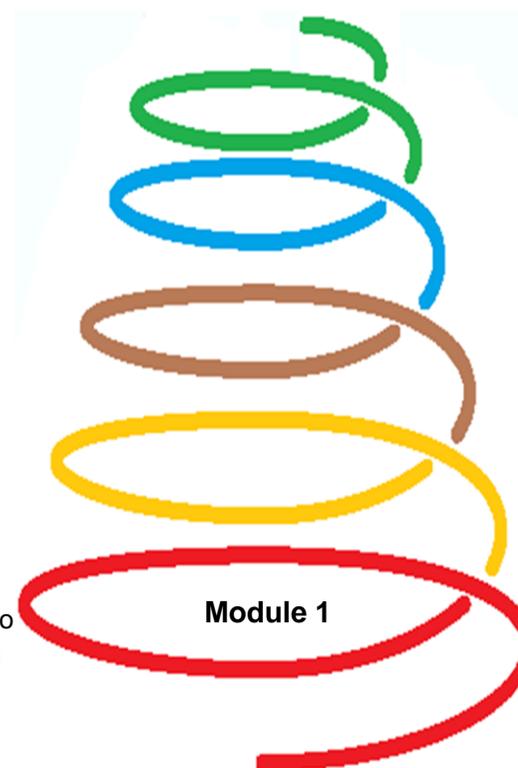# School project on the humanitarian principles – raising awareness in the classroom

Module 1: Development of a learning atmosphere and familiarisation with the humanitarian principles

Introduction

Processing the preparatory file which can be done individually or in small groups enables the project participants to have an initial exposure to the themes of humanitarian action and the humanitarian principles. The aim of exchanges within the class on the initial findings at the very beginning of the first module, and the subsequent group introduction to the subject matter, are intended as a familiarisation, step by step, at the appropriate level. At the core of this module are many moments of discussion which among other things can and should lead to the realisation that the interpretation and evaluation of the humanitarian principles, and above all their application, can be controversial. The relevant awareness serves as the basis for a differentiated approach in the following four modules.

Likewise in this module the participants are required with a minimum of guidelines to negotiate and agree on ideas for procedural rules. This enables them consciously to develop the learning atmosphere together and to practice accepting responsibility while taking into consideration other, divergent points of view.

3) How do we want to work together during the project?

Module 1

2) How successful has our familiarisation with the humanitarian principles

1) With what should we concern ourselves, and why?

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Learning objectives

Knowledge: The participants **understand** what the humanitarian principles stand for, and **acknowledge** the complexity of their application.

Skills and competencies: The participants **may** contribute any relevant prior knowledge in class in a way that is **understandable**.

Attitude: They **accept responsibility** in negotiating the procedural rules, **taking into account** the requirements of the others.

Reference to overriding competence models

Bildung für Nachhaltige Entwicklung (BNE in Anlehnung an die „Stiftung éducation21")
http://www.education21.ch/sites/default/files/uploads/pdf-d/HORIZONS21/BNE-Verstaendnis_komplett_2015.pdf
[Education for Sustainable Development (ESD based on the éducation21 foundation concept (in German only)]

Thinking in context and critical-constructive discussion and assessment is of key importance in the "Education for Sustainable Development" approach. Themes and problems should not be considered or developed in isolation but rather analysed and understood in terms of interdependency and interaction. Complexity must be accepted while seeking the most productive way possible of dealing with this procedure. This calls for communication and teamwork, making possible a change of perspective and on this basis new points of view for assessing a situation and the ability to work with others.

Entwicklung internationaler Handlungskompetenz (Didaktik-Konzept der „Akademie für internationale Zusammenarbeit")
http://www.giz.de/akademie/de/downloads/AIZ-Didaktikkonzept_D_150217_SCREEN.pdf (in German only)

The self-learning orientation aims to achieve the stimulating and encouraging self-directed acquisition of new competencies. A key element here is that use is made of the available learning incentives outside the training situation. This has been taken into consideration in the preparatory file and the material made available. The purpose of the subsequent exchange of initial findings within the classroom, and with regard to as yet unanswered questions, is to achieve the most intensive collective learning possible. Furthermore the possibility offered for developing procedural rules relates to the objective of orientation towards learning interests, in that the decisions which the participants made together are implemented and thus become relevant to their actions. The participants thus consciously shape the learning atmosphere and take responsibility for the subsequent learning steps in the project.