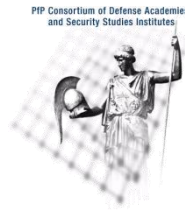




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### (III) SAMPLE LESSON PLANS FOR TEACHING GENDER TO THE MILITARY

The 17<sup>th</sup> meeting of the Security Sector Reform Working Group of the Partnership for Peace Consortium, hosted in Garmisch-Partenkirchen from 12 to 14 December 2012 in collaboration with the Education Development Working Group and the George C. Marshall European Center for Security Studies, brought together experts on military education, gender training for the military and integrating gender in military operations.<sup>2</sup> They shared experiences and collectively identified good practices in teaching gender concepts and content to the military, and developed three sample lesson plans.

The three lesson plans were as following:

**(1) Applying gender at a Tactical Level**

Audience: Infantry group (approx. twelve to fifteen soldiers plus one group commander and one deputy group commander)

**(2) Integrating Gender Perspective into Operations**

Audience: NATO Senior Officers (Combined-Joint) (COL and above)

**(3) Why & How to Include Gender In Operational Planning Staff Work**

Audience: Majors to Lieutenant Colonels, Staff College (national officers), Defence Academy Level

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<sup>2</sup> For the after action report of this workshop, <http://www.dcaf.ch/Event/Designing-Sample-Gender-Lessons-Second-PFPC-Workshop-on-Teaching-Gender-to-the-Military>



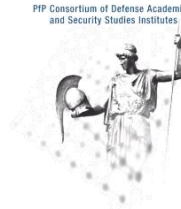
## Title: Applying Gender at the Tactical Level

<b>Audience:</b> An infantry group (approx. 12-15 soldiers + 1 group commander + 1 deputy group commander)		<b>Time:</b> 240 mins (4 hrs)
Learning Outcomes	Assessment Tools	Type & Timing of Assessment
1. Explain what it means to integrate gender perspective in their day-to-day work as a task force	Scenario-based role play and hot debrief	Formative assessment during lecture, scenario and debrief
2. Explain how gender perspective can serve as a force multiplier	Scenario-based role play, speed debate and hot debrief	Formative assessment during lecture, scenario and debrief
3. Differentiate the security threats for men and women, boys and girls in the specific area	Scenario-based role play and hot debrief	Formative assessment during lecture, scenario and debrief
4. Apply gender perspective in realistic situations of patrolling and engagement with local population in a culturally sensitive manner	Scenario-based role play and hot debrief	Formative assessment during lecture, scenario and debrief
<p><b>Learning Scope</b>                  In this lesson, soldiers will learn what it means for them as a task force working in the area of operations to integrate gender perspective. They will also receive an introduction on how security threats may differ for women, men, boys and girls. Furthermore, they will practice applying gender perspective in realistic situations of patrolling and interacting with local populations in a culturally sensitive manner.</p>		
<p><b>Prerequisites</b>                  Diagnostic Assessment (Interview with superiors to understand how this lesson fits in with other lessons for the target audience and the future tasks of the group).</p>		
<p><b>Equipment needed</b>                  Classroom, role players for scenario-based role play (external), materials for scenario and military equipment.</p>		
<p><b>Issues for Consideration</b>                  Consider also how gender is mainstreamed throughout national military education and general pre-deployment training - identify overlaps and gaps (such as internal gender considerations, which are not addressed in this lesson but should be addressed elsewhere in the curriculum). Note also that the lesson plan is based on a pre-deployment training model "<i>Train as you fight,</i>" which may require adaptation according to the context.</p>		
<p><b>Mandatory Preparation</b>                  Participants should complete a level 100 Gender ADL course as pre-learning tool (currently in development).</p>		



## Lesson Schedule: Applying Gender at the Tactical Level

Time	Topic (Learning Outcome)	Strategy (Related Assessment)	Content guidance	Content Resources	Faculty
<b>0800-0820</b>	What is gender perspective? (LO1)	Interactive lecture	Introduce concept of gender perspective, inviting contributions from the audience.	Reference ADL pre-req.	Instructor
<b>0820-0850</b>	Gender perspective as force multiplier (LO2)	Speed debate	Read out statements on gender improving operational effectiveness and have participants engage in mini-debates in pairs, changing partners for each statement.	Relevant statements to prompt debate on how gender can improve operational effectiveness	Instructor
<b>0850-0900</b>	<i>Break</i>				
<b>0900-0945</b>	Different security threats (LO3)	Brainstorming based on visual representation	Show pictures of men, women, boys and girls in different situations and guide learners to ask security relevant questions taking into account gender roles.	Pictures from the AOR	Instructor
<b>0945-1000</b>	<i>Break + transit</i>				
<b>1000-1100</b>	Patrol (LO1,2,3,4)	Scenario-based role-play (Role Play)	Role Play simulates a patrolling situation where the participants interact with the local population. The description should be based on the specific area of operation. Learners should apply gender perspective in carrying out their tasks	Role players	Instructor
<b>1100-1130</b>	Hot Debrief (LO 1, 2, 3, 4)	Scenario-based role-play (Discussion)	Each learner should be given a chance to share their view of the executed tasks. Preferably the hot debrief is led by the group commander.		Group Cmdr
<b>1130-1200</b>	Wrap-up (LO 1, 2, 3, 4)				Instructor



## Title: Integrating Gender Perspective into Operations

<b>Audience</b> Senior Officers (Combined-Joint) (COL and above)		<b>Time</b> 180 mins (3 hrs)
<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Type &amp; Timing of Assessment</b>
1. Understand the requirement of integrating gender perspective into operations	Checklist to include documents (strategic guidance, etc.)	Formative Assessment throughout the session
2. Evaluate an operational plan to ensure that gender perspective is included	Analyse an operational plan for gender perspective	Formative Assessment
3. Integrate the gender advisor's role into the work of the HQ staff	Participation in designated individual or collective exercise (outcomes 2 and 3)	Summative Assessment after participating in designated individual or collective exercise (outcomes 2 and 3)
<b>Lesson Scope</b> Delineating the responsibilities of the senior officer and gender advisors in integrating gender perspective into operations.		
<b>Prerequisites</b> Comprehensive operational planning directive course has been attended.		
<b>Equipment needed</b> Computers, Flipchart, Video Teleconferencing (VTC) Equipment		
<b>Issues for Consideration</b> 15 participants maximum		
<b>Mandatory Preparation</b> Participants have read and understood the reference documents		
<b>Supplemental</b> After participating in the STEADFAST Pyramid/Pinnacle exercise the lesson will be evaluated and adapted if necessary.		



## Lesson Schedule: Integrating Gender Perspective into Operations

Time	Topic (Learning Outcome)	Strategy (Related Assessment)	Content guidance	Content Resources	Faculty
<b>0900-0905</b>	Introduction	Lecture			Course leader
<b>0905-0920</b>	Major requirements on integration of gender perspective (LO1)	Brainstorming including a summary of the brainstorming (RA1)	Sharing challenges of understanding and implementing the requirements	Strategic Guidance documents	Course leader
<b>0920-1000</b>	Report of current status in theatre (LO1,2,3)	Presentations (20 minutes) and Q & A (20 minutes) (RA1,2,3)	Information about the reality of implementing the three outcomes in theatre	Reference to the operational plan and roles/tasks descriptions	Guest presentation by Commanding Officer and Gender Advisor in theatre or with recent experience
<b>1000-1020</b>	<i>Coffee break</i>		<i>Networking and informal reflection, preparing checklist.</i>		
<b>1020-1100</b>	To integrate gender perspective into an operational plan (LO2)	Depending on number of participants break into small groups (4 person maximum) (RA2)	Lead-in on previous exclusion on gender perspective Analysis and suggested modifications to the phases of an OPLAN to include gender perspective	Comprehensive operational planning directive	Course leader and facilitators for x number of small groups
<b>1100-1110</b>	<i>Stretch break</i>		<i>Preparing checklist</i>		
<b>1110-1140</b>	Discussing a draft OPLAN including gender perspective (LO2,3)	Discussing (RA2,3)	An OPLAN which serves as an excellent model for implementing the requirement of integrating gender perspective	OPLAN	Course leader
<b>1140-1200</b>	Wrap-up and feedback		Finalise and turn in checklist		
<b>1200-1330</b>	<i>Lunch</i>				

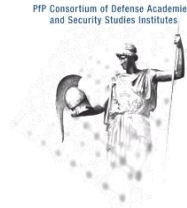


## Title: Why & How to Include Gender In Operational Planning Staff Work

<b>Audience</b>		<b>Time</b>
Majors to Lieutenant Colonels, Staff College (national officers), Defence Academy Level		180 mins (3 hrs)
<b>Learning Outcomes</b>	<b>Assessment Tools</b>	<b>Type &amp; Timing of Assessment</b>
1. UNDERSTAND gender dimensions/aspects relevant to Operational Planning Staff Work.	Short scenarios	Formative Evaluation, Take 15 mins at 45 min mark
2. ANALYZE/APPRAISE where gender should be incorporated/added to Operational Planning Staff Work.	Think-Pair-Share a text analysis exercise	Formative Evaluation, Take 20 mins at 90 min mark
3. PRODUCE/WRITE an Ex Operational Plan that integrates gender throughout the document.	Operational Plan Final Exercise	Summative Evaluation, At the end of the operational planning ex.
<b>Lesson Scope</b>		
<p>Incorporating gender perspective will enhance operational and overall mission effectiveness. It is also mandated by NATO Directive Bi-SC 40-1 and United Nations Security Council Resolution 1325.</p> <p>After this lesson, the officers will understand the gender dimensions relevant to operational planning, analyze and appraise where gender should be incorporated, and then write/produce Operational Orders that integrate gender.</p>		
<b>Prerequisites (students)</b>		
Complete the ACT ADL Gender 100-level course.		
<b>Equipment needed</b>		
Scenarios; previous Operational Plans; summary of UN SCRs 1325/1820/1960; excerpts of relevant international, regional, national, institutional policies; PowerPoint projector, flip chart, news articles.		
<b>Mandatory Preparation</b>		
Advance reading: UN 1325, 1820, 1960 and DPKO/ DFA Guidelines for Integrating a Gender Perspective into the Work of the United Nations Military in Peacekeeping Operations; Review of relevant international, regional and national actors working on women, peace and security issues, including gender-based violence.		



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## Lesson Schedule: Why & How to Include Gender in Operational Planning Staff Work

Time	Topic (Learning Outcome)	Strategy (Related Asses't)	Content guidance
<b>0800-0820</b>	Introduction (LO1)	Mind mapping Short scenarios (formative)	Mind mapping – what is the link between gender and operational planning? Brainstorm in two groups on flip charts, everyone writes down something on the flip chart, what is relevant in Afghanistan in one group and DRC in the other group.
<b>0820-0845</b>	Relevance of gender to operational planning (LO1)	Lecture/video discussion	Lecture/discussion – What gender is, why it is relevant to operational planning, policy mandates regarding gender in military operations. Video linking gender to mission success.
<b>0845-0900</b>	(LO1)	Scenario exercise (formative)	Short scenarios [formative assessment] – Buzz groups, 1-2 sentence scenarios at tactical level for each group, ask how gender is relevant to that tactical activity.
<b>0900-0910</b>	<i>Break</i>		
<b>0910-0930</b>	How to integrate gender into operational plans (LO2,3)	Lecture/ Discussion	Lecture/discussion – breakdown of operational plan, specific examples of where gender fits. Example of where gender is poorly /inadequately incorporated. For instance, women are just victims or “women and children.” Discussion of useful and specific language and criteria for good operational planning content.
<b>0930-1010</b>	(LO2,3)	Think-Pair-Share text analysis exercise	Think-Pair-Share exercise [formative assessment]. Distribute 1-2 different paragraphs from an operational plan and task participants to analyze where gender should be included and then draft the gender-related text to be included in the operational plan.
<b>1010-1020</b>	<i>Break</i>		
<b>1020-1050</b>	(LO2,3)	Role play with devil's advocate (formative)	Role play of 5 min presentation of operational plan incorporating gender to a skeptical, sexist Chief-of-Staff playing the devil's advocate. Group and facilitator feedback and debrief.
<b>1050-1100</b>	Conclusion  (LO3)	Closing remarks with video/article  (summative)	Closing remarks summarising key points. Video/article on importance of gender in operations. State that gender issues will be included in the final exercise. Give additional resources/reading materials.  Operations Plan Final Exercise [summative assessment]. As the summative assessment of the entire (2-week) operational planning course, the participant will have to produce an operational plan. An indicator of a successful operational plan will be the relevant integration of gender perspective throughout the plan.