

EAST TIMOR / TIMOR LESTE**Outcome Links:** SOSE / History and Geography**Subject Matter:** Global Citizenship and linkages in relation to international aid.**Teaching Information**

Students will learn about the sequence of historical events in East Timor and develop an empathy and understanding of Australia's links with East Timor and its role in the global community.

Discussion:

1. Where is East Timor?
2. Why is it sometimes called Timor Leste?
3. How important is the UN in a country like East Timor? Explain.
4. How did Portugal and Indonesia affect language and religious beliefs in East Timor?
5. Why has Australia sent armed forces and police to East Timor?
6. How has independence changed life in East Timor?
7. What does Australia share with East Timor? Think about oceans, air, flora, fauna, Sun, Moon, individual rights, etc.
8. What does the term 'global community' mean?
9. List some other countries that Australia has sent armed forces to restore peace. What do they have in common?
10. What else would you like to know about East Timor? How could you find out?

Materials:

- * Sheets of paper – one between two students
- * Pencils – one between two students
- * Coloured pencils

Procedure

Before watching BTN, ask students to brainstorm what they know about East Timor. Record their comments on a mind map.

After watching the story talk about what we share with East Timor. Encourage students to add other information to the mind map. Discuss what they have learned about East Timor and Australia's links with providing aid to the country.

Encourage students to complete one of the following activities after watching and discussing the story.

Regroup and share what they have learned through their involvement with these activities.

(a) Timeline: Logical - Mathematical

Create a pictorial timeline showing the changes in East Timor from the early 16th century when it was a trading post of the Portuguese until today.

(b) The National Flag: Visual – Spatial & Verbal

Ask your students to work in pairs. One student will give verbal directions only while the other student draws the flag of East Timor on a sheet of paper.

They can either make up their own directions by looking at the image of the flag on page 2, or by reading the directions given below. When finished students can compare their drawing to the flag image.

(c) Australia's Involvement: Interpersonal

Share what you think about Australia's involvement in East Timor with other viewers. Enter comments on the Guestbook. <http://www.2b.abc.net.au/btn/guestbook/>

(d) Colours of the flag: Intrapersonal

Recall the colours on the flag (Red, yellow, black and white). Think about the events that have shaped East Timor. In small groups try to work out what each colour on the flag represents. Share your ideas with students in another group and then compare your thoughts with the answers on page 2.

(e) Native Animals: Naturalist

Use books and the Internet to find out the names of animals native to East Timor. Collate your findings and report back to the class. Group these animals in different ways.

(f) Music Messages: Musical – Kinaesthetic

Timorese music has been closely associated with the independence movement; bands and artists have released songs and in 2000, the United Nations commissioned a song to encourage people to vote. Compose a jingle or song encouraging people to vote or help people living in East Timor.

THINK ABOUT THIS

Students at Mount St Benedict College in NSW have established a partnership with a high school in East Timor as a way to learn about social justice in a meaningful way. Four students and two teachers took stationery, musical instruments and school supplies to help establish a high school in East Timor. This support has continued for three years.

🔗 Related Research Links

Music In East Timor

http://en.wikipedia.org/wiki/Music_of_East_Timor

Country Profile: Finding facts about East Timor

http://news.bbc.co.uk/2/hi/country_profiles/default.stm

Drawing Directions



The national flag is a rectangle. It is formed by two isosceles triangles, which overlap at their bases. One of these triangles is yellow and its height is equal to half the length of the flag. The other triangle is black and its height is two-thirds of the length of the yellow triangle. In the centre of the black triangle there is a white star with five points. The white star has one of its points turned towards the upper right end of the flag. The rest of the flag is red.

Guess what the colours mean?

Answer:

- Yellow: the traces of colonialism;
- Black: the opposition that needs to be overcome;
- Red: the struggle for national liberation;
- White: peace.