

Lesson 1



Introduction to the course

Lesson at a Glance

Aim

To introduce participants, facilitators to the course materials.

Relevance

As participants in this course, you have a responsibility to actively participate in all discussions, presentations and activities.

Learning Objectives

Learners will be able to:

- At the end of this lesson, you will be able to describe the course purpose and logistics

Lesson Overview

- Introductions
- Course purpose
- Training Materials and Resources
- Peacekeeping environment today
- Course logistics
- Assessment

Lesson Map

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Lesson Resources

Please make sure you have the following resources for this activity.



Workbook

- Activity 1.1: Pre-Course Assessment

Assessments

- Pre-Course Knowledge Assessment (trainee copy and answer key in the Assessments folder for this course)
- Readiness Self-Evaluation Survey (copy in the Assessments folder for this course)
- Pre-Course Scenario Assessment (the scenario is on the last slide and the answer key with an assessment matrix is in the Assessments folder for this course)

The Lesson

Duration: 2 hour 30 minutes total

1 hour Learning Activity

1 hour 30 minutes: interactive presentation/discussion



Starting the Lesson

Make sure you have all course materials ready to distribute. Trainees need copies of the course Workbook and Resource Guide. For this lesson, prepare one copy of the knowledge assessment and readiness survey for each trainee.

References

Be familiar with the following resources to facilitate this lesson.

- *Course Quick Start Guide*
- *Course Resource Guide*
- *Course Workbook*
- *Improving Security of United Nations Peacekeepers (Cruz report)*

Introduction

Slides 1-4



Aim

The aim of this lesson is to introduce participants, facilitators, and the course materials.

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Relevance

As participants in this course, you have a responsibility to actively participate in all discussions, presentations and activities.

Familiarization with course materials and logistics will support your participation.

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Learning Objectives

At the end of this lesson, you will be able to describe the course purpose and logistics

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Lesson Overview

- Introductions
- Course purpose
- Training Materials and Resources
- Peacekeeping environment today
- Course logistics
- Assessments

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OUTLINE the lesson aim, relevance, learning objectives, and overview.

Introduction

Slide 5



INTRODUCE yourself.

ASK other instructors and guests to introduce themselves.

ASK participants to briefly introduce themselves. Have the participants write the name they prefer to be called during the training on their displayed name card.

ASK the participants to include as much as they feel comfortable with sharing about themselves – family, hobbies, likes, etc

RECORD participants' course expectations on a flipchart.

REVIEW the course expectations and highlight the ones that will be covered in this course.

LINK topics to participant expectations.

Review the importance of getting to know each other, common goals, stresses, backgrounds, work ethics prior to deploying in mission.

NOTE You can use a Team Building activity for introduction and to get to know each other.

Course Purpose

Slide 6



Course Purpose



Prepare command staff to effectively lead Formed Police Units (FPUs) in the United Nations mission environment

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STATE the course purpose.

EXPLAIN that UN with UN partners and international partners developed this course to help prepare command staff for the growing range of complex and high-risk activities they will conduct in United Nations missions.

NOTE that this three-week course is not enough time to completely prepare command staff for their responsibilities. Instead, this course introduces command staff duties along with tools participants should use to study in their own time to prepare for their new responsibilities. The need to be familiar with UN Resources, links, documents, policies, SOP's as well as researching the current situation in the mission they will be deployed

Course Map

Slide 7



EXPLAIN that this course is organized into functional sections reflecting the phases of deployment. Review quickly the various modules that will be covered in each section to demonstrate the flow.

DISTRIBUTE or post the Course Agenda.

EMPHASIZE that in addition to required command tasks, this course will also examine the critical role of leadership in the UN mission environment. REMIND trainees that strong leadership skills are identified in the Cruz Report as essential to troop safety in mission. Ask the question of who read the Cruz Report.... Stress the importance of being familiar with the report to better understand the purpose and strategy behind the course.

DEFINE leadership as working with and influencing others to achieve common goals.

NOTE that you will prompt participants to discuss the role of leadership throughout the course so that they can distinguish between managing an FPU and leading an FPU.

Photo: (left to right), UN Photo/Markogiannis, INL, UN Photo/Hazou, UN Photo/Dormino, INL

Training Materials and Resources

Slide 8



OUTLINE the training materials.

- Everyone will receive a Resource Guide that they can take with them into mission for reference.
- Each command staff member may have the use of a laptop throughout the course.
- After the course, participants will keep e-materials with all course content. Reference materials for self-study are found in the Resource Guide and e-materials.
- The Workbook will be used throughout the course to complete activities.

EXPLAIN that the icons on the bottom right of a slide cue the participants to the relevant course materials.

DISTRIBUTE the Resource Guide, Workbooks and Mid-Term Tabletop Handout and allow participants a few minutes to orient themselves to the materials. **EXPLAIN** that the laptops (participants are recommended to bring their laptops).

POINT OUT highlights in the Resource Guide.

- Checklists of tasks for each phase of deployment (end of sections for pre-deployment, arrival & induction, and in-mission sections)
- List of resources (important web links)

- List of CPTM and STM
- Vocabulary/Definitions/Acronyms
- Templates
- Copy of FPU Policy (2024.14)

Peacekeeping Environment Today

Slide 9

Peacekeeping Environment Today

- Increasing casualties
- Armed groups, terrorists, organized crime, street gangs, criminal and political exploitation
- UN flag and blue helmet do not guarantee protection



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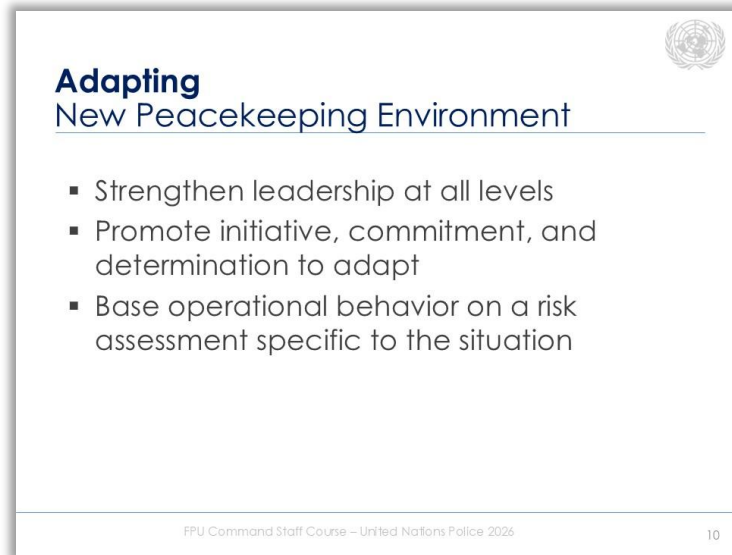
EXPLAIN that the number of personnel killed in peacekeeping missions by acts of violence is increasing. The UN commissioned a report to help identify why casualties are increasing and ways to reduce the casualties. The report is titled Improving Security of United Nations Peacekeepers and is commonly referred to as the Cruz report. (Retired Lt. General Santos Cruz)

NOTE that the report is available on a flash drive of course documents that all trainees will receive.

EXPLAIN that there are several recommendations in the report that apply to FPU and should be adopted by command staff.

Adapting New Peacekeeping Environment

Slide 10



OUTLINE the key findings of the Cruz report. Instructor should be familiar with the report and the key findings and the 18 issues and recommendations. Highlight some of the recommendations and how they relate to this course. There will be a learning activity later in the course specifically in the Cruz Report.

EXPLAIN that the report identifies the lack of leadership as a main problem in preventing the UN from adapting to the new high-risk environment. The Cruz report says that the quality of leadership at an operational level is essential to the maintenance of security of peacekeepers. Leaders at this level often fail to take initiative and neglect basic regulations.

NOTE that a common theme in the Cruz report is making sure that threat assessments, preparation, equipment, and training are specific to the threat environment. For example, if an FPU will be working in a jungle, the FPU should prepare for that environment.

EXPLAIN that most often the UN is attacked as a result of inaction, not as a result of taking action.

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Adapting New Peacekeeping Environment

- Identify threats
- Use mandates and directives on the use of force to take action, not to justify inaction
- Gather and use tactical intelligence
- Train, train, train



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REVIEW the remaining highlights from the Cruz report.

HIGHLIGHT the importance of continual training. The Cruz report emphasizes the need for strong pre-deployment training as well as in-mission training and readiness. If a unit arrives unprepared, it will not be able to operate safely, placing the FPU and civilians at risk. Even well-trained units require training to adapt to the specific threat environment and maintain operational readiness.

Again, the importance of knowing the mission environment prior to arrival. Understanding your roles and responsibilities as a Command Staff. Understanding the political situation in mission, the risks, challenges, equipment requirements, etc.

Photo: UN Photo/Martine Perret

Course Logistics

Slide 12

Course Logistics



- Daily schedule
- Breaks and lunch
- Course ground rules

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EXPLAIN the course logistics.

ASK participants to develop their own course ground rules, such as the appropriate use of cell phones. Use a flipchart to record the rules and post them for the duration of the training.

EMPHASIZE that all participants are expected to contribute to the exercises and discussions.

ASK participants if they have any questions.

Learning Activity

1.1

Pre-Course Assessment

INSTRUCTIONS:

- Complete the assessment as directed
- Pre-Course assessment scores are used as a baseline for comparison to post-course assessment. This helps assess course effectiveness.

TIME: 1 hour

Learning Activity 1.1
Pre-Course Assessments

Instructions

- Complete the assessments as directed.

Pre-course assessment scores are used as a baseline for comparison to post-course assessments. This helps assess course effectiveness.

Resources

- Pre-Course Knowledge Assessment
- Readiness Self-Evaluation
- Pre-Course Scenario Assessment (following slide)

Total: 1 Hour

- Pre-Course Knowledge = 20 minutes
- Readiness = 10 minutes
- Scenario = 30 minutes

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INSTRUCTIONS:

- **Distribute** the Pre-Course Knowledge Assessment. Ask participants to complete the assessment in 20 minutes. Explain that the results of this survey will be used as a baseline to compare to results from the Post- Course Assessment.
- Next, **distribute** the Readiness Self- Evaluation Survey. Explain that the results from the survey will be compared to the results from a Post- Course Readiness Self-Evaluation Survey to gauge the trainees' growth in confidence to perform several key skills covered throughout the course.
- After the Readiness Survey, **conduct** the Pre-Course Scenario Assessment. Instructions are on the following page and in the document titled *CSC-Baseline and Capstone Scenario Assessment*, located in the Assessments folder.

Note that this is to see where their level of knowledge is today and then at the end of the training.

Pre-Course Scenario Assessment

Slide 14



Pre-Course Scenario Assessment

- You are the commander of FPU 1 in Galasi. You receive a call from the mission's FPU coordination asking you to immediately deploy a platoon to deal with a spontaneous demonstration.
 - *What are your first decisions?*
- Once you arrive at the scene, one of the FPU elements decides on his own to use tear gas against the crowd, feeling in danger.
 - *What action do you take immediately? Back at the camp?*
- The local police violently assault the calm crowd. You learn from the mission that this is not the first time and that they are used to doing this at every demonstration, and that they violate the rights of the people most of the time. Some demonstrators are injured and bleeding.
 - *What do you do?*

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The Pre-Course Scenario Assessment provides a baseline assessment of how effectively trainees make decisions in a group setting. There will be another scenario assessment at the end of the course for stakeholders to assess the growth in decision-making and then draw conclusions on the course's effectiveness. As a facilitator, use the results of this exercise/assessment to tailor course materials to the trainees' level.

Suggested responses and an evaluation matrix are provided in the document titled CSC-Baseline and Capstone Assessment Answer Key located in the Instructor Assessments folder.

DIVIDE the class into groups of 5-6 persons. Or as quick exercise two groups can work (reduces the debrief time)

EXPLAIN that there are three parts to this assessment.

EMPHASIZE that there are no repercussions to this assessment. It will be used as a baseline and compared to a post-course scenario assessment to gauge course effectiveness.

PRESENT the pre-course scenario assessment on the slide. It builds (each bullet upon clicks). Allow 30 minutes for the assessment and feedback.

After the group answers the questions, **PROVIDE** feedback to the group using the suggested responses in the CSC-Baseline and Capstone Assessment Answer Key.

EXPLAIN that this course will help trainees work together to make effective decisions

based on United Nations policies and guidelines. This activity helps set the stage for the course.

ASSESS the group's performance using the rating matrix in the *CSC-Baseline and Capstone Assessment Answer Key*.

Question

Slide 15

