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
1.2.1	Experiences of Conflict	Visuals, brainstorm	10 minutes
1.2.2	UN Responses to Conflict	Case study, discussion	10 minutes
1.2.3	Traditional vs. Multidimensional Peacekeeping	Scenarios, questions, small and large groups	5-60 minutes
1.2.4	Peace and security activities and types of missions	Brainstorm, with stations (movement)	25-30 minutes
1.2.5	Concepts and definitions	Mix and match	30 minutes

Learning Activity   1.2.1

Experiences of Conflict

METHOD

Visuals, brainstorm

PURPOSE

To consider how conflict can be prevented, managed and resolved

TIME

10 minutes

- Brainstorming: 3 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- Give examples of conflict in everyday life
- How do we stop conflict from getting out of control?
- Compare with conflict between and within States

RESOURCES

- Learning Activity instructions
- Photos

Preparation
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Consider which pictures can be used. Collect many examples of these.
- Decide on the order of the images / photos. Decide whether the images will be projected or handed out on sheets of paper. This activity is better delivered to the group as a whole – consider distributing printed copies amongst smaller groups.

Instructions
1. Introduce the activity. The purpose of the exercise is to start the coverage of how to prevent, resolve or manage conflict with what the group already knows.
2. Ask participants to brainstorm answers to the following questions:
   a) What are examples of conflict that exist in everyday life?
   b) How do we stop conflict from getting out of control?
   c) How does this compare with conflict between and within States?
3. Project the images to prompt responses.
4. Begin the brainstorming yourself. Transfer to the flip-chart and record the following examples of conflict that exist in everyday life: ordinary arguments, at home, work, between children, bullying, divorce, car accidents.
5. Ask participants to reflect on these examples of conflict in everyday life. Highlight the different causes of conflict, and the different ways to respond. Ask specific questions:
   a) What are the causes of conflict? (offence, violation, misunderstanding, mistrust)
   b) Can we prevent conflict?
   c) When there is conflict, does everyone see it the same way?
   d) Can we control conflict, or prevent conflict from getting out of control?
   e) How do we resolve such conflicts?
   f) What happens when conflict gets out of hand? (third-party intervention).
   g) What happens when the conflict gets physically violent? (buffer/interposition)
6. Ask participants to not only reflect on conflicts between individuals, but also examples of conflicts within a particular country, and international conflicts. Draw comparisons with violent conflict between different countries or within a country. Ask specific questions on how these conflicts are prevented, managed and resolved:
   a) What kinds of conflicts take place within a country and between countries?
   b) What rules exist to help with these conflicts? (constitution, domestic/national law, international law, UN Charter)
   c) What institutions exist to help with these conflicts? (courts, judges, police, diplomats, mediators, peacekeepers, regional/international organizations)
7. Use the results of the brainstorming to introduce the Lesson 1.2 on Peace and Security Activities. Key messages:
   a) The UN, and specifically its Security Council, exists to prevent, resolve and manage violent conflicts within and between States.

b) Different peace and security activities represent the different ways the Security Council can respond before, during and after violent conflicts.

c) The UN Charter and International Law helps to regulate the relationships between States.

1.2.1 Photos: Experiences of Conflict

Available as slides for the learning activity.
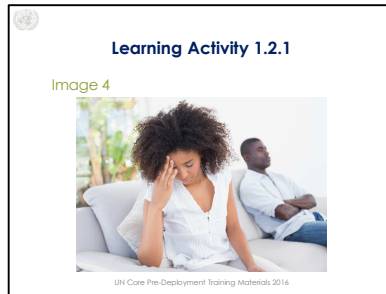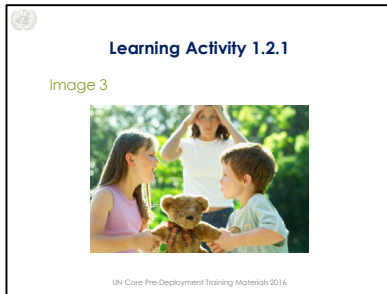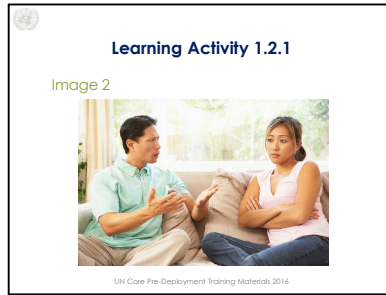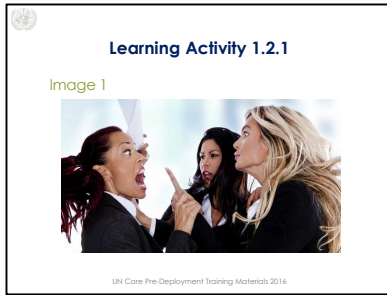
Learning Activity   1.2.2

UN Responses to Conflict

METHOD

Case study, discussion

PURPOSE

To deepen understanding of peace and security activities of the UN Security Council

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the scenario of an evolving conflict
- How can the international community or UN intervene?

RESOURCES

- Learning Activity instructions
- Case study
- Notes on case study

Preparation
- Pick a case study where the international community, particularly the UN, had different responses. Carry out research on the different interventions, including the various peace and security activities authorized by the UN Security Council. For this exercise, there is a pre-selected example.
- Prepare handouts with key points on the case study you have chosen. These will be distributed amongst participants for the exercise. The real details of the case study should be hidden so that the exercise can end with a summary of the real facts. This has already been created for the pre-selected example.
- Consider whether to also prepare notes on the real facts of the case study for distribution.
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.

Instructions
1. Introduce the activity. Participants will explore a real-life case of a violent conflict. The purpose is to identify the different responses taken by the international community to prevent, manage and resolve violent conflict.
2. Ask participants to read the case study. As a group, participants must answer the question: How can the international community or UN intervene?
3. Ask participants what specific interventions they would take as the international community or the UN. Use a flipchart to collect key points. 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.
4. Highlight the following:
   a) Different situations that arise during a conflict – how a conflict evolves
   b) Importance of a third-party intervention to help with conflicts
   c) Different solutions and actors that are needed to respond to a violent conflict
   d) Interventions which can happen before, during and after a violent conflict has taken place
5. End the exercise with a brief on the real facts of the case. Allow participants to reflect on the decisions and interventions of the UN. Ask participants the following question: Would your decisions on the different interventions change?
6. Highlight key words that describe peace and security activities authorized by the Security Council (conflict prevention, peacemaking, peace enforcement, peacekeeping, peacebuilding). These words will be defined in the lessons. Also, use the case study to show linkages and overlaps between peace and security activities during the lesson.

1.2.2 Case Study: UN Responses to Conflict

There is a violent conflict in Country X. The following situations take place:

- A rebel group launches a war against the government of Country X in order to overthrow it.

- The army of Country X itself overthrows the government.

- Parliamentary and presidential elections are held, and the army releases power to the newly elected President. However, the rebel group does not recognize the results, and continues to fight.

- There is a military coup d'état. The rebel group and army form a ruling junta. The President goes into exile.

- The rebel group uses money from "blood" or "conflict" diamonds to buy weapons, which fuels the conflict.

Consider each situation. How can the international community or the UN intervene?

1.2.2 Notes on Case Study: UN Responses to Conflict

Country: Sierra Leone
Beginning of conflict: March 1991
Parties to the conflict: Revolutionary United Front (RUF) vs. Government of Sierra Leone

Situation	Intervention
March 1991: Fighters of the Revolutionary United Front (RUF) launched a war from the east of the country near the border with Liberia to overthrow the government.	The Economic Community of West African States Monitoring Group (ECOMOG) and Sierra Leone's army tried at first to defend the government.
1992: The Sierra Leone army itself overthrew the government. Despite the change of power, the RUF continued its attacks.	February 1995: The United Nations Secretary-General appoints a Special Envoy, Mr. Berhanu Dinka (Ethiopia). He works in collaboration with the Organization of African Unity (OAU) and ECOWAS to try to negotiate a settlement to the conflict and return the country to civilian rule.
February 1996: Parliamentary and presidential elections were held. The Sierra Leone army released power to the winner, Alhaji Dr. Ahmed Tejan Kabbah. RUF did not participate in the elections and would not recognise the results. Conflict continued.	November 1996: Special Envoy Dinka assisted in negotiating a peace agreement between the Government and RUF known as the Abidjan Accord.
May 1997: The agreement was derailed by another military coup d'état. This time the army joined forces with RUF to form a ruling junta. President Kabbah and his government went into exile in neighbouring Guinea.	1997: A new Special Envoy, Mr. Francis G. Okelo (Uganda) and other representatives of the international community tried to persuade the junta to step down.
1997: The international community failed to persuade the junta to step down. During the war, rebels had used money from "blood" or "conflict" diamonds to buy weapons which had fueled the conflict.	October 1997: The Security Council imposed an oil and arms embargo and authorized ECOWAS to ensure its implementation using ECOMOG troops. ECOWAS and a delegation representing the chairman of the junta held talks at Conakry and signed a peace plan calling for a ceasefire to be monitored by ECOMOG. If approved by the UN Security Council, ECOMOG is to be assisted by UN military observers.

November 1997: President indicated his acceptance of the agreement, and the Government's willingness to cooperate with ECOWAS, ECOMOG, the United Nations and UNHCR. Although the junta publicly committed itself to implementing the agreement, it criticized key provisions and raised a number of issues. The agreement was never implemented.	February 1998: ECOMOG, responding to an attack by rebel/army junta forces, launched a military attack that led to the collapse of the junta and its expulsion from Freetown.
March 1998: President Kabbah was returned to office.	March 1998: The Security Council terminated the oil and arms embargo and strengthened the office of the Special Envoy to include UN military liaison officers and security advisory personnel. June 1998: The Security Council established the United Nations Observer Mission in Sierra Leone (UNOMSIL) for an initial period of six months. The Secretary-General named Special Envoy Okelo as his Special Representative and Chief of Mission. The mission monitored and advised efforts to disarm combatants and restructure the nation's security forces. Unarmed UNOMSIL teams, under the protection of ECOMOG, documented reports of on-going atrocities and human rights abuses committed against civilians.
1998: Fighting continued with the rebel alliance gaining control of more than half the country. December 1998: The rebel alliance began an offensive to retake Freetown and in January overran most of the city.	December 1998: ECOMOG troops retook the capital and restored the civilian government.
December 1998: Thousands of rebels were still reportedly hiding out in the surrounding countryside.	1999: In the aftermath of the rebel attack, Special Representative Okelo, in consultation with West African states, initiated a series of diplomatic efforts aimed at opening up dialogue with the rebels. May 1999: Negotiations between the Government and the rebels began.

	July 1999: All parties to the conflict signed an agreement in Lome to end hostilities and form a government of national unity. The parties to the conflict also requested an expanded role for UNOMSIL.
	August 1999: The UN Security Council authorized an increase in the number of military observers to 210.
	October 1999: The Security Council authorized the establishment of the UN Mission in Sierra Leone (UNAMSIL), a new and much larger mission to assist the Government and the parties in carrying out provisions of the Lome peace agreement. To start, UNAMSIL was authorized with a maximum of 6,000 military personnel, including 260 military observers. At the same time, the Council decided to terminate UNOMSIL.
	1999-December 2005: UNAMSIL disarmed tens of thousands of ex-fighters, assisted in holding national elections, helped to rebuild the country's police force, and contributed towards rehabilitating the infrastructure and bringing government services to local communities. The United Nations also helped the Government stop illicit trading in diamonds and regulate the industry.
Sierra Leone still faced many challenges: the country remained fragile, needed to take concrete steps to address the root causes of the conflict, and cultivate a culture of human rights.	December 2005: The Security Council established a new mission—the UN Integrated Office for Sierra Leone (UNIOSIL) to help consolidate peace in the country, on the foundation laid by UNAMSIL. The focus shifts from peacekeeping to peacebuilding.
	August 2008-March 2014: The Security Council established the UN Integrated Peacebuilding Office in Sierra Leone (UNIPSIL). It replaced UNIOSIL.

Peace Enforcement:

- The Economic Community of West African States Monitoring Group (ECOMOG)
- October 1997: The Security Council imposed an oil and arms embargo and authorized ECOWAS to ensure its implementation using ECOMOG troops

Peacemaking:

- February 1995: The United Nations Secretary-General appoints a Special Envoy, Mr. Berhanu Dinka (Ethiopia) to try to negotiate a settlement to the conflict, in collaboration with the Organization of African Unity (OAU) and ECOWAS
- September 1997: A new Special Envoy, Mr. Francis G. Okelo (Uganda)

Peacekeeping:

- July 1998-October 1999: The Security Council established the United Nations Observer Mission in Sierra Leone (UNOMSIL) – traditional peacekeeping
- October 1999-December 2005: The United Nations Mission in Sierra Leone (UNAMSIL) – multidimensional peacekeeping

Peacebuilding:

- December 2005-August 2008: The United Nations Integrated Office for Sierra Leone (UNIOSIL)
- August 2008-March 2014: The Security Council established the United Nations Integrated Peacebuilding Office in Sierra Leone (UNIPSIL)

Learning Activity   1.2.3

Traditional vs. Multidimensional Peacekeeping

METHOD

Scenarios, questions

PURPOSE

To deepen understanding of traditional and multidimensional peacekeeping

TIME

Short option: 5 minutes

- Discussion: 3 minutes
- Wrap-up: 2 minutes

Longer option: 60 minutes
- Pre-reading time: 15 minutes
- Activity introduction: 10 minutes
- Discussion in pairs or small groups: 15 minutes
- Discussion in large group: 20 minutes

INSTRUCTIONS

- Consider different cases of UN peacekeeping
- What type is it?

RESOURCES

- Learning Activity instructions
- Case studies

Preparation
- Choose missions to use for the exercise, or use the pre-selected missions for this learning activity. If you decide to choose your own missions, make sure there are examples for two types of missions: traditional, multi-dimensional. If participants know their mission of deployment, include it in this activity.
- Choose the mandates of the selected missions, either the original or current mandates. For the pre-selected missions, choose the original mandates. Download mission mandates from: http://www.un.org/en/sc/documents/resolutions/
- You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: http://www.un.org/en/peacekeeping/operations/current.shtml; http://www.un.org/en/peacekeeping/operations/past.shtml
- For each mission, use the mission mandate to identify the characteristics which make it either traditional or multidimensional peacekeeping. If you decide to use the pre-selected missions for this learning activity, there are case studies available with this information.
- Decide the number of groups. Assign mission mandates for each group. Assign people to small groups, or to work with a partner. People going to the same mission work together.
- Make enough copies of mission mandates for the groups. If you are using the pre-selected missions for this learning activity, also make copies of the case studies. Make sure there are enough copies for people to compare. Be prepared with copies of different mission mandates to give to groups that may complete the task quickly.
- Distribute copies of all mandates. You may decide to hand out the mission mandates as a reading assignment before the lesson, if possible. This saves time in the session and gives learners more time to absorb the mandates. Otherwise, preserve 15 minutes reading time as part of the session.

Pre-selected traditional missions:
- United Nations Military Observer Group in India and Pakistan (UNMOGIP)
- United Nations Truce Supervision Organization (UNTSO)

Other examples of traditional missions:
- United Nations Mission for the Referendum in Western Sahara (MINURSO)
- United Nations Peacekeeping Force in Cyprus (UNFICYP).
- United Nations Disengagement Observer Force (UNDOF) on the Golan Heights, Syria.
- United Nations Supervision Mission in Syria (UNSMIS)

Pre-selected multi-dimensional peacekeeping missions:
- United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA)
- United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA)

Other examples of multi-dimensional peacekeeping missions:
- United Nations Mission in Liberia (UNMIL)
- United Nations Stabilization Mission in Haiti (MINUSTAH)
- Hybrid United Nations-African Union Peacekeeping Mission in Darfur (UNAMID)
- United Nations Operation in Cote d'Ivoire (UNOCI)
- United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO)
- United Nations Mission in the Republic of South Sudan (UNMISS)

Instructions
1. Introduce the activity. Go over the activity and times. Confirm that all have read the mandates provided.
2. Ask participants to move into pairs or work groups. Ask participants to talk with their partner or in their small groups. Each group is to report back on their decision and reasons.
3. For the **short option,** distribute the case studies. Ask participants general questions:
   a) Are these different types of UN peacekeeping
   b) What type of UN peacekeeping does each mandate represent?
4. For the **longer option,** distribute the case studies. Ask some general and some content-specific questions to guide discussion. Participants must give specific reasons for their decisions. Questions to ask:
   a) Is the mandate for a traditional mission, or a multi-dimensional mission?
   b) What are the tasks that make the mission traditional or multidimensional?
   c) How does the type of personnel deployed show that the mission is traditional or multidimensional?
5. OPTION: Ask participants to read another mandate, discuss to decide the type of mission and give reasons. (Have copies ready to be distributed. Monitor groups so if one finishes early, you can give them another mandate.)
6. After 15 minutes of discussion time, ask groups to report back.
7. Ask participants to point out specific wording that helped them decide on the type of mission. If group members disagree on the type of mission, ask them to explain reasons to the large group.
8. End the exercise with a brief on the real facts of the case. Confirm the type of mission with the whole group.
9. Summarize, highlighting specific wording in the mandate and characteristics of the peacekeeping mission (for example, tasks and personnel) which determine the type of mission.

Answers

Case study 1:
- Traditional
- UNMOGIP
- Original mandate: April 1948, Security Council resolution 47 (1948)

Case study 2:
- Multidimensional
- MINUSMA
- Original mandate: April 2013, Security Council resolution 2100 (2013)

Case study 3:
- Multidimensional
- MINUSCA
- Original mandate: April 2014, Security Council resolution 2149 (2014)

Case study 4:
- Traditional
- UNTSO
- Original mandate: May 1948, Security Council resolution 50 (1948)

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 1

Conflict Situation	Security Council Mandate
There was a dispute between Country A and Country B over Territory Z. Territory Z was free to join either Country A or Country B. Fighting broke out between Country A and Country B over the matter. Both countries sent armed forces to fight in Territory Z. Eventually a peace agreement was reached between Country A and Country B to stop the fighting. The peace agreement established a ceasefire line in Territory Z.	The Security Council requested Country A and Country B to withdraw their armed forces from Territory Z (demilitarization). A UN peacekeeping mission was set up to help stop the fighting. The Secretary-General appointed a Military Adviser, assisted with a group of unarmed UN military observers. The ceasefire line was to be supervised by the UN military observers. The tasks of the UN military observers were to observe, report and investigate complaints of ceasefire violations. They were to submit findings to Country A, Country B, and to the Secretary-General. The UN military observers were to accompany the local authorities in their investigations, gather as much information as possible, and report as completely, accurately and impartially as possible.

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 2

Conflict Situation	Security Council Mandate
A war broke out in Country G between the Government and rebel groups over the rule of the north. After defeat by the rebel groups, some soldiers from the army of Country G become frustrated and rebel themselves. The army of Country G itself overthrows the Government. A military junta takes power. The military coup helps the rebel groups to seize power in the north. They declare the territory in the north to be an independent State. The rebel groups start to fight amongst themselves over power. A peace agreement is reached with the military junta. The peace agreement provides for the establishment of a transitional Government. The transitional Government is expected to restore State control over all territory, and organize free and fair elections. A new Government is formed. However, there is still insecurity in Country G. The rebel groups who seized power in the north advanced southwards in Country G. The rebel groups are strengthened by terrorist organizations outside of Country G. The rebel groups and army of Country G continued to fight over control of territory.	The Security Council requested all parties involved in the conflict to stop fighting. The Security Council called for the support of national and international actors in implementing the transitional road map. A UN peacekeeping mission was set up to support the transitional Government in the stabilization of Country G, and implementation of the transitional roadmap. The mission would support the political process and carry out a number of security-related stabilization tasks. Tasks included protecting civilians, human rights monitoring, creating safe conditions for humanitarian assistance and the return of displaced persons, the extension of State authority, and the preparation of free, inclusive and peaceful elections. The mission would also have a robust mandate to use all necessary means to carry out these tasks. The mission would be made up of 11, 200 military personnel (including reserve battalions), 1, 440 police personnel, and qualified civilian personnel to carry out the tasks in the mandate.

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 3

Conflict Situation	Security Council Mandate
Violent conflict broke out in Country H between the Government and a rebel group. The conflict quickly grew to include fighting between different communities. A peace agreement was reached between the Government and the rebel group. The peace agreement established a ceasefire. However, the rebel group seized the capital, and forced the President to flee. Eventually a transitional Government was set up to restore peace. However, tensions continued to exist between the communities that had been fighting. Clashes continued to erupt between these communities.	The Security Council requested all parties involved in the conflict to stop fighting. The Security Council called for international support to the transitional Government, and in implementing the peace agreement. A UN peacekeeping mission was set up to help with the peaceful resolution of the conflict, protecting civilians, and providing humanitarian assistance. Tasks included the protection of civilians, supporting the transitional Government, helping with the safe delivery of humanitarian assistance, promoting and protecting human rights, supporting national and international justice and the rule of law, and the Disarmament, Demobilization, Reintegration (DDR) and Repatriation (DDRR) of ex-combatants. The mission would also have a robust mandate to use all necessary means to carry out these tasks. The mission would be made up of 10, 000 military personnel (including 240 military observers and 200 staff officers), 1, 800 police personnel (including 1, 400 formed police units and 400 individual police officers), 20 corrections officers, and qualified civilian personnel to carry out the tasks in the mandate.

1.2.3 Case studies: Traditional vs. Multidimensional Peacekeeping

Case Study 4

Conflict Situation	Security Council Mandate
There was a dispute between the different groups of people living in Territory Y – Group 1 and Group 2. To solve the dispute, there was a plan to divide Territory Y so that both Group 1 and Group 2 can create their own country. The plan was not followed. Fighting continued between Group 1 and Group 2. Neighbouring countries joined in the conflict. These countries sent armed forces to Territory Y. To stop the fighting, peace agreements establishing ceasefires were signed by the different parties involved. However, many wars continued to take place over the years in the region over this matter.	The Security Council requested all parties involved in the conflict to stop fighting. A temporary border was fixed between Group 1 and Group 2 within Territory Y – and between Territory Y and the neighbouring countries. A UN peacekeeping mission was set up in the region. UN military observers would help the UN Mediator supervise the "truce" between the parties involved in the conflict. The UN military observers were to monitor the ceasefires, supervise the peace agreements, and prevent incidents from turning into major conflicts. .

Learning Activity   1.2.4

Peace and security activities and types of missions

METHOD

Brainstorming, with stations

PURPOSE

To reinforce individual and group learning on peace and security activities and types of missions

TIME

25 – 30 minutes

INSTRUCTIONS

- Each team moves from station to station
- Brainstorm key points for each type of peace and security activity, and each type of mission

RESOURCES

- Learning Activity instructions

Preparation
- Decide on the small groups.
- Prepare large flip chart sheets. Prepare a sheet for each type of peace and security activity and each type of mission. Write one name on each sheet.
  - **Peace and security activities:** conflict prevention, peacemaking, peace enforcement, peacekeeping, peace-building
  - **Types of missions:** traditional, multi-dimensional, transitional authority
- Prepare "stations" by posting the flip chart sheets around the room, with enough space between them for groups to work on them at the same time. Post them at writing height (not too high). Make sure flip chart pens are at each station.
- Keep peace and security activities together in one section of the room, types of missions together in another section of the room.

Instructions
1. Introduce and explain the activity.
   a) Each team moves from station to station. Time spent at each station is about 3 minutes.
   b) The task is to a) brainstorm 1-2 points about the named activity and type of mission, and b) write these on the flip-charts.
   c) Teams are to add to points already noted, not repeat them. Teams need to move quickly between stations.
2. Set small groups or teams for the activity.
3. Ask teams to move to stations, and begin. Keep the groups moving. Watch the process. Help when groups get stuck. This may happen near the end of the exercise, when basic points have been noted.
4. To close, move with the whole group between stations. Review the points on each flip chart and confirm them, adding any important missed ones. Invite questions and respond.
5. Summarize the five main types of peace and security activities and the three types of missions.

Variation
Assign one activity or type of mission to each group. The total number of groups will be 8. Allow 10 minutes for groups to brainstorm. Get all groups to report back. (Use of stations is recommended because participants have to think about all types, not just one.)

Learning Activity   1.2.5

Concepts and definitions – mix and match

METHOD

Mix and match – match key words to

PURPOSE

To review concepts presented in Lesson 1.2

TIME

30 minutes
- Introduction and instructions: 5 minutes
- Work in small groups: 10 minutes
- Discussion and questions in large group: 10 minutes
- Summarize and close: 5 minutes

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. Use normal paper for single use, and thicker, more durable paper for repeat use.
- Decide on groups, not more than 6 people in each. 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 explain the groups, or 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. Watch for when groups finish.
5. Let people know when half the time is gone.
6. Allow time for questions or comments when the activity is completed.

1.2.5 Learning Activity Material: Concepts and definitions – mix and match

Conflict Prevention	…involves the use of diplomatic measures or other tools to prevent inter/intra state tensions (tensions between or within states) from turning into violent conflict.
Peacemaking	**…** involves measures to deal with existing conflicts. It usually involves diplomatic action to bring hostile parties to a negotiated agreement.
Peace Enforcement	… involves use of coercive measures, such as sanctions or blockades. Military force may be authorized, only as a last resort. The Security Council authorizes **all** use of coercive measures.
Peacekeeping	… a technique designed to preserve the peace, where fighting has ended, and to assist in implementing agreements achieved by the peacemakers. …deployed in situations where the main parties to a conflict have shown their commitment to a cease-fire or a peace process.

Peace-building	…involves a range of measures aimed at reducing the risk of lapsing or relapsing into conflict. The national capacity to manage conflict and build a foundation for sustainable peace and development are strengthened at all levels. … a complex, long-term process of creating the necessary conditions for lasting peace.
Traditional Peacekeeping	…deployed as an interim (temporary) measure to help manage a conflict. It also creates safer conditions for other actors to work on peacemaking activities. … do not normally play a direct role in political efforts to resolve the conflict.

Multi-dimensional Peacekeeping	… typically deployed in the dangerous aftermath of a violent internal conflict, meaning once there is a peace agreement, even a fragile one in place. Goals are two-fold: a) to create a secure and stable environment, while at the same time b) to work with national authorities and partners to implement a peace agreement.
Transitional authority	A Transitional Authority mission is a special multi-dimensional peacekeeping operation. In rare circumstances, the mission temporarily assumes the legislative and administrative functions of the State.