

Timor-Leste Curriculum Unit

No 4



# Timor-Leste: future scenarios



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 membership in Victoria have taken the initiative to create curriculum material which has now developed into four units. FSP gratefully acknowledges the skills, efforts and knowledge put into the development of this unit by Ben Forbes and Anna Nguyen from Kambrya College. Special thanks go to the Principal 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

[www.asiaeducation.edu.au](http://www.asiaeducation.edu.au)

[www.alolafoundation.org](http://www.alolafoundation.org)

## **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 4 Timor-Leste – future scenarios

### Stage of schooling

Lower Secondary

### Learning focus: English, Geography

In this unit, Timor-Leste is used as a case study for exploring the idea of ‘designing the future’. Naturally, designing the future requires being cognisant of one’s past and present. The unit will include an overview of Timor-Leste’s history and an exploration of current living conditions. The role of natural resources and geography is explored and the ways in which Timor-Leste is building its future as a new nation are examined. This includes recognition of the challenges Timor-Leste faces in the future. Students will also investigate Australia’s role in Timor-Leste.

Students will develop their understanding of persuasive writing techniques and analyse examples of persuasive writing from the Australian media, particularly in relation to the Sunrise oil fields, and other sources. Drawing on their developing understanding of the purpose and characteristics of persuasive writing, students will produce a piece of writing linked to their unit project.

### Texts / resources

- *Top Drawer: A Collection of Short Stories*, Allan Baillie (ed) – book
- *Ita Nia Eskola, Ita Nia Belun* (Our School, Our Friend) – FSP DVD and resource information for teachers, available with membership kit.
- *Asia our Neighbour: East Timor* – Video (42 minutes) and booklet.  
[www.caritas.org.au](http://www.caritas.org.au)
- *One Day in Fatulai* – video (18 minutes)
- ‘A free East Timor struggles on’, article by Lindsay Murdoch, *The Age*, 1/4/06  
<http://www.etan.org/et2006/march/31/32afree.htm>
- ‘East Timor is only asking for a fair go’, excerpt of a speech by Kirsty Sword-Gusmao, *Green Left*. 17/11/93  
<http://www.greenleft.org.au/back/2004/595/595p9.htm>.

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

## Overview

The goal of this unit is to develop an understanding of how Timor-Leste's past, and present and future are connected. It also seeks to engage students as global citizens who can use persuasive writing techniques to advocate for social justice and equity.

## 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.

## Activity 1: Hypothetical government

1. Present a scenario to your class, which could be explored in small groups.

*You have all been selected as the new government of the hypothetical country of Malugia. It is your responsibility to plan the future of this small, poor island nation in South East Asia. Your first task is to consider what information you will need (White Hat Thinking) and what else you will need to reflect on (Blue Hat Thinking) when designing a country's future. (See [http://www.bssc.edu.au/public/learning\\_teaching/pd/toc/DeBono.shtml](http://www.bssc.edu.au/public/learning_teaching/pd/toc/DeBono.shtml) for information about De Bono's Hats and a worksheet)*

2. Invite each group to invent a country profile for this small and poor island nation in South East Asia – Malugia. Students will consider aspects such as the country's history, culture, geography, how the people live now, and what resources the country has available. By inviting them to reflect on designing a country's future, discuss the values they bring to their planning, including questions such as:

- Is designing the future just about designing a country's wealth?
- What other priorities exist?

The class feedback could then be recorded as a framework for the way your class goes about learning about Timor-Leste: past, present and future.

## Activity 2: Video and note taking

This activity involves students viewing the Video *Asia our Neighbour: East Timor*.

### A. Prior to viewing the Video

In small groups, have students respond to the following questions:

- Have you ever had to move?
- What were the reasons behind moving?
- What events/circumstances force or prompt people to move?

You may want to develop this into an active listening exercise, where each student in the group is required to listen to someone else's response and relay this to the class.

### **B. During the viewing of the Video**

1. Invite students to take notes during the 'Lightening Tour: Facts and Figures' section of the Video, using the proforma in Appendix 1. This information can be used later to mind-map what students now know about Timor-Leste.

2. Stop the Video at 36 minutes (at the words: '... *Desperately needed help from the international community ...*').

Invite students to respond to the following question:

- What type of assistance do you believe the international community can and should provide?

Direct students to the Australian government's AusAID Timor-Leste website and have students compile a list of AusAID's activities in the country:

<http://www.ausaid.gov.au/closeup/etimor/default.cfm>.

See also the non-government organisation (NGO) websites for information about their work in Timor-Leste:

Caritas [http://www.caritas.org.au/ourwork/where\\_easttimor.htm](http://www.caritas.org.au/ourwork/where_easttimor.htm)

Oxfam [http://www.oxfam.org.au/world/asia/east\\_timor/](http://www.oxfam.org.au/world/asia/east_timor/)

World Vision

<http://www.worldvision.com.au/wvconnect/content.asp?topicID=84>

3. Have students discuss what aspects of life are missing from the documentary. What problems would a documentary-maker encounter in trying to show typical information about each of these topics for Australia?

### **C. After viewing the Video**

1. Read the story 'Only Ten' by Allan Baillie in the *Top Drawer* anthology.

2. Invite students to compare the experiences of Hassan in the story to those of Augustino in the *Asia our Neighbour: East Timor* Video.

### **Activity 3: Geography**

#### **A. Where is it?**

1. In pairs or small groups, give students a blackline map of South East Asia to fill in without the use of an atlas.

2. Provide an atlas and a blackline map for them to label the region independently. An online interactive option is available at:

<http://www.maps.com/FunFacts.aspx?nav=MS#>.

### **B. The Crocodile that became Timor-Leste: a legend**

Read through the explanation for the creation of Timor-Leste in the legend ‘The Crocodile that became Timor’ (<http://www.uc.pt/timor/croc2.htm>) and discuss with the students. This might be a good opportunity to draw students’ attention to language features of the text and the role of legends.

### **C. Google Earth**

1. Introduce students to the geography of Timor-Leste through Google Earth. The ridge that runs along the island is visible (as referred to in the crocodile legend) and it is apparent just how much of the land is mountainous (especially if you tilt the map and zoom along the land). This provides a good lead-in to a discussion of natural resources.
2. Note Timor-Leste’s proximity to the equator and explore how this would affect climate and vegetation.

### **Activity 4: Guest speaker**

Invite a guest speaker who has lived in Timor-Leste to answer questions and share stories of daily life in the country.

### **Activity 5: Health**

After watching the video *One Day in Fatulai*, ask students to respond to the following questions:

- Why did the villagers have to prepare the road? How is this different to Australia? How would this slow/stop development?
- Why is Collette Livermore’s work in Fatulai important? What other health options would the villagers have if health professionals were unwilling to volunteer their time and skills?
- What are the challenges to student learning that you observed at the school in the video?

### **Activity 6: Learning from the past**

#### **A. Reading for information and note taking**

1. Give students ‘A Brief Chronology of East Timor’ (*Ita Nia Eskola, Ita Nia Belun* Resource Kit, pp 1–9) and / or the shorter ‘A Short History of East Timor’ (*Asia our Neighbour: East Timor* Resource Kit, pp 14–15).

2. Demonstrate note-taking skills and ask students to summarise the key events in the history of Timor-Leste.

3. Discuss how editorial decisions are made about which events to include in note taking and history writing.

### **B. An illustrated timeline – postcards from the past**

1. Give each group some information about an important period in Timor-Leste's history. Ask them to design a large postcard, which illustrates as much as they know about the period. On a separate sheet of paper, create the flip-side of the postcard. On this, they can write a short message from the time period.

2. Have groups present this to the class and then the postcards can be displayed to create an illustrated timeline.

3. Ask students to sequence the events in Timor-Leste's history (Appendix 2).

### **C. Once a Jolly Swagman ...**

1. Ask the students to write lyrics describing Australia's involvement in Timor-Leste, to the tune of *Once a Jolly Swagman*. Key points of interest could include:

- during World War II
- Indonesian annexation
- post-referendum (peace-keeping and aid)
- Timor Gap Treaty.

More information is available in *The Timor Sea Treaty: Are the Issues Resolved?*  
<http://www.aph.gov.au/Library/Pubs/rn/2001-02/02rn45.htm>.

Give each group detailed text on one area and 1–2 stanzas to recount Australia's involvement. The chorus could be given as an extension task to a group, to enthusiastic individuals, or created collectively by the whole class.

2. Have groups present their lyrics to the whole class and join in a group singing of all the stanzas.

### **Activity 7: Designing the future**

1. Read the section 'The Land and the People' (pp 9–10) in the *Asia our Neighbour: East Timor* Resource Kit and have students identify the natural resources of Timor-Leste. Discuss the significance of natural resources in designing the future for a new country like Timor-Leste.

2. As a class, read the following article relating to the issue of Timor Gap oil:

- 'East Timor is only asking for a fair go', excerpt of a speech by Kirsty Sword-Gusmao, *Green Left*. 17/11/93  
<http://www.greenleft.org.au/back/2004/595/595p9.htm>

Discuss the structure and language features of persuasive feature articles. Invite the students to write a persuasive exposition to a newspaper editor or a member of parliament on a current issue in Timor-Leste–Australia relations.

### **Activity 8: Debate**

1. In groups of four, assign students roles to speak on the topic of the Timor Gap Treaty, showing the different interests and perspectives of the major stakeholders:

- an Australian oil rigger / union representative
- the Australian Treasurer or Foreign Minister
- the President of Timor-Leste
- a mother in Timor-Leste.

2. In 2006, the Certain Maritime Arrangements in Timor Sea (CEMATs) Treaty was signed. Ask students to research the consequences of this CEMATs Treaty and evaluate how the CEMATs Treaty impacts on the future of Timor-Leste.

### **Activity 9: SWOT analysis**

In pairs, ask students to complete a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats – see Appendix 3) for the nation of Timor-Leste.

### **Assessment**

Assessment is undertaken throughout this unit as student participation and contributions are observed. This will involve observation of small group and whole class discussions, and of students' ability to take notes (Appendix 1), write a persuasive exposition, engage in debate and identify the strengths, weaknesses, opportunities and threats for Timor-Leste (Appendix 3).

## Appendix 1: Note taking – Timor-Leste

<b>Timor-Leste notes</b>	
Family life	Leisure
Housing	Education
Village Life	Poverty

## Appendix 2: History of Timor-Leste

Create a timeline of the following events and dates.

Timor-Leste is occupied by Indonesia.

Timor-Leste and Australia sign the Timor Gap Treaty involving oil reserves.

Bishop Carlos Belo and Jose Ramos Horta are awarded the Nobel Peace Prize.

Over three-quarters (78.5%) of people residing in the territory of Timor-Leste vote for full independence from Indonesia.

Portuguese explorers settle on the island of Timor.

Timor-Leste becomes an independent nation – the 191<sup>st</sup> member of the UN.

Portugal declares Portuguese Timor a colony.

Japan invades Portuguese Timor to fight Australian troops in World War II.

Australian-led military force restores peace and security in Timor-Leste.

1520      1859      1975      4 Sept 1999      1942

1996      20 Sept 1999      2002      2003

### Appendix 3: Timor-Leste SWOT analysis

<b>Timor-Leste SWOT analysis</b>	
Strengths	Weaknesses
Opportunities	Threats