

## 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
1.3.1	Film: <i>UN Peacekeeping Is</i>	Film, group discussion	10 minutes
1.3.2	Defining the Basic Principles	Brainstorm, small groups	10 minutes
1.3.3	Importance of Other Success Factors	Case study, questions	5 minutes
1.3.4	Basic Principles and Success Factors (1)	True/False statements	25-30 minutes
1.3.5	Basic Principles and Success Factors (2)	Facilitated by large group discussion, prompted by key questions	25-30 minutes
1.3.6	Concepts and Definitions	Mix and match – match key words to definitions	30 minutes

## Learning Activity

1.3.1

Film: *UN Peacekeeping Is*

### METHOD

Film, group discussion

### PURPOSE

To highlight the difference between peacekeeping and war

### TIME

10 minutes

- Film: 2:18 minutes
- Discussion: 5-7 minutes

### INSTRUCTIONS

- What is the difference between peacekeeping and war-fighting?

<https://www.youtube.com/watch?v=jAXVbtdBu10>

### RESOURCES

- Learning Activity instructions

*Note on Use: Films are excellent visual supports. The content of this film applies to several lessons, particularly in Module 1. 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 peacekeeping personnel, showing them what to expect. Other related short films are also available on YouTube.*

### Preparation

- Source: YouTube site: <https://www.youtube.com/watch?v=jAXVbtdBu10>
- 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 this general question: What is the difference between peacekeeping and war-fighting?
4. Prompt more responses with specific questions such as:
  - a) What is the difference between an environment during violent conflict and in peace?
  - b) Is the role of the military the same during violent conflict as it is in peace time?
  - c) How is the role of police affected during and after violent conflict?
  - d) How is the role of government and civil servants affected during and after violent conflict?
  - e) Will UN peacekeeping personnel (military, police, civilians) play the same roles in the mission as they do at home during peace-time?
5. Summarise the discussion. Emphasise the following:
  - a) Differences between violent conflict and peace mean that UN peacekeeping personnel need to adapt their professional roles and experiences as military, police and civilian professionals.
  - b) All UN personnel play a third-party role to the conflict – and the three Basic Principles reflect this.
6. Close. Use the activity to introduce the content on the Basic Principles in Lesson 1.3.

## Learning Activity

1.3.2

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### Defining the Basic Principles

#### METHOD

Brainstorm, small groups

#### PURPOSE

To understand the importance of the Basic Principles

#### TIME

10 minutes

- Brainstorm: 3 minutes
- Discussion: 5-7 minutes

#### INSTRUCTIONS

- Consider “consent”, “impartiality”, “mandate” and “self-defence”
- What does each word mean?
- Give examples to illustrate

#### 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.
- Prepare flip chart sheets for the brainstorming.
- Prepare key points on “consent”, “impartiality”, “mandate” and “self-defence”. Also prepare key points on the importance of each of the three Basic Principles. Use the content from Lesson 1.3.
- Prepare to deliver the correct responses to the discussion questions using the slides from Lesson 1.3.

### Instructions

1. Introduce the activity.
2. Ask participants to brainstorm answers to the following questions:
  - a) What does “consent” mean?
  - b) What does “impartiality” mean?
  - c) What does “mandate” mean?
  - d) What does “self-defence” mean?
3. Transfer the responses to the flip-chart. Make sure participants give examples to illustrate. Begin the brainstorming yourself. Introduce key points on the three Basic Principles.
4. Ask participants to reflect on the Basic Principles and the results of the brainstorming. Ask specific questions for each principle on what would happen if it did not exist. Emphasise the difference between war-fighting and peacekeeping.
5. Use the results of the brainstorming to introduce more detailed content on the Basic Principles in Lesson 1.3.

## Learning Activity

1.3.3

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### Importance of Other Success Factors

#### METHOD

Case study, questions

#### PURPOSE

To apply and deepen understanding of the success factors for UN peacekeeping

#### TIME

5 minutes

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

#### INSTRUCTIONS

- Consider the case study
- How did “legitimacy”, “credibility” and “national and local ownership” contribute to success?

#### RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Case study

### Preparation

- Prepare enough copies of the case study as handouts for the participants.
- Read the Responses to the discussion question for the case study.
- Prepare a flip-chart sheet or board for the brainstorming. Write the question: How did “legitimacy”, “credibility” and “national and local ownership” contribute to success?
- Prepare a separate flip-chart with dictionary definitions of key words:
  - **Legitimate:** to be lawful, permitted or valid
  - **Credible:** to be believable, worthy of confidence and trust
  - **National and local ownership:** refers to inclusive and consultative processes based on the perspectives, priorities and vision of the local stakeholders in the host country
- Prepare key points on “legitimacy”, “credibility” and “national and local ownership” using the content from Lesson 1.3.
- Decide on the groups. The activity is short, so it is best delivered to the group as a whole.

### Instructions

1. Introduce the activity.
2. Distribute the case study.
3. Ask participants to identify how “legitimacy”, “credibility” and “national and local ownership” played a role in the case study. Refer them to the posted question on the flip-chart sheet.
4. Read the case study aloud to the whole group.
5. Get participants to discuss. Record responses to the discussion question on the flip-chart. Get several responses from the group before summarizing.
6. Expand on the discussion using points prepared. Provide the correct responses to the discussion question using the real facts of the case study, below.
7. Close the exercise. Recap on definitions of legitimacy”, “credibility” and “national and local ownership.” Use the results of the brainstorming to introduce more detailed content on the Success Factors in Lesson 1.3.

### 1.3.3 Responses to Discussion Question: Importance of Other Success Factors

Consider the case study. How did “legitimacy”, “credibility” and “national ownership” contribute to success?

#### Case Study

In its first year, the United Nations Stabilization Mission in Haiti (MINUSTAH) had limited cooperation from the local population in the capital. The community was afraid of criminal gangs who dominated neighbourhoods. The gangs were “spoilers” in the peace process.

In 2005, the military component of MINUSTAH re-established security in the Bel Air neighbourhood. Work began on civil activities and Quick Impact Projects (QIPs). UN military peacekeepers began cleaning up mountains of garbage from the streets, used by gangs as barricades. The garbage was a symbol of the gangs’ hostile presence, urban poverty, and a source of disease.

The military cleaned up the streets after eliminating the threat of gangs in Bel Air. The people then felt they could trust the peacekeepers and began to help them with clean-up.

#### Responses

- This illustrates a practical way the mission gained the consent and support of the local population to their presence. The mission made a positive difference in the lives of the local people, and proved that it was credible. Consent helped prevent spoilers from returning to the neighbourhood.
- By engaging the local population, the mission was also able to promote local ownership of the activities in the neighbourhood at the same time.
- The mission treated the local population with decency, which contributed to how the mission was perceived and ultimately its legitimacy. Local ownership also reinforced the perceived legitimacy of the mission.

#### Definitions

- To be “**legitimate**” means to be lawful, permitted or valid. The quality and conduct of military, police and civilians can directly affect perceived legitimacy.
- To be “**credible**” means to be believable, worthy of confidence and trust. The credibility of a UN peacekeeping operation depends on the belief that the mission can achieve its mandate. Credibility is affected by how capable and effective the mission is at managing and meeting the expectations of the international and local communities.
- “**National and local ownership**” refers to inclusive and consultative processes based on the perspectives, priorities and vision of the local stakeholders in the host country. It is grounded in the belief that building sustainable peace requires active engagement of local actors at all levels.



### 1.3.3 Case Study: Importance of Other Success Factors

Consider the case study. How did “legitimacy”, “credibility” and “national ownership” contribute to success?

#### Case Study

In its first year, the United Nations Stabilization Mission in Haiti (MINUSTAH) had limited cooperation from the local population in the capital. The community was afraid of criminal gangs who dominated neighbourhoods. The gangs were “spoilers” in the peace process.

In 2005, the military component of MINUSTAH re-established security in the Bel Air neighbourhood. Work began on civil activities and Quick Impact Projects (QIPs). UN military peacekeepers began cleaning up mountains of garbage from the streets, used by gangs as barricades. The garbage was a symbol of the gangs' hostile presence, urban poverty, and a source of disease.

The military cleaned up the streets after eliminating the threat of gangs in Bel Air. The people then felt they could trust the peacekeepers and began to help them with clean-up.

## Learning Activity

1.3.4

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### Basic Principles and Success Factors (1)

#### METHOD

True/false statements, flip-chart sheets, moving between stations (see variations at end)

#### PURPOSE

To reinforce learning of UN peacekeeping principles and success factors

#### TIME

25 – 30 minutes

- Introduction: 3 minutes
- Activity: 15 minutes
- Debrief: 10 minutes

#### INSTRUCTIONS

- Consider the statements about the Basic Principles and success factors
- Are they true or false?

#### RESOURCES

- Learning Activity instructions

### Preparation

- Prepare flip chart sheets for principles and success factors, one concept per sheet.
  - **PRINCIPLES:** consent, impartiality, non-use of force except in self-defense or in defense of the mandate
  - **SUCCESS FACTORS:** legitimacy, credibility, promotion of national and local ownership
- Prepare true and false statements for each point. Aim for three statements for each principle and each success factor. Write these on half of a flip-chart, large print. Put one statement per sheet.
- Read variations of the learning activity at the end of these instructions. Choose one. Make sure you have small post-it notes if you use that option.

### Instructions

1. Introduce and explain the activity. As table groups, learners move quickly from sheet to sheet, putting a tick on statements they believe are true. Instructions will vary depending on the variation chosen.
2. Get people moving.
3. Circulate the room and track patterns of response. Mentally note where groups disagree. These will need more time to debrief. Move the groups along so the exercise stays on time.
4. Keep people on their feet as you debrief the exercise. Stop briefly at each sheet, note the patterns of response. If time allows, ask people to explain their reasons. Clarify whether each statement is true or false, and underscore the importance of learning the point.
5. Sum up by recapping the three principles and three success factors. Ask “What are the three principles?” Get the participants to call back the answer, as a group. Get them to do it again, loudly. It will help raise the energy. Do the same with the three success factors. Prompt with One, Two, Three.

### Variations

This flexible activity can be done in different ways. The version with stations is useful because it involves movement, which helps keep energy up. Other variations may be better, depending on the time available, room layout and number of participants.

- **Variation 1:** Read each statement to the group. Ask people if it is true or false. Encourage people to call out an answer – true or false? When most agree, confirm and move on. If people disagree, use that opening to clarify the point and move on.
- **Variation 2:** Read the statements to the group. Ask participants to raise hands if they think the statement is true. Follow same steps as for variation 1.
- **Variation 3** (Stations with post-it notes). Prepare the flip-chart sheets and stations as explained above. Have them ready before the session. Put small post-it notes on each table. Give participants enough post-it notes to put one on each of the statements. Explain the activity: move from sheet to sheet and put post-it notes on the ones people believe are TRUE. Move people along. Use the number of post-it notes as the basis of debriefing. Debrief the exercise by moving with the

group from station to station, inviting people to give reasons for believing each statement is true or false, and confirming which are true.

## Learning Activity

1.3.5

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### Basic Principles and Success Factors (2)

#### METHOD

Facilitated large group discussion, prompted by key questions

#### PURPOSE

To reinforce learning of basic principles and success factors, and the relationship between them

#### TIME

25 – 30 minutes

#### INSTRUCTIONS

- What is the relationship between basic principles and key factors?
- How is “impartiality” different from “neutrality”?

#### RESOURCES

- Learning Activity instructions

*Note on use: You may want to combine 1.3.4 and 1.3.5 into one learning activity with two parts.*

### **Preparation**

- Decide on and develop the questions you want to use to prompt and guide discussion. A planned sequence of questions works well. Instructor Guidance covers effective use of a sequence of questions.

#### **Examples of questions**

- What is the relationship between basic principles and key factors?
  - How is *impartiality* different from *neutrality*?
  - What does *neutrality* mean in humanitarian work? What does it mean in peacekeeping?
- Prepare one flip-chart for principles, one for key success factors. Use these to summarize, keeping them as wall visuals through the rest of the course. This reinforces learning, and the information is available for you to refer to in later lessons.

### **Instructions**

1. Introduce the activity. The three principles and three success factors are a set that reinforce each other. They are not separate. Undermining one factor undermines them all. Strengthening one factor strengthens the others. The discussion purpose is to emphasize these inter-connections and the strong relationship between the principles and factors as well as review them.
2. Pose the questions. Draw answers from different participants. When the group is in agreement, move on. Watch for body language and facial expressions for signs that some participants may be struggling with the content. Check with them at the next break.
3. Summarize, possibly with a call back. Ask the group what the three principles are: get the whole group to respond loudly, in unison. Repeat until all participate. Do the same with success factors. Alternatively, recap them verbally, using a flip-chart or a Powerpoint slide.

## Learning Activity

1.3.6

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### Concepts and definitions

#### METHOD

Mix and match – match key words to definitions

#### PURPOSE

To review concepts presented in Lesson 1.3

#### 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 concepts with definitions

#### RESOURCES

- Learning Activity instructions
- Activity material

### Preparation

- Look over the concepts and definitions for the three principles and three success factors, and finalize the exercise based on your own assessment of learning gaps and needs. Adapt the technique to focus on specific learning needs of each group.
- 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 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, enough sets for the number of groups.

### Instructions

1. Introduce the activity and divide participants into groups.
2. Explain that the method for each group is to match names or concepts with definitions, in 10-15 minutes. This type of activity is in previous lessons, so needs only a short introduction if a similar one has been carried out before.
3. Hand out sets of concept words and definitions, one to each group.
4. Circulate the room, and keep an eye on the process. Help where needed. Watch when groups finish. Do not let people sit too long.
5. Let people know when half the time is gone.
6. Allow time for questions or comments when the exercise is over. Invite experienced participants to share reflections on the key concepts, and give examples.



**1.3.6 Learning Activity Material: Concepts and definitions**

<p><b>Consent</b></p>	<p>All UN peacekeeping operations should be deployed with _____ of the main parties. Security Council action taken without the _____ of the parties is typically a peace enforcement mission, not a peacekeeping mission.</p>
<p><b>Impartiality</b></p>	<p>UN peacekeeping operations must implement mandates without favour or prejudice toward any parties to the conflict. _____ is crucial to maintaining consent and cooperation of main parties.</p>
<p><b>Non-use of force except in self-defense &amp; defense of mandate</b></p>	<p>_____ is particularly important where there is a 'robust mandate'. It is a fundamental principle for all peacekeeping personnel to keep in mind.</p>

<p><b>Legitimacy</b></p>	<p>A UN peacekeeping operation has international _____ because it is based on the UN Charter and international law, and popularly accepted by Member States.</p> <p>The quality and conduct of military, police and civilians can directly affect perceived _____.</p>
<p><b>Credibility</b></p>	<p>The _____ of a UN peacekeeping operation depends on the belief that the mission can achieve its mandate. _____ is affected by how capable and effective the mission is at managing and meeting the expectations of the international and local communities.</p>
<p><b>Impartiality – for humanitarian workers</b></p>	<p>_____ means being guided solely by needs, making no discrimination on the basis of nationality, race, gender, class, religious or political beliefs.</p>

**National and local  
ownership**

Promoting \_\_\_\_\_ involves:

1. including local and national perspectives on needs and best solutions;
2. nurturing national capacity to re-emerge quickly from conflict, to lead critical political and development processes.