



TEACHING GENDER IN THE MILITARY

A Handbook

Virpi Levomaa, Iryna Lysychkina and Andreas Hildenbrand, "Lesson plans: Backward design and active learning in teaching gender" in PfPC SSRWG and EDWG, *Handbook on Teaching Gender in the Military* (Geneva: DCAF and PfPC, 2016).



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

With the support of the Swiss Government.



DCAF

a centre for security,
development and
the rule of law

Lesson plans: Backward design and active learning in teaching gender

Virpi Levomaa (Finland), Iryna Lysyckina (Ukraine) and Andreas Hildenbrand (Germany)¹

CONTENTS

- | | |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1. Introduction | 7. What is a lesson plan? |
| 2. What is backward design? Why is it useful? | 8. How does one compose and use a lesson plan? |
| 3. What are the stages of backward design? | 9. What is the revised Bloom's taxonomy? How is it used in planning the lesson? |
| 4. How does one set good learning outcomes? | 10. Conclusion |
| 5. How does one get evidence of learning? | 11. Annotated bibliography |
| 6. What active learning methods can be used in teaching gender in the military? | Annex: Sample lesson plan |

1. Introduction

Planning is an essential part of teaching and learning. Experience shows that a planned lesson makes for more effective learning, so every instructor needs to plan her/his lessons. A backward design approach for lesson planning has proved to be effective. It starts with setting the learning outcomes, and pairs those with assessment tools and appropriate learning activities.

Planning is especially important in the context of teaching gender, given that the topic is often faced with resistance and limited in timeframe. Additionally, a gender perspective should be used in a wide variety of tasks. Thus when planning education and training for gender, one should keep in mind that the training must be interactive while using the expertise the learners already have and encouraging them to use a gender perspective in that expertise.

Lesson plans help to maintain focus and follow a logical lesson structure, and support keeping track of the work. Moreover, a lesson plan is an indispensable tool for self-reflection and evaluation, allowing analysis of the learning process and improvement of the curriculum. The greatest effect is gained if a gender perspective is included into curricula in the earliest forms of training and education, and mainstreamed throughout courses and different lessons at all levels to achieve lifelong learning.

This chapter aims to show the positive impact of backward design on educational planning. It outlines backward design's principles, stages and steps, and gives practical examples of how to compose a lesson plan using the

revised Bloom's taxonomy and active learning methods. The chapter is organized in the form of answering eight questions that may occur in the process of preparing a lesson.

2. What is backward design? Why is it useful?

The most effective approach for lesson planning is "backward design". Backward design starts with the outcome, what the learner should know and be able to do, and then produces the lesson. It works "backwards" to select the right assessment tools, to ensure that learners have actually reached the required learning outcomes and have an opportunity to demonstrate this. Only after that does backward design move to choosing the learning activities and materials that will be applied to make the lesson the most appropriate for the learner. The process is thus very different to more traditional planning, which normally starts with the materials.

Backward design enhances the direct route to learning outcomes, and ensures that learners are learning what they are expected to learn. Backward design ensures that the lesson is focused on the learning outcome rather than the process.

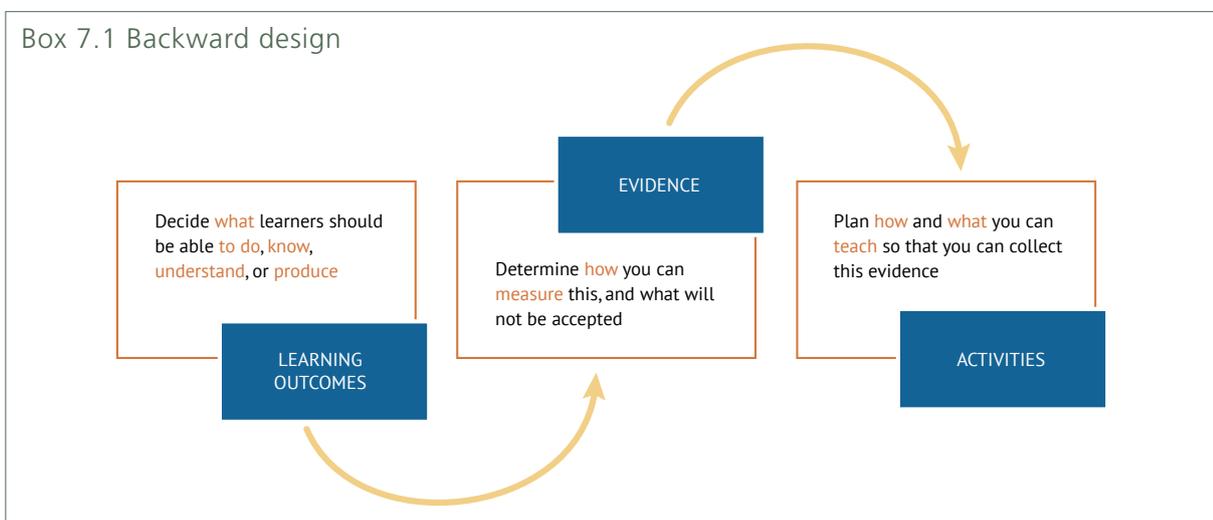
Backward design meets the requirements of adult learning, because it ensures that learners have a clear understanding of what they are doing and why they are doing it, as well as what they are supposed to learn by the end of the lesson. Learners and the instructor get a sense of purpose, which is a motivating factor for many. Backward design helps to make lessons more cohesive and activities more interconnected.

It is important to point out that in most cases an instructor starts her/his planning with set learning outcomes that can be found in curriculum or course control documents, and the instructor's task is only to break those outcomes into smaller and more detailed steps towards the final learning outcomes. Training requirement and training needs analyses are important steps in setting learning outcomes for gender curricula and course control documents. In NATO these processes are led by the Nordic Centre for Gender in Military Operations as department head for all gender-related curricula.

While backward design strategies have a long history in education – going back at least as far as the seminal work of Tyler² in the 1940s – the educators and authors Grant Wiggins and Jay McTighe are widely considered to have popularized "backward design" for the modern era in their book *Understanding by Design*.³ Since its publication in the 1990s, *Understanding by Design* has evolved into a series of popular books, videos and other resources.

3. What are the stages of backward design?

These are three main stages of backward design (Box 7.1).



Stage 1: Learning outcomes. The instructor begins by reviewing the learning outcomes based on the curriculum or course control documents, and breaks those final learning outcomes into smaller outcomes. In gender-related curriculum and course control documents, knowledge, skills and competence that the learners need to learn are mapped in accordance with the revised Bloom's taxonomy (discussed later). In some cases these required learning outcomes do not yet exist, and therefore some basic principles of setting learning outcomes are addressed at the end of this chapter.

For example, in a lesson on "gender perspectives in military operations", the set learning outcome could be: "By the end of the lesson learners will be able to explain what it means to integrate a gender perspective in their day-to-day work."

Stage 2: Evidence of learning. The second stage of backward design is when the instructor determines how to measure the accomplishment of the learning outcomes. The instructor chooses assessment tools that match the learning outcomes (see Chapter 8 on assessment) and measures whether and to what degree learners have achieved those required outcomes. Appropriate assessment tools and required standards are linked to the earlier mapping of knowledge, skills and competence that the learners need to learn, and can be found in gender-related curriculum documents.

For the previous example, where the learning outcome was "learners will be able to explain what it means to integrate a gender perspective in their day-to-day work", the appropriate assessment strategy could be to get evidence of the outcome being achieved by discussion: "Why do we need to integrate a gender perspective into our day-to-day work...?" The instructor facilitates the discussion and observes how learners are responding to the question and debate.

Stage 3: Learning activities. In the final stage the instructor decides what activities are needed for learners to achieve the required learning outcome. S/he also plans what and how to teach to be able to collect the necessary evidence. This is when the instructor identifies appropriate learning methods and chooses or develops activities to be used in the classroom.

In our example debate on "Why do we need to integrate a gender perspective into our day-to-day work?", discussion is both an assessment tool and the learning method, because the instructor will be observing the learners' discussion flow, interaction, etc., while the learners will learn more on the topic and develop their knowledge and skills.

4. How does one set good learning outcomes?

A learning outcome is a statement in specific and measurable terms that describes what the learner should know or be able to do as a result of engaging in a learning activity.

Good learning outcomes are:

- focused on the learner – they do not explain what the instructor will do in the lesson/course, but describe knowledge or skills that the learners will acquire;
- designed to help learners to understand why that knowledge and those skills are useful and valuable to their personal and professional future;
- specific and realistic, as they set the standard all passing learners should be able to demonstrate by the end of the lesson;
- measurable and linked with useful modes of assessment – they indicate the specific elements to be assessed;
- designed with a timeline for their completion.

The number of learning outcomes set for a lesson differs and depends on a number of factors like time and audience, but normally two or three outcomes are optimum.

By reviewing learning outcomes set in the curriculum, instructors can better align lesson learning outcomes with the curriculum, intended course learning outcomes and overall requirements for gender education/training.

Box 7.2 Learning outcomes should be SMART (TT)⁴

Speak to the learner. Learning outcomes should address what the learner will know or be able to do at the completion of the course.

Measurable. Learning outcomes must indicate how learning will be assessed.

Applicable. Learning outcomes should emphasize the ways in which the learner is likely to use the knowledge or skills gained.

Realistic. All learners who complete the activity or course satisfactorily should be able to demonstrate the knowledge or skills addressed in the outcome.

Time-bound. The learning outcome should set a deadline by which the knowledge or skills should be acquired.

Transparent. Learning outcomes should be easily understood by the learner.

Transferable. Learning outcomes should address knowledge and skills that will be used by the learner in a wide variety of contexts.

In our example the learning outcome was “learners will be able to explain what it means to integrate a gender perspective into their day-to-day work”. That outcome could be divided into more detailed ones, like “learners will be able to explain what a gender perspective means”; “learners will be able to list situations in their day-to-day work where a gender perspective should be used”; and “learners will be able to explain how to apply a gender perspective in realistic situations of patrolling and engagement with the local population”.

5. How does one get evidence of learning?

Good learning outcomes give direct guidance on how to get evidence of learning. For example, if the outcome states that learners should be able to give gender definitions, the assessment could be as simple as an instructor asking the learners to give those definitions. On the other hand, if the learning outcome states that learners should be able to use a gender perspective in engagement with the local population in a culturally sensitive manner, the evidence could be collected during a scenario-based practical role-play exercise where learners need to use gender perspectives in different engagement situations in order to be able to undertake their tasks successfully.

The instructor collects evidence of learning using assessment tools. S/he selects suitable assessment strategies and tools by deciding what is the best way of measuring the learners’ accomplishment of the learning outcomes. Every learning outcome must be assessed, giving learners the opportunity to demonstrate what they are required to know and do. Chapter 8 of this handbook gives a description of assessment strategies and tools.

Box 7.3 Example of assessment of learning outcomes

Extract from gender analysis session (5 x 45 minutes) in “Gender Field Adviser” course conducted by the Nordic Centre for Gender in Military Operations.

Session learning outcomes

By the end of the lesson the learners will be able to:

- conduct a gender analysis;
- use sex-disaggregated data;
- adapt gender analysis to fit the task at hand.

Assessment – Case study in syndicates

Using a matrix with factors to conduct gender analysis and gather information based on the Atlantica scenario⁵.

Tasks

- Study the Atlantica scenario and fill in the “Men/boys” and “Women/girls” columns in the gender analysis matrix.
- Conduct gender analysis and fill in factor/deduction/conclusion/request for information (RFI).

Each syndicate will get a set of factors to analyse in a matrix in a Word document. The outcome of the case study will be filled into the matrix.

The aim of the case study is to provide learners with the opportunity to do the following:

- Make practical use of the gender analysis tool;
- Use and analyse information and data with a gender perspective;
- Consider and analyse (process) different factors relevant to the gender analysis and a particular aim;
- Elaborate factors suitable to fit their aim and their way of thinking;
- Explore gender dimensions in society and analyse beyond the information given to them;
- Consider and formulate the different outputs possible from a gender analysis: RFI, conclusion and recommendation;
- Figure out how to fit the gender analysis to the needs of that particular level and point in the planning process;
- Prepare to present the gender analysis to a certain target audience depending on the situation;
- Present a gender analysis according to a given format;
- Discuss gender analysis in a group setting;
- Learn and understand how their colleagues in other syndicates have thought;
- Reassess and remain critical of their own gender analysis;
- Understand how their use of a common tool will benefit their interactions with each other and other gender advisers.

The minimum standards for the gender analysis each syndicate needs to produce are as follows.

- Extract correct information segregated into men/boys and women/girls from scenario material (minimum one fact per syndicate);
- Extract correct information guided by specific factors (minimum one factor per syndicate);
- Draw right conclusions from the extracted information that would be relevant to a military mission (minimum one conclusion per syndicate);
- Detect if there is any missing information that is needed for the gender analysis.

6. What active learning methods can be used in teaching gender in the military?

The choice of learning methods and instructional strategies is significant for the success of the lesson. Learning methods are aligned with the learning outcomes and assessment tools. For instance, if the learning outcome is that “learners should be able to explain what it means to integrate a gender perspective in their day-to-day work within a taskforce”, the learning methods should be those that provide learners with opportunities to practise how to use gender perspectives in their actual taskforce activities. The learning methods’ choice is defined not only by the learning outcomes but also the audience’s size, level and motivation, as well as the timeframe, room setting and technologies available.

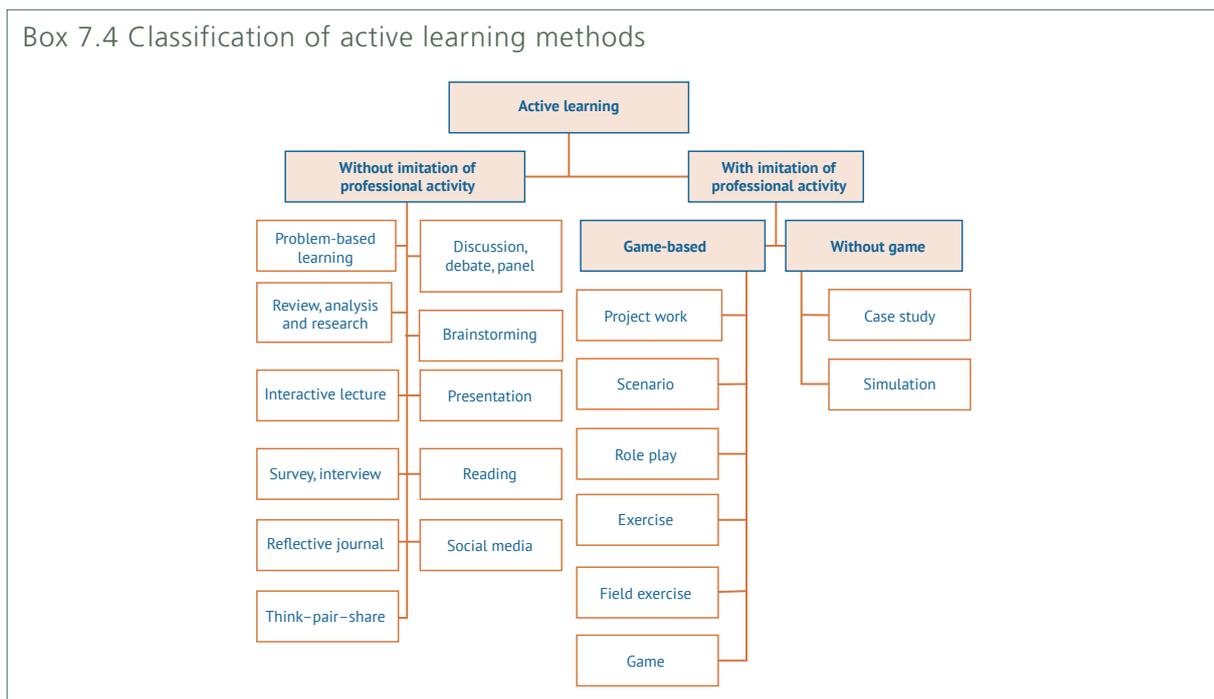
The direct instruction strategy is highly instructor-controlled and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other learning methods, or actively involving learners in knowledge construction. Examples include:

- lectures;
- compare and contrast exercises;
- demonstrations;
- guided and shared reading, listening, viewing and thinking.

Interactive instruction relies heavily on discussion and sharing among learners. It corresponds to active learning and transformative learning approaches, and is believed to be more efficient in adult learning. Learners can learn from peers and instructors to develop social skills and abilities, to organize their thoughts and to develop rational arguments. The success of the interactive instruction strategy and its many methods are heavily dependent upon the expertise of the instructor in structuring and developing the dynamics of the group. Examples include:

- debates and discussions;
- brainstorming;
- think-pair-share exercises;
- problem solving.

The numerous active learning methods and strategies can be grouped in different ways, for example as shown in Box 7.4.



In this section we discuss a few active learning methods that could be used in teaching gender in the military. DCAF's gender and security sector reform (SSR) training website is a very valuable source of interesting active learning methods and activities successfully used in a number of countries for different target audiences.⁶

Debate. Holding structured debates in the lesson can be a great way not only to explore the topic, but also to foster cooperation and team building among the learners.

There are five steps to holding a debate.

1. Introduce the topic clearly and concisely so the learners understand the issue and the conflict.
2. Assign each learner to take either the pro or the contra position (or allow them to self-select their positions).
3. Allow time for outside research.
4. When holding the debate, managing the clock is crucial. Do not allow a few voices to dominate the debate.
5. Make a judgement (either unilaterally as the instructor, or as a whole class).

If you want to make the debate very formal, it is important to ensure that the learners understand the rules. Passing out the rules typed in advance will hold everyone accountable, including instructors.

Box 7.5 Example of debate topics

Gender: operational effect or political soft talk?

Women make better military officers; men make better soldiers.

Should women be allowed to serve in frontline combat positions?

We need quotas to increase the number of women in certain positions.

Corners. Place a flipchart in each corner of the room. On each flipchart, write a question to ponder or a provocative statement challenging conventional wisdom. Groups of three to six people move from corner to corner and discuss the answer(s) to each question. The groups develop a consensus and write their answers directly on each flipchart. When a flipchart has an answer already written by a previous group, the next group revises/expands/illustrates that response with additional information, if possible. Different-coloured markers can be used to see what each group wrote. Close the session by discussing each flipchart in turn as a class.

Remember that questions are not ends in themselves. The ultimate purpose of asking your learners questions is for them to develop better answers. Though all thoughtful learner responses are valued, not all are created equal and some will clearly be better than others. The instructor has a responsibility to make these distinctions clear during the course of instruction.

Box 7.6 Example of corners statements

Statements and brainteasers used in sessions on gender and SSR given by DCAF.

- Women live an average of 4.5 years longer than men. Why?
- In 2012, of the landmine/unexploded ordinance casualties whose sex is known, 13 per cent were female and 87 per cent were male. Why are so many of the victims men and boys?
- In the UK, women are more likely to be killed by a member of their family or someone they know than by a stranger. Why?

These statements will provoke discussion and highlight that gender dynamics are manifested in surprising ways: gender roles have a significant impact on the security needs of men, women, girls and boys; and analysing gender roles and dynamics is key to developing a full understanding of the situation and designing interventions.

KWL chart. When presenting new content, it is important to get your learners primed for the lesson. The KWL chart is a great tool to help you prepare the class for new material, but it can also be useful in documenting any gaps still remaining. KWL stands for what do you *know*, what do you *want* to know, and what did you *learn*. The technique is simple. At the start of a new topic, create a chart (right) on the board.

K	W	L

Next, ask your learners to tell you what they already know about the upcoming topic and what they want to know. You, or a helper, will act as a scribe and fill in the chart. At the end of the session, revisit the chart and fill out the last column. Did you cover all that you wanted, and did the learners learn what they wanted to know?

Box 7.7 Example of a KWL for a gender lesson for military planners

What do you already *know* = what a gender perspective means. A gender perspective is the ability to detect when men, women, boys and girls might be differently affected by a military activity due to their gender.

What do you *want* to know = how to use a gender perspective in my work as an operation planner.

What did you *learn* = a gender perspective needs to be included and implemented from the very start of the planning process; using a gender analysis will improve our situational awareness and therefore our ability to conduct more effective operations.

The KWL chart can be especially helpful if used before a plenary session. With the quick pace of courses, giving the learners a moment to reflect on a topic beforehand and think about what they want to come away with is vital.

Think-pair-share. Another useful technique to stimulate discussion and critical thinking is the “think-pair-share” approach. Learners are asked to take a moment and think about the question suggested. Then each learner turns to his/her neighbour to discuss how and why their answers are similar or different.

After giving the learners a few minutes for discussion, you reconvene the lesson and compare the results among the group as a whole. For this technique to work smoothly, you may need to make some temporary tweaks to your classroom seating so that language difficulties do not complicate matters. The technique can be particularly effective early in a course since it can also function as an icebreaker.

Box 7.8 Example of questions to use for think–pair–share

Target audience: military planners at strategic or operational level.

Learning outcome: learners will know the key areas for integration of a gender perspective in the operational planning process.

Ask learners to take a moment and think about “Why do we need to integrate a gender perspective into our military operations planning?” After a short while ask learners to turn to their neighbour and discuss how and why their reasons were similar or different. Then compare the results with the whole class.

You can continue with the same think–pair–share exercise with the question “What information and data are required in order to use a gender perspective in our planning?”

After these think–pair–share discussions, explain what are the key areas for integration of a gender perspective in all branches and special staff, and give practical examples on why a gender perspective needs to be included and implemented from the very start of the planning process.

Advance distributed learning. When teaching gender to different target audiences, it can help to use pre-existing advanced distributed learning (ADL) courses as a start. It is a great way to ensure that all the learners have at least the same minimum level of knowledge to start with. Chapter 9 in this handbook gives more ideas and tips on how to use modern technologies in teaching gender in the military.

Box 7.9 ADL and discussion example from NATO gender education and training package⁷

After learners have completed the ADL 169 course, you can start the discussion by asking the class what they associate with “Men, war and conflict” and “Women, war and conflict”. Present slides displaying these two phrases, and ask for their thoughts. Encourage learners to “shout out” the first thing that comes to mind when they see the slide. You might want to have a marker/paper or chalkboard ready to write down some of the audience’s responses. You might also consider breaking them up into groups to discuss the two slides and then report back to the plenary.

You will most likely find that many of the responses you receive from the audience generalize women as victims. This highlights our own biased point of view of women’s roles in conflict. These stereotypes have a real possibility of hampering an operation or mission should they persist. Men and women experience conflict and post-conflict in different ways and can face different kinds of security threats, possibly in different contexts. This can affect their needs for security provided by the international community/military. It should also be noted that during times of conflict, social structures are generally torn apart and thrown into confusion. The community is in crisis and basic survival is the prerequisite. Gender roles most likely change, and women may take on new responsibilities. Often we unintentionally stereotype the roles of men and women in a society. We often think that women are only victims in war and conflict. Unfortunately women and children are among the most vulnerable in war and conflict, but they are not only victims: they are also important actors and can be powerful agents. It can be useful to include pictures or examples of your specific mission area or area of interest.

The main purpose of this question is make the audience start thinking about how they view gender roles, and confront them with the stereotypes they may have. It will make them aware of possible misperceptions about gender, and how these might affect their actions in a military operation.

Teaching gender requires you to use learner-centred active learning methods. Only active learning leads to gender transformative education. Possible active learning methods include group work, discussions, case studies, scenarios, etc., and should encourage the equal participation of women and men. Learning methods should address both cognitive and affective domains, as defined in the revised Bloom's taxonomy.

Box 7.10 Line exercise – What is gender?⁸

This activity provides a good start to a training session by serving as an energizer as well as a non-threatening and engaging introduction to the concept of gender.

After completing this exercise, learners will be able to understand the meaning of gender and how it relates to security issues and Security Sector Reform (SSR).

Before the training starts, place a very long straight line of masking tape on the floor. In the introduction to the training, warn trainees that this will be a highly interactive session. Then explain the exercise, stating that they may have noticed the masking tape on the floor and you are going to ask them all to stand up and position themselves somewhere on the line according to how much they know about gender. It often helps to model. For example, stand on one end and say something like, "if you work on gender-related topics on a daily basis stand at this end"; then move to the middle and say, "if you can use gender in a sentence stand in the middle"; and finally to the other end and say, "if you are not even sure how to spell gender stand here". Then invite people to position themselves on the line. Once they have settled, ask if they are comfortable with where they are standing on the line. Perhaps comment on the distribution of people along the line. Then facilitate a discussion on gender. It can be useful to direct different questions to the different groups (gender experts, middle, gender non-experts). For instance, start in the centre and, showing the middle group with your hands, ask them, "Who can tell me what gender means?" Then ask the "experts" if they have anything to add to the definition. Then move to the "non-experts" and ask them if they think the definitions given were clear or if they have any additional questions.

Questions to ask include the following.

- What is gender?
- What is the difference between gender and sex?
- Is gender only about women?
- Why is gender important to SSR?
- Are gender and SSR only about female recruitment?
- What are the specific security needs that men might have?
- What are the specific security needs that women might have?
- Do women and men have equal access to justice?

Key issues to emphasize/ensure they come up in the discussion:

- gender is about men, women, girls and boys;
- gender roles are culturally/socially constructed;
- gender roles change – especially over time and within different cultures;
- women and men have different security needs (have examples on hand).

Box 7.11 Tips for using effective learning methods and strategies in teaching gender⁹

- ✓ While the message that is being taught should always be consistent, the learning methods have to be adapted according to the audience and context.
- ✓ Use a good mix of learning methods to create an engaging learning environment.
- ✓ Use active learning methods and interactive sessions to draw from the different experiences and perspectives in the room in order to overcome resistance to the integration of a gender perspective.
- ✓ Tailor all gender training to the relevant context and use context-specific scenarios.
- ✓ Highlight the benefits of integrating a gender perspective and make teaching practical: let the learners know how they can put what they have learned into practice.
- ✓ Use argument development exercises to articulate and counteract stereotypes.
- ✓ Use role plays so that learners may experience differences in views and perceptions.

7. What is a lesson plan?

A lesson plan is a document that reflects a clear vision and structure of the lesson, and is a tool used for conducting a lesson and revising it afterwards to improve the learning process. It documents both planning and conduct of the lesson. A lesson plan is the most important planning tool for an instructor: a detailed work plan of how one lesson will be carried out, forming the instructor's guide for running a particular lesson. A lesson plan can also be described as a roadmap, because it tells the instructor what learners need to learn and how it can be conveyed most effectively.

A well-written lesson plan is a great quality assurance tool for an educational facility, because it standardizes and describes activities and creates common knowledge of best practices. With a topic like gender it is very common to share materials, and a well-implemented lesson plan will make this sharing easier. A lesson plan within a set format with appropriate educational materials can not only guide the instructor/course developer but also benefit a colleague training the same or a similar topic.

A lesson plan in backward design documents how learning outcomes will be reached, and how the achievement will be measured and assessed. But it also explains what learning activities can be used to help learners to achieve the required learning outcomes.

Box 7.12 Information in the lesson plan

The lesson plan includes the following information.

- Background information
 - Title of the lesson
 - Target audience and/or training audience
 - Time/duration
 - Lesson scope
- Learning outcomes and standards
- Evidence
 - Assessment (including assessment tools, assessment and evaluation plan)
- Activities
 - Instructional strategy and methods
 - Lesson schedule
 - timings
 - topics
 - strategy/method
 - outcomes/standards
 - assessments
 - content guidance
 - resources
 - faculty

8. How does one compose and use a lesson plan?

Step 1. Start by reviewing the course learning outcomes given in the curriculum, and align the lesson learning outcomes with them. Remember that good learning outcomes are measurable and specific, focused on the learner, realistic and linked to assessment.

You can ask questions like “What will a learner be able to know and do after this lesson?”

Example: By the end of the lesson the learners will be able to apply terms and definitions related to gender in professional discourse, and use them in the right context and situation.

Step 2. (optional). Set performance standards based on the learning outcomes. These standards can normally be found in NATO’s gender curricula. Standards specify requirements concerning how well and under what conditions learners need to be able to do the tasks, and describe the minimum level of performance. The revised Bloom’s taxonomy can be used as a tool when writing learning outcomes and standards.

You can ask questions like “How well is s/he supposed to be able to do it? What is the required standard? What is the minimum acceptable performance level?”

Example: With given references, learners will be able to apply terms and definitions related to gender (sex versus gender, gender perspective, gender mainstreaming) and use these in the right context and situation. Learners will be able to quote and give definitions of the terminology.

Step 3. Suggest assessment tools and define the type and timing of the assessment. Decide what kind of evidence you need and how you are going to collect it. Decide also what kind of assessment tools you are going to use and when you will use them. Make an overall assessment plan.

You can ask questions like “How and when will learners be able to demonstrate that they know and can do what they are supposed to be able to know and do? How is the instructor going to make sure that learners have reached the required standards? What assessment tools should the instructor use? What check-up questions will the instructor ask, and when? Is the instructor using diagnostic, formative and/or summative assessment? How will this lesson be evaluated? How does the instructor collect feedback?”

Example: Ask questions and observe. Start the lesson by asking the class “What is gender? What is it not?”

Step 4. Decide what learning methods will support the learning process in the best possible way. Decide what learning strategies the instructor is going to use, and when s/he will use them.

Step 5. Document your backward design process by linking learning outcomes to assessment tools and learning strategies and methods (see Box 7.13).

Box 7.13 Documentation of backward process and an assessment plan

Learning outcomes	Evidence of learning		Learning activities
Learning outcomes and required standards	Assessment tools	Type and timing of assessments	Strategies and methods
<p>Write down learning outcomes.</p> <p>Write down standards: how well/under what conditions learners need to be able to do required outcome.</p> <p>This should have a direct link to the curriculum as well as to the needs analysis.</p>	<p>How are you going to assess that the required learning outcome and standard have been met?</p> <p>What kind of assessment tools are you going to use?</p>	<p>Write here all the "assessments" you are going to use (for example, write down the exact question you are going to ask).</p> <p>Write down when you are going to ask this question.</p>	<p>Write down what learning strategies you as an instructor are using to help learners to achieve required learning outcomes and standards.</p>
<p>By the end of the lesson the learners should be able to define and explain the meaning of the terms gender and sex with support from reference material.</p>	<p>Diagnostic assessment to begin the lesson – to check the starting level of knowledge.</p> <p>Formative assessment during the lesson using questioning techniques (asking questions and observing).</p> <p>Summative assessment at the end of the course, when learners' capability to use definitions in the right way in the right context with the support of reference materials will be tested.</p>	<p>Start the lesson by asking the difference between sex and gender. Instruct learners on think–pair–share: to use one minute to think about the question themselves, then use two to five minutes to talk with their neighbour. After that ask pairs to share their definitions with the rest of the class.</p> <p>At the end of the lesson ask learners to explain in their own words what is the key essence of the gender definitions used by the UN and NATO.</p>	<p>Interactive instruction</p> <ul style="list-style-type: none"> • think–pair–share • discussion.

Step 6. Plan learning experiences and instruction, and write a detailed schedule for the lesson. Decide how much time is needed for each subtopic and learning outcome using the chosen learning strategy and method. Under the column "Related assessment" (see Box 7.14) you can write how you are going to assess learning outcomes, and what assessment tools, questions and tasks you are using to collect evidence of learning. Under "Content guidance" document the most important key message that needs to be learned during that part of the lesson. "Content resources" is for documenting useful materials (or ideas for materials) to use during the lesson. The last column notes who has the main responsibility for the activities: it could be the instructor, facilitator, syndicate leader, or even learners themselves.

Box 7.14 Example of one topic as a part of a lesson schedule

Time	Topic	Strategy/ method	Related outcome(s) and standards	Related assessment(s)	Content guidance	Content resources	Faculty
15 mins	NATO Bi-SC Directive 40-1. ¹⁰	Discussion (interactive instruction). Presentation (direct instruction).	By the end of the lesson the learners should be able to explain the content of NATO Bi-SC Directive 40-1 with reference material.	Ask the class: “Can you identify which directives guide national armed forces in deployment readiness on a gender perspective?” Ask in which directive can one find direction and guidance on integrating a gender perspective in NATO operations and missions. Explain NATO Bi- SC Directive 40-1. Give practical examples.	Bi-SC Directive 40-1 provides a strategy for recognizing the need to protect the entire society with specific concern for the security risks and experiences of men, women, boys and girls. UNSCR 1325 ¹¹ is implemented in NATO’s command structure through Bi-SC Directive 40-1.	PowerPoint. See slides 21–33. NATO Bi-SC Directive 40-1.	Instructor.

Step 7. Fill in other necessary information. This might cover a “plan B” for how to handle resistance if it occurs; issues to take into consideration; prerequisites for the instructor; a list of equipment that is needed; supplemental materials and useful references; and guidance on how to prepare for the lesson.

If your lesson plan is going to be a model plan used by several instructors, it should be detailed and provide clear guidance to each instructor. Model lesson plans are a great way to document best practices, share knowledge and experience, and ensure quality. It is important to note that every instructor always has to modify and rewrite the model lesson plan.

9. What is the revised Bloom’s taxonomy? How is it used in planning the lesson?

The revised Bloom’s taxonomy is a great tool to use while writing lesson plans, especially when setting learning outcomes and making an assessment plan. It is a framework for educators and instructors to use to focus on higher-order thinking. As a hierarchy of levels, this taxonomy assists course developers and instructors in defining learning outcomes, choosing appropriate activities and assessment tools, and providing feedback on learners’ work.

Box 7.15 Origins of Bloom's taxonomy

Bloom's taxonomy was originally published¹² in 1956 by a team of cognitive psychologists at the University of Chicago. It is named after the committee's chairman, Benjamin Bloom (1913–1999). The group sought to design a logical framework for teaching and learning goals that would help researchers and educators understand the fundamental ways in which people acquire and develop new knowledge, skills and competencies.

In 2001 another team of scholars – led by Lorin Anderson, a former student of Bloom's, and David Krathwohl, one of Bloom's colleagues who served on the academic team that developed the original taxonomy – released a revised version.¹³ The "revised Bloom's taxonomy", as it is commonly called, was intentionally designed to be more useful to educators and reflect the common ways in which it had come to be used in schools.

Bloom's taxonomy divides the way people learn into three domains: cognitive, psycho-motor and affective. The cognitive domain is linked with knowledge and thinking; the psycho-motor domain concerns physical skills; and the affective domain relates to attitudes and values. The affective domain is described in Chapter 5.

The cognitive domain emphasizes intellectual outcomes, and is further divided into six categories or levels. According to the revised Bloom's taxonomy, these levels are remembering, understanding, applying, analysing, evaluating and creating – the highest level (Box 7.16).

Box 7.16 Revised Bloom's taxonomy levels with verbs

Creating	<p>Generating new ideas, products or ways of viewing things <i>Designing, constructing, planning, producing, inventing</i></p>
Evaluating	<p>Justifying a decision or course of action <i>Checking, hypothesizing, critiquing, experimenting, judging</i></p>
Analysing	<p>Breaking information into parts to explore understandings and relationships <i>Comparing, organizing, deconstructing, interrogating, differentiating</i></p>
Applying	<p>Using information in another familiar situation <i>Implementing, carrying out, using, executing</i></p>
Understanding	<p>Explaining ideas or concepts <i>Interpreting, summarizing, paraphrasing, classifying, explaining</i></p>
Remembering	<p>Recalling information <i>Recognizing, listing, describing, retrieving, naming, finding</i></p>

The aim of the instructor is to move learners up the levels of the taxonomy. It is important especially in the context of teaching gender that learners become critical thinkers. Building on knowledge (the remembering level) and helping learners proceed to applying, analysing, evaluating and creating are key to success in the learning process. Higher levels of thinking require more active learning in the classroom, which is more time-consuming but more effective, especially in the context of transformative learning and teaching gender (described in Chapter 5).

Box 7.17 Example of learning outcomes at different levels of Bloom's revised taxonomy

Based on the revised Bloom's taxonomy, learning outcomes for a class on gender could be that by the end of the lesson the learners will be able to do the following.

1. Remember: repeat key definitions on gender.
2. Understand: explain how violent conflict can affect men, women, girls and boys differently.
3. Apply: use a gender perspective in engagement with the local population in a culturally sensitive manner.
4. Analyse: differentiate the security threats for men, women, boys and girls in the specific area.
5. Evaluate: hypothecate female voter turnout at elections from previous years' turnouts to assess the success of security provision for women.
6. Create: produce concepts for assessing, evaluating and reporting the effectiveness of integration of a gender perspective and performed activities.

To sum up, we link learning outcomes (with reference to the revised Bloom's taxonomy levels), assessment tools and recommended learning methods in a matrix (Box 7.18).

Box 7.18 Link between revised Bloom's taxonomy, learning outcomes, assessment tools and learning activities

Stage 1: Learning outcomes			Stage 2: Evidence	Stage 3: Learning activities
Taxonomy level	Description	Examples of learning outcomes	Possible assessment tools	Possible learning strategies and methods
Creating	Creating a new meaning or structure. <ul style="list-style-type: none"> • Design, construct, plan, produce, invent 	By the end of the lesson the learner will be able to produce concepts for assessing, evaluating and reporting the effectiveness of integration of a gender perspective and performed activities.	Original papers, projects, productions	Discussion, collaboration Project Problem-based learning Creative exercises

Evaluating	The act of judging. <ul style="list-style-type: none"> Appraise, critique, hypothecate, select, check, experiment, judge 	By the end of the lesson the learner will be able to hypothecate female voter turnout at elections from previous years' turnouts to assess the success of security provision for women.	Appraisals, recommendations	Discussion, collaboration Project-based learning Simulations, case studies, evaluative exercises
Analysing	Breaking down material into parts. <ul style="list-style-type: none"> Compare, contrast, differentiate, organize, deconstruct, interrogate, classify, relate 	By the end of the lesson the learner will be able to differentiate the security threats for men, women, boys and girls in the specific area.	Papers, essay tests, projects	Discussion, debate, collaboration Case studies, simulations, exercises Problem-based learning
Applying	Applying information to produce some result. <ul style="list-style-type: none"> Implement, carry out, use, execute, solve problems 	By the end of the lesson the learner will be able to use a gender perspective in engagement with the local population in a culturally sensitive manner.	Projects, performance, presentations	Practice, practice, practice Discussion, collaboration Simulations, exercise, games
Understanding	Grasping the meaning of material. <ul style="list-style-type: none"> Interpret, summarize, paraphrase, classify, explain, identify 	By the end of the lesson the learner will be able to explain how violent conflict can affect men, women, girls and boys differently.	Writing, presentations, objective or essay tests	Lecture, reading, audio/visual Courseware (educational material kits), examples Discussion, dialogue, role playing
Remembering	Recalling basic information. <ul style="list-style-type: none"> Recognize, list, describe, retrieve, name, find, recall, repeat 	By the end of the lesson the learner will be able to repeat key definitions on gender.	Testing, instructor's questions	Lecture, reading, audio/visual Mnemonics, repetition, drill Simple courseware, demonstration, guided observations

We also want to share an example of a lesson schedule where gender mainstreaming has been integrated into the topic of quick-impact projects (QIPs; Box 7.19).

Box 7.19 Example of lesson schedule where gender mainstreaming has been integrated into the topic of QIPs

Lesson schedule: QIP lesson for military peacekeepers							
Time	Topic	Learning strategy/ method	Related learning outcome(s)	Related assessment(s)	Content guidance	Content resources	Faculty
		<i>Strategies and methods</i> Lecture, reading, audio/ visual Courseware, examples Discussion, dialogue, role play	<i>Taxonomy level</i> UNDERSTANDING <i>Description</i> Grasping the meaning of material. Verbs to use: interpret, summarize, paraphrase, classify, explain, identify	<i>Assessment tools</i> Writing, presentations, objective or essay tests			
10 mins	Introduction, motivation, learning outcome	Presentation/lecture (direct instruction) Remark: The method is lecture with audio-visual aid (video clip).	Learners will be able to understand the aim of the lecture.	Explain the scope of lesson. Introduce military peacekeepers to the concept of gender mainstreaming and how it can be implemented in areas such as QIPs. Explain what gender mainstreaming is and give examples of how it improves performance.	Learning outcome and agenda. QIPs are an essential part of contemporary operations taking place among the local community. Gender mainstreaming is a better way of designing plans and responding to situations, as it creates a more inclusive solution which benefits more people than previously.	PowerPoint YouTube clip https://www.youtube.com/watch?v=ud\$JbbGwVEg	Instructor
50 mins	QIP	Discussion (interactive instruction) Short scenario exercise	Learners will be able to explain what a QIP is. Learners will be able to explain how a QIP supports the commander's plan to establish a safe and secure environment. Learners will be able to identify appropriate QIPs. Remark: The taxonomy level is <i>understanding</i> and the verbs used are <i>explain</i> and <i>identify</i> .	Introduce military peacekeepers to the concept of QIPs, to understand how to design a QIP and who to include in the discussion and planning phase. Ask class what is a QIP? Explain QIPs and why learners need to understand what a QIP is. Ask class how QIPs contribute to securing a safe environment? Explain how QIPs contribute to security and give practical examples. Ask class what sort of projects would be good QIP? Give practical examples. Conduct a short scenario exercise which will force learners to think about women and men in a broader context. Remark: This learning activity is in line with methods recommended for one level higher in the taxonomy: applying – exercise.	If military operations are gender-blind they will not promote an enduring and sustainable peace, as half of the population will not have been considered. Good projects for a QIP are e.g. washing machines installed in a local hospital, compared to building a clinic which will require trained people and is more of a long-term project.	PowerPoint J1–19 Functions handouts	Instructor

30 mins	Factors	Discussion (interactive instruction)	<p>Learners will be able to identify who from the local community to include in the planning process.</p> <p>Learners will be able to explain why it is important to speak to women as well as men when planning QIPs.</p>	<p>Ask learners to prepare a short presentation/ answers to the following scenarios (this can be individual or a small group task).</p> <ul style="list-style-type: none"> You are an intelligence analyst in South Sudan and have been tasked to improve the collection of information. At the moment only male soldiers are patrolling – what can you do and who could you talk to in order to enhance the forces' situational awareness? You are a company commander in an operating base in the Democratic Republic of the Congo. Boys and girls have arrived at your base asking for help, as they are child soldiers who have escaped from the Lord's Resistance Army. The Ministry of Defence has asked you to look at G1 matters and employ a gender perspective in all G1 areas. You are chief G5 and have been asked to plan the construction of an internally displaced persons camp in the Central African Republic. How can you gender mainstream this project? <p>Ask learners to present their answers. Discuss the answers with the rest of the class.</p>		PowerPoint	Instructor
15 mins	Summary	Discussion (interactive instruction)	Motivate learners to integrate a gender perspective in their QIPs.	<p>Ask class how do you ensure the project is appropriate and relevant to the local population? and the planning.</p> <p>Continue asking who to include in the discussion and who to engage with, and give practical examples.</p> <p>Point out benefits of using servicewomen on patrols to local villages – they can talk to men and women.</p> <p>Emphasize the importance of taking suggestions from both men and women in the village.</p> <p>Make sure that learners have reached the required learning outcomes.</p>	Gender mainstreaming is cost-efficient and easy to do, but requires a broader view of security.	PowerPoint	Instructor

10. Conclusion

A lesson plan is not a universal remedy that ensures success in every lesson, but rather a tool that an instructor uses to design, develop, conduct and revise a lesson. The lesson's success is defined in terms of the learning outcomes reached. Backward design helps to keep these outcomes in mind at every stage of lesson preparation and conduct.

A lesson plan is an essential element of any learning process, no matter if it takes place in a university classroom, online or during workshops and short courses on gender awareness. Practising backward design, developing comprehensive model lesson plans and using active learning methods will definitely contribute to the success of teaching gender in the military.

11. Annotated bibliography

11.1 Online resources

DCAF gender and SSR training website (see especially "Additional resources" page), www.gsrtraining.ch.

This website contains gender-related educational resources for the security sector developed by DCAF. It also contains links to additional resources developed by other organisations.

DCAF after-action reports on Teaching Gender to the Military Workshops of the PfPC SSR and Education Development Working Groups; see for example, <http://dcaf.ch/Event/Gender-Responsive-Evaluation-in-Military-Education-4th-Workshop-on-Teaching-Gender-to-the-Military>.

These after-action reports contain details of the four workshops held by the PfPC SSRWG on Teaching Gender for the Military as well as the practical resources created at each of the workshops.

NATO Allied Command Transformation gender education and training package for nations (see especially instructor guides), www.act.nato.int/gender-training.

This package of training and education tools was developed by NATO HQ Supreme Allied Command Transformation with the full support of the Nordic Centre for Gender in Military Operations. It is aimed at supporting the increased awareness of the importance of integrating a gender perspective into military operations on the part of NATO Allies and Partners.

European Security and Defence College gender standard curriculum for course on "A comprehensive approach to gender in operations", www.eeas.europa.eu/csdp/structures-instruments-agencies/european-security-defence-college/pdf/standard_cv/esdc_gender_curriculum_feb_2012_en.pdf.

This curriculum was approved by the ESDC Academic Board in February 2012 and then presented to the ESDC Steering Committee for its approval.

11.2 Articles and books

Beattie, M., *Constructing Professional Knowledge in Teaching: A Narrative of Change and Development* (New York: Teachers College Press, 1995).

This book tells the story of a collaboration between an educational consultant and a classroom teacher. The purpose of the study was to gain an understanding of teaching and teacher learning from the teacher's perspective, and understand how the teacher's personal practical knowledge develops through narratives of practice.

Bloom, B. S., *Taxonomy of Educational Objectives* (Boston, MA: Allyn and Bacon, 1956).

This book outlines a classification of learning objectives that has come to be known as Bloom's taxonomy, and remains a foundational and essential element within the educational community.

Cole, A. L. and J. G. Knowles, "Teacher development partnership research: A focus on methods and issues", *American Educational Research Journal*, Vol. 30 (1993), pp. 473–495.

This article focuses on the researcher-teacher relationship in partnership research on teaching. Cole and Knowles conduct partnership research within the interpretive framework, going out into classrooms to observe, participate and talk with teachers about teaching and learning. In this paper they use a matrix to compare the roles and responsibilities of researchers and teachers in traditional research with those in partnership research.

Crawford, A., W. Saul, S. R. Mathews and J. Makinster, *Teaching and Learning Strategies for the Thinking Classroom* (New York: International Debate Education Association, 2005).

This book contains information on active learning, including sections on "Principles of active learning and critical thinking" and "Assessment of critical thinking and active learning".

Wiggins, G. and J. McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 1998).

This book details the basic principles of backward design and discusses the idea of "teaching for understanding", in other words looking at how to move beyond teaching learners to recall facts towards approaches that lead them to develop more practical analytical skills.

Annex: Detailed model lesson plan from NATO Allied Command Transformation gender education and training package for nations

Lesson plan for Module 3 Pre-deployment Lesson 3: Translate the operational impact of gender

Lesson title: Translate the operational impact of gender

Audience (level)

Learners are NATO allies and partners' national armed forces personnel deploying to NATO operations and missions

Time

180 minutes (Pre-deployment Lesson 1 + ADL 169 are prerequisites for this lesson). If you add more exercises or group tasks for the learners, be aware that you might need to add an additional 60 minutes to this lesson.

Lesson learning outcome

By the end of the lesson the learners will be able to do the following.

1. Demonstrate how gender can enhance operational effectiveness.
2. Explain how gender as a core competence will improve decision-making.
3. Explain how a gender-balanced force will improve operational effectiveness.
4. Examine a gender perspective related to security force assistance.
5. Explain how liaison and coordination with external actors, including international organizations (IOs), governmental organizations (GOs) and non-governmental organizations (NGOs), enhances the sustainability of the operation or mission.

Lesson scope

This basic-level lesson is for NATO allies and partners' national armed forces personnel deploying to NATO operations and missions. It is designed to support national pre-deployment training in implementing a gender perspective in order to be more effective at operations or missions. This lesson will help personnel to understand the operational impact of gender.

Strategy for execution/learning method

Learning outcomes and standards	Assessment		Strategy and method
By the end of the lesson...	Assessment tool	Type and timing of assessment	
<p>Learners will be able to explain what a gender perspective is.</p> <p>Learners will be able to explain that gender is a cross-cutting theme in military tasks.</p> <p>Learners will be able to integrate a gender perspective into the branch or unit's functional responsibility.</p> <p>Learners will be able to enhance operational effectiveness.</p>	Ask questions and observe.	<p>Recall definition of gender perspective; ask a learner to provide the definition.</p> <p>Give examples how gender perspective enhances operational effectiveness.</p>	Presentation
<p>Learners will be able to explain what a core competence is.</p> <p>Learners will be able to explain how gender is a core competence.</p> <p>Learners will be able to review how gender as a core competence will improve operational effectiveness.</p> <p>Learners will be able to explain how a gender-balanced force will improve operational effectiveness.</p>	Ask questions and observe.	<p>Ask the class what are the core competencies that military personnel need in an operation or mission.</p> <p>Ask how gender as a core competence can improve operational effectiveness.</p> <p>Explain how to assess your operation or activity in using the core competence of a gender perspective by asking: does my operation affect men, women, boys and girls the same way based on their gender? If yes, is this my purpose? If no, how can I change my effect?</p> <p>Give examples and explain how to evaluate effect.</p> <p>Give examples of integrating a gender perspective into core documents (and how this is supported by a gender analysis).</p> <p>If possible, provide examples from the host nation and deployment area.</p>	<p>Interactive instruction</p> <ul style="list-style-type: none"> • Discussion <p>Interactive instruction</p> <ul style="list-style-type: none"> • Discussion <p>Interactive instruction</p> <ul style="list-style-type: none"> • Discussion <p>Presentation</p> <p>Presentation</p> <p>Interactive instruction</p> <ul style="list-style-type: none"> • It is recommended to add a practical scenario-based exercise

<p>Learners will be able to explain security force assistance.</p> <p>Learners will be able to demonstrate the integration of a gender perspective in security force assistance.</p> <p>Learners will be able to demonstrate application of equal opportunities within security force assistance.</p> <p>Learners will be able to practise internal and external methods of security force assistance.</p>	<p>Ask questions and observe.</p>	<p>Explain what is meant by security force assistance and how to apply a gender perspective.</p> <p>Explain the internal and external aspects of security force assistance.</p> <p>If possible, provide examples from the host nation and deployment area. It is recommended to add a practical exercise linked with the host nation and the operation or mission.</p>	<p>Presentation</p> <p>Interactive instruction</p> <ul style="list-style-type: none"> • Presentation and practical exercise
<p>Learners will be able to explain the importance of liaison and coordination with external actors, including IOs, GOs and NGOs.</p> <p>Learners will be able to demonstrate consultation with external actors (including IOs, GOs and NGOs).</p>	<p>Ask questions and observe.</p>	<p>Explain the difference between external actors and the importance of liaison and coordination.</p> <p>Give a task to the class to identify existing coordination meetings on gender-related topics in your area of operations, including IOs, GOs and NGOs.</p> <p>Provide examples from the host nation and deployment area.</p>	<p>Presentation</p> <p>Interactive instruction</p> <ul style="list-style-type: none"> • Practical exercise

Lesson schedule

Time	Topic	Strategy and method	Related outcome(s)	Related assessment(s)	Content guidance	Content resources	Faculty
5 mins	Introduction, motivation, learning outcome	Presentation (direct instruction)	Learners understand the aim of the lecture.	None.	Learning outcome and agenda.	PowerPoint See slides 1-4	Instructor
20 mins	Enhancing operational effectiveness	Discussion (indirect instruction, i.e. instruction led by the learner as opposed to the instructor) Exercise (indirect instruction)	Learners should be able to explain a gender perspective and how gender is a cross-cutting theme. Learners should be able to explain that gender is cross-cutting theme in military tasks. Learners should be able to integrate a gender perspective into the branch or unit's functional responsibility.	Recall definition of gender perspective; ask a learner to provide the definition. Give examples of how a gender perspective enhances operational effectiveness.	Gender perspective is a capability to enhance and broaden our understanding of the operational environment, notably the society and its social and (in some cases) patriarchal structures and relationships. This enhanced understanding is very useful in almost every task that a military force carries out. Gender is a cross-cutting theme and a gender perspective contributes to enhanced operational effectiveness.	PowerPoint See slides 5-10	Instructor
15 mins	Gender perspective as a core competence	Discussion and practical exercise (indirect instruction) Presentation (direct instruction)	Learners should be able to give examples of military core competencies. Learners should be able to explain how a gender perspective is a core competence. Learners should be able to review how gender as a core competence will improve operational effectiveness.	Ask the class what are the core competencies that military personnel need in an operation or mission. Ask how can gender as a core competence improve operational effectiveness. Explain how to assess your operation or activity in using the core competence of a gender perspective by asking: does my operation affect men, women, boys and girls the same way based on their gender? If yes, is this my purpose? If no, how can I change my effect?	Having a gender perspective competence is key in most military operations. Using a factor-deduction-conclusion analysis model demonstrates ways in which a gender perspective could enhance the operational effect and addresses challenges facing the operation or mission. A gender analysis should support the integration of a gender perspective in the core documents.	PowerPoint See slides 11-20	Instructor

10 mins	Gender-balanced force	Discussion (indirect instruction)	Learners should be able to explain how a gender-balanced force will improve operational effectiveness.	Ask class what gender balance is, and whether a gender balance in our own forces is necessary to carry out the task/mandate. Give practical examples.	Gender balance refers to equal representation of women and men at all levels of employment. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the effectiveness of policies and programmes and enhances NATO's capacity to serve the entire population better. Gender balance does <i>not</i> refer to a 50–50 force. Gender balance should not be confused with gender perspective. Both men and women can use a gender perspective. Having a gender perspective is thus not dependent on having women in the force.	PowerPoint See slides 21–25	Instructor
35 mins	Security force assistance	Presentation (direct instruction)	Learners should be able to explain security force assistance. Learners should be able to demonstrate the integration of a gender perspective in security force assistance. Learners should be able to demonstrate application of equal opportunities within security force assistance. Learners should be able to practise internal and external methods of security force assistance.	Explain what is meant by security force assistance and how to apply a gender perspective. Explain the internal and external aspects of security force assistance. If possible, provide examples from the host nation and deployment area. It is recommended to add a practical exercise linked with the host nation and the operation or mission.	The very core of security force assistance is to provide security to a population. However, risks to security and threats may be very different to different people, and especially different between genders. Both in and after a conflict, men and women might define security very differently. Local ownership is key to a successful security force assistance process. Both internal and external aspects of security force assistance must be addressed and integrated for the host nation. Breaches in the code of conduct will risk the success of security force assistance and cause the operation to lose credibility.	PowerPoint See slides 26–34	Instructor

30 mins	Liaison and coordination with external actors	(Indirect instruction, i.e. instruction led by the learner as opposed to the instructor), Presentation (direct instruction) Brainstorming and/or think-pair-share	Learners should be able to explain the importance of liaison and coordination with external actors (including IOs, GOs and NGOs). Learners should be able to demonstrate consultation with external actors (including IOs, GOs and NGOs).	Explain the difference between external actors and the importance of liaison and coordination. Give a task to the class to identify existing coordination meetings on gender-related topics in your area of operations, including IOs, GOs and NGOs. Provide examples from the host nation and deployment area.	Local organizations can provide a local understanding of the situation. They can also be useful when trying to understand the gender relations and structures within the deployment area. Sharing information will enhance everyone's understanding.	PowerPoint See slides 35–41	Instructor
5 mins	Summary, conclusion and questions	Discussion (interactive instruction)	Motivate learners to integrate a gender perspective in their work when deployed. Learners should be able to translate the operational impact of gender.	Make sure that learners have reached the required learning outcome – that they are motivated to integrate a gender perspective into their work when deployed.	Summary of learning outcomes and opportunity for the learners to ask questions.	PowerPoint	Instructor

Other necessary information:

Prerequisites for the instructor

Sufficient understanding and comprehension of English is required (international policy is mostly written in English), as the instructor must be able to comprehend the national framework on gender perspective/national armed forces framework on gender perspective. The instructor should have sufficient knowledge of gender in military operations, and preferably have completed the NATO-accredited “Gender training of trainers” course. The instructor needs to research to be able to provide examples from the host nation and deployment area.

Equipment needed

Computer, projector, screen and checklist

Issues for consideration

Always explain abbreviations and interact as much as possible with the learners.

Mandatory preparation

Instructor has to go through the lesson plan, PowerPoint and content resources.

Supplemental to this lesson plan

Pre-deployment training 3: Translate the operational impact of gender

Pre-deployment lecture 1: NATO's framework on gender

ADL 169 Improving operational effectiveness by integrating gender perspective

Other useful references:

UN DPKO/DFS Guidelines: Integrating a Gender Perspective into the Work of the Military in Peacekeeping Operations, United Nations, 2010.

Notes

1. The authors would like to thank Natalia Albu and Ksenija Đjurić-Atanasievski for providing written comments on this chapter. They would also like to acknowledge input from Stéphane Bellamy, Rachel Grimes, Fernando Izquierdo Sans and Clare Hutchinson.
2. Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago, IL: University of Chicago Press, 1949).
3. Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 1998). See the resources at <http://edglossary.org/backward-design/>.
4. Adapted from K. Blanchard and S. Johnson, *The One Minute Manager* (New York: HarperCollins, 1981).
5. The full Atlantica scenario is available at: www.forsvarsmakten.se/siteassets/english/swedint/engelska/swedint/courses/mtpc/atlantica-scenario-introduction.pdf. The related student handbook is available at: www.forsvarsmakten.se/siteassets/english/swedint/engelska/swedint/courses/mtpc/atlantica-handbook-student-version.pdf.
6. Available at www.gssrtraining.ch.
7. NATO, "ADL 169: Improving operational effectiveness by integrating gender perspective", instructor guidance, <http://jadr.act.nato.int>.
8. Example from DCAF's gender and SSR training website, www.gssrtraining.ch/images/stories/PDF/ssrgender/line%20exercise.pdf.
9. PfPC SSR and Education Development Working Groups, "Designing sample gender lessons – Second PfPC workshop on teaching gender to the military", After Action Report, Annex IV, 2012, www.dcaf.ch/Event/Designing-Sample-Gender-Lessons-Second-PFPC-Workshop-on-Teaching-Gender-to-the-Military.
10. NATO Bi-Strategic Command Directive 40-1, Rev. 1 (2012), www.nato.int/nato_static_fl2014/assets/pdf/pdf_2015_04/20150414_20120808_NU_Bi-SCD_40-11.pdf.
11. UN Security Council, "Resolution 1325 on women, peace and security", UN Doc. No. S/RES/1325 (2000), 31 October 2000.
12. Benjamin Bloom, *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain* (Boston, MA: Allyn & Bacon, 1956).
13. Lorin Anderson and David Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, 2001, <http://edglossary.org/blooms-taxonomy/>.