishop Belo shared the Nobel Peace Prize with fellow-Timorese, José Ramos-Horta. Their award was *for their work towards a just and peaceful solution to the conflict in East Timor*.

After receiving his award, Bishop Belo gave a speech in which he spoke about the ongoing struggle in his country. At one point he said,

The world censures those who take up arms to defend their causes and calls on them to use non-violent means in voicing their grievances. But when a people chooses the non-violent path, it is all too often the case that hardly anyone pays attention. It is tragic that people have to suffer and die and the television cameras have to deliver the pictures to people's homes every day before the world at large admits there is a problem. Therein lies the enormous significance and the brave wisdom of the decision of the Nobel Committee to focus on East Timor this year; it represents the extraordinary recognition of East Timor's quest for peace and the recognition of its pleas for an end to suffering.

1. What are some of the tragedies occurring in the world today?
2. Do you agree with Bishop Belo when he says, *'television cameras have to deliver the pictures to people's homes every day before the world at large admits there is a problem'*?
3. How important is the media in informing us of injustices around the world?
4. What does Bishop Belo mean when he speaks about *the brave wisdom of the Nobel Committee to focus on East Timor...*? Why is the Committee's action 'brave'? How significant do you think this award was to helping Timor-Leste achieve independence?
5. Why do you think Bishop Belo was able to speak out so openly about the injustices occurring in Timor-Leste without getting killed?
6. How did Bishop Belo use his position to fight for Timorese human rights?
7. How difficult is it to speak out about issues of injustice in New Zealand today? Can you think of people who do speak out? How are they treated by others?

The Qualities of an Effective Peace Keeper

Personal Reflection

When in your own life have you experienced a difficult situation or conflict?

Who did you go to in order to find help?

What were the helper's qualities?

Information

Some of the important qualities of an effective peace keeper are...

- **Adaptability**
- **Non-Defensiveness**
- **Empathy**
- **Creativity**
- **Ability to model good conflict resolution and relationship skills**
- **Being comfortable with ambiguity (Sometimes resolving conflicts is messy and takes time!)**

Choose two of these qualities and explain why you think they are important qualities for a peace keeper.



Peacekeepers talk to Timorese citizens in Dili

Credit: Dan Mennuto

Share your answers with others.

View

Watch the following video clip about the role of women in UN Peacekeeping Missions:

www.youtube.com/watch?v=vAuFQj9xBYc

What are some of the benefits of having female, as well as male, peacekeepers?

Reflection

Can you imagine yourself working as a UN Peacekeeper in the future? What are some of your personal qualities that would help you in this role? What are some of the aspects of the job that you would find difficult?

Building Livelihoods and Building Peace

The goals of development and peace building are the same – to help rebuild or repair societies that are hurting; physically, economically and socially. — Caritas Internationalis

List some of the ways that Timor-Leste was hurting after twenty-five years of Indonesian occupation.

How does providing rural women with small business skills and loans help to ‘develop’ rural communities?

How will HAFOTI projects help to build stability and peace in Timor-Leste?

Read the Parable of the Child and the Garden:

A woman had a child who was very hungry and crying for food. The woman took the last money she had and went to the market. She bought bread to take home to feed her child that night.

However, the mother was wise, and she didn’t use all of her money for bread. She took some of it and bought beans for planting. She went home, prepared her farm, and planted the beans. She knew that these plants would not ease her child’s hunger today, but she also knew that with proper care, the bean seeds would start producing in a few weeks, and the beans she harvested would feed her child for many months.

This mother was indeed wise, and she saved enough of her money to buy a mango. She fed the flesh to her child, and carefully planted the seed. Over the months, she tended the seed carefully, although she knew that her child would be grown before the tree produced its first mango. However, she knew that once the mango tree grew to maturity, she would feed not only her own grandchildren but also the children of the entire village with the fruit from that mango tree.

Then, this very wise mother took her very last coin and visited the tree nursery, where she purchased a very small mahogany seedling. She took the seedling home and carefully planted it in a corner of her homestead. She faithfully watered that small seedling, and protected it from goats and other possible harm, and taught her child to do the same. She knew that she would tend this mahogany tree throughout her entire lifetime, and her child would do the same, without reaping any benefit from it. But she also knew that by the time her great-grandchildren were born, they would play under the shade of that mahogany tree, and her great-great grandchildren would be able to harvest that tree, and build a strong and sturdy house that would last for many more generations.

(Caritas Internationalis, *Peacebuilding: A Caritas Training Manual*, Source: Ayindo et al., 2001, p.83)

What does this story say about both development and peace?