

## 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   |
|--------|----------------------------------|---|--|
| 1.7.1  | Differences in the Mission       | Group work using factsheet, discussion  | 10 minutes   |
| 1.7.2  | The Peacekeeping Body            | Guided group discussion using graphic   | 5-15 minutes   |
| 1.7.3  | Balloon Debate                   | Role play, small groups, brainstorming and persuasive presentation              | 10-30 minutes  |
| 1.7.4  | Who Am I?                        | Guessing Game   | 25-30 minutes  |
| 1.7.5  | Main Roles of Mission Components | Assigned reading from <i>Mission Start-Up Field Guide</i> , group presentations | 30 minutes, plus 30 minutes for individual preparatory reading |

## Learning Activity

1.7.1

### Differences in the Mission

#### METHOD

Group work using factsheet, discussion

#### PURPOSE

To identify and appreciate diversity in UN peacekeeping environments.

#### TIME

10 minutes

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

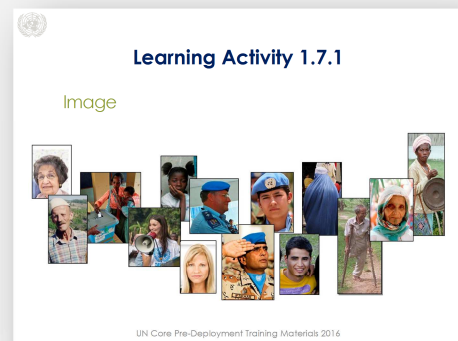
#### INSTRUCTIONS

- Consider the DPKO factsheet on UN peacekeeping operations
- List the differences
- Discuss the advantages and challenges

<http://www.un.org/en/peacekeeping/resources/statistics/factsheet.shtml>

#### RESOURCES

- Learning Activity instructions
- Photos (from Lesson 3.2)



*Note on use: This learning activity is also relevant for the Lesson 3.2 on Respect for Diversity in Module 3, which covers the issue of "difference" in more detail. Lesson 1.7 on Working As One in the Mission and Lesson. 3.2 on Respect for Diversity both have content on differences in the peacekeeping environment. Lesson 1.7 focuses on differences in the mission, particularly differences in the professional backgrounds and institutional cultures of military, police and civilian personnel. Lesson. 3.2 also focuses on differences between individuals who work in the mission, as well as differences with the host country and others working in the country – moving beyond differences in the work environment to differences at an individual level.*

### **Preparation**


- Source for DPKO Factsheet on UN Peacekeeping Operations: <http://www.un.org/en/peacekeeping/resources/statistics/factsheet.shtml>
- Access the website to download the latest Factsheet. Decide what questions you want to ask and total time available for this learning activity. You may wish to do research on specific missions, particularly if the mission of deployment is known by participants.
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Make sure there are enough copies of the Factsheet.
- 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 reinforce what the group already knows about differences in the peacekeeping mission environment.
2. Ask participants to brainstorm answers to the following questions:
  - a) What are the differences that exist in a UN peacekeeping mission?
  - b) What are the advantages?
  - c) What are the challenges?
3. Use the Factsheet and photos to prompt responses.
4. Summarise answers from participants. Transfer to the flip-chart and record the examples of differences: different types of personnel, different countries contributing personnel, different backgrounds (including professional backgrounds), different countries of deployment.
5. Highlight the importance of:
  - a) Being unified in the mission under the single authority of the SRSG/HOM
  - b) Appreciating the roles and contributions of different personnel
  - c) Managing conflict where it arises because of differences
6. Wrap up the exercise. Use the results of the brainstorming to introduce the Lesson 1.7 on Working as One in the Mission.


### 1.7.1 Photos: Differences in the Mission

Available as part of presentation slides for Lesson 3.2, or as an individual slide for the learning activity.



## Learning Activity 1.7.1

Image



UN Core Pre-Deployment Training Materials 2016

**Description:** The photos display various individuals who are different in many ways. The same photos are used in Lesson 3.2 on Respect for Diversity.

Differences include: country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs, and personality.

## Learning Activity

1.7.2

### The Peacekeeping Body

#### METHOD

Guided group discussion using graphic

#### PURPOSE

To reinforce understanding that a UN peacekeeping mission works as one body or entity, and each component is necessary for survival.

#### TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 15 minutes

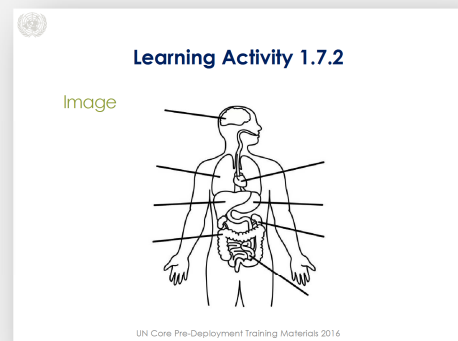
- Brainstorming: 10 minutes
- Discussion: 5 minutes

#### INSTRUCTIONS

- Consider the different parts of the human body
- How does each part contribute to the functioning of the whole body?
- Compare with the mission

#### RESOURCES

- Learning Activity instructions
- Diagram



### Preparation

- Find or draw a picture of the human body to use for the activity. Prepare the outline of a human body on a flip-chart sheet, so you can note points from participants.
- Prepare your remarks to discuss benefits of having different components in the “body” of a peacekeeping operation.
- Anticipate participant responses. Prepare coloured post-it notes with key functions: HOM, SRSG, HOMC, HOPC. Add names of components and units, from list in Learning Activity 1.7.4. Use a different colour of post-it notes to distinguish different functions and the three main components. The colours will help you summarize the activity. Have these organized on a table for use.

### Instructions

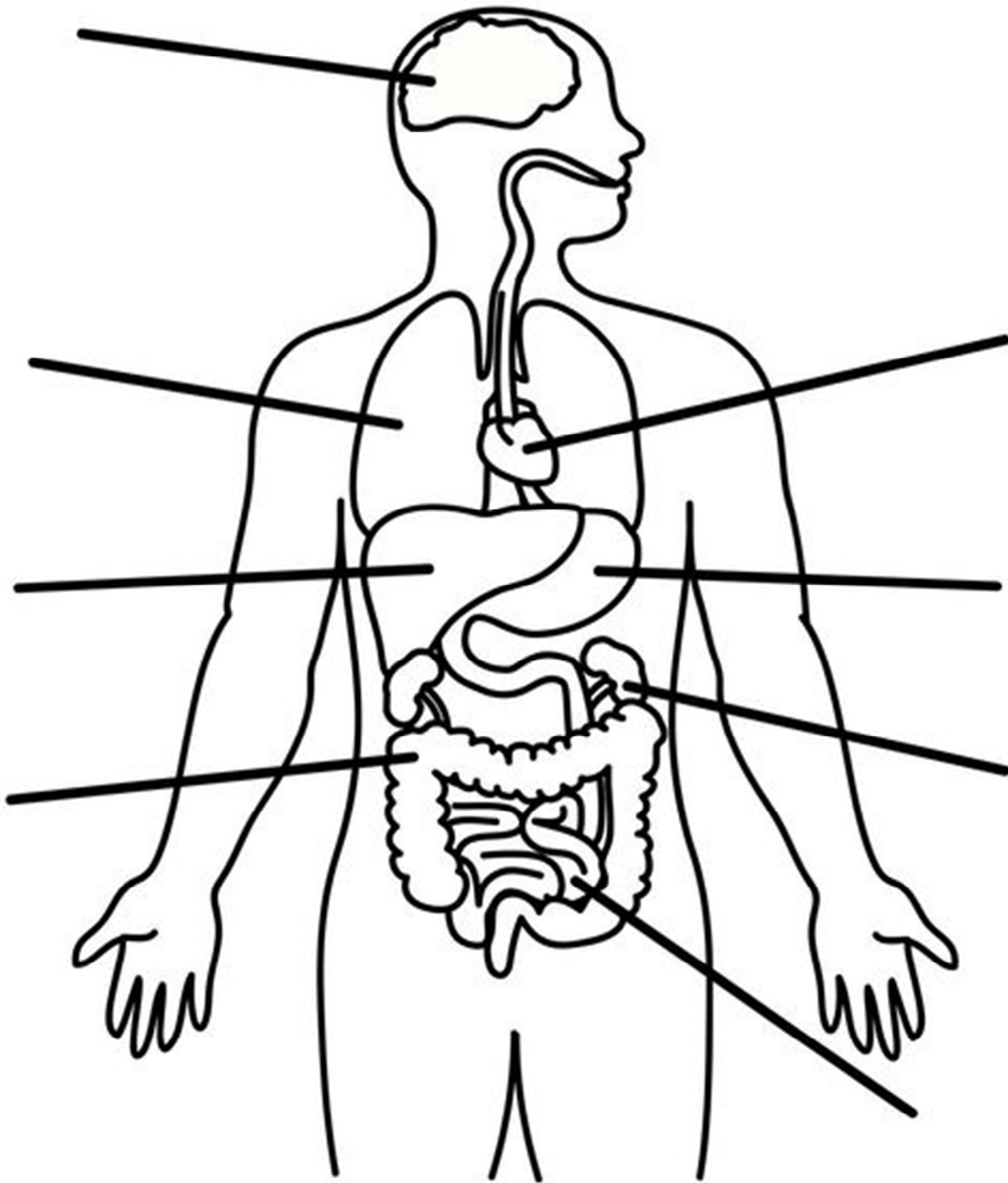
1. Introduce the activity. The purpose is to consolidate learning about functions, components and units.
2. Project the picture of human anatomy or draw attention to a posted drawing.
3. Ask participants to suggest names for different parts of the peacekeeping “body”. Having a human body outline prepared on a flipchart sheet gives a place for you to note suggestions. Use the prepared post-it notes to quickly capture suggestions. Keep a fast pace. When participants give a name, get direction from them on where to put the post-it note.
4. No single “right way” exists for the naming. Reinforce two important messages:
  - All are parts of a single body. A mission functions as a single entity.
  - A mission needs every part to survive and succeed.

### Variations

Instead of after content coverage, use the activity to introduce the content. The outline of a human body is more a presentation aid. Invite initial inputs from participants, but expect fewer. This serves as an informal pre-assessment.

**1.7.2 Diagram: The Peacekeeping Body**

*Available as an individual slide for the learning activity.*



**Learning Activity****1.7.3****Balloon Debate****METHOD**

Role play, small groups, brainstorming and persuasive presentation

**PURPOSE**

To engage learners as teams in brainstorming and communicating key contributions of the three main components in UN peacekeeping: military, police and civilians

**TIME**

Short option: 10 minutes

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

Longer option: 30 minutes

- Introduction/set-up: 5 minutes
- Group work: 10 minutes
- Persuasive presentations: 10 minutes
- Group reflection/close: 5 minutes

**INSTRUCTIONS**

- You are either military, police or civilian
- The hot air balloon to the mission is too heavy and about to crash
- Give reasons why you should stay onboard

**RESOURCES**

- Learning Activity instructions
- Learning Activity steps for participants



*Note on use: This can be an integrative learning activity for Lessons 1.7 and 1.8 on mission components and partners.*

### Preparation

- Decide on whether you will deliver this exercise in the short or long form.
- Divide participants into three groups. If the class is too large for three groups, see notes below on Variations.
- Decide on which groups will represent the military, police or civilian component.
- Time is limited. Prepare your introductory points and session timing.
- Print out the Learning Activity Steps for participants.

### Instructions

1. Introduce the activity. Be ready to quickly form the groups and distribute folders assigning which component they will represent. Do this while you are introducing the activity, or have printed copies of the Steps for the participants already on the tables (see below).
2. Manage the time. Let groups know when they only have 2 minutes left, so they can finalize their arguments.
3. Get groups to present. Decide which is most convincing and give them feedback on why. Use humour and the group's positive energy. A group definitely wins if it finds a way for everyone to stay in the hot air balloon.
4. Close the exercise reinforcing the key messages that *all parts of a peacekeeping mission are essential*. They would not be part of the mission if they were not. Respecting each other's work makes it possible to work together as one, instead of working side-by-side but separately.

### Variations

- Adapt the exercise if the class is large. Groups should be 8-10 people. Develop it as a "fish bowl" exercise. Half the group does an activity, the other half observes. Reduce time for group work and presentation, to give observers time to share observations. Make sure you use a fish bowl approach in at least two exercises, so all have the experience of being observers and participants.
- Getting groups to brainstorm and distil key messages is a strong support for learning retention. Focusing a presentation in a short time can also be done using an "elevator ride" as an example: "The elevator doors open. The person you need to convince is there. You have the 2 minutes until the elevator reaches her floor. Use that time to get your message across." Focusing on key messages helps transfer learning from the training into reality.

### 1.7.3 Learning Activity Steps for Participants: Balloon Debate

#### **Set the scene:**

A hot air balloon is taking military, civilian and police personnel to a peacekeeping operation. It begins to lose height. The balloon will crash if some passengers do not go overboard.

#### **Set the task:**

- You are either military, police or a civilian.
- Each category of personnel must persuade the hot air balloon operator that they should stay in the balloon.
- The instructor is the operator.
- Give reasons why you must stay on board.

*Short version:* Groups have 5 minutes to brainstorm the roles, tasks and characteristics of their component, and 3 minutes each to make their strongest case.

*Long version:* Groups have 10 minutes to brainstorm the roles, tasks and characteristics of components, and 3 minutes each to make their strongest case.

## Learning Activity

1.7.4

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### Who Am I?

#### METHOD

Guessing game

#### PURPOSE

To reinforce learning about mission components and units

#### TIME

25-30 minutes

- Introduction: 2 minutes
- Game: 15 minutes
- Organizing: 5 minutes
- Summary: 3 minutes

#### INSTRUCTIONS

- You are either military, police or a civilian
- Ask questions to find out who you are

#### RESOURCES

- Learning Activity instructions
- Activity material

*Note on use: This activity can integrate learning from lessons 1.7 and 1.8.*

### Preparation

- Decide on mission components for the game. See list on next page. Use unit names as well as component names. If time allows, have a different component or unit for each participant, or decide how you will assign people to teams.
- Prepare sticky nametags. Write a component or unit name on each.
- Prepare key points about each selected component that you will use in the game.

### Instructions

1. Introduce the activity. Explain how it will work.
2. Get participants to stand, and give each participant a nametag.
3. Start the game by calling out a specific role, task or characteristic of a component or unit. See who can identify the component or unit and the person with the nametag first. Read out key roles, tasks or characteristics of other components or units.
4. As nametags are identified, move people to another part of the room. Ask them to **organize themselves in a logical way to present at the end of the exercise**. For example:
  - One person may have a nametag for CIVILIAN COMPONENT.
  - Two others may have nametags for SUBSTANTIVE CIVILIAN COMPONENT and SUPPORTIVE CIVILIAN COMPONENT.
  - Still others will identify HUMAN RIGHTS or CHILD PROTECTION.How they arrange themselves should show the relationship between these.
5. Give the group five minutes at the end to finalize organization to show logical connections. Use this to summarize.

### Variations

- Put sticky name tags on people's backs. Set group task to match descriptions to the person with the name or acronym. Keep participants and the process moving quickly.
- Put full names on the name tags. When the matching part of the exercise is done, rapidly call acronyms and get people to identify themselves by acronym.
- Adapt the exercise for different learner groups and gaps. Use it several times, each time focusing on details of a specific component.
- Develop the exercise with information on components from Lesson 1.7 and partners from Lesson 1.8.

### 1.7.4 Learning Activity Material: Who Am I?

#### Possible nametags

*Note: Ordered roughly as they appear in text, for instructor reference locating key tasks, role, qualities to call out (civilian units mentioned in the early part of the text are listed together)*

|                                       |   |
|---------------------------------------|---|
| <b>Military Component</b>             |   |
| Formed Military Units – FPU           |   |
| Companies                             |   |
| Battalions                            |   |
| Brigades                              |   |
| Military Experts on Mission           |   |
| Military Observers (MO)               |   |
| Military Liaison Officers (MLO)       |   |
| Military Advisors (MilAd)             |   |
| Arms Monitors (AM)                    |   |
| Staff Officers                        |   |
| <i>Specialised Functions</i>          |   |
| Head of the Military Component (HOMC) |   |
| Force Commander (FC)                  |   |
| Chief Military Observer (CMO)         | Both titles are for HOMC in traditional missions with unarmed military personnel. You may want to include both in the exercise. |
| Chief Liaison Officer (CMLO)          |   |
| Joint Protection Teams (JPTs)         |   |
| <b>Police Component (UNPOL)</b>       |   |
| Individual Police Officers (IPO)      |   |
| Formed Police Units (FPU)             |   |

|   |  |
|---|--|
| Specialised Police Teams (SPT)                |  |
| Head of Police Component (HOPC)               |  |
| <b>Civilian Component</b>                     |  |
| Political Affairs                             |  |
| Public Information                            |  |
| Civil Affairs                                 |  |
| Electoral Assistance                          |  |
| Human Rights                                  |  |
| Justice                                       |  |
| Corrections                                   |  |
| Security Sector Reform                        |  |
| Mine Action                                   |  |
| Disarmament, Demobilization and Reintegration |  |
| Child Protection                              |  |
| Gender  |  |
| HIV/AIDS                                      |  |
| Mission Support                               |  |
| Civilian Substantive Component                |  |
| Civilian Support Component                    |  |
| Director of Mission Support (DMS/CMS)         |  |

## Learning Activity

## 1.7.5

### Main Roles of Mission Components

#### METHOD

Assigned reading from *Mission Start-up Field Guide* and group preparation of presentations on selected functions, components and units

#### PURPOSE

To bring realism and accuracy to learning about roles and contributions of mission components by using a real source, the *Mission Start-Up Field Guide*

#### TIME

30 minutes, plus 30 minutes for individual preparatory reading

- Introduce activity: 3-5 minutes
- Group work – decide what to present in 3 minutes each: 10-12 minutes
- Group presentations – present 4 x 3: 10-12 minutes
- Summary / close: 3 minutes

#### INSTRUCTIONS

- Research your assigned component
- Prepare a **3-minute** presentation

#### RESOURCES

- Learning Activity instructions
- Activity material

*Note on use: Selected sections of Guidelines, Mission Start-up Field Guide (1 August 2010) are the basis of this learning activity. The reference contains valuable instructional support on other practical peacekeeping aspects. Scan it to consider different uses in a course.*

### Preparation

- Download the *Mission Start-up Field Guide* (2010) from:  
The Policy and Practice Database: [ppdb.un.org](http://ppdb.un.org) (only accessible from the UN network).  
Also accessible through the Peacekeeping Resource Hub:  
<http://research.un.org/en/peacekeeping-community>
- Select sections from the *Mission Start-up Field Guide* with information on components. See suggestions below.
- Decide on the four groups and assignments.
- Prepare handouts of relevant excerpts for each group.
- Tell participants which groups they are in and give handouts the day before the activity. Encourage them to read the handouts carefully.

### Instructions

1. Introduce the activity and invite feedback on excerpts people read. Are points clear?
2. Groups have 10-12 minutes to prepare a 3 minute presentation on their assigned components.
3. Ask participants to present.
4. Encourage participants to raise questions following presentations.

### Variations

- **Guided group discussion.**
  - a) Prepare four large flip-chart sheets with main headings written at the top (or the categories for which you are adapting the exercise.)
    - Civilian leadership and management
    - Military and police
    - Support components
    - Substantive components
  - b) Prepare post-it notes with the specific elements under each. Use one colour for each category, or the same colour for all. Use different colours if you want the exercise to go quickly. People may quickly recognize the colour use, not pay attention to content. Use the same colour if the group can take its time.
  - c) Distribute the post-it notes evenly between tables, with some from each category. Give participants several minutes to look over the post-it notes and pool what they know about where each belongs.
  - d) Ask the group to decide which belong in civilian leadership and management. As soon as they have decided, post the notes on the flip-chart sheet.
  - e) Repeat. Do not discuss until the end.
  - f) Cross-check that the components and units are organized accurately. Invite questions. Respond to them.
  - g) Close the activity with a rapid recap of main components and their contributions to peacekeeping missions.



- **Expand the time and the activity.** Use smaller groups to cover more components and units. Assign groups to go into more depth.
- **Reading time.** Give participants expanded sections to read, including sections other groups will work on. Double the reading time. This will help learners hear and absorb content from all presentations.
- **Repetition.** Repeat the exercise at different times focusing on the different units of the military, police and civilian units.
- **Brainstorm.** Ask participants to brainstorm on points in the assigned reading they already knew. Scan the readings before the activity and list the terms and concepts you expect participants to already know. Use this variation of the activity for informal assessment. Are they learning core content?

**1.7.5 Learning Activity Material: Main Roles of Mission Components**

**Reference: Table of Contents, Mission Start-Up Field Guide**

|  |                 |
|--|-----------------|
| Civilian leadership and management functions | Pages 53 to 76  |
| Military and police components               | Pages 78 – 86   |
| Mission support components                   | Pages 93 – 150  |
| Substantive components                       | Pages 152 – 189 |

**Civilian leadership and management functions**

- SRSG/HOM
- DSRSG
- DSRSG/RC/HC
- DMS/CMS
- COS
- Legal Affairs
- Safety and Security
- Conduct and Discipline
- JMAC
- JOC

**Military and Police Components**

- Military Component
- HOMC
- Critical tasks – mandate implementation
- Critical tasks – mission implementation
- Police Component
- HOPC
- Critical tasks – mandate implementation
- Critical tasks – mission management

**Mission Support Component**

- ISS
- Administrative Services
- MOVCON
- Transport
- Engineering
- JLOC (Note: Replaced by the MSC)
- CITS
- Aviation
- Aviation Safety
- Supply
- Property Management
- JGIS
- Finance
- Procurement
- Medical Services
- General Services
- UNV

**Substantive Components**

- Political Affairs
- Public Information
- Spokesperson
- Civil Affairs
- Electoral Assistance
- Human Rights
- Justice
- Corrections
- Security Sector Reform
- Mine Action
- DDR
- Child Protection
- Gender Advisory
- HIV/AIDS

