Instructor's Guide to Classroom-based Exercises

Purpose

To practise handling conduct and discipline issues in situations that commanders are likely to experience during their upcoming deployments.

Participant learning outcomes

To practise following UN-recommended guidance and good practice on how to identify misconduct risks and prevent misconduct, handle misconduct allegations and report misconduct to the UN, and cooperate with UN initial fact-finding activities and investigations.

When to use these classroom-based exercises

Troop-/police-contributing country (TCC/PCC) instructors should select at least one classroom-based exercise and integrate it into classroom-based training provided to commanders. In the 'Formed Police Unit (FPU) Command Staff Course', the classroom-based training on conduct and discipline is best delivered in the first half of the course before the mid-term review exercise.

How to use these classroom-based exercises

The classroom-based exercises are designed to be delivered to a group of approximately 20 learners, divided into four groups. The duration of the classroom-based exercises ranges from 45 minutes to a maximum of 2 hours. Instructors should select one of the classroom-based exercises from the four examples provided (see **Table 1. List of Classroom-based Exercises** below). Case studies, scenarios and examples used in the classroom-based exercises are fictitious but based on real cases. Exercise 2 (risk management using scenarios) uses generic scenarios: trainers may wish to tailor them further to maximise learning (e.g. by adding more context-specific risks for the specific location where the contingent will be deploying).

Each classroom-based exercise provides all the information needed by the trainer to run the exercise.

Table 1. List of Classroom-based Exercises

Description	Method
1. Discussion case studies (2 hours) To analyse misconduct cases where commanders have failed to meet their obligations on conduct and discipline and explore good practices for commanders in preventing and reporting misconduct as well as cooperating with UN initial fact-finding activities and investigations. Case study A. Sexual Exploitation and Abuse (SEA) Case study B. Sexual Harassment Case study C. Theft of UN Fuel Case study D. Drunk Driving	Discussion case studies, group work
2. Risk management using scenarios (1 hour 15 minutes) To practise identifying misconduct risks <u>for a scenario</u> that they are likely to encounter when deployed and practise developing an action plan to prevent misconduct. Scenario 1: Misconduct risks (town/city location) Scenario 2: Misconduct risks (remote location)	Scenario-based action planning exercise, group work (with an option for individual work), plenary discussion
3. Risk management using videos (1 hour 45 minutes) To practise identifying misconduct risks <u>for an upcoming deployment</u> and practise developing an action plan to prevent misconduct. Four videos are provided: Video 1: 'Sexual Exploitation and Abuse: Message to the troops' (2017) (French with English sub-titles) Video 2: 'Fight against sexual exploitation and abuse in CAR' (2017) (French with English sub-titles) Video 3: 'Rwanda: Good practices on strengthening the conduct of peacekeeping personnel' (2021) (English with English sub-titles as well as English with French sub-titles) Video 4: 'Fight against sexual exploitation and abuse at night' (2017) (English with the option to select closed captions in English)	Video showing and action planning (group work with an option for individual work), plenary discussion
4. Exercise: What Type of Violations to Report to the UN? (45 minutes) To practise deciding which violations can be handled by the commander and which cannot and have to be reported to the UN for possible investigation.	Group work, plenary discussion

Handling strong emotions and disagreements over values

As the exercises deal with sensitive issues, some learners may experience strong emotions or clash with others over values. It is therefore good practice to:

- Set ground rules that address disagreements over values such as 'Listen with an open mind', 'Attack the problem, not the person', 'Agree to disagree'.
- Give permission to learners to leave the room if they are experiencing strong emotions and need to take a break.
- Make emotional support available to learners after the training such as the chance to debrief about strong emotions surfaced during the training, or access to counselling.

Preparations

2-4 weeks before: Trainers should identify any resource persons that need to be invited to participate in the exercise(s), including one senior leader to attend the first exercise to underline the importance of the topic (see **Trainer profiles** in the '**Instructor's Guide to Using the RTP'**).

1-2 weeks before: Trainers should request learners to complete the two on-line courses and provide copies of the completion certificates for the two e-learning courses as proof that they have passed the on-line element of the course.

1 week before: Trainers should ask all learners to read the **Deployment Guide** (see '**Key Resources**'). This will remind learners of the key messages from the course, before they attempt any exercise.

If learners are unlikely to do any pre-reading, the trainer may instead wish to do a short presentation (e.g. a 15-minute PowerPoint presentation) of the contents of the **Deployment Guide** and then immediately start with the first exercise.

A list of training materials and supplies is provided in the instructions to each exercise.

Learning evaluation method

What are learners assessed against?

Learner performance during exercises is assessed on a scale of 1-3 (1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations).

Learners can either be assessed as a group or individually. During classroom-based exercises, the performance of a group/learner will be assessed using a combination of trainer observation and analysis of any written work produced.

How to score an exercise

While one trainer leads the exercise, the other trainer takes notes on the performance of each group/learner using the solution key for the exercise and collects up any written work produced. After the exercise is completed, all trainers jointly review the notes of the performance of each group/learner as well as any written work produced and score their performance on a scale of 1-3. The trainers use **Table 2. Scoring Criteria – Exercises** to help them decide on a score (see below). Then, the trainers insert the score into the **Course Evaluation Form** (see annex to the '**Instructor's Guide to Using the RTP'**) as well as any key remarks.

What happens if a group/learner underperforms during an exercise?

If a group/learner underperforms during an exercise, the trainer will immediately address any missed or misunderstood learning points during the session. However, at times, the trainer may decide that an additional, short 'recap' session is needed after all exercises and injects are completed to reinforce specific learning points that were poorly understood (see '**Instructor's Guide to Using the RTP'** for further guidance).

Setting clear expectations about learner evaluation

At the start of each exercise, trainers should explain to learners:

- What they will be assessed on i.e. their performance during the exercise.
- What they will not be assessed on. For example, explain that learners are encouraged to speak frankly about negative experiences and what can be learned from them, and should not worry about any repercussions for their careers or for passing the exercise.
- How they will be assessed e.g. observations of the trainer during group work, inputs made during group discussions, written work submitted by the group or individually.
- The importance of learners participating actively in the exercises, both to maximise their own learning and that of others as well as to enable evidence to be gathered to assess their performance.

Trainers should also actively manage the exercise to ensure that everyone has the chance to participate and contribute.

Table 2. Scoring Criteria - Exercises

More than one criteria in the box may apply.

	1 – Does not meet expectations	2 – Meets expectations	3 – Exceeds expectations
Level of performance in the exercise	☐ • Assigned tasks partially completed or not completed Inputs provided (by the individual or as part of a group): • aligned with very few or none of learning points/ the solution key provided for the exercise • demonstrated poor ability to apply UN guidance to situations they are likely to face during upcoming deployments • were mostly 'off-topic' and did not relate to the purpose of the exercise	☐ • Assigned tasks completed Inputs provided (by the individual or as part of a group): • aligned with most learning points/ the solution key provided for the exercise • demonstrated satisfactory ability to apply UN guidance to situations they are likely to face during upcoming deployments • were 'on-topic' and relevant to the exercise	☐ • Assigned tasks completed Inputs provided (by the individual or as part of a group): • aligned with all learning points/ the solution key provided for the exercise • demonstrated exemplary ability to apply UN guidance to situations they are likely to face during upcoming deployments • were 'on-topic' and relevant to the exercise and provided new insights to others • demonstrated an understanding of the broader context or policies on conduct and discipline