

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
3.5.1	Film: <i>Beyond Scarcity</i>	Film, group discussion	10 minutes
3.5.2	Environmental Impacts	Brainstorm	5-25 minutes
3.5.3	Practices, Actions, Responsibilities	Visuals, questions	10-25 minutes

Learning Activity

3.5.1

Film: *Beyond Scarcity*

METHOD

Film, group discussion

PURPOSE

To consider the importance of natural resources and the need to protect it

TIME

10 minutes

- Film: 5:20 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- List ways water is important in our lives
- What happens when there is not enough water?
- Why is it important to manage the use of natural resources such as water?

<https://www.youtube.com/watch?v=3jYr8MFTXrM>

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://www.youtube.com/watch?v=3jYr8MFTXrM>
- 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) How is water important to our lives?
 - b) What happens when there is not enough water?
 - c) Why is it important to manage the use of natural resources such as water?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

3.5.2

Environmental Impacts

METHOD

Brainstorm

PURPOSE

To consider the impact the mission can have on the environment

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 25 minutes

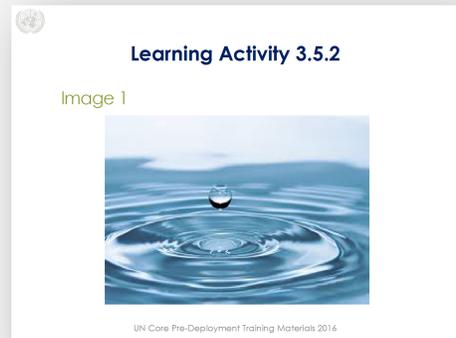
- Brainstorming: 10 minutes
- Discussion: 15 minutes

INSTRUCTIONS

- Consider: water, energy, solid and hazardous waste, wastewater, wildlife, historical and cultural resources
- Discuss the impact the mission can have on these

RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Photos



Preparation

- Note examples of specific environmental impacts by missions and peacekeepers, on these themes:
 1. Water
 2. Energy
 3. Solid Waste
 4. Hazardous Waste
 5. Wastewater
 6. Wild animals and plants/forests
 7. Valuable natural resources – gold, coltan, diamonds, other precious stones
 8. Historical and cultural resources

Instructions

1. Introduce the activity. A peacekeeping mission cannot avoid an impact on the environment. It can try to minimize negative impact, and demonstrate good practice.

"The primary role of international peacekeeping forces and aid agencies is to keep the peace and support vulnerable communities during difficult and distressing times. But they also have responsibility to ensure their presence and operations have a minimal ecological footprint and do not aggravate environmental degradation, which may be a dimension of the conflict," said Steiner recently (the head of UN Environment Programme).

"A more environmentally responsible approach requires new thinking and capabilities", notes DPKO's New Partnership Agenda.

2. Ask people to relax. As you name each theme, ask people to imagine or visualize a peacekeeping mission, and day-to-day activities. What effects do individual and mission activities have on the environment?
3. Close the exercise, summarizing key messages.
 - a) "Environment-blind" is similar to "gender-blind". Both sound neutral, but have negative results.
 - b) The UN encourages peacekeepers to be aware of a) their environment and b) effects of their actions.
 - c) Emphasize the four "environmental R's – reduce, reuse, recycle, recover. "Recover" means to find another use for an item. Encourage participants to have as small an environmental footprint as possible.

Variation

Get participants to do independent research on the UN site "Greening the Blue". The site has examples of actions by different UN agencies, funds and programmes. They may get ideas for things peacekeepers can do.

3.5.2 Responses to Discussion Question: Environmental Impacts

The points in “Effects of Peacekeeping Actions” column are from <http://www.greeningtheblue.org/case-study/blue-helmets-prepare-go-green>.

Aspect of Environment	Actions by Peacekeepers and Missions
1. Water	<i>See points under 3-5.</i>
2. Energy	<p>In 2009 DFS completed the field missions' greenhouse gas inventory, part of UN Environment Programme's move to a climate-neutral UN. It looked at greenhouse gases and carbon dioxide equivalent emitted by different sources. These included air travel (commercial, troop rotation, UN flights), road travel, refrigerants, power generation and power purchases. Conclusions were that peace operations emitted about 1 million tons CO₂-equivalent in 2008, nearly 2/3 that of the entire UN, 1.7 million tons.</p> <p><i>“Roughly speaking, the study showed that the amount of CO₂-equivalent emitted in 2008 for the whole year (about 9 tons per staff member) on a peacekeeping mission was a ton more than that for a resident of the European Union. And when compared to residents of the host countries, the peacekeeping production of CO₂-equivalent gases was far greater. ... In short, peacekeeping operations behave like developed countries while operating in developing countries.”</i> Peacekeeping operations are not good role models. The goal of DPKO/DFS policy is to <i>“achieve a more environmentally sensitive, ecologically mindful mission footprint.”</i></p>
3. Solid Waste	<p>In Sudan, UNMIS and the Government of Sweden invested \$5 million to introduce technologies for treatment of waste, waste water and efficient use of water and energy in military posts. The goal is 30 percent decrease in water consumption, 25 percent in energy use, and 60 percent of waste volume.</p>
4. Hazardous Waste	
5. Wastewater	
6. Wild animals and plants/forests	<p><i>“Peacekeeping can inadvertently contribute to environmental degradation in the rush to deploy. In clearing areas for camps, for examples, trees are removed – even in arid environments. In addition to felling hundreds of trees for their camps in Darfur, for example, the UN peacekeeping</i></p>

and humanitarian community decided to help the local economy by purchasing building bricks in situ instead of importing them. This sudden market for bricks and other wood products spurred Darfurians to cut and burn even greater amounts of forest – already in serious decline – to produce them.”

13 missions participate in UN Environment Programme's Billion Tree Campaign. People pledged or planted 118,000 trees.

CITES, the Convention on International Trade in Endangered Species of Wild Fauna and Flora, passed in 1973, and came into force in 1975. Its aim is to ensure international trade in wild animals and plants does not threaten species survival.

More than 35,000 species are protected, to different degrees (5,000 plant species, 29,000 animal species). Over-exploitation endangers them all. **Peacekeepers are encouraged to avoid purchasing any products or examples of threatened species – check the CITES appendices before buying anything.**

Appendix 1: 1200 species, threatened with extinction. Commercial trade in wild-caught species is illegal. Examples are African bush elephant, all rhinoceros species, and Western gorilla.

Appendix 2: 21,000 species. These are not threatened with extinction, but they may be if international trade is not strictly regulated.

Appendix 3: 170 species that one member country has asked other CITES members to help control. Examples are African grey parrot, and Lignum vitae or “Ironwood”.

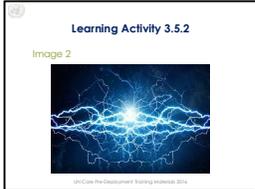
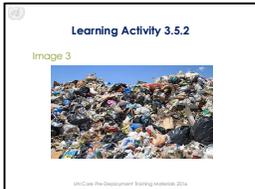
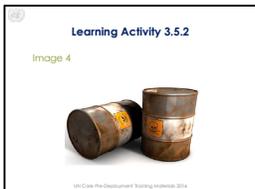
(Source: Wikipedia)

<p>7. Habitats for wild animals</p>	<p>Conflict can devastate habitats, reducing biodiversity and possibilities for economic recovery.</p> <p>“Biodiversity” means varying types of biological life. Healthy ecosystems have many different types of life. Peacekeepers can encourage local people to protect biodiversity, as well as avoid damaging it themselves.</p>
<p>8. Valuable natural resources – gold, coltan, diamonds, other precious stones, oil</p>	<p>Valuable natural resources can fuel and fund conflict. Examples are blood diamonds from Liberia, gold and coltan from the Democratic Republic of Congo. ISIS funds terrorist activity by selling oil.</p>
<p>9. Historical and cultural resources</p>	<p>Historical and cultural artifacts may be for sale. One archeologist gives five reasons why <u>not to buy them</u>:</p> <ol style="list-style-type: none"> 1. They may be fake. 2. If not fake, they may be illegal, according to the 1970 UNESCO convention on cultural property. 3. Such trade helps fuel international conflicts and wars. Examples are Syria, Egypt, and Iraq. <i>“The lucrative antiquities market means conflicts will involve damaging, destroying, or ransoming ancient objects and sites.”</i> 4. They may have been looted from archeological sites. 5. They probably can’t be donated to a museum, which have tightened up guidelines. <i>“If an artifact doesn’t have a spotless history, a museum won’t touch it.”</i> <p>Killgrove, Kristina. <i>Five Reasons You Shouldn’t Buy that Ancient Artifact</i>. Forbes Magazine. Science.</p> <p>http://www.forbes.com/sites/kristinakillgrove/2015/06/12/five-reasons-you-shouldnt-buy-that-ancient-artifact/</p> <p>During conflict in Iraq, many items from the national museum were looted.</p> <p>In Syria, ancient artifacts have been traded for guns. A smuggler from Syria is quoted in a Time article as saying,</p>

	<p><i>“War is good for us. ... We buy antiquities cheap, and then sell weapons expensively.”</i> That business, he says, is about to get better. <i>“Fighters allied with the Free Syrian Army units battling the regime of Syrian President Bashar Assad have told him that they are developing an association of diggers dedicated to finding antiquities in order to fund the revolution. The rebels need weapons, and antiquities are an easy way to buy them.”</i></p> <p>Baker, Aryn, Anjar Majdal, Lebanon. “Syria’s Looted Past: how Ancient Artifacts are being Traded for Guns”.</p> <p>http://world.time.com/2012/09/12/syrias-looted-past-how-ancient-artifacts-are-being-traded-for-guns/</p>
<p>10. Environmental laws</p>	<p>Missions are to follow environmental laws of host countries. Where there are none or only a few, missions are to follow multi-lateral environmental agreement, to set minimum standards.</p>
<p>11. Effects on conflict</p>	<p>Dwindling resources can be a cause of conflict, and UN peacekeeping actions can exacerbate a conflict. DPKO’s “New Horizon” agenda notes <i>“threats such as environmental changes ... threaten many States and contribute to growing political and security instability.”</i></p>
<p>12. Environmental crises</p>	<p>According to the 2009 <i>Environmental Policy for UN Field Missions</i>, every peacekeeping mission has to develop baselines and objectives for missions on environmental issues, and an emergency management plan for environmental crises.</p>

3.5.2 Photos: Environmental Impacts

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p> 	<p>Water</p>
<p>2.</p> 	<p>Energy</p>
<p>3.</p> 	<p>Solid Waste</p>
<p>4.</p> 	<p>Hazardous Waste</p>

<p>5.</p> <p>Learning Activity 3.5.2</p> <p>Image 5</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Wastewater</p>
<p>6.</p> <p>Learning Activity 3.5.2</p> <p>Image 6</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Wild animals and plants/forests</p>
<p>7.</p> <p>Learning Activity 3.5.2</p> <p>Image 7</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Valuable natural resources – gold</p>
<p>8.</p> <p>Learning Activity 3.5.2</p> <p>Image 8</p>  <p><small>UN Case Pre-Deployment Training Materials 2014</small></p>	<p>Historical and cultural resources – Timbuktu Mosque built in 1327, Mali, West Africa.</p>

Learning Activity

3.5.3

Practices, Actions, Responsibilities

METHOD

Visuals, questions

PURPOSE

To explore environmental issues and good practices in UN peacekeeping, as well as reinforce collective responsibilities

TIME

Short option: 10 minutes

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

Longer option: 25 minutes

- Introduction: 2 minutes
- Group work: 10-12 minutes
- Reports: 10-12 minutes
- Close: 1 minute

INSTRUCTIONS

- Consider the images
- What are the harmful practices and negative impacts?
- What are the good practices?
- What changes or solutions would you suggest?

RESOURCES

- Learning Activity instructions
- Photos



Preparation

- Scan the visuals and support. Pictures are available as part of the presentation slides for the lesson. Images are in four sets:
 1. environmental awareness
 2. logistics
 3. use of natural resources
 4. waste management
- Divide participants into four groups. Print one set of images for each group. If the class is large, print several sets for each group.
- Prepare a slide or flip-chart sheet with discussion questions for small groups:
 - What **harmful practices and negative impacts** do you see?
 - What **good practices** do the images show?
 - What **changes or solutions** can you suggest to improve environmental practices?
 - What are your related **responsibilities**?
- Prepare flip-chart sheets or boards to note points on Roles and Responsibilities.

Instructions

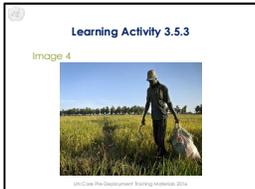
1. Introduce the activity, timing and groups. Hand out the sets of visuals or project the pictures on the slides. Tell groups to tape the images to a flip-chart sheet and note points from discussion, for reporting.
2. Let people know when the time is almost gone, so groups can finish reports.
3. For reports, ask people to hold points about roles and responsibilities. Get people to stand and move to see posted images for reporting. Invite comments and additions, especially on solutions.
4. Gather points about roles and responsibilities when all groups have reported. The photos show different peacekeepers helping with environmental clean-up. Ask participants what they notice. Garbage and litter dot the landscape. Note points on the prepared flip-chart sheets.
5. Summarize key messages and close. Key messages include:
 - a) environmental practices did not use to be on the peacekeeping radar;
 - b) climate change and other environmental developments mean now they are;
 - c) every person in a peacekeeping mission can make a difference;
 - d) *do no harm* to the environment is a baseline;
 - e) all are responsible for monitoring their own impact, and suggesting improvements on negative practices.

Variation

Invite people with peacekeeping experience to share observations on environmental practices in missions –good and bad.

3.5.3 Photos: Practices, Actions and Responsibilities

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p> 	<p>UNMISS – regular patrol in Malakal, South Sudan – perimeter of the UNMISS Compound</p>
<p>2.</p> 	<p>UNAMID peacekeepers take part in clean-up campaign of Amdafasu market in El Fasher, North Darfur. Rwandan troops serve with the African Union-United Nations Hybrid Operation in Darfur (UNAMID).</p>
<p>3.</p> 	<p>World Food Programme fuel-efficient stoves project, North Darfur. Made in the wanda camp for IDPs near Tawila, North Darfur. Thousands of women at the camp are beneficiaries of the Safe Access to Firewood and Alternative Energy (SAFE) project, run by WFP. Fuel-efficient stoves reduce amount of fuel-wood needed, reducing deforestation.</p>
<p>4.</p> 	<p>As part of a Quick Impact Project, The UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) funds fuel for water-pumping stations used to irrigate rice fields.</p> <p>irrigate rice fields.</p>

