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Citizenship

Unit 1 Teacher notes

Connecting with Timor Leste

Years 5 to 6

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Connecting with Timor Leste

Unit 1: Teacher notes

This document provides the teacher with the details of the lesson.

Learning focus

This unit explores Timor Leste (formerly known as East Timor), or Timor Lorosa'e (the country's name in Tetum), its geography, history, the way of life of its people, the language, celebrations, food and traditional art forms. It aims to have students connect with, appreciate, make comparisons with and explore the differences between educational experiences for students in schools in Timor Leste and in their own schools.

The activities also seek to incorporate a range of Howard Gardner's Multiple Intelligences and Edward de Bono's Thinking Hats.

Overview

The goal of this unit is to make a connection and to build sustainable cultural bridges and understandings. It aims to establish a commitment to ensuring successive generations of students and members of the school community are informed about and actively engaged with the culture, language and circumstances of the people of Timor Leste.

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. Teachers can pick and mix from the 17 suggested activities, 8 of which have accompanying Student worksheets and 9 are group or whole-class activities. However the whole unit would typically be the focus for a term and may develop into an ongoing school-to-school relationship.

Activity 1: Inquiry planning

1. Explain to the students that they are going to learn about a school and life in Timor Leste. They will then be able to compare their lives and schooling in Australia with the lives and schooling of children in Timor Leste.
2. Invite students to use the Inquiry planner proforma (*Student worksheet 1*) to organise their research and thinking. You may choose to do this as a whole class joint construction or invite students to do this with a partner and then share their suggestions with the whole class.

The planner invites them to consider the following:

- > what I know about Timor Leste
 - > what I want to find out
 - > where I can find the information I need
 - > headings I will use to organise my information.
3. After this initial planning, show the video *In my backyard #1- Cultural video story: Baguia Timor Leste* <http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>
 4. Ask the class to add questions or information to their planner in relation to information gained from watching the video.



Activity 2: Mapping – mathematical

1. Ask students to use an atlas to locate Timor Leste and Australia in the world and within the Asia Pacific region and to answer (**Student worksheet 2**) the following questions:
 - > Where is Timor Leste in relation to Australia?
 - > Who are Timor Leste's neighbouring countries?
 - > What is Timor Leste's location? Use coordinates to identify latitude and longitude.
 - > What is Timor Leste's capital city?
 - > What is the relative size of the land mass area of Timor Leste compared to Australia?
 - > What is the distance from Darwin to Dilli? What is the distance from Sydney or Melbourne to Darwin?
2. Ask students to draw maps of both Australia and Timor Leste using grids and coordinates. Ask them to show some geographical features, capital cities and surrounding seas or oceans.

Activity 3: Initial research – visual

1. View a selection of photos from WithOnePlanet Pics <http://beta.withoneplanet.org.au/pics/> and view the *In my backyard #1 – Cultural video story: Baguia Timor Leste* at this link <http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>
2. After viewing the photos and video, ask students to complete a T chart (**Student worksheet 3**) giving the following information in each sector:
 - > looks like
 - > feels like
 - > sounds like.

Activity 4: Further research

1. In pairs, ask students to use their Inquiry planner (**Student worksheet 1**) to prepare presentations on various aspects of life in Timor Leste. These may include information about: schooling, food, housing, farming, flora/ fauna, customs, traditions, festivals, religion, music, clothing, landscape and games.
2. Invite students to use the following resources to gather their data:
 - > *In my backyard #1 – Cultural video story: Baguia Timor Leste* at this link <http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>
3. Encourage students to choose how they will present their research (for example, PowerPoint presentation, written report, poster with captions, newspaper or magazine article). Use sharing circles.

Source:

In my backyard #1 – WithOnePlanet 2015, In my backyard #1 – Cultural video story from Baguia, Timor Leste, online video viewed 1 January 2015 <http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>

WithOnePlanet Pics – online images viewed 1 January 2015 <http://beta.withoneplanet.org.au/pics/>



Activity 5: Venn diagram – verbal

1. Invite students to brainstorm ideas for beginning a new nation. Divide the class into six groups (*Student worksheet 4*) and assign two of the following questions to each group:
 - > How would decisions be made in this new nation? (Government)
 - > What kind of money would be used? (Currency/Trade)
 - > What language would be taught in schools? (Language)
 - > What kinds of schools would be built? What type of education system would be used? What subjects would be compulsory? (Education)
 - > How would people be kept healthy? (Health)
 - > How would food be provided for the people? (Agriculture)
 As a whole class, have groups report their ideas and give reasons.
2. Compare and contrast the Australian system of government with that of Timor Leste. Record the similarities and differences between the two countries on a Venn diagram.

Activity 6: Interview and discussion

1. Invite someone who has worked or lived in Timor Leste to visit the school and answer a series of questions. This may include an aid and development worker, a politician, defence personnel, a parent or a Friendship Group representative.
2. Before the guest arrives, have the class formulate a series of interview questions. It would also be a good idea to send the questions through to the guest prior to their arrival. Seek to explore issues of citizenship, human rights, social justice and community involvement.

Activity 7: Research – verbal, visual, musical

1. Discuss the significance of symbols for different nations. What are some of Australia’s symbols? (For example, kangaroo, emu, coat of arms, national anthem, wattle, Australian flag, green and gold, lamingtons, Uluru etc.)
2. Identify symbols of significance for Timor Leste. Compare the flags, coat of arms, national anthems and floral emblems of Timor Leste and Australia. Present these in a classroom display.
3. Ask students to work in pairs or groups to design a flag, emblem or coat of arms for their own school.
4. In pairs or small groups, have students create their own anthem.

Activity 8: Reflection and assessment – intrapersonal

Discuss Edward de Bono’s Thinking Hats (See http://www.debonoforschools.com/asp/six_hats.asp for information about De Bono’s Hats and a worksheet) and ask the students to reflect on their learning and complete the worksheet. This includes the following:

- > interesting facts learned thus far
- > good things about this topic
- > how this topic has made the student feel and why
- > some things the student could investigate further
- > difficulties being experienced by people living in Timor Leste
- > ideas about how these difficulties might be overcome or how an Australian school might respond.

Source:

In my backyard #1 – WithOnePlanet 2015, *In my backyard #1 – Cultural video story from Bagaia, Timor Leste*, online video viewed 1 January 2015
<http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>



Activity 9: Travel brochure – verbal, visual

1. Collect and distribute a range of travel brochures collected from local travel agencies. Ask students to identify common features (**Student worksheet 5**).
2. Invite students from a local TAFE College to work with students to explore important elements of design and advertising in brochures.
3. Ask students to design a travel brochure (**Student worksheet 5**) that would encourage travellers to visit Timor Leste.

Activity 10: Letter writing – verbal

1. Examine a model letter and identify the structure and language features (Student worksheet 6). Discuss the purpose of letter writing and identify different ways letters are transmitted (land, sea, air, email). Watch one of the *'In my backyard'* videos recorded with students in Timor Leste.
2. Ask students to write a letter to a student in Timor Leste. Using the WithOnePlanet e-pals network (**Student worksheet 6**), schools in Australia can connect with schools in Timor Leste via email. Have students include the following:
 - > information on topics such as school life, family, games/sport played, what the environment you live in is like
 - > a personal outline including photographs and/or drawings.

Activity 11: Debate – verbal

1. In small groups, inform the students they are to take part in a role-play. Have two members of the group play the role of parents and imagine they are members of a family who are about to move to live in Timor Leste for a year. Have the group role play a family discussion about the move.
2. Ask students to respond to the following statement: 'It would be fantastic to live in Timor Leste for a year'.
 - > Invite students to take a position along an imaginary U-shape, where one end indicates 'Strongly agree' and the other end indicates 'Strongly disagree.' The bottom of the U indicates 'Unsure' or 'Neither agree nor disagree.'
 - > Invite students to give reasons for their positions and allow them to move along the U in response to feedback.

Ask students to complete a PMI (Plus/Minus/Interesting) chart expressing the positives, negatives and interesting aspects of living in Timor Leste for a year.

Activity 12: Storytelling

1. Read a traditional story from Timor Leste to the class *Legend of East Timor – The crocodile story*.
2. Invite the students to place the main events in the correct sequence (**see Student worksheet 7**)
3. Read traditional Aboriginal stories and ask students to identify similarities and differences.

Activity 13: Mosaic mural – visual

Invite students to design and create a sketch for a school mural or mosaic. Brainstorm a theme or topic (for example, reflecting the history of Timor Leste, symbols of Timor Leste, the relationship of Australia and Timor Leste, schools in Timor Leste and Australia). This activity allows the opportunity for students to work with an artist in residence and to be involved in the decision making and purchasing of materials.



Activity 14: Cooking – kinaesthetic

1. In small groups, have students brainstorm current knowledge of eating traditions, foods, ingredients, utensils and meal times.
2. After research, make a list of foods available in Timor Leste. Ask students to answer the question:
 - > How is the diet different from Australia and why?
3. Students cook a simple meal from Timor Leste (*Student worksheet 8*).

Activity 15: Weaving – kinaesthetic

If possible, invite a member of the East Timorese community in Australia to demonstrate traditional weaving. Then have students design and make woven mats using fabrics, thread, cloth or paper strips in traditional East Timorese colours. See www.turismotimorleste.com/en/

Activity 16: Painting – visual

1. Critically explore the art of traditional rock painting in Timor Leste. See the CD-ROM *Turismo de Timor-Leste. Discover the World's Newest Nation*.
2. Critically explore and compare the art of Timor-Leste with traditional Aboriginal rock painting.

Activity 17: Music – musical

1. Collect and listen to music from Timor Leste, including traditional Angklung.
2. Learn traditional songs from Timor Leste. See DVD *Ita Nia Eskola, Ita Nia Belun*.
3. Have students compose musical pieces with traditional East Timorese instruments.

Assessment

Assessment is ongoing throughout the unit through close observation of student contribution in whole class and small group discussion. The travel brochures (Activity 9), letter writing (Activity 10) and debate (Activity 11) can be assessed and will demonstrate student learning.