

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
1.1.1	Film: <i>United Nations Peacekeeping</i>	Film, group discussion	10 minutes
1.1.2	Consequences of Violent Conflict	Visualization, brainstorm	15 minutes
1.1.3	UN peacekeeping at strategic level	Independent research and presentation	90 minutes total, 45 minutes in session
1.1.4	Key definitions and concepts	Mix and match, groups	30 minutes
1.1.5	Film: <i>Courage for Peace</i>	Film (7:30 min), group discussion	25-45 minutes
1.1.6	Film: <i>In the Cause of Peace</i>	Film (13 min), group discussion	25-45 minutes
1.1.7	UN peacekeeping at the strategic level	Brainstorm, small groups	25 minutes

Learning Activity

1.1.1

Film: *United Nations Peacekeeping*

METHOD

Film, group discussion

PURPOSE

To introduce the UN and UN peacekeeping

TIME

10 minutes

- Film: 2:17 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- What did you learn from this film?
- What images stay with you?
- What was interesting?

<https://www.youtube.com/watch?v=st12PMiFg4Y>

RESOURCES

- Learning Activity instructions

Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films, on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://www.youtube.com/watch?v=st12PMiFg4Y>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) What did you learn from this film?
 - b) What images stay with you?
 - c) What was interesting?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

1.1.2

Consequences of Violent Conflict

METHOD

Visualization, brainstorm

PURPOSE

To consider the reality of violent conflict in everyday life

TIME

15 minutes

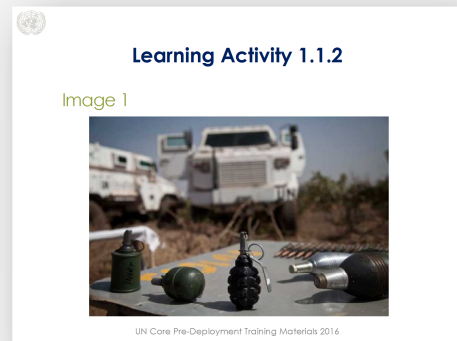
- Visualization: 5-7 minutes
- Brainstorming: 5-7 minutes

INSTRUCTIONS

- Place yourself in your home country, in your own home, with your family
- Imagine how a violent conflict would affect your life

RESOURCES

- Learning Activity instructions
- Photos



Note on Use: Consider using this rapid learning activity just before covering key points on consequences of violent conflict, at the beginning of the lesson. The activity is short and spontaneous. It bridges to presentation of related topics in 1.1.

Preparation

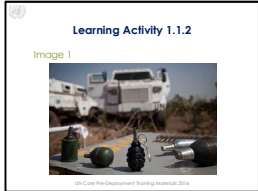
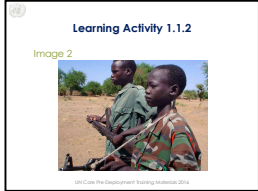
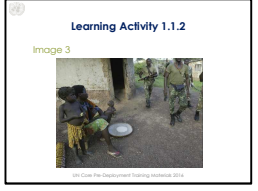
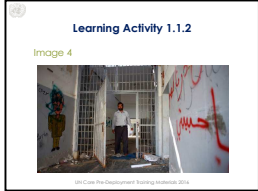
- Consider the available time and choose questions to guide visualization.
- Consider newspaper clippings, news headlines and pictures, which can be used. Collect many examples of these.
- Prepare a flip-chart sheet to record points in the brainstorming.

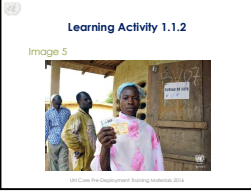
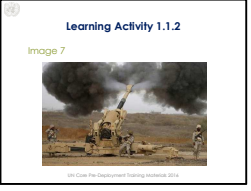
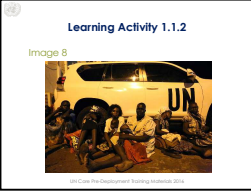
Instructions



1. Ask participants to close their eyes, if suitable for the group.
2. Guide the first part of the exercise, which is visualization. Keep the pace slow, giving participants enough time, especially between questions. Pause between phrases. Monitor the group – if people start to get restless, speed up a little.
 - a) *Place yourself in your home country and in your own home, with your family.*
 - b) *Imagine that a violent conflict breaks out. At first, you think it will be over quickly. You are not involved directly, so you hope it will not affect you. You stay home and keep your family home with you.*
 - c) *The violence spreads through your city, your town, your neighbourhood. Imagine what it leaves behind as it passes. Food is scarce and then disappears. Working is not possible – jobs are gone. Imagine how your community and your family change as they struggle to survive. Imagine how you change, who you become. How do you survive?*
 - d) *The conflict goes on for months. A year passes. Your family has to flee. Where will you go? How?*
3. Invite participants to open their eyes. Go slowly. Do not jump too quickly from visualization to brainstorming. The visualization touches people's emotions, making the effects of violent conflict more real than narrative points.
4. Begin the brainstorming yourself. Transfer to the flip-chart and record the following noted effects of violent conflict: less and then no food; no school attendance; no work; the need to flee, etc. Use the newspaper clippings, news headlines and pictures that you have collected.
5. Ask participants what specific consequences they visualized. Add key words to the record. You may be able to group related points together as people raise them, which can help with a smooth summary. Encourage points until all are noted.
6. Use the results of the brainstorm to move into a summary of consequences of armed violence and begin the related presentation.



1.1.2 Photos: Consequences of Violent Conflict

Available as slides for the learning activity.

Photo Number	Challenge
<p>1.</p>  <p>Learning Activity 1.1.2 Image 1</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>The presence of landmines and other explosives hazards. They kill and injure people. They damage and destroy property.</p> <p>Source of photo: http://www.un.org/en/sections/issues-depth/demining/index.html</p> <p>Description: A display of unexploded ordnance at a demining demonstration organized by the UN Mine Action Service (UNMAS) for the International Day for Mine Awareness and Assistance in Mine Action.</p>
<p>2.</p>  <p>Learning Activity 1.1.2 Image 2</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>Many ex-combatants with no livelihoods and only their former comrades as support networks. The availability of many weapons. This contributes to ongoing violence.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=46954#.WNvLo6OZM0o</p> <p>Description: Child soldiers involved in the conflict in the Central African Republic (CAR).</p>
<p>3.</p>  <p>Learning Activity 1.1.2 Image 3</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>People do not feel safe and secure. They have no confidence or trust in State security. State security actors are not accountable. They do not provide adequate security to the country.</p> <p>Source of photo: https://www.hrw.org/news/2010/10/22/cote-divoire-rampant-criminality-sexual-violence-west</p> <p>Description: Members of a militia patrol a town in the Moyen Cavally region of western Côte d'Ivoire in 2005. Failed efforts to disarm militia and rebel forces have left the west of the country awash in guns, which criminal groups, some including former militia fighters, have used to terrorize and commit abuses against local villagers.</p>
<p>4.</p>  <p>Learning Activity 1.1.2 Image 4</p> <p><small>UN-Care Pre-Deployment Training materials 2014</small></p>	<p>Weak or non-existent police, justice and corrections institutions to uphold the law.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=46151&#.WNvlg6OZM0o</p> <p>Description: A former inmate of the Abu Salim prison in Tripoli, Libya, returned to visit his cell in October 2011.</p>

<p>5.</p>  <p>Learning Activity 1.1.2 Image 5</p>	<p>The decision must be made on who should be in power. Elections have the potential to be unfair. Voters may be intimidated to make a particular choice. The people risk having no voice to say how they should live their lives.</p> <p>Source of photo: https://twitter.com/un_photo/status/769249103662424064</p> <p>Description: Women exercising their right to vote in Côte d'Ivoire.</p>
<p>6.</p>  <p>Learning Activity 1.1.2 Image 6</p>	<p>The State is ineffective. It is unable to provide basic services to the people such as security, healthcare and education. It lacks control in certain areas of the country. People continue to suffer.</p> <p>Source of photo: https://childrenandarmedconflict.un.org/protecting-healthcare-in-conflict/</p> <p>Description: A boy receives medical treatment in a hospital in South Sudan.</p>
<p>7.</p>  <p>Learning Activity 1.1.2 Image 7</p>	<p>Ongoing fighting. Distrust between the parties involved in the fighting.</p> <p>Source of photo: http://www.awdnews.com/political/yemeni-artillery-and-missile-attacks-destroy-several-saudi-military-bases</p> <p>Description: Yemeni artillery and missile attacks destroy several Saudi military bases.</p>
<p>8.</p>  <p>Learning Activity 1.1.2 Image 8</p>	<p>Lack of law and order. The State is unable to defend and protect the people.</p> <p>Source of Photo: http://www.un.org/apps/news/story.asp?NewsID=54426#.WMmvLaOZM_U</p> <p>Description: People seeking shelter from ongoing fighting in Juba between soldiers of the Sudan People's Liberation Army (SPLA) and the SPLA in Opposition in 2016.</p>
<p>9.</p>  <p>Learning Activity 1.1.2 Image 9</p>	<p>No agreement to end violent conflict. Disputes over political power. State structures and institutions are destroyed.</p> <p>Source of photo: http://www.scmp.com/news/asia/south-asia/article/1865347/food-fight-parliament-modi-appeals-unity-after-indian-lawmakers</p> <p>Description: A fight in the legislative assembly in Srinagar.</p>

<p>10.</p> <p>Learning Activity 1.1.2</p> <p>Image 10</p> 	<p>People have no food, water or shelter. The sick and injured have limited access to medical care. Hospitals have been destroyed or are poorly staffed. People flee the violence and desperation for safer areas.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=50306#.WNvOwqOZP_R Description: Syrian Kurdish refugees cross into Turkey from Syria near the northern town of Kobane in 2014.</p>
<p>11.</p> <p>Learning Activity 1.1.2</p> <p>Image 11</p> 	<p>The country's economy is weak. Lack of jobs and destroyed livelihoods. Widespread poverty.</p> <p>Source of photo: http://www.un.org/apps/news/story.asp?NewsID=56333#.WMpICkOZNZo Description: The city of Taiz, Yemen, which in 2017 has been destroyed by two years of fierce fighting.</p>
<p>12.</p> <p>Learning Activity 1.1.2</p> <p>Image 12</p> 	<p>Human rights abuses and violations during and after the conflict. They are committed by armed groups, as well as State actors who have a duty to protect people.</p> <p>Source of photo: https://www.hrw.org/news/2011/12/21/dr-congo-24-killed-election-results-announced Description: A Congolese army soldier stamps on Fabien Mutomb, provincial vice-president of the Union for Democracy and Social Progress (UDPS), as the army and police break-up a peaceful protest in Lubumbashi on December 14, 2011.</p>
<p>13.</p> <p>Learning Activity 1.1.2</p> <p>Image 13</p> 	<p>Women and girls continue to face discrimination. They are more vulnerable to violence, including sexual violence and exploitation. They experience sexual slavery, enforced prostitution, and trafficking.</p> <p>Source of photo: http://www.unmultimedia.org/radio/english/2014/08/syrian-conflict-death-toll-nears-200000/#.WNvNqaOZP_R Description: Syrian refugees.</p>
<p>14.</p> <p>Learning Activity 1.1.2</p> <p>Image 14</p> 	<p>Threats of physical violence to people.</p> <p>Source of photo: https://www.hrw.org/news/2013/04/26/syria-new-air-missile-strikes-kill-civilians Description: A young boy helps collect what is left of his family's belongings from the ruins of their house in Aleppo city. A Syrian government jet dropped four bombs on the street on April 7 2013, killing at least 17 civilians.</p>

<p>15.</p> <p>Learning Activity 1.1.2</p> <p>Image 15</p>  <p><small>UN Case Pre-Deployment Training materials 2014</small></p>	<p>Rape and other forms of sexual violence. They are used as a weapon of war by the parties involved in the conflict. It happens in conflict and post-conflict settings.</p> <p>Source of photo: https://unu.edu/publications/articles/sexual-violence-in-the-democratic-republic-of-the-congo.html</p> <p>Description: Survivors of sexual violence, South Kivu, Democratic Republic of the Congo (DRC).</p>
<p>16.</p> <p>Learning Activity 1.1.2</p> <p>Image 16</p>  <p><small>UN Case Pre-Deployment Training materials 2014</small></p>	<p>Vulnerable children are amongst ordinary people who suffer in violent conflict. They are killed and injured. They are abducted and recruited into armed forces and groups. They are victims of sexual violence.</p> <p>Source of photo: http://www.unmultimedia.org/radio/english/2016/03/un-global-perspective-focus-on/#.WMpHkaOZNZo</p> <p>Description: Syrian children shelter in a doorway amid gunfire and shelling.</p>

Learning Activity

1.1.3

UN Peacekeeping at Strategic Level (Independent research, presentation)

METHOD

Independent research and participant-led presentations

PURPOSE

To engage learners in independent research and presentation of basic information about the main parts of the UN with an active role in peacekeeping

TIME

90 minutes total, 45 minutes in session

- Activity introduction and instructions: 15-20 minutes
- Independent research: 60-180 minutes (may be done over several days)
- Presentations to the group: 90 minutes (two 45-minute sessions), 5 minutes per presentation plus discussion

INSTRUCTIONS

- Research the main responsibilities for peace and security or peacekeeping
- Prepare a **5-minute** summary presentation of key findings

RESOURCES

- Learning Activity instructions

Note on Use: The activity is best after the lesson. It requires independent research and cannot be completed in one session. Introduce the activity one day and have presentations on another day.

Preparation

- Consider how you will assign different items, to individuals or small groups. The learning activity is a good opportunity for individuals to work together on a team assignment. This may be a better individual assignment for small groups.
- Scan the list of ten research topics, in the instructions. Decide which to cover. An alternative is to group people and assign each group several topics to research.

Instructions

1. Introduce the activity for individual or group assignments
2. Give each individual or small group a topic to research from this list
 - a) United Nations (brief history and responsibility for peace and security)
 - b) The UN Member States
 - c) UN Charter
 - d) The General Assembly
 - e) The UN Security Council
 - f) The Secretary-General
 - g) The UN Secretariat
 - h) The Department of Peacekeeping Operations
 - i) The Department of Field Support
 - j) The Department of Political Affairs
3. Give assignment details.
 - a) Research the main responsibilities for peace and security or peacekeeping. (For the UN Charter, focus on history and purpose.)
 - b) Prepare a **5-minute** summary presentation of key findings. Presentations can be verbal, using flip charts, photos, demonstrations, PowerPoint or other software. One person or a team can present. (Caution people that 5 minutes is a short time for a team to present – needs strong organization.)
 - c) If PowerPoint slides are used, make sure to load all presentations at the beginning of the session so each person or team has the full 5 minutes to present.
 - d) Monitor and support as needed during the research and preparation stages. Be available for questions and content checks. Make sure that presentations cover essential points in core content, coaching participants. Prompt them - do not just give them the information.
 - e) Encourage people to practice their presentations because timing will be strict.
 - f) Confirm that each presentation will be five minutes, no longer. Ask participants to hold questions until the end.
 - g) Move the process along. Keep each presentation to 5 minutes.

- h) Invite questions and get the teams who covered the relevant topic to respond, providing back-up as needed.
- i) Debrief the exercise with the whole group. Easy or challenging? Was the information about peace and security responsibilities/ peacekeeping readily available, or did they have to search for it?
- j) Summarize key learning. Include highlights from the research debriefing as well as key messages from the lesson content.

Learning Activity

1.1.4

Key Definitions and Concepts

METHOD

Mix and match

PURPOSE

To review concepts presented in Lesson 1.1 on United Nations Peacekeeping

TIME

30 minutes

- 5 minutes for introduction and instructions
- 10 minutes for work in small groups
- 10 minutes for discussion and questions in large group
- 5 minutes to summarize and close

INSTRUCTIONS

- Match names or concepts with definitions

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

Look over the concepts and definitions, and decide how large you want the text to be. Larger type is easier for participants. Use normal paper for single use, and thicker, more durable paper for repeat use.

- Decide on groups of up to 6 people. Table groups may work well.
- Format sheets, with each concept and each definition on a separate piece of paper. Make copies of key concept words and definitions, with enough sets for the number of groups.
- Depending on the work space available and the size of the work sheets, consider the option of each group mixing-and-matching using wall space, instead of at tables. The output of matched names and definitions can stay up as a visual to reinforce foundation learning.

Instructions

1. Introduce the activity, and divide participants into groups.
2. Explain the method, that each group will match names or concepts with definitions, in 10-15 minutes.
3. Hand out sets of concept words and definitions, one to each group.
4. Circulate, and keep an eye on the process. Help where needed.
5. Let people know when half the time is gone. Monitor when groups finish.
6. Allow time for questions or comments.

1.1.4 Learning Activity Material: Key Definitions and Concepts

<p>The United Nations</p>	<p>...a unique international organization founded after the Second World War. Its purpose is to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights.</p>
<p>UN Member States</p>	<p>...193 sovereign states who come together to discuss common problems and vote on major issues. They are bound by the UN Charter.</p>
<p>The UN Charter</p>	<p>...an international treaty that spells out the rights and duties of UN members, as part of the world community. Specific parts of the UN Charter are important to peacekeeping mandates.</p>
<p>UN Security Council</p>	<p>...the UN body with primary responsibility for maintaining peace and security. It may investigate and recommend peaceful measures to resolve disputes. The Security Council may take more coercive measures when it determines a threat to international peace and security exists.</p>

<p>Secretary-General</p>	<p>...is the Chief Administrative Officer of the UN. He/she is appointed by the General Assembly as recommended by the Security Council. It is a 5 year, renewable term.</p>
<p>Department of Peacekeeping Operations</p>	<p>...is led by the Under-Secretary-General of DPKO. DPKO is responsible for the executive direction and administration of all peacekeeping operations.</p>
<p>Department of Field Support</p>	<p>...is responsible for delivering dedicated support to UN field operations, including peacekeeping operations and special political missions.</p> <p>Support includes: personnel, finance, procurement, logistical, communications, information technology, other administration and general management</p>
<p>Department of Political Affairs</p>	<p>...provides substantive direction to many special political missions. Is a partner to peacekeeping missions, including on political analysis and electoral assistance.</p>

Learning Activity

1.1.5

Film: *Courage for Peace*

METHOD

Short film, guided discussion

PURPOSE

To use a brief film on peacekeeping to introduce or review key messages and insights into peacekeeping relevant to all peacekeepers

TIME

Short option: 25 minutes

- Film: 7:40 minutes
- Discussion: 15 minutes

Longer option: 25-45 minutes

- Film: 7:40 minutes
- Discussion: 35 minutes

INSTRUCTIONS

- What was interesting?
- What impressed you?
- What did you learn from the film?

<https://www.youtube.com/watch?v=ugk4Kob6UjM>

RESOURCES

- Learning Activity instructions

Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://www.youtube.com/watch?v=ugk4Kob6UjM>
- Access the film and watch it. Decide what questions you want to ask and the total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check the room seating, sightlines and sound.

Instructions

1. Introduce the film. Note that although it was made during the time of a previous DPKO USG, the points remain directly relevant to UN peacekeeping.
2. Show the film.
3. For the **short option**, pose general questions:
 - a) What was interesting?
 - b) What impressed you?
 - c) What did you learn from the film?
4. For the **longer option**, choose some general and some content-specific questions to guide discussion. Content-specific questions:
 - a) Mr. Guéhenno, the former USG for Peacekeeping Operations and the film's narrator, speaks about three "fronts" involved in peacekeeping. What are the three fronts?
Answer: The Military and Police (Law and Order), the political front and reconstruction and development
 - b) What three important characteristics of a peacekeeper did Mr. Guéhenno mention?
Answer: Courage, Humility (you are a guest in another country) and Persistence (peacekeeping is not a quick win)
 - c) What two major regional peacekeeping partners are mentioned in the film as working with UN peacekeeping?
Answer: The African Union (AU) and the North Atlantic Treaty Organization (NATO)
 - d) Who funds peacekeeping efforts once the Security Council has authorized a mission?
Answer: The Members States
 - e) What countries contribute troops to peacekeeping? Support responses with examples from the film, your experience, and the UN website (below).
Answer: Instructors can find the up to date list of troop and police contributing countries at:
<http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml>

Learning Activity

1.1.6

Film: *In the Cause of Peace: Honouring 60 Years of UN Peacekeeping*

METHOD

Short film, guided discussion

PURPOSE

To use a brief film on peacekeeping to introduce or review key messages and insights into peacekeeping relevant to all peacekeepers

TIME

Short option: 25 minutes

- Film: 13:31 minutes
- Discussion: 10 minutes

Long option: 25-45 minutes

- Film: 13:31 minutes
- Discussion: 30 minutes

INSTRUCTIONS

- What was interesting?
- What impressed you?
- What did you learn from the film?

<http://www.youtube.com/watch?v=rqYURh78-4>

RESOURCES

- Learning Activity instructions

Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films, on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <http://www.youtube.com/watch?v=rqYuRh78-4>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) What did you learn from this film?
 - b) What surprised you?
 - c) What images stay with you?
 - d) Did the film raise any questions for you?
4. Ask specific questions about the film based on preparation. Examples of specific questions:
 - a) Did the founders of the UN expect peacekeeping to be a key function?
Answer: No. Peacekeeping evolved as a response to conflict, a way to give the parties to conflict some “breathing room”. The UN Charter does not refer specifically to peacekeeping.
 - b) How did the end of the Cold War affect UN peacekeeping?
Answer: The end of the Cold War saw a stronger role for UN peacekeeping. A surge in UN peacekeeping operations included greater involvement in internal conflicts, not just conflicts between states. In the cases of Kosovo, Cambodia and Timor Leste, the UN took on the role of a transitional authority.
 - c) What is the first hybrid peacekeeping operation established by the UN and the African Union, mentioned in the film?
Answer: The African Union/United Nations Hybrid Operation in Darfur (UNAMID)
 - d) What does UN peacekeeping cost compared to military spending in the world?
Answer: Less than half of 1% of the world's military spending is spent on UN peacekeeping.

Learning Activity

1.1.7

UN Peacekeeping at Strategic Level

METHOD

Brainstorming in small groups, sharing in plenary for a comprehensive picture

PURPOSE

To find out what learners know about UN peacekeeping, individual and group

TIME

25 minutes

INSTRUCTIONS

- Brainstorm what you know about the assigned topic

RESOURCES

- Learning Activity instructions

Preparation

- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Choose specific topics to assign to each small group – one per group. Prepare to cover any topics not assigned.

Make sure each group has a flip-chart stand or sheet with flip-chart pens, and an area of wall which is blank to post the results. Prepare flip-chart sheets (see “hurricane thinking”, in the Instructions.)

Instructions

1. Introduce the exercise.
 - a) Each small group will brainstorm what they know about the assigned topic, note points on the flip-chart sheet and report to the whole group. One version of brainstorming and recording is “hurricane thinking”. You may want to demonstrate it. Put the name or acronym of a topic in the centre, inside a circle. Draw lines out from it. A group member notes a point at the end of each line. Time is limited to 5-7 minutes: people have to work quickly.
 - b) Remind them to decide who will note points and present, before they start brainstorming.
 - c) Review basics of brainstorming:
 - Go as fast as you can
 - Note all points raised
 - Record key words only to keep up with the hurricane
 - Get all ideas noted, without judging points or grouping them yet
 - After 5 minutes of brainstorming, groups will have 2 minutes to review points, note disagreements if people have different ideas. Plan to include everything in the report-back
 - No rapid on-line research – the purpose is to draw out what people already know and reinforce it, not start searching in other sources
 - d) Alert participants to the timing – start, 5 minute announcement half-way through so groups can close the brainstorming part and discuss for two minutes before presentations start.
2. Give each group a topic to research, from this list.
 - a) UN (brief history and responsibility for peace and security)
 - b) The UN Member States
 - c) UN Charter
 - d) The General Assembly
 - e) The UN Security Council
 - f) The Secretary-General
 - g) The UN Secretariat
 - h) The Department of Peacekeeping Operations
 - i) The Department of Field Support
 - j) The Department of Political Affairs
3. Time the exercise: 5 minutes, and then 2 minutes. Monitor, circulate and support the groups where needed. Ask groups to post results on the walls or a stand, for a smooth series of short presentations.

4. Invite presentations in a logical order. After each group presents, ask if other participants have points to add.
5. When all groups have presented, summarize highlights of each profile and add points to fill gaps, respond to questions.
6. When you present on this lesson, refer to brain-stormed points.

Variation

Instead of instructing “no rapid on-line research” as part of the brainstorming, encourage participants to use online research. This may require more time. If participants have access to the internet, instructors may encourage participants to search for information. Such brief online research is helpful in facilitating group learning.