

Timor-Leste Curriculum Unit

No 3



Timor-Leste: an integrated approach



Photographer: Lee Norris

Friendship School Project

The Friendship School Project (FSP) seeks to build generations of international friendship with a sustainable network of schools and communities in Australia and Timor-Leste.

Australian schools join FSP seeking to learn about, understand and interact with the educational community in Timor-Leste. Schools usually opt to maintain a specific partner relationship with another school in Timor-Leste.

Purpose of units

The development of a specific curriculum about Timor-Leste was identified by FSP as crucial for effective student learning and participation, within the goals and vision of FSP. The units provide a structure whereby teachers can offer children at upper primary and lower secondary levels integrated learning about Timor-Leste within their school curriculum.

Exposure to these units will help Australian students to develop a solid understanding of the culture, history and geography of Timor-Leste. From this basis, students can develop relationships with their Timorese friends based on understanding and appreciation of cultural difference.

The units are consistent with the Victorian Essential Learning Standards requirements.

Development

Key teachers from the FSP school membership in Victoria have taken the initiative to create curriculum materials which have now been developed into four units.

FSP gratefully acknowledges the skills, efforts and knowledge put into the development of this unit by Dave Fagg and Julian Connors from Eaglehawk Secondary College. Special thanks go to the Principal of the school for supporting this work.

FSP would also like to acknowledge Rod Yule from World Vision for his preparation of the units for a national audience.

Availability of Curriculum Units

Unit 1 and 2 (Upper Primary) and Units 3 and 4 (Lower Secondary) can be downloaded at the following websites

http://www.asiaeducation.edu.au/public_html/lesson_plans.htm
<http://www.alolafoundation.org/fsi.php>

Contact details

To learn more about FSP or to join the membership:

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Victorian Essential Learning Standards (VELS)

This unit connects with the following domains of VELS

Civics & Citizenship:

- Knowing their rights and responsibilities as citizens
- Appreciating Australia's role in the global community
- Having the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level

Interpersonal development:

- Building positive and social relationships
- Working and learning in teams
- Managing and resolving conflicts

Personal learning:

- Recognize and enact appropriate values within and beyond the school context

English

- Reading – reading novel and viewing DVD
- Writing – planning, composing, editing and publishing
- Speaking and listening

Humanities

- Humanities skills –exploring the recent history of Timor-Leste
- Exploring Australia's role in the region
- Exploring aspects of regional geography

Thinking

- Reasoning, processing and inquiry – inquire into the world around them
- Creativity – problem solve and innovation
- Reflection, evaluation and metacognition – question, plan and evaluate
- Analysis

Unit 3 Timor-Leste: An integrated approach

Stage of Schooling

Lower Secondary

Learning focus: Across the curriculum

In this unit, students are encouraged to explore the ways in which the history, geography and economy of Timor-Leste have contributed to the country's specific development as a nation. The unit includes an overview of Timor-Leste's history and a study of contemporary events. Students will explore how the specific geography of this country has influenced the economy in particular. They will explore the economic challenges facing this nation and also examine aspects of Australia's role in relation to Timor-Leste.

Texts / resources

- FSP Information Sheets, Resource CD and DVD "*Ita Nia Eskola, Ita Nia Belun*" (Our School, Our Friend), available with membership kit.
- *The Guardian Unlimited Special Report*
<http://www.guardian.co.uk/flash/0,,268557,00.html>
- *Birth of a Nation* DVD
www.acmi.net.au/explore
- *Timor Rise* DVD
- *Global Voices: Historical Inquiries for the 21st Century*, Hoepper, Hennessey, Brown, Henderson, Mills, Walton, Jacaranda, 2005
- *Food 4 Thought*, Force Ten website
www.forceten.org.au
- *Behind the News*
<http://www.abc.net.au/tv/btn/stories/s1357722.htm>
<http://www.abc.net.au/tv/btn> (Home page)
- East Timor and Indonesia Action Network
<http://www.etan.org/timor/ETmap.htm>
- Places in East Timor, Falling Rain Genomics
<http://www.fallingrain.com/world/TT/a/>
- Global Education website
<http://www.globaleducation.edna.edu.au/globaled/go/pid/42#Economy>
- *Timor-rific - East Timor* by Sally Eeles on BootsNAll Travel Network
<http://www.bootsnall.com/articles/03-03/timor-rific-east-timor.html>
- *Supporting Girl Students in East Timor*
<http://www.unicef.org/teachers/forum/1102.htm>
- *Through the Eyes of the Children*
http://www.unicef.org/teachers/e_timor/eyes.htm
- EPA Victoria Ecological Footprint calculator.
<http://www.epa.vic.gov.au/ecologicalfootprint/calculators/default.asp>
- Fair Trade Association of Australia and New Zealand
www.fta.org.au
- The Oxfam website

<http://www.oxfam.org.au/campaigns/mtf/coffee/fairtrade/index.html>

- US Aid website
http://www.usaid.gov/stories/easttimor/fp_easttimor_coffee.html
- *Social Responsibility in Timor Leste's Coffee Industry*
http://www.friendsofsame.org/meetings/talks/Kerry_Laughton_2007.pdf

Resources are available from the Australia East Timor Friendship School Project. For more information and resources, contact the FSP Australia Office: 112 Trenerry Crescent, Abbotsford, Victoria, 3067, phone: 9418 4807 or email: fsp@aeuvic.asn.au

Overview

The goal of this unit is to develop an understanding of how three key aspects of Timor-Leste have contributed to this country's unique development. It also seeks to develop contextual understandings and knowledge of students that lead to increased empathy and critical reflection.

Duration

This unit is flexible and can be adapted to the needs of an individual school. Activities can be incorporated according to the interests of the students and staff and could be completed in a 3–4 week period.

History focus

Activity 1: Introducing Timor-Leste

1. Introduce the idea that the class will be exploring aspects of life in one of Australia's closest neighbours, Timor-Leste. Ask each student to 'Think, Pair, Share' their existing knowledge of this country. Students will then partially complete a KWLH chart. (What I know, What I want to know, What I have learnt, How did we learn it.)

What I K now	What I W ant to know	What I have L earnt	H ow I learnt it

1. Students write down three things each for the first two columns
2. The second two columns are for cognitive and meta-cognitive reflection the end of the unit.

2. Show the FSP DVD "*Ita Nia Eskola, Ita Nia Belun*" which features Kirsty Sword Gusmao. After discussion of the contents of the DVD, ask students to add to their KWLH charts.

Activity 2: Historical perspectives

1. *The Guardian Unlimited Special Report* has a brief précis of the history of Timor-Leste from Portuguese colonisation to 1991.

(<http://www.guardian.co.uk/flash/0,,268557,00.html>)

Use the account of key events in one of the following ways:

- *Option 1* – cut up snippets of information, put in envelopes. Teams compete to put them in order.
- *Option 2* - scrambled dates and information. Students match up dates and information
- *Option 3* – each student is given a key piece of historical information with a date. Students arrange themselves in a line in order, then read out their information.
- *Option 4* – Create a jigsaw puzzle by putting dates and information on an A4 sheet, then pasting to cardboard, then cutting in jigsaw shapes.

Activity 3: The fight for Independence

1. Using print and web resources, students work in pairs to research the fight for Independence in Timor-Leste. Each pair aims to summarise their findings in “bite-size” chunks (see Appendix 1).

2. Using football or netball as an analogy, students use their summarised information in the following way (Be sensitive in presentation of this metaphor so that students understand the gravity of events in Timor-Leste).

- 1st quarter – Portuguese colonisation
- 2nd quarter – Indonesian invasion
- 3rd quarter – 3rd quarter comeback! Guerrilla warfare; international support
- 4th quarter – emerging democracy

Students can write a commentary which they then perform to the class.

Activity 4: Birth of a nation

The documentary *Birth of a Nation* explores the experiences of a guerrilla fighter and a mother including their experiences of the struggle for independence.

1. After watching the DVD, students complete a “Remember/Insight/Question” exercise; they remember 3 things, gain 2 insights and ask 1 question about what they have viewed.

2. As a follow-up activity, students might watch the DVD *Timor Rise* which explores the story of a rice farmer and a NGO worker from 1999 until 2002 (Preview for suitability as it contains footage of post-referendum violence).

Activity 5: Australia and Timor-Leste

1. In small groups, ask students to annotate a map of South-East Asia including Australia, responding to the questions:

- What interactions (positive and negative) has Australia had with our immediate neighbours e.g. New Zealand, Papua New Guinea, and Indonesia in the last 60 years?
- What interactions (positive and negative) has Australia had with Timor-Leste, both in the pre-Independence era and beyond? The chapter in *Global Voices*:

Historical Inquiries for the 21st Century provides valuable teaching and learning materials.

2. A range of teaching and learning activities which focus on the Timor Gap issue can be found in Unit 4 of this series of units, *Timor-Leste – future scenarios*.

3. Show students the “Behind the News” episode (ABC, 4/5/2005). The Behind the News website has links to pertinent cartoons, maps and other sources of information about the Timor Gap Treaty.

<http://www.abc.net.au/tv/btn/stories/s1357722.htm>

4. The Behind the News website has materials and teaching activities relating to recent political events in Timor-Leste. These can be found by searching the website.

<http://www.abc.net.au/tv/btn>.

Geography focus

Activity 6: Geography of Timor-Leste

1. Project an image of Timor-Leste onto a screen & discuss the different features, including its size relative to Australia, mountains, rivers and borders. Discuss how its crocodile shape has been central to myths about its creation. Encourage students to explore the challenges and advantages of the geography of this country. The following websites have appropriate maps of or information about Timor-Leste:

East Timor and Indonesia Action Network

<http://www.etan.org/timor/ETmap.htm>

Places in East Timor, Falling Rain Genomics

<http://www.fallingrain.com/world/TT/a/>

Activity 7: Resources

1. Choose a common product that students will be familiar with, such as a carton of milk or a loaf of bread. Ask the question: *What is needed to bring this carton of milk to your fridge?*

Invite students, in groups, to create a mind map about the following:

- what resources would be needed to produce this product (cow, paper, plastic)
- what resources are needed to produce the cow, paper, plastic etc (e.g. oil, fertilizer, metal, healthy soil, rubber, human energy etc)

2. Students should explore the ‘Country Profile’ of Timor-Leste (listed as ‘East Timor’) on the Global Education website and find out

<http://www.globaleducation.edna.edu.au/globaled/go/pid/42#Economy>

3. Using the heading ‘Timor-Leste: Resources’ as a focus, students should respond in small groups to the following set of discussion starters:

Timor-Leste: Resources
I was surprised to find out that ... The most interesting thing was... I'd like to know more about... This reminded me of ... Someone who would be interested in this would be ... because ...

Activity 8: Food for thought

1. After watching the video *Food 4 Thought* which looks at agriculture in East Timor, ask students to write a paragraph about what it would be like to be farmer in East Timor and the challenges they might face. They should also write a paragraph about what it would be like to be a farmer in Australia. Their work should highlight the differences between the two agricultural systems.

Economy focus

Activity 9: Needs & wants

1. Compile a [slideshow](#) of different images, both essential and luxury e.g. family, mobile phone, TV, bread, pets, large house etc.

Have students vote on each as to whether it is a “need” or a “want”.

2. Create a ‘Forced Stance’ activity by designating one side of the room as “agree” and one as “disagree” with signs. Read out a number of statements relating to lifestyle. Students move towards the side of the room that they agree with most. The teacher acts like a talk show host, asking for explanations of the stance taken by various students.

Sample statements

- Every house needs a T.V
- Fresh water is essential for everybody
- Being able to go to school is privilege, not a right
- Throwing out left over food is alright
- Every family in the developed world should sponsor a child in the developing world
- Every teenager needs their own room
- Two meals a day is enough for anyone
- If people are poor it is their own fault

3. Students make a list according to the table below, and must justify their list to a small group.

Essential Goods	Luxury Goods	Justification

Students then vote on what goods should be kept in “Luxury Goods”.

4. Students then create a similar table, imagining that they are teenagers from Timor-Leste. Potential source material for this activity could come from the following websites (Remind students that recent events in Timor-Leste will impact on the articulated needs and wants of people):

- *Timor-rific - East Timor* by Sally Eeles on BootsAll Travel Network
<http://www.bootsnall.com/articles/03-03/timor-rific-east-timor.html>
- *Supporting Girl Students in East Timor*
<http://www.unicef.org/teachers/forum/1102.htm>
- *Through the Eyes of the Children*
http://www.unicef.org/teachers/e_timor/eyes.htm

Activity 10: Ecological footprint

1. Students calculate their ecological footprint using the EPA Victoria Ecological Footprint calculator.

<http://www.epa.vic.gov.au/ecologicalfootprint/calculators/default.asp>

2. Compare this to what an East Timorese person’s footprint may be. This exercise can be used as a springboard for discussions about global distribution and use of resources.

3. Students discuss and write a short reflection on the following quote.

*“People in 3rd world countries worry about their next meal
People in 2nd world countries get to choose what they are going to eat
People in 1st world countries worry about losing weight.”*

Activity 11: The economics of globalisation, coffee and oil

Introduce students to the concepts of globalisation, free trade and fair trade by exploring the coffee trade in Timor-Leste.

1. Have a coffee...preferably a Fair Trade version from Timor-Leste! See the Fair Trade Association of Australia and New Zealand for details. (www.fta.org.au). Ask students to hypothesise the stages this coffee has been through to reach their cup: agriculture; production; marketing; transportation; retail etc.

2. Represent this information in a flow diagram using *Inspiration*, or another mind-map device indicating points at which the costs of production change as the product travels from the farm to the consumer.

3. Ask students to research the ways in which the “fair trade” scheme works to create wealth in Timor-Leste using websites such as:

- The Oxfam website
<http://www.oxfam.org.au/campaigns/mtf/coffee/fairtrade/index.html>
- US Aid website
http://www.usaid.gov/stories/easttimor/fp_easttimor_coffee.html
- *Social Responsibility in Timor Leste’s Coffee Industry*
http://www.friendsofsame.org/meetings/talks/Kerry_Laughton_2007.pdf

Activity 12: KWLH chart

1. Ask students to complete the KWLH chart.

(What I know, What I Want to know, What I have learnt, How did we learn it.)

What I K now	What I W ant to know	What I have L earnt	H ow I learnt it

Appendix 1

Historical period	“Bite-size” chunk of information
Portuguese colonisation	
Indonesian invasion	
Guerilla warfare	
Emerging democracy	