



# “DIGNITY FOR ALL”

2022 School Campaign Kit





### **Thank you so much...**

AMS would like to thank the following people for their generous assistance in producing this kit:

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Margie Beck

### **...and please SAVE THE DATE!**

Learn about AMS from our team as well as a special guest from Timor-Leste.

Teacher briefing: Tuesday 29 March 2022, 3.30pm AEDT

Student briefing: Tuesday 26 April 2022, 12.30pm AEDT

 **Together, we transform the  
lives of young people by  
raising awareness of the  
power of education, and the  
funds that make it possible.  
Together, we bring hope.** 



2022

# Contents

## Welcome

Message from the CEO .....	4
About AMS .....	5
Who we are and what we do .....	5
Where we are working in 2022 .....	6

## Spiritual resources

Sacred space 1: Those who orbit around us .....	7
Sacred space 2: Hearts of Mercy .....	10

## Learning resources

About Timor-Leste .....	15
Education in Timor-Leste.....	17
Timor-Leste and Australia's relationship.....	18
Independence vote and Australian peacekeepers.....	19
Oil reserves and Australian support of Timor-Leste .....	20

## Learning activities

Timor-Leste and Australia's relationship.....	21
The fabric of community.....	22
Timorese recipes.....	26
Language learning.....	27

## Fundraising

Term 1: Plant sale.....	28
Term 2: A Day in the Life.....	29
Term 3: Jersey day and Trivia night .....	30
Term 4: Timor-Leste song and dance concert.....	31



# Message

Welcome to our 2022 Schools Kit. This is the 150th year of Marist education in Australia, so as we celebrate this significant milestone we can't wait to also make a contribution to Marist education in our region. Timor-Leste was also the focus of last year's schools campaign, but there is such a high level of need and so much work to be done that we are staying with a focus on Timor-Leste for another year!

The support of our Marist school communities in Australia has already led to us assisting diverse projects throughout Timor-Leste – such as school refurbishment in Quelicai, ongoing funding for the ICFP teacher training facility, and support for the KATILOSA program that ensures young people and adults with a disability gain access to the support services they need.

A really exciting aspect of this year's campaign is the "A day in the life" fundraising component. Designed to be held for Champagnat Day celebrations around 6 June in Term 2, this online gaming-style initiative will let Australian students experience aspects of life for a Timorese student.

One of our favourite quotes from our founder St Marcellin Champagnat, is: "To raise children, we must love them and love them equally forever."

This forms the basis of our mission and goals: we believe passionately that it's every child's right to have access to education. No matter where they live or what circumstance they live in.

This year's campaign theme *Dignity for All*, brings together both our purpose and the Australian Marist theme for 2022: *Known and Loved: Dignity for All*.

We hope you find the resources within this kit useful and informative, and that you learn even more about a country where access to education can ensure dignity for everyone, but most importantly the most vulnerable members of the community.

Yours in solidarity

Rebecca Bromhead  
**CEO AMS**

## from the CEO



“Solidarity not only  
helps us overcome adversity,  
but it also leads to us  
accomplishing amazing  
achievements.”





# About AMS

Australian Marist Solidarity (AMS) works to ensure that all young people have access to educational opportunities.

We believe education has the power to eradicate poverty. With the help of our supporters, we assist grassroots movements run by local people, resourcing them to implement the solutions they have identified that will provide hope and access to education for young people in need.

Our work is inspired by the Marist Brother's founder, St Marcellin Champagnat, and his concern for the poor, especially the young.

AMS has developed from a long history of aid and development activities by the Marist Brothers Province of Australia. The Brothers started financially supporting and managing overseas aid and development programs in the Solomon Islands in 1938.

In 2021, we worked in 18 countries and delivered more than \$2.2 million to support 41 programs.

We do this by working in the Marist way:

- Practising simplicity
- Offering genuine presence
- Promoting a family spirit
- Modelling love of work
- Following in the way of Mary.

We build solidarity, hope and dignity.

We believe local people are the experts on the challenges facing their communities. By working directly with community partners, we help them access the skills and resources required to develop quality education and leadership where they need it the most.

To help us focus our efforts to ensure their young people reach their brightest potential, our community partners develop projects around three key areas.

## Who we are and what we do

### Access to education

We assist access to quality education for vulnerable children and young people through projects in primary, secondary, vocational and tertiary education programs across Asia and the Pacific.



### Facilities for the future

We invest in infrastructure to ensure safe places for learning.



### Resilience and readiness

We support programs to build resilience, provide care, and empower vulnerable and marginalised communities to strengthen access to education and workplace-specific skills and knowledge.



# About AMS

## Where we are working in 2022



# Sacred space 1

## Resources

- Candle
- Fabric
- Paper and pens
- Rosary Beads
- Print out of readings

## Roles

- 3 readers (opening prayer)
- Leader and 2 readers (reflection)
- Leader (naming my universe)
- 4 readers (concluding prayer)

## Setup

Place a collection of sacred space items (including a globe, map or something about the universe) at the front or in the center to help students prepare for the prayer. You may have access to a chapel, liturgy space or outdoor setting that would also work nicely for this time together.

# Those who orbit around us







# Sacred space 1

## OPENING PRAYER

### Reader 1

O God, Trinity of love,  
from the profound communion of your divine life,  
pour out upon us a torrent of fraternal love.  
Grant us the love reflected in the actions of Jesus,  
in his family of Nazareth,  
and in the early Christian community.

### Reader 2

Grant that we Christians may live the Gospel,  
discovering Christ in each human being,  
recognising him crucified  
in the sufferings of the abandoned  
and forgotten of our world,  
and risen in each brother or sister  
who makes a new start.

### Reader 3

Come, Holy Spirit, show us your beauty,  
reflected in all the peoples of the earth,  
so that we may discover anew  
that all are important and all are necessary,  
different faces of the one humanity  
that God so loves.

Amen

# Those who orbit around us

## READING AND REFLECTION

### Reader 4

Wisdom from Fratelli Tutti

Pope Francis begins Fratelli Tutti by addressing “all people of goodwill” and invites us into a dialogue of friendship with those who are distant or unfamiliar to us. He observes the realities of an ever inwardly facing world, which leaves injured people by the roadside, cast out and discarded and humanity plunged into confusion, loneliness, and desolation.

### Reader 5

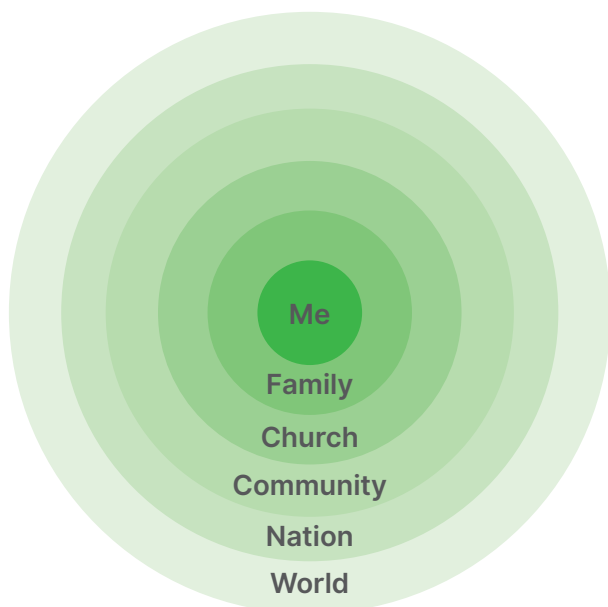
Pope Francis says the path of fraternity has a Mother called Mary, who welcomes all her children with an open heart. The spirit of fraternal relationship is the call of all religions, we acknowledge everyone as God’s creation and that we belong to a universal family of brothers and sisters. Christians draw from the wellspring of the Gospel and our actions are shaped by the sacredness of human dignity and fraternity. We each share the responsibility for upholding the freedom of religious expression and cultural identity.

# Sacred space 1

## NAMING MY UNIVERSE

On a piece of paper, draw a circle in the middle of the page and write your name in it. Draw a concentric circle that is a little larger than the first and place the names of those who are closest to you in your life, i.e. immediate family and close family friends. Continue by drawing another circle of those who are not quite as close, school friends, sporting teams, community groups. Continue outwards for a few minutes (quiet music can be played while students draw their 'universe').

1. What have you discovered about your universe?
2. Can you name everyone?
3. What have you discovered about those on the edges? Are they just people you walk past, stand at the bus stop with, scroll past on social media?
4. Who would you like to pray for?



## DISCUSSION QUESTIONS

1. How do we grow in awareness of "the needs of the brothers and sisters who orbit around us" and challenge a "cool, comfortable and globalized indifference" (FT29-31)?
2. What does this phrase mean, "no longer think in terms of 'them' and 'those', but only 'US'" (FT35)?
3. Who are the brothers or sisters in need in your community who are ignored or abandoned by society? How should we treat them? How should we welcome them?

# Those who orbit around us

## CONCLUDING PRAYER

### Leader

In fraternity we pray, Lord hear our prayer

### Reader 6

For the victims of the pandemic, especially those who are sick, those affected due to unemployment, disparity of rights, racism & poverty.

In fraternity we pray, Lord hear our prayer.

### Reader 7

For countries that are in political crises. For its leaders to be guided by the Holy Spirit in their decision making, and work for the betterment and well-being of its people as a nation but not for selfish motives at the expense of others.

In fraternity we pray, Lord hear our prayer.

### Reader 8

That we are generous of heart in offering our time to listen and be transformed by others.

In fraternity we pray, Lord hear our prayer.

### Reader 9

May our horizons be expanded and our hope made bold in a life that is more beautiful and worthwhile.

In fraternity we pray, Lord hear our prayer

### Leader

For what else shall we pray?

### All

Hail Mary, full of grace, the Lord is with you. Blessed are you among women, and blessed is the fruit of your womb, Jesus. Holy, Mary, Mother of God, pray for us sinners now and at the hour of death. Amen.

### Leader

In the name of the Father and of the Son and of the Holy Spirit. Amen

# Sacred space 2

## Resources

- Candle
- Fabric
- Paper (purple) and pens
- Picture of Our Lady of Loreto with the Refugee's Cloak
- Print out of readings

## Roles

- 3 readers (opening prayer)
- Leader and 3 readers (reflection)
- Leader (gentle hearts)
- 3 readers (concluding prayer)

## Setup

Place a collection of sacred space items (including painting Our Lady of Loreto with the Refugee's Cloak) at the front or in the center to help students prepare for the prayer. You may have access to a chapel, liturgy space or outdoor setting that would also work nicely for this time together.

# Hearts of Mercy





# Sacred space 2

## Hearts of Mercy

### OPENING PRAYER

#### Pope Francis' prayer for the Jubilee Year of Mercy (adapted)

##### Reader 1

Lord Jesus Christ, you have taught us to be merciful like the heavenly Father, and have told us that whoever sees you sees Him. Show us your face and we will be saved.

Your loving gaze freed Zacchaeus and Matthew from being enslaved by money; the adulteress and Magdalene from seeking happiness only in created things; made Peter weep after his betrayal, and assured Paradise to the repentant thief.

##### Reader 2

Let us hear, as if addressed to each one of us, the words that you spoke to the Samaritan woman: "If you knew the gift of God!"

You are the visible face of the invisible Father, of the God who manifests his power above all by forgiveness and mercy: let the Church be your visible face in the world, its Lord risen and glorified.

You willed that your ministers would also be clothed in weakness in order that they may feel compassion for those in ignorance and error: let everyone who approaches them feel sought after, loved, and forgiven by God.

##### Reader 3

Send your Spirit and bless each of us with its anointing, so that we may be filled with the grace from the Lord, and your Church, with renewed enthusiasm, may bring Good News to the poor, proclaim liberty to captives and the oppressed, and restore sight to the blind.

We ask this through the intercession of Mary, Mother of Mercy, you who live and reign with the Father and the Holy Spirit for ever and ever.

Amen





# Sacred space 2

# Hearts of Mercy

## READING AND REFLECTION

### Reader 4

#### Wisdom from Fratelli Tutti

Whilst there is no denying the power of encounter, we must also face the reality of past injuries and work towards establishing paths of re-encounter. Seeking and offering forgiveness are essential for healing wounds which can run through generations. We are called to start with bold truth telling and to recognise this is the only way to move towards justice, mercy and peace. The road to peace may be paved with conflict but this should never result in violence and the loss of life.

### Reader 5

“Blessed are the merciful, for they shall receive mercy”  
(Matthew 5:7)

God’s mercy is his love, the forgiveness and grace of God are his very mercy, his very justice. We see in Jesus a beautiful example of what it means to be merciful, forgiving and compassionate – ultimately expressed through the cross.

### Reader 6

We ask God to give us a vision of a world where the weak are protected, and none go hungry or poor;

a world where the riches of creation are shared, and everyone can enjoy them;

a world where different races and cultures live in harmony and mutual respect;

a world where peace is built with justice, and justice is guided by love.

And we ask God to give us the inspiration and courage to build this world, through Jesus Christ our Lord.

Amen.

## Leader

### Gentle Hearts

Jesus said “Blessed are the merciful for they shall obtain mercy”. At times our hearts may be hardened by the busyness of the day, holding onto past hurts, or our own selfishness. Warm our spirits to appreciate your merciful love and in turn be merciful in our words and deeds.

Ask students to consider the last time they were forgiven, what did that feel like? When was the last time they forgave someone, how did that make them feel?

Imagine a world where people practiced kindness, mercy and forgiveness. What would that look like?

Students are invited to draw a picture or symbol to express what a world of Mercy and forgiveness looks like. Encourage students to come forward and place their creation next to the painting of ‘Our Lady of Loreto with the Refugee’s Cloak’ (this can be done while playing ‘Let Us Arise’).

A graphic featuring two overlapping circles, one orange and one pink, with several colored lines radiating from them. The text 'Sacred space 2' is written in white on the orange circle.

# Sacred space 2

## READING AND REFLECTION

### Let Us Arise, by Fr Rob Galea

God of Mercy, God of Love, open our eyes Lord to See Your Face.

You're the Hope of the nations, light of the world, Hear our cry Lord, "Have mercy on us."

Let us arise as Your hands and feet, give sight to the blind, reach out to the lost, as we arise.

In your mercy we stand saved and redeemed. Send us out Lord, let your glory be seen.

Let us arise as Your hands and feet, give sight to the blind, reach out to the lost, as we arise, and fall to our knees, beholding the Cross of Christ.

We cry out to You, "Have mercy on us." Let us arise.

We cry out for your mercy. We cry out for your mercy. We cry out for your mercy. Lord.

Let us arise as Your hands and feet, give sight to the blind, reach out to the lost, as we arise, and fall to our knees, beholding the Cross of Christ. We cry out to You,

"Have mercy on us," as we arise. As we arise. As we arise.

Watch here: [https://youtu.be/tAG3HMr6\\_gU](https://youtu.be/tAG3HMr6_gU)

## DISCUSSION QUESTIONS

1. Where do I see inequality existing in my community and society? What can I do to bridge this inequality gap in order for peace to be possible?
2. "True reconciliation is achieved proactively, by forming a new society, a society based on service to others, rather than the desire to dominate" (FT229). How do we create a society where true reconciliation can flourish?
3. In what ways can we acknowledge God's dignity in a person we meet at home, at work, in school, in a group?

# Hearts of Mercy

## CONCLUDING PRAYER

### The Be-Attitudes

#### Reader 7

God of the prophets, God of Christ: we are reminded today that your blessings do not necessarily follow the logic of the world.

The world believes that the rich are blessed, but Jesus reminds us that it is the poor who are blessed, the poor in spirit and the materially poor as well. We pray for a more just world in which all have enough and none are left behind.

#### Reader 8

Though we fear death and avoid its inevitable arrival, Jesus tells us that those who mourn are blessed. Help us to experience the truth of this mystery; bring healing and wholeness to those who are sick; and comfort those of us who have lost loved ones.

While people worship power, Jesus blesses the meek; instruct us, O God, in the ways of humility; help us to stand in solidarity with the oppressed and marginalized; show us your presence in the faces of those the world forgets.

Give us a hunger and thirst for righteousness; fill our hearts with love, overflowing with mercy; make our hearts pure, and give us a vision of your glory.

#### Reader 9

In a society divided by race, gender, class, ideology and so many other labels we alone have created, remind us that we are created in your image, each of us a beautiful reflection of you, each of us your beloved child. Help us then to end our conflicts and wars, help us to be peacemakers and agents of reconciliation.

Gracious God, you have so richly blessed us with life, with love and joy, with hope in the midst of despair. Help us to be the salt of the earth. Help us to be the light of the world, sharing with others that which we have received, boldly proclaiming the good news of your love, finding the seeds of your kingdom within us and letting your way grow in our lives and throughout the world.

## All

Hail Mary, full of grace, the Lord is with you. Blessed are you among women, And blessed is the fruit of your womb, Jesus. Holy, Mary, Mother of God, pray for us sinners now and at the hour of death. Amen.

## Leader

In the name of the Father and of the Son and of the Holy Spirit. Amen.







# Learning

Timor-Leste's road to independence – achieved on 20 May 2002 – was long and traumatic.

The people of the first new nation of the century suffered some of the worst atrocities of modern times in their struggle for self-determination.

When their Portuguese colonial masters withdrew in 1975, Indonesia claimed the territory for itself and ruthlessly suppressed the independence movement. In 1999, the people of Timor-Leste voted overwhelmingly for independence. The UN supervised the territory's transition to independence.

## Facts

### LEADER

President: Francisco Guterres (aka Lu Olo). A presidential election is due in March 2022.



President Francisco Guterres is a veteran of East Timor's independence struggle.

He was sworn in as president of East Timor in May 2017, pledging to boost health and education.

Commonly known as "Lu Olo", Mr Guterres leads the centre-left Fretilin party and is a former guerrilla, having fought against Indonesia's occupation of East Timor.

He led the draft of the country's first constitution in 2001 and mounted failed bids for the presidency in 2008 and 2012.

The president has limited executive power. He chooses the prime minister after elections.

## MEDIA

Radio is the most popular medium and there are several community radios on air.

There are a handful of daily and weekly press titles but a low rate of literacy limits readership.

# About Timor-Leste

The UN lists Timor-Leste as being among the world's 10 least-connected nations.

## TIMELINE

Some key dates in East Timor's history:

1600s - Portuguese invade Timor, set up trading post and use island as source of sandalwood.

1749 - Timor split following battle between Portuguese and Dutch. Portuguese take the eastern half.

1942 - Japanese invade, fighting battles with Australian troops. Up to 60,000 East Timorese are killed. Japan in control until 1945.

1974 - Coup in Lisbon leads to a new Portuguese government that begins policy of decolonisation.

1975 - Portuguese administration withdraws to offshore island of Atauro. After brief civil war, left-wing Fretilin party unilaterally declares East Timor independent. Indonesian troops invade. More than 200,000 people - a quarter of the population - killed by fighting, famine and disease during Indonesian occupation.

1999 - After a change of leadership in Indonesia, and after years of local Timorese fighting for liberation, East Timorese are allowed to vote in an independence ballot.

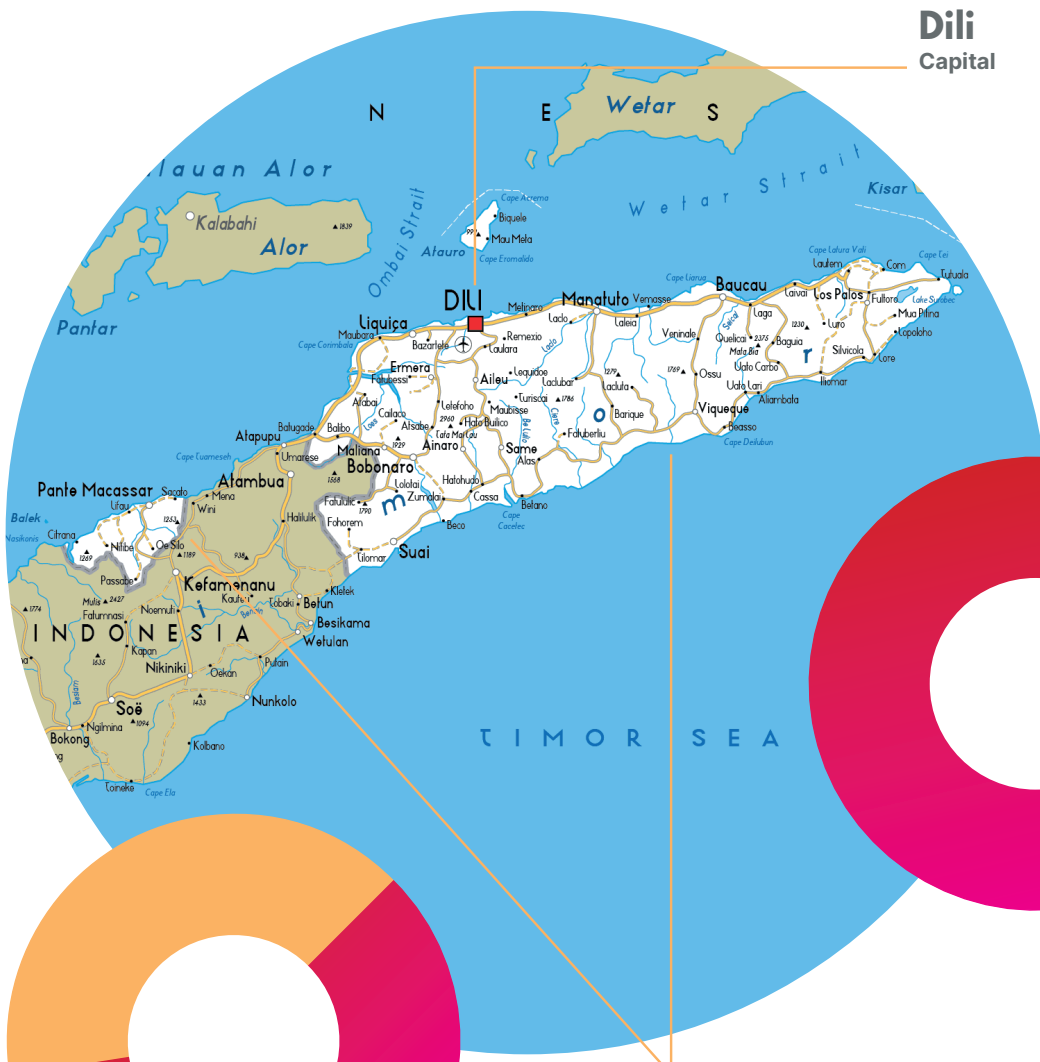
1999 - After 78% of voters opt for independence, anti-independence militia resume campaign of terror. UN takes over administration and prepares territory for independence.



2002 - East Timor becomes independent.

# Learning

## About Timor-Leste



**Dili**  
Capital

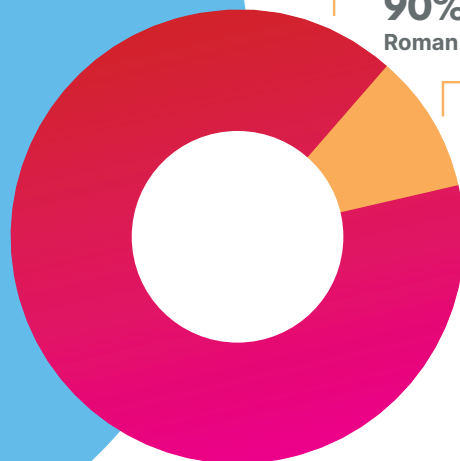


**1.3**  
Million  
people



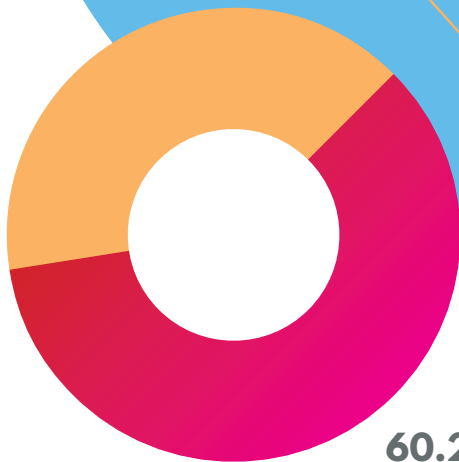
**90%**  
Roman Catholic

**10%**  
Protestant,  
Muslim,  
Hindu and  
Animism



**Currency**  
US Dollar

**14,874**  
sq/km Land Mass



**60.28%**  
of the population are  
under 25 years old



**Languages**  
Tetum and  
Portuguese



**Popular sports**  
Football, Volleyball and  
Basketball



**Major Industries**  
Natural resources, agriculture  
and traditional craft



# Learning

## Education in Timor-Leste

When the Indonesians retreated from Timor-Leste in 1999, they destroyed most of the schools and learning materials. Twenty years is not a long time to rebuild an entire education system.

Because of this, today Timor-Leste has an adult literacy rate of just 68% (Australia's rate is 99%). The country is ranked 131 out



of 189 nations for education by the UN. Due to limited resources nationally, students only have a half day of school, leaving them with a limited education and not stimulated for the whole day.

High dropout rates are reported with less than 60% of children who enrol in grade 2 making it to grade 5. UNICEF report that 30% of grade one students repeat their first year of school, while 70% of grade one and 30% of grade three students fail to read a single word of text.

Working in the Spirit of St Marcellin Champagnat, the Marist Brothers and their Timorese colleagues have been working to transform Timor-Leste and bring educational opportunities.

In 2000, the first Marist Brothers arrived in Timor-Leste to help repair the education system that had been left in disarray. Bishop Nascimento of Baucau initiated a plan for a diocesan teacher training college in Baucau, under the administration of the Marist Brothers, to serve for professional development of current untrained teachers in classrooms and to provide an undergraduate course for training new teachers accredited by the Australian Catholic University. The training college was named Instituto Catolico Para a Formacao De Professores (ICFP), with the first students graduating in 2006. The college empowers its students to become leaders in the field of primary education and leaders within their own local community as well. Trained in critical thinking, pedagogy and child development, the students are readily offered employment upon graduation.

Today, AMS with the support of their donors and partners have undertaken dozens of projects in Timor-Leste. These include a major schools' restoration programme in the Diocese of Baucau, which has so far supported 14 schools, as well as development and learning centres, skills training (carpentry, agriculture, hospitality, sewing, mechanics and computing), programs for children with disabilities, youth and women's centres, children's hostels and more.

AMS continues to support the Marist Foundation Timor-Leste (MFTL) to invest in access to education in one of our nearest neighbouring countries. The Marist community in Timor is also excited to be working towards another incredible contribution: the opening of a new Marist school in the town on Lautem.

# Learning

## Timor-Leste and Australia's relationship

The relationship between the two countries is long, sometimes complicated but full of mutual affection.

### World War 2



In December 1941, Australian armed forces known as 'Sparrow Force' landed on the island of Timor and divided itself between West and East Timor seeking to defend forward airfields on the islands to Australia's north. The Japanese invaded East Timor in 1942, and those Australian forces who escaped, never numbering more than 700, began waging a guerrilla campaign against the Japanese.

The success of this guerrilla operation was made possible only with the help of the Timorese people who provided food and shelter, ponies for carrying heavy equipment, acted as porters and guides, and helped set up ambushes. These became known as 'Creados'. Some Timorese took up arms themselves and fought alongside the Australians. Tragically, between 40,000 and 60,000 Timorese were executed by the Japanese for providing assistance to the Australian armed forces, a debt these soldiers never forgot.

### Indonesian invasion

In 1975, Indonesia invaded East Timor. Five Australian journalists were murdered at the hands of the invading Indonesian military



as they pursued their professional responsibilities of covering the conflict. Famously, the journalists painted the Australian flag on the house in which they were staying in the village of Balibo,



believing that the flag, and their Australian citizenship and the fact that they were independent, foreign journalists would protect them.

Watch Greg Shakleton's Last News Report From Balibo

<https://youtu.be/ojS0B2WRS3o>



This invasion and occupation was sanctioned by the Australian and United States governments. For years the Australian government knew of the atrocities taking place in Timor-Leste through their intelligence services but did nothing to oppose the brutality.



# Learning

After years of growing international pressure following the 1991 Santa Cruz cemetery massacre, (watch the video footage courageously filmed by journalist Max Stuhl of the Santa Cruz Massacre <https://youtu.be/7hoYEKGU1W4> the Australian government in December 1998, suggested Indonesia consider



offering autonomy to East Timor. Indonesian President B.J. Habibie responded by announcing a vote on 30 August 1999, administered by the United Nations, for the people of East Timor to choose between autonomy while remaining part of Indonesia and independence from Indonesia.

On 11 June, the United Nations Mission in East Timor (UNAMET) was created with the specific purpose of organising and conducting this referendum. Australia agreed to offer the UN 30 military liaison officers and a second rotation of 50 unarmed civilians. The overwhelming choice of the Timorese people for independence was followed by a period of unparalleled violence perpetrated by pro-Indonesian militias and the Indonesian security forces who implemented a "scorched earth" policy that saw buildings and vital infrastructure literally burnt to the ground.



In response to this violence, Australia organised and led the International Force for East Timor (INTERFET) from

## Independence vote and Australian peacekeepers

September 1999 and was tasked with restoring peace and security, protecting and supporting UNAMET, and facilitating humanitarian aid. Australia contributed more than 5,500 personnel to INTERFET under the command of then Major General Peter Cosgrove.



The United Nations Transitional Administration in East Timor (UNTAET) was then established for the administration of East Timor during its transition to independence. The handover of command of military operations from INTERFET to UNTAET was completed in February 2000 with Australia supporting the UN peacekeeping operation until East Timor achieved independence as the new nation of Timor-Leste in May 2002.

# Learning

Since the 1950s when oil exploration began in the Timor Sea, Australia has accessed oil and gas that legally belonged to the people of Timor-Leste by perpetuating the fiction that the sea boundary should not be the median point between the two islands as dictated by international law. During Indonesian occupation when maritime boundaries were agreed upon between Australia and New Zealand, the 'Timor Gap' (a section of this boundary that was not determined off the coast of Timor-Leste) allowed Australia to maintain access to these natural resources.

After Timor-Leste gained independence and entered into negotiations with Australia to establish the correct legal boundary at the median point and so give ownership of the oil reserves in the Timor Sea, the Australian government illegally spied on the Timorese government offices, to gain an unfair advantage over Timor-Leste in these negotiations.

The shared history of our two nations cries out for justice, and a generous response from Australians in our position of relative wealth and privilege. Since the Independence vote in 1999, local Australian communities, NGOs, charities, church groups and schools have formed life-giving relationships with local Timor-Leste communities, and have worked with them to assist in education and training, and rebuilding physical structures. This is particularly so in the area of teacher training and the rebuilding of schools.

## Oil reserves and Australian support of Timor-Leste







## Learning activities

# Timor-Leste and Australia's relationship

### Activity 1 – World War II

Read the following account of Australia's role in Timor-Leste from the Australian War Memorial website:

<https://www.awm.gov.au/articles/atwar/timor>

How do you think the people of Timor-Leste would be remembered by members of the Australian Armed Forces? Try and find a current serving member of the Australian Army who will support your point of view.

### Activity 2 – Indonesian Invasion

Watch Greg Shakleton's Last News Report From Balibo  
<https://youtu.be/ojS0B2WRS3o>

Research why Australia did not intervene in the Indonesian Invasion of Timor-Leste in 1975.

What reasons can you find why Australia did not challenge Indonesia over its human rights abuses during its occupation of Timor-Leste?

**Extension activity:** Watch the movie Balibo to discover the story of the Indonesian invasion of Timor-Leste in 1975 and the murder of the six Australian journalists who were there reporting on the invasion.

### Activity 3 – Greater Sunrise Oil Reserves

Find out how and why Australia spied on the Timor-Leste government offices in 2004. What damage do you think this caused the relationship between the two countries? What are your thoughts on the actions of the Australian Government?

Research the current situation regarding the 'ownership' of the Greater Sunrise Oil reserves off the coast of Timor-Leste in the Timor Sea. How has this changed in recent years?

### Activity 4 – Independence Vote and peacekeepers

Find someone who remembers the stories of the Timor-Leste independence vote in 1999. What are some of the words they use to describe Timor-Leste? How much do you think the country might have changed over the last 20 years?

**Extension activity:** Watch the two-part ABC television film Answered by Fire. How do you think the people of Timor-Leste remember the Australian Federal police and members of the INTERFET Peacekeepers for their work in Timor-Leste in 1999–2000?

### Activity 5 – Grassroots Australian support of local Timor-Leste communities

Find someone who has been to Timor-Leste as part of an immersion experience. What work did they do there? What are their thoughts on the country and the people?

Lila Watson, a Queensland Aboriginal elder, activist and educator wrote: "If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together."

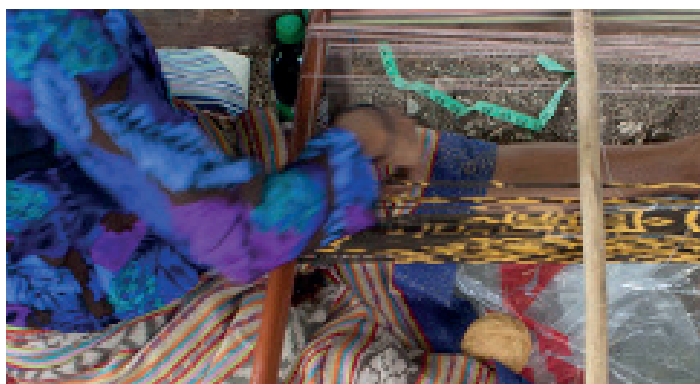
What is the difference between a holiday and an immersion? Research and discuss key principles and effective, life-giving methods of working with people who are trying to overcome a history of poverty, persecution and injustice.

# Learning activities

## The fabric of community



Tais (pronounced ti-esh) are traditionally woven fabrics created on wooden back-strap looms by women in the homes of Timor-Leste. Tais are particularly important to Timorese culture and ceremony and are worn by women and men at traditional events. Tais also strengthen links between generations, provide a source of income for families and create leadership opportunities for women of all ages. The process of making a tais can take a few months to a year to complete and requires patience and concentration to weave the complex patterns and motifs. More than simply decoration, the motifs and patterns are passed down between generations and have special meaning and symbolism. The chosen colours also represent something more significant than the latest fashion trend. For instance, the Timorese national flag has red for sacrifice and liberation, black for death, yellow for the colonial remnants and white for the light of peace.



### Going deeper

Each of us have 'common threads' that unite our families, our communities and our nation.

One common thread between the people of Timor-Leste and Australian Marists is our common faith in God, with more than 90% of the Timor-Leste population being Catholic.



We also share the gift of freedom, but this is only part of the recent story in Timor-Leste which is still recovering from its challenging history. Developing a strong sense of Family Spirit is another significant thread that unites Marists in Timor-Leste with Australia.

Various organisations support the fair trading of textiles in Timor-Leste and internationally. They aim to support economic growth for the people of Timor-Leste and create a culture that cares for the environment, reduces poverty and ensures independence, education and sustainable futures for the coming generations. They achieve this by working together to provide meaningful and creative work that values women's participation, cultural preservation, environmental protection and sustainability.

### Activity

1. What is the importance of family in Marist spirituality? Click here <https://maristbr.org/marist-charism/> to read why family spirit (fraternity) was important to St Marcellin
2. How can you support fair trade at your school, in your home and your purchasing choices?
3. How could storytelling play a role in developing your culture as an Australian, a Catholic, a Marist? Click here <https://firstnationspedagogy.ca/storytelling.html>

# Learning activities

## The fabric of community



### Making tais

There are four steps to making tais: preparing the cotton, dyeing the cotton, winding the warp and weaving the weft. For more information about the weaving process, click here:

<https://www.etwa.org.au/about/hand-weaving/>

There are only a few places like Laudete that still use endemic plants to colour the hand-spun cotton. With the help of your teacher, you can create a simple weave by following the instructions below.

1. Making the loom: fold an A4 sheet of paper in half (template on following page), cut rows along the folded edge and unfold the paper
2. Making the cotton: carefully cut the strips of paper (template on following page)
3. Begin weaving: simply slide your strips of paper through the loom

- Video instructions on above instructions are available here: <https://youtu.be/sOmYCURzd7Y>
- As you make your tais, your class might like to listen to the following story from Timor-Leste: [https://youtu.be/950RY\\_tVI84?t=102](https://youtu.be/950RY_tVI84?t=102)



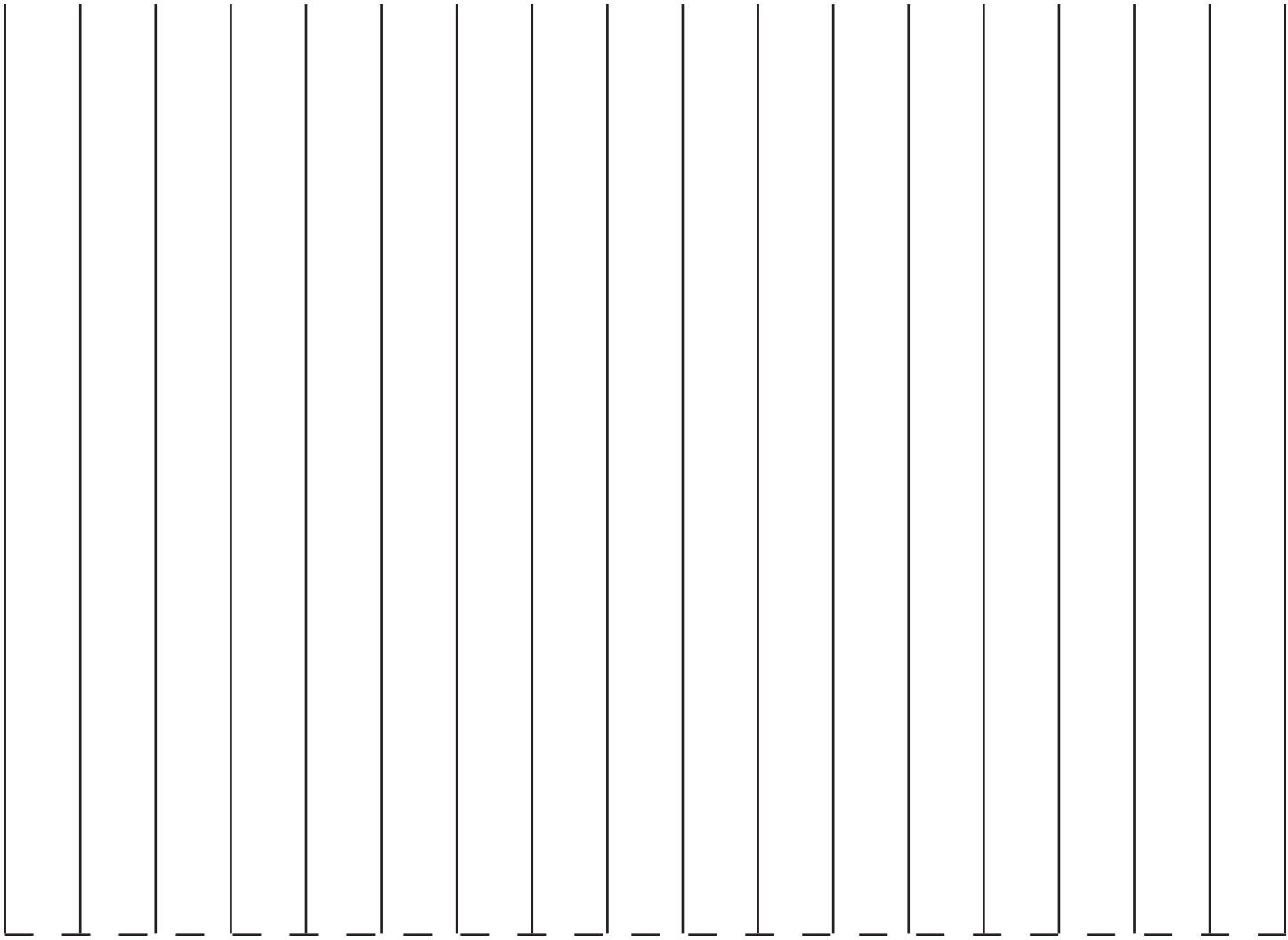
### Further resources

These videos made by the Jesuits (Casa de Producao Audiovisual) work on building national identity through storytelling:

- History of weaving <https://youtu.be/TAUHKHucMIA> (would be good to have Portuguese translation)
- Laudato Si <https://youtu.be/N-fJHhPSMsY> (it does have subtitles)
- These links could be good for the music/singing ideas: <https://youtu.be/sfHDdleDf9s> and <https://youtu.be/WcgweV6RHdw>







Cut along solid lines

Fold along dotted line

# Learning activities



## Caril de Galinha (Chicken curry)

### Ingredients

- 4 tablespoons vegetable oil
- 1.5kg chicken, cut up into 8 to 10 pieces
- ¼ cup minced shallots
- 2 teaspoons minced garlic
- 1 medium-sized tomato, finely chopped
- 12 dry red peppers, crumbled
- 1 teaspoon turmeric
- 1 teaspoon black pepper
- 2 teaspoons paprika
- ½ cup coconut milk or water
- 2 teaspoons tamarind paste or minced sour prunes
- 2 tablespoons julienned fresh ginger
- 2 teaspoons salt
- 2 tablespoons minced lemon grass, or 1 teaspoon lemon zest
- 1 medium-sized green pepper, cored and chopped
- 1 medium-sized sweet red pepper, cored and chopped

### Method

1. Heat one tablespoon of the oil in a large skillet over medium-high heat. Add the chicken pieces and sear, turning them often, until lightly colored. Remove chicken to a platter.
2. Add the remaining oil to the pan along with the shallots and garlic. Cook, stirring, until shallots turn light brown (about four minutes). Add the tomatoes and continue cooking until the oil separates (about three minutes). Stir in pepper flakes, turmeric, black pepper and paprika.
3. Add the chicken pieces and mix to coat them with the spices. Add the coconut milk, along with the tamarind, ginger and salt. Mix well and bring contents to a boil. Cook, covered, over medium-low heat for 30 minutes or until the chicken is tender. Fold in the lemon grass and peppers. Cook for an additional five minutes. Uncover and serve immediately garnished with chilies.

# Timorese recipes



## Pastel de Nata (Custard tarts). These are actually Portuguese, but are enjoyed in Timor-Leste following years of Portuguese occupation

### Ingredients

- 1/3 cup all-purpose flour (40 g)
- 1/4 teaspoon salt
- 1 1/2 cups of whole milk (350 ml)
- 1 1/3 cups white sugar (265 g)
- 1/3 cup water (80 ml)
- 6 large egg yolks
- 1 teaspoon vanilla extract (5 ml)
- 1 cinnamon stick
- 1 lemon peel only, cut into strips
- 1 sheet pre-rolled puff pastry (about 300g or 10 oz)
- Optional ground cinnamon for dusting on top

### Method

1. Preheat oven to 290°C, and lightly grease a 12-cup muffin tin.
2. In a saucepan, bring to a boil the sugar, water, vanilla extract, lemon zest, and cinnamon stick. Cook until a thermometer reads a temperature of 100°C. Do not stir.
3. Whisk the milk, flour, and salt together very thoroughly. Cook over medium heat, whisking constantly, for about 5 minutes or until well combined and the milk is thickened. Take off the heat and let cool for 10 minutes.
4. Once cooled, whisk in the egg yolks. Then add the sugar syrup (first removing the cinnamon stick) and mix until everything is well-combined. Strain into a measuring jug.
5. Meanwhile, cut the puff pastry sheet into two pieces and place them on top of each other. Tightly roll the sheets into a log, from the short side, and cut into 12 pieces.
6. Place a piece in each well of the muffin tin. Push a finger into the centre of the dough piece and press outwards to form a cup with the pastry.
7. Fill each pastry cup 3/4 of the way to the top with custard.
8. Put the tray in the oven and bake until the custard starts to caramelize and blister and the pastry goes golden brown (roughly 10-12 minutes).
9. Serve warm, with powdered sugar and ground cinnamon.

# Learning activities

# Language learning

The Tetum language is based on Latin and has 24 letters.  
The English alphabet that you use at school has 26 letters.  
Look at the list below and circle the different ones.

a	b	d	e	f	g	h	i	j	k	l	m	n	ñ	o	p	r	s	t	u	v	w	x	y	z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Also, can you say which letters we know are not used?

## Let's talk Tetum

Learn some of the language of Timor-Leste!

<b>Hello</b>	Olá (Oh-la)
<b>Good morning</b>	Bon dia (bon dee-ah)
<b>Good afternoon</b>	Boa tarde (boa tar-day)
<b>Good night</b>	Boa noite (boa noi-teh)
<b>Goodbye</b>	ate logu (art-teh logoo) or ate amanha (art-teh amarn-ha)
<b>Please</b>	por favor (poor fa-vor)
<b>Thank you</b>	(Fem.): Obrigado, brigada (obree-gah-do; obree-gah-dee) (Masc.) obrigadu (obree-gah-doo)
<b>You're welcome</b>	da nada (da nah-dah)
<b>School</b>	eskola
<b>Study</b>	estuda
<b>Student</b>	estudante
<b>Teacher</b>	mestre (masc) mestra (fem)
<b>Sing</b>	kanter
<b>Dance</b>	danser
<b>Family</b>	familia
<b>Mother</b>	inan
<b>Father</b>	aman
<b>Sister</b>	alin (younger) bin (older)
<b>Brother</b>	alin (younger) maun (older)

<b>One</b>	ida
<b>Two</b>	rua
<b>Three</b>	tolu
<b>Four</b>	haat
<b>Five</b>	lima
<b>Six</b>	neen
<b>Seven</b>	hitu
<b>Eight</b>	ualu
<b>Nine</b>	sia
<b>Ten</b>	deis
<b>Blue</b>	azul
<b>Green</b>	verde
<b>Yellow</b>	kinur
<b>Red</b>	mean
<b>Black</b>	metan
<b>White</b>	mutin
<b>Brown</b>	aman
<b>Sister</b>	kor de cafe

## Activity

Can you say your age?

Can you say what year level you are in?

Try counting your fingers or toes using the Tetum Language

Can you say your favourite colour?

# Fundraising

## Plant sale preparation

Hosting a Plant Show Day in Spring is another fundraising idea that can be a great way to bring in funds for Australian Marist Solidarity.

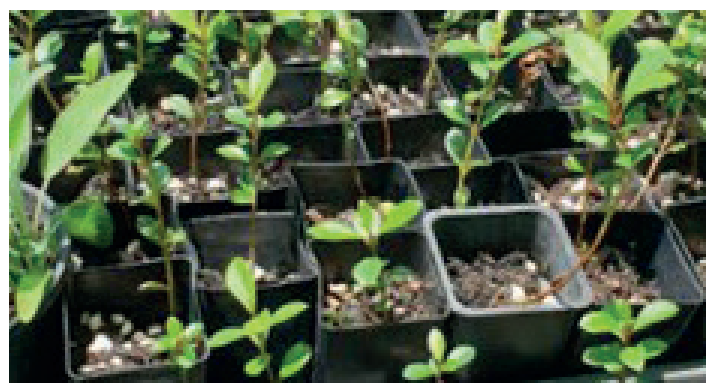
This is a popular fundraising activity that has become part of the life of our school each year.

### How do I run this event?

Here's a month-by-month outline on how to run this event for your own school.

1. In early February, create an environmental team of staff and students. Think of a catchy name for the group like the "Enviro Crusaders".
2. In March, find a suitable place in the school to set up your own nursery.
3. In April, plant seeds and propagate cuttings. Get staff or parents to contribute cuttings or plant seeds for this activity. Useful plants are Australian natives, herbs, succulents and shrubs. Local seed suppliers are a great way to get plants.
4. In May, June, and July, make sure your team has a roster for watering and transplanting the growing plants into bigger pots over the year. This is important! You want to sell flourishing, healthy plants!
5. In August, as you get close to Spring, advertise the sales in the school newsletter. You can call your event "AMS Spring Plant Sale: Welcome to Spring – get your garden breathing and blooming again!"
6. You can get flyers organised with the plants you have for sale and the prices. If you are using cuttings, then you are making 100% profit! Take photos of students getting involved in planting to show off their expertise.
7. As you publicise, remember to include a quote from Pope Francis in Laudato Si ("Praised Be") who has proclaimed that we create an "ecological citizenship": "Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs" (n.1)
8. In September, host the sale. You can call your event "AMS Spring Plant Sale" You can get flyers organised with the plants you have for sale and the prices. If you are using cutting then you are making 100% profit! Take photos of students getting involved in planting to show off their expertise.
9. In October, donate the profits to AMS.
10. In November... get ready to do it all again next year!

## Term 1 Plant sale





# Fundraising

## Term 2 A Day in the Life

### Virtual Day in the Life of a student in Timor-Leste

As part of the celebration of 150 years of Marist Education, we are hoping to raise \$150,000 to transform the education of students in Timor-Leste.

Focused around Champagnat Day, 6 June 2022, students and teachers are invited to jump online and take part in AMS's Virtual Day in Life of a student in Timor-Leste.

The aim of this fundraiser is to challenge Australian high school students to immerse themselves in a typical school day in Timor-Leste, all while raising money to provide access to education for vulnerable children in this impoverished country.

We may not be able to travel overseas to visit and learn from students in Timor-Leste, but we are challenging Australian students to transport themselves to Timor virtually. Using the fun and personalised fundraising page, students will be able to raise funds while experiencing a usual school day in Timor-Leste.

### What can we do for this event?

Students and teachers are challenged to complete one or all of these activities:

- Walk to and from school (where possible) as many students in Timor-Leste often live in rural areas and have to walk to access education
- Learn the local language, Tetum. This can be done by using our prepared worksheets created in collaboration with students in Timor-Leste
- Bake a delicious Timorese custard tart or try a traditional chicken curry, following the instructions using our recipe sheet.
- Attend a virtual interactive assembly with students in Timor-Leste, which offers an opportunity to talk with student peers in Timor-Leste, share experiences, and learn.

Students and teachers will be able to create their own personalised fundraising pages and share their challenges with friends and family to ask for vital donations to help improve education in Timor-Leste.

Together, we can reach our target of raising \$150,000 in celebration of 150 years of Marist Education. That's just \$2,678 for each school. But who will be the top of the leaderboard?

Keep an eye on <https://www.australianmaristsolidarity.net.au/> or email [ams@marists.org.au](mailto:ams@marists.org.au) to register your interest in taking part in this exciting new campaign.



# Fundraising

## Term 3 Jersey day and Trivia night



### How do I run this event?

Nominate a day for staff and students to wear a Jersey of their favourite team. All staff and students who participate Donate a Gold coin donation. Collect the coins at the front gate as the students and staff enter the school. This day can be advertised in the weeks leading up to it in Homeroom, posters distributed around the school, school PA announcements and if possible on the schools social media.

***"Donate a gold coin for Jersey Day - show off your support for your favourite team"***

Then donate the profits to AMS.

Example of advertisement:

<https://www.facebook.com/johntherry.rosemeadow/videos/vb.408007109771728/754293598476409/?type=2&theater>



### How do I run this event?

Hosting a Trivia Night is another fundraising idea that can be a great way to bring in funds for Australian Marist Solidarity.

How do I run this event?

You will need to advertise this day at the end of Term 2 to generate as much attention as possible, as this event will be extended to parents, students and staff.

This can be done by posters distributed throughout the school, School wide messages, social media page, learning group, local radio and reminders by school ambassadors.

Things to be organised:

- Tables and chairs
- Space e.g Hall
- Projector
- Trivia host
- Trivia questions with a few rounds, heads and tails challenged, bonus rounds.
- Students volunteers to mark, entertain during the night eg. HSC music+drama performances
- Lucky door prize
- Prizes, these can be sourced from places in your local area eg. dinner vouchers, meat tray, florist, massage vouchers, cinema vouchers, football tickets, football jerseys and bottles of wine.
- Possibility to sell cans and packets of chips on the night.
- Decorations
- Microphones

### Selling tickets:

Tickets can be sold from the finance office for \$10, with 10 people per table.

# Fundraising

## Term 4 Timor-Leste Song and Dance Concert



### Monday 28th Nov Proclamation of Independence Day

Hosting a Timor Leste Dance/Song Concert is another fundraising idea that can be a great way to bring in funds for Australian Marist Solidarity.

#### How do I run this event?

Schools will be provided songs and videos on request from Timor-Leste taken by Br Robert Speare and Br Greg McDonald.

Organise a school concert for the whole school. You will need 5 staff or student groups to volunteer as the song artists and 5 staff or student groups as the dance acts. Maybe we can get the school Principal's involved in these acts!

Each group previews the song or dance and does their best to replicate this on the stage in the concert.

Students are asked to bring in gold coins to attend the concert. They then vote for the best act by putting money in the fundraising buckets. Number these 1-10 for each act as they come around. The group that has the most money in their bucket is the winner. All money collected goes to AMS.

At the end of the concert, show the original Timor Leste song or dance to the school to show how close the participants were to replicating the traditional Timor Leste dancers and singers.



# Fundraising

## How to donate

Make direct deposit donations to:

**Australian Marist Solidarity**

**BSB 062 000 Account No 1628 5262**

Please email the details of your donation to:

**ams.accounts@marists.org.au**

Donate online at:

**australianmaristsolidarity.org.au**

or scan the QR code to donate.



To make a cash, cheque or credit card donation, fill in this form and mail to:

**Australian Marist Solidarity,**

**PO Box 273, Ashgrove West**

**QLD 4060**



Name: \_\_\_\_\_ Address: \_\_\_\_\_

Suburb: \_\_\_\_\_ State: \_\_\_\_\_ Postcode: \_\_\_\_\_ Email: \_\_\_\_\_

Give once: ☐ Give monthly: ☐ Amount: \_\_\_\_\_

Credit card number                 Expiry date   /

Name on card: \_\_\_\_\_ CCV

All donations over \$2 are tax deductible.

**A gift in your will can leave a legacy to transform the education of future generations of young children.**

**Once you have remembered your loved ones, would you please consider leaving a gift in your will?**

☐ **Please send me information about leaving a gift in my will to AMS.**

## Connect with us to find out more.



**australianmaristsolidarity.net.au**



**ams@marists.org.au**



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QLD 4060**



**@MaristSolidarity**



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