

Name:

Grade:

School:

Date:

WithOnePlanet

- > Module 3:
Citizenship
- > Level:
Years 5 to 6
- > Unit 1 lessons:
Connecting with
Timor Leste
- > Student worksheets



Citizenship

Unit 1 student worksheets
Connecting with Timor Leste

Years **5 to 6**

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WithOnePlanet

Open education
An xpan Foundation initiative

Connecting with Timor Leste

Student worksheet 1

Instructions

Watch the video and use the Inquiry planner below to organise your research and thinking.



In my backyard #1 – Cultural video story from Baguia, Timor Leste

<http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>



Inquiry planner

Name:	Date:
This is what I know about the topic:	



This is what I want to find out:

This is where I can find the information I need:

These are the headings I will use to organise my information:

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/>



Mapping Timor Leste

Student worksheet 2

Where is Timor Leste?



Instructions

Q1: Using an atlas, find out where Timor Leste and Australia are in the world and within the Asia Pacific region and to answer 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?

Q2: Draw maps of both Australia and Timor Leste using grids and coordinates. Show some geographical features, capital cities and surrounding seas or oceans.

T chart

Student worksheet 3

Look, feel, sound

View a selection of photos from WithOnePlanet Pics <http://beta.withoneplanet.org.au/pics/> and take another look at the *In my backyard* video. When you watch the video this time, look for different information to answer the questions below.

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



Instructions

Q1: After viewing the photos and video, complete a T chart (Student worksheet 3) on the following page and fill in the following information in each sector:

- > looks like
- > feels like
- > sounds like.

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/>



T chart

Looks like?	
Feels like?	Sounds like?



Compare and contrast

Student worksheet 4 – Group activity

Building a new nation

Q1: Get into groups and brainstorm ideas for beginning a new nation. Each group will look at 2 questions:

Group 1 questions:

- > How would decisions be made in this new nation? (Government)
- > What kind of money would be used? (Currency/Trade)

Group 1 answers:

Group 2 questions:

- > 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)

Group 2 answers:



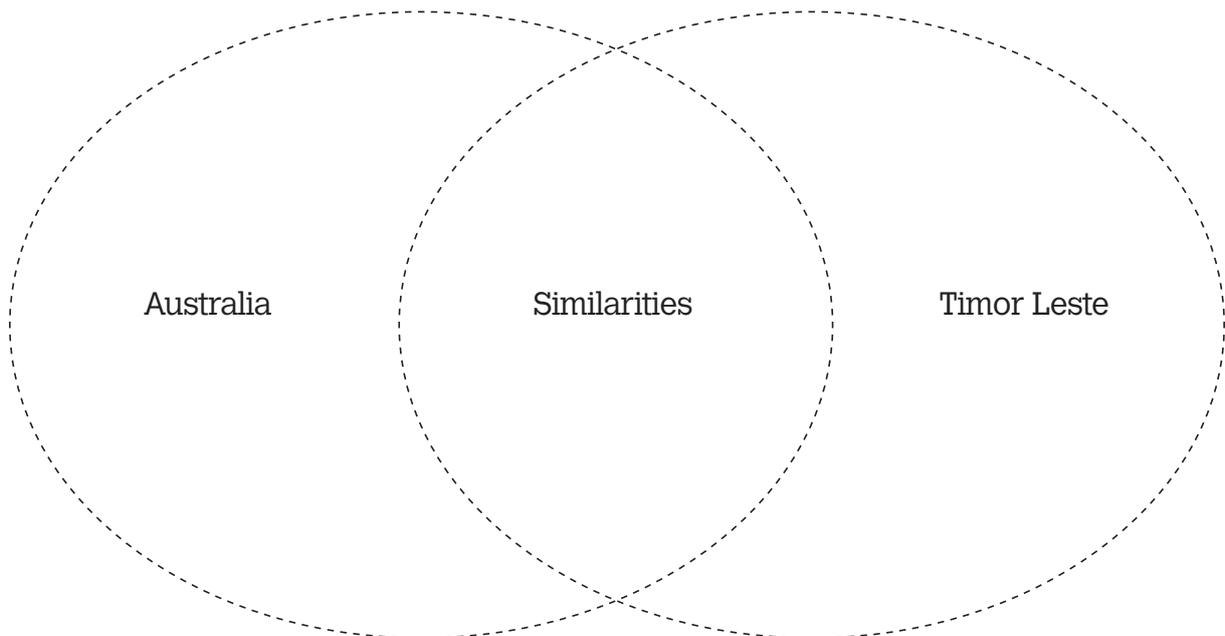
Group 3 questions:

- > 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.

Group 3 answers:

Let's look at some of the differences and similarities between Australia and Timor Leste

Q1: 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 like the one below.





Design a travel brochure

Student worksheet 5

How would you encourage travellers to visit Timor Leste?

Q1: Have a close look at a range of travel brochures. Identify and list some of the common features and list below.

Common features include:

Q2: Design a travel brochure that would encourage travellers to visit Timor Leste. Include in your design some of the common features that you have identified in other travel brochures





Let's become e-pals

Student worksheet 6

Write a letter to a student in Timor Leste

Q1: Before you begin to write your letter, we will have a look at the features that make a letter. Identify and list some of the common features and list below.

Features include:

Q2: What is the purpose of a letter?

Q3: What are some of the different ways letters can be sent?



Q4: Watch one of the 'In my backyard' videos recorded with students in Timor Leste.



In my backyard #1 – Cultural video story from Baguia, Timor Leste

<http://beta.withoneplanet.org.au/library-resources/in-my-backyard/>



Q5: Write a letter to a student in Timor Leste. In your letter include information about:

- > yourself, your school life, family, games/sport played, your environment
- > You can include some photographs or drawings

We will send the letters by email to a school in Timor Leste and invite the students who receive our letters to become our e-pals.

Legend of East Timor

Student worksheet 7

The crocodile story

Many years ago a small crocodile lived in a swamp in a far away place. He dreamed of becoming a big crocodile but as food was scarce, he became weak and grew sadder and sadder.

He left for the open sea, to find food and realise his dream, but the day became increasingly hot and he was still far from the seashore. The little crocodile – rapidly drying out and now in desperation – lay down to die.

A small boy took pity on the stranded crocodile and carried him to the sea. The crocodile, instantly revived, was grateful. 'Little boy', he said, 'you have saved my life. If I can ever help you in any way, please call me. I will be at your command ...'

A few years later, the boy called the crocodile, who was now big and strong. 'Brother Crocodile', he said, 'I too have a dream. I want to see the world'.

'Climb on my back,' said the crocodile, 'and tell me, which way do you want to go?'

'Follow the sun', said the boy.

The crocodile set off for the east, and they travelled the oceans for years, until one day the crocodile said to the boy, 'Brother, we have been travelling for a long time. But now the time has come for me to die. In memory of your kindness, I will turn myself into a beautiful island, where you and your children can live until the sun sinks in the sea.'

As the crocodile died, he grew and grew, and his ridged back became the mountains and his scales the hills of Timor.

Now when the people of East Timor swim in the ocean, they enter the water saying 'Don't eat me crocodile, I am your relative.'



Q1: Cut out and re-order the following text from the story in the correct sequence.

✂ 'Climb on my back,' said the crocodile, 'and tell me, which way do you want to go?'

✂ Now when the people of East Timor swim in the ocean, they enter the water saying 'Don't eat me crocodile, I am your relative.'

✂ He dreamed of becoming a big crocodile but as food was scarce, he became weak and grew sadder and sadder.

✂ 'I too have a dream. I want to see the world.'

✂ Many years ago a small crocodile lived in a swamp in a far away place.

✂ The crocodile set off for the east, and they travelled the oceans for years

✂ I will turn myself into a beautiful island, where you and your children can live until the sun sinks in the sea.'

✂ As the crocodile died, he grew and grew, and his ridged back became the mountains and his scales the hills of Timor.



Let's cook!

Student worksheet 8

Recipe – Tau Koi Rana

Let's cook a simple meal from Timor Leste.

Ingredients

- > 1 pumpkin
- > Can of 'lite' coconut milk
- > Ground corn (polenta) • Salt

Method:

1. Peel and cube the pumpkin and place in a saucepan.
2. Cover with coconut milk.
3. Put lid on and cook gently until the pumpkin is very soft.
4. Mash with potato masher.
5. Add enough ground corn (polenta) to thicken the mixture to the texture of mashed potato.
6. Cook slightly, stirring so it does not stick.
7. Add salt to taste.

Serving suggestion

Though the people of Com, near Los Palos, may eat this on its own as a staple food, it makes a good accompaniment to fish or meat with rice, vegetables or salad.

Mache!

(This means Eat! in the Fataluku language of Timor-Leste's Lautem District.)

