

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
3.6.1	Film: <i>Challenges in the Field</i>	Film, group discussion	10 minutes
3.6.2	Emergency Preparedness – The Run Bag	Brainstorm	5-10 minutes
3.6.3	Security Arrangements	Role play, small groups	15 minutes
3.6.4	UN Security Management System (UNSMS)	Mix and match	25 minutes
3.6.5	Security Level System (SLS)	Mix and match	20-25 minutes

Learning Activity

3.6.1

Film: *Challenges in the Field*

METHOD

Film, group discussion

PURPOSE

To introduce the importance of safety and security of UN personnel, buildings and assets

TIME

10 minutes

- Film: 4:39 minutes
- Group work: 5 minutes

INSTRUCTIONS

- What threats are faced by UN personnel?
- Discuss ways to protect the safety and security of UN personnel and its premises in the field

<https://youtu.be/OyJULAN7-so>

RESOURCES

- Learning Activity instructions

Note on Use: Films are excellent visual supports. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://youtu.be/OyJULAN7-so>
- 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 threats are faced by UN personnel in the field?
 - b) How can the safety and security of UN personnel be protected?
 - c) How can the safety and security of UN premises/facilities be protected?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

3.6.2

Emergency Preparedness – The Run Bag

METHOD

Brainstorm

PURPOSE

To increase preparedness for emergencies

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 10 minutes

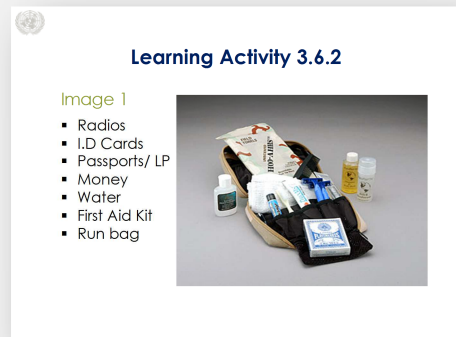
- Brainstorming: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Imagine there is an emergency situation
- What items would be useful for you to have ready in a “run bag” for survival and evacuation?

RESOURCES

- Learning Activity instructions
- Response to discussion question
- Photos (Image 2 from Lesson 3.6)



Preparation

- Brief yourself on typical contents of a run bag or emergency go bag.
- Expand the images in Support, below, and prepare two slides.
- Write “Run Bag Contents” at the top of a flip-chart sheet or board.
- Be prepared to deliver the slides that are part of the lesson also.

Instructions

1. Introduce the activity by reminding participants that emergency preparedness can be critical in peacekeeping. Having a run bag or go bag ready can help rapid response. Other names are grab-bag, evacuation pack.
2. Ask participants what to put in a go bag. Write down points. Cross-check with the provided and researched lists.
3. Consider preparing the “run bag contents” list in a typed form to give as a handout and rapid reference.

3.6.2 Response to discussion question: Emergency Preparedness – The Run Bag

Question

Imagine that there is an emergency situation. What items would be useful for you to have ready in a “run bag” for survival and evacuation?

Response

- All personal emergency supplies, pre-packed and ready-to-go
- Items you need if you have to leave immediately
- Remember to replace items with limited shelf life

The bag

- medium-size back-pack - reserved for this use – or a rolling duffle bag
- lined with a light-weight dry sack
- “glow in the dark” tape on the front, or reflective arm-band on the handle

Contents – examples


- water – at least 1.5 litres, or water purification tablets, or purification/filtration bottle
- prescription medications
- over-the-counter pain relief
- extra pair of glasses, sunglasses
- small first aid kit – wound cleansing and dressing supplies, eyewash, burn treatment bandages
- tissues or toilet paper
- emergency phone charger (although mobile network may not work)
- spare batteries – preferably lithium, which are light and useable in extreme conditions
- good quality multi-tool
- waterproof tape
- loud whistle
- personal flashing beacon for rescue
- keys
- light and compact clothing
- travel poncho or emergency foil poncho
- compact survival sleeping bag for overnight shelter
- a good torch – one with LEDs (or wind-up torch that does not use external batteries); consider a head-torch, which leaves hands free
- disposable respirator masks – compact, easy to carry
- ready-to-eat food, e.g. emergency food rations or ration packs (snack bars, trail mix)

Packed in a sealable plastic bag, waterproof pouch or map case

- copies of identification and other important documents
- some money
- essential contact information
- self-adhesive labels or waterproof paper and a pencil – so you can leave notes/instructions

3.6.2 Photos: Emergency Preparedness – The Run Bag


Available as part of presentation slides for the lesson (Image 2), or as slides for the learning activity.




Learning Activity 3.6.2

Image 1

- Radios
- I.D Cards
- Passports/ LP
- Money
- Water
- First Aid Kit
- Run bag



UN Core Pre-Deployment Training Materials 2016



Learning Activity 3.6.2



















Image 2

IMPORTANT
The items shown are **PRIORITY**. Make sure there is room for them in your back-pack before considering any other items of less importance for your evacuation.

“UN Staff Evacuation RUN BAG”
an example of run bag & content

Before you run, make sure you leave no confidential documents behind!

Pack and organize your packing logically. Things you need easily accessible to be packed on top. All contents to be packed in plastic bags before put in back pack.

 Documents & cash	 Back pack 30 – 50 liters	 Maximum total weight: 15 kg	 Water
 Spare warm clothes, underwear, socks, hat, scarf etc.	 Food & other rations	 First Aid kit & First message	
 Work envelope/pouch	 Sleeping bag (if available)	 Pillow (if available)	
 Pen-knife	 Headlock & pen	 Vitamins tablets	 Towel & toiletries
 Sunglasses	 Camera	 Tooth & mouth hygiene	 Band-aid/repair kit

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Learning Activity

3.6.3

Security Arrangements

METHOD

Role play, small groups

PURPOSE

To apply and deepen understanding of security and preparedness, as well as how the UN Security Management System (UNSMS) is used to guide actions

TIME

15 minutes

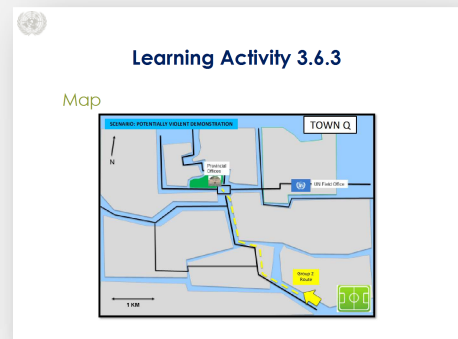
- Group work: 5-7 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS

- You are an Area Security Coordinator
- Consider the scenario
- Identify the risks to UN personnel
- List actions to improve security and preparedness
- What would you do in the event of violence?

RESOURCES

- Learning Activity instructions
- Scenario
- Responses to discussion questions
- Map



Preparation

- Decide on the groups.
- Prepare handouts of the scenario and map for participants.
- Read the scenario and Responses to the discussion questions for the scenario.
- Prepare key points on the role of an Area Security Coordinator. Prepare notes on how to respond in the event of violence. Use the content from Lesson 3.6.
- Review Lesson 3.7 on Personal Security Awareness. Consider the linkages with Lesson 3.6.
- Prepare flip-chart sheets or a board to record points from discussion.

Instructions

1. Introduce the activity and divide participants into groups. Participants will practice using the UN Security Management System (UNSMS) to guide their actions in security preparedness and response.
2. Distribute the handouts of the scenario and map.
3. Ask participants read the scenario and to work through the discussion questions in their small groups. Participants should make contributions from the perspective of the role they have been assigned to play. Encourage participants to reflect on the learning from Lesson 3.6.
4. When the groups have finished discussing the scenario, ask participants to report back. Use the flip-chart to record responses.
5. Get several responses from the group before expanding with provided explanations, below. Share your key points on how to respond in the event of violence. Reflect on the discussion and role play experience.
6. Close the exercise. Recap on the content from Lesson 3.6. Use the results of this exercise to bridge-in to Lesson 3.7 on Personal Security Awareness. Highlight the fact that personal security awareness, preparedness and other measures complement the overall safety and security arrangements in place for UN personnel.

3.6.3 Scenario: Security Arrangements

You are an Area Security Coordinator.

Consider the scenario.

- Identify the risks to UN personnel.
- List actions to improve security and preparedness.
- What would you do in the event of violence?

Scenario: A potentially violent demonstration

- Provincial elections are due in three months' time in Town Q.
- Political parties are largely based on ethnicity. The Provincial Government is made up of the ethnic Group 1, and the opposition party is made up of the ethnic Group 2.
- The opposition party from ethnic Group 2 are concerned that the election will not be free and fair. In the past, ethnic Group 1 have falsified votes and prevented people from ethnic Group 2 from voting in the districts.
- The opposition party from ethnic Group 2 have been granted permission by the local authorities to conduct a peaceful march from the football pitch to the Provincial Offices.
- The agreed route is from the football pitch, up Independence Avenue, to the Provincial Offices in the Square. Independence Avenue has a mixture of shops and accommodation. There are also two schools (one for ethnic Group 1 and one for ethnic Group 2). The opposition party from ethnic Group 2 expect about 400 people to attend the march.
- It is believed that some members of the illegal ethnic Group 2 Militia may join the march, and use the opportunity to attack national security actors from ethnic Group 1 used by the Government.
- There is a total of 60 national police in Town Q. Only 20 have some public order training, but almost no equipment. The national police headquarters is basic, and there is a shortage of personal radios. The national police have asked for help during the demonstrations.
- There is a battalion of the national army located about 2 kilometres outside Town Q. The national army is dominated by the ethnic Group 1. They have a history of human rights abuses. The Commanding Officer of the battalion is currently under investigation.
- The National Red Cross Society have about 10 staff in Town Q.
- A field office for the UN peacekeeping mission is based in Town Q. The UN facilities are located 1.5 kilometres from the Provincial Offices in the Square. UN personnel live in various residential areas in Town Q.

3.6.3 Responses to Discussion Question: Security Arrangements

Risks to UN personnel

The scenario reflects a potentially violent demonstration. The following developments could take place during the demonstration:

- The national police fail to maintain public order
- Marchers become aggressive
- The national army become involved
- Militias of Group 1 and Group 2 become involved

Risk assessment considerations for UN personnel should include:

- The likelihood for the demonstrations to become violent
- The impact of the violence
- Direct threats to UN personnel versus indirect threats as a result of random violence
- Proximity of UN facilities and UN personnel residences to the demonstration's initial assembly area, route and end point
- Intentions of the national police with respect to the demonstration
- Ability of the national police to secure the demonstration in a fair and balanced manner
- Participation of the national army in the demonstration
- Desire of Group 1 to interrupt or stop the opposition Group 2 demonstration/march
- Role of the UN Police and Military in supporting the management of the demonstration

Actions to improve security and preparedness

The safety and security of UN personnel and facilities needs to be considered, and the necessary information communicated to all UN personnel:

- Identify risks to UN personnel and UN facilities
- Continuously update the Security Levels System (SLS)
- Make recommendations for a security plan for UN personnel working at the Field Office
- Identify actions to take to improve security and preparedness of UN personnel (especially for civilian personnel)
- Identify actions to take in the event of violence
- Recommend actions for UN personnel to take to improve personal security and preparedness at the Field office – before, during and after the demonstration
- Recommend actions for UN personnel to take to improve personal security and preparedness whilst at home and on the move – before, during and after the demonstration
- Decide on and plan for UN personnel staying at home or coming to work
- Plan for UN personnel staying in the Field Office until the demonstration is over
- Advise UN personnel to be prepared to evacuate from the Field Office or elsewhere – communicate the need to bring a “Run Bag” to work in case an

evacuation occurs, or the need to stay at the Field Office for an extended period of time

- Coordinate with the UN Police and Military components of the UN mission to enhance security at the Field Office and near residences of UN personnel
- Security advice will also needs to be passed to the UNCT and other NGOs

UN security considerations before, during and after the event:

- A decision needs to be made whether to have UN personnel stay in their homes, or come to work. If UN personnel come to work, they may have to stay in the Field Office until the demonstration is over. There are advantages to each decision.
- By having UN personnel stay home they are not on the streets before and after the demonstration. This reduces the risk of exposure to any potential violence, and leaves the current evacuation/security plan in place for off duty personnel.
- Some individuals may be more at risk if they stay at home, due to the location of their personal residence. Individuals are at an even higher risk if they must cross the demonstration route to get to and from work.
- If UN personnel stay home, they may not be able to perform their normal functions in support of the host country. This includes direct support to the local authorities in handling the demonstration. This may impact UN effectiveness and damage credibility.
- If UN personnel come to work, arrangements could be put in place to make sure no one travels to and from work by herself or himself. A buddy system may be put in place, or the Field Office may arrange an escorted UN shuttle service with UN police or military escorts. Such arrangements would reduce the risk of danger to UN personnel whilst traveling to and from work.

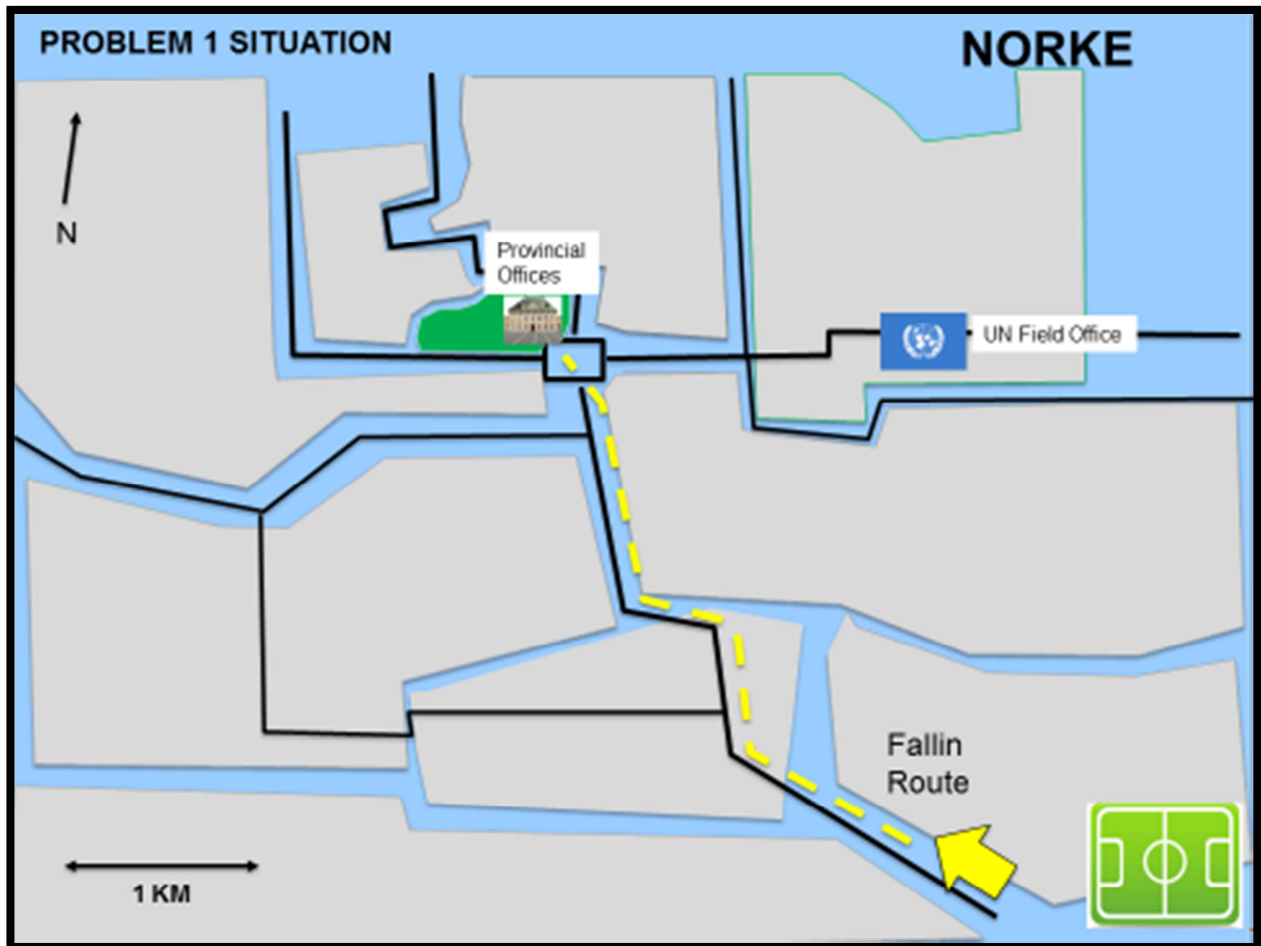
Other considerations:

UN peacekeeping personnel may be directly involved in the demonstration as they provide support to the local authorities (before, during and after). This may include UN police and military personnel, as well as Political Affairs, Civil Affairs, Human Rights, Public Information, and protection-related components. These UN personnel would identify and take actions to:

- Reduce the chance of violence
- In the event of violence, prevent the situation from getting worse
- Consolidate after the demonstration has taken place

3.6.3 Map: Security Arrangements

Available as an individual slide for the learning activity.



Learning Activity

3.6.4

UN Security Management System (UNSMS)

METHOD

Mix and match

PURPOSE

To reinforce learning of UN Security Management System (UNSMS) at headquarters and country levels

TIME

25 minutes

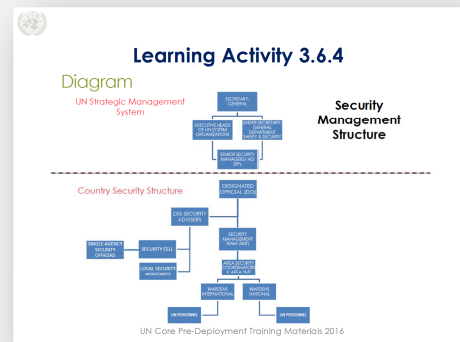
- Introduce activity: 3 minutes
- Group work: 10-12 minutes
- Debrief: 8-10 minutes
- Summarize and close: 1 minute

INSTRUCTIONS

- Match part of the UNSMS with the roles and responsibilities

RESOURCES

- Learning Activity instructions
- Activity Material
- Diagram (from Lesson 3.6)



Preparation

- Decide on working groups
- Format the mix-and-match sets in large type, one per page. Copy one set per group. Put each set in a folder to hand out quickly.
- Make sure each group has flip-chart sheets, a stand and tape, to make a diagram that shows the relationship between system parts.

Instructions

1. Introduce the activity – a rapid mix-and-and match exercise.
2. Task groups to follow two steps:
 - a) Match the *parts of the UNSMS* with *main role and responsibilities*.
 - b) Arrange the matched pairs on a flip-chart sheet to show relationships between them (hierarchy).
3. Let people know just before time is up. Get them to bring the completed flip-chart sheets to the front and post them. Gather the group to view them. Confirm information is accurate.
4. Safety and security is everyone's business. Reinforce the importance of all peacekeepers knowing this content.

Variations

Make the exercise a contest. Time the groups. Have a modest or joke prize for the team that finishes first.

3.6.4 Learning Activity Material: UN Security Management System (UNSMS)

Note: The second step of the activity puts UNSMS parts in order. The table has accurate order. The slide shows hierarchy better.

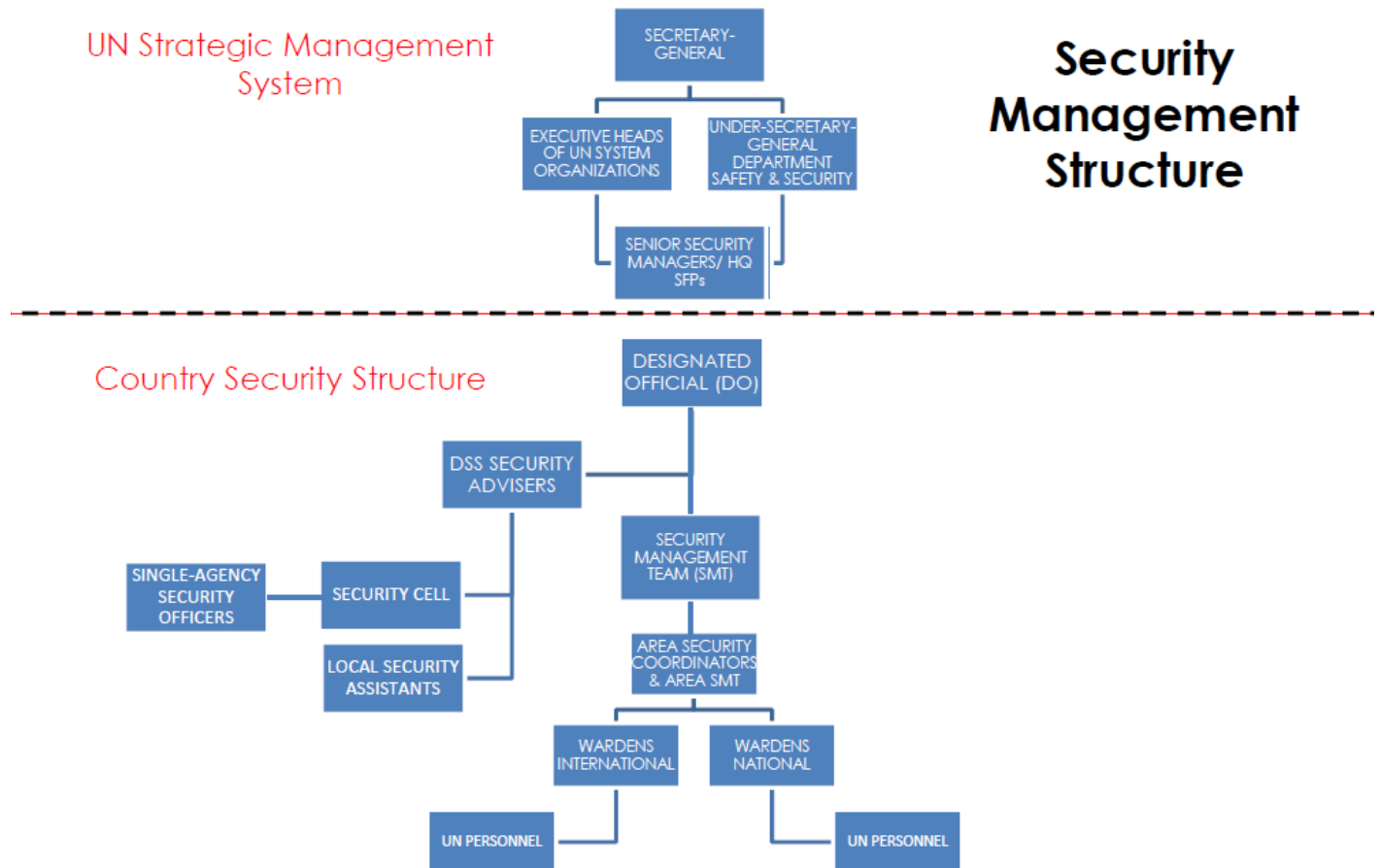
Part of UNSMS	Roles and Responsibilities
UN Strategic Management System	Applies at headquarters
Secretary-General	<ul style="list-style-type: none"> • accountable for proper running and administration ... of overall safety and security of UN personnel, premises, assets at HQ and field
Executive Heads of UN Agencies, Funds, Programmes and Organizations	<ul style="list-style-type: none"> • accountable for ensuring the goal of the UNSMS is met in specific organizations
Under-Secretary General for the UN Department of Safety and Security (USGDSS)	<ul style="list-style-type: none"> • accountable for over-all safety and security of UN personnel; • responsible for developing policies, practices, procedures for system personnel globally • responsible for coordinating in UN system, ensuring security implementation, compliance and support
Senior Security Managers, Security Focal Points at HQ	<ul style="list-style-type: none"> • responsible for coordinating organization's response to safety and security issues

Country Security Structure	<i>Applies at country level</i>
Designated Official (DO)	<ul style="list-style-type: none"> responsible for security of UN personnel, premises, assets in country or designated area of operation
DSS Security Advisers	<ul style="list-style-type: none"> advise the DO and the Security Management Team (SMT)
Security Cell	<ul style="list-style-type: none"> provides support to the DO and the Security Management Team (SMT)
Single-Agency Security Officers	<ul style="list-style-type: none"> responsible for security activities specific to organization – advise SMT members, may act for DSS security officers
Local Security Assistants (LSAs)	<ul style="list-style-type: none"> help and support international security adviser/s and officer/s in conduct of security responsibilities
Security Management Team (SMT)	<ul style="list-style-type: none"> advises the DO on all security-related matters
Area Security Coordinators (ASCs)	<ul style="list-style-type: none"> coordinate and manage security arrangements for a specific area responsibilities similar to DO for respective area
Area Security Management Team (ASMT)	<ul style="list-style-type: none"> advises the ASC on all security-related matters

Wardens	<ul style="list-style-type: none">• help implement security plan
UN personnel	<ul style="list-style-type: none">• follow security policies, guidelines, directives, plans and procedures• attend briefings, take training, follow instructors

3.6.4 Diagram: UN Security Management System (UNSMS)

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



Learning Activity

3.6.5

Security Level System (SLS)

METHOD

Mix and match

PURPOSE

To ensure all participants know details of the Security Level System

TIME

20-25 minutes

- Introduction: 3 minutes
- Group work: 10-12 minutes
- Check/debrief: 8-10 minutes

INSTRUCTIONS

- Match the colours, numbers and levels in the SLS

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

- Make separate cards for the colours, numbers and levels in the SLS (18 total).
- Decide on the groups.
- Copy a set for each group and put in folders.
- Provide a flip-chart sheet and tape to each group.

Instructions

1. Introduce the exercise. The SLS has six levels, each with a distinct number, name and colour. The task is to put the cards in the folders into meaningful order, and tape them to the flip-chart sheet.
2. Let people know when several minutes are left. Get groups to turn flip-charts so all can see. Confirm that each SLS is correct. Invite questions and respond to them.

Variations

Make the exercise a contest. Time the groups. Have a modest or joke prize for the team that finishes first – confirming first that results are accurate.

3.6.5 Learning Activity Material: Security Level System (SLS)

	1	Minimal
	2	Low
	3	Moderate
	4	Substantial
	5	High
	6	Extreme