

# THE HOWARD LIBRARY

## LESSON 1: AUSTRALIA'S GLOBAL ROLES AND RESPONSIBILITIES – PEACEKEEPING IN TIMOR-LESTE CASE STUDY

*The following lesson is aligned to the Australian Curriculum for Year 10 Civics and Citizenship. It explores Australia's global roles and responsibilities – including peacekeeping and participation in the United Nations – through a case study of Australia's involvement in Timor-Leste in 1999.*

**Materials Required:** Class set of Howard Library's **Pre-Reading Activity: Peacekeeping in Timor-Leste, Peacekeeping in Timor-Leste Case Study and Peacekeeping in Timor-Leste Three Level Guide Activity, Pre-Reading Activity: Answer Sheet** for students to correct their work.

**Lesson Duration:** This lesson is designed to run for approx. 60 – 70 minutes

### LINKS TO THE YEAR 10 CIVICS AND CITIZENSHIP CONTENT DESCRIPTIONS

<b>Knowledge and Understanding</b>	<p>The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</p> <p>The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)</p>
<b>Civics and Citizenship Skills</b>	<p>Account for different interpretations and points of view (ACHCS098)</p> <p>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099)</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101)</p>

## LESSON GOALS

### Students will understand

Australia's role and responsibilities in relation to peacekeeping and the United Nations

How Australia acted on these responsibilities through its involvement in Timor-Leste in 1999

### Students will be able to

Form and express points of view about Australia's roles and responsibilities at a global level

**Lesson Note:** This lesson makes use of a Three Level Guide – a literacy resource designed to help students navigate complex texts. More information about Three Level Guides – including a video of secondary students completing one – can be found [here](#).

## LESSON INSTRUCTIONS

### Warm-up Discussion Questions (5 to 10 mins – whole class)

After introducing students to the goals for the lesson, discuss some or all of the following questions as a whole class:

- 1) Australia is part of the global community. What are some modern problems that require the global community to work together? When the Australian Government works with other nations on global problems, do Australians benefit (and how)? What does it mean to be a good global citizen?
- 2) Show students an image of an armed UN peacekeeper, such as the one used at the start of the ***Peacekeeping in Timor-Leste Case Study***. Peacekeeping is one of the ways the Australian Government has gotten involved in global issues. What do you think 'peacekeeping' is? What might peacekeepers have in common with soldiers? How might their responsibilities differ from soldiers fighting in a war?

### Pre-Reading Activity (10 to 15 mins – Individually or in pairs)

- 1) Provide students with the ***Pre-Reading Activity: Peacekeeping in Timor-Leste***. This is a vocabulary building activity that will introduce students to key terms from the ***Peacekeeping in Timor-Leste Case Study***.
- 2) After students have completed the activity, they can use the ***Pre-Reading Activity: Answer Sheet*** to correct their work.

### Case Study and Three Level Guide (40 mins – small, mixed ability groups)

- 1) Break the class into mixed ability reading groups of 3-4 students. Provide all students with a copy of the ***Peacekeeping in Timor-Leste Case Study*** and the ***Peacekeeping in Timor-Leste Three Level Guide Activity***.
- 2) Familiarise the whole class with the ***Peace-Keeping in Timor-Leste Three Level Guide Activity***. Ensure they understand the difference between the three levels and have previewed all of the questions.
- 3) Students read the ***Peacekeeping in Timor-Leste Case Study*** in their mixed ability groups. Encourage students to mark up the case study as they read. They should star or highlight information relevant to the questions they have previewed.

- 4) Students complete Level 1 and Level 2 questions as a group. They should share and discuss the evidence they have located in the text to support their answers.
- 5) Students complete Level 3 questions individually or in pairs. Stress that for these questions they are to form their own opinions, which will be discussed as a whole class.

**Wrap-up Discussion Questions (5 – 10 mins – whole class)**

- 1) Ask students to share their responses to the Level 3 questions. For each question, invite both TRUE and FALSE responses. Encourage respectful debate.
- 2) After the discussion, reflect on the following: Did anyone in the class raise a point you hadn't considered? Why is it important to listen to different points of view? Where do you think your opinions come from? Are some opinions better than others – and if so – what do you think are the characteristics of a 'good' or 'bad' opinion?