

Humanitarian principles school project – raising awareness in the classroom

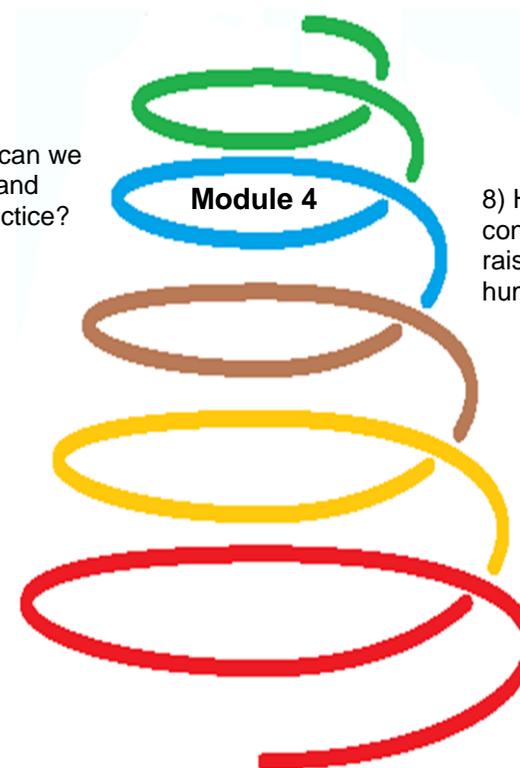
Module 4: From a variety of viewpoints to a common understanding

Introduction

The participants having dealt extensively with the application of the humanitarian principles in the preceding module, the purpose of the fourth module is dual. Firstly, it should enable the participants to develop a personal perspective and opinion on the subject matter. And secondly, it is on this basis that they can make their standpoints known and applicable in a self-defined project group. Ideally the many experiences and insights gained in the first three modules will result in a project intended to make a small personal contribution to raising awareness of the humanitarian principles. The open-mindedness and improved reasoning power developed in the course of the project facilitate the participants in planning and implementing the contribution they have decided upon and developed themselves.

Whether or not these contributions are made accessible to other groups, classes or to even a section of the general public, the main concern is as follows: these young people and the “products” they have themselves prepared should receive the attention they deserve. They need to be seen and heard.

9) And how can I/can we put my/our ideas and intentions into practice?



8) How can I/can we contribute personally to raising awareness of the humanitarian principles?

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Learning objectives

Knowledge: The participants **understand** how they as a group can translate a variety of standpoints and ideas into a common purpose.

Skills and competencies: The participants **can work constructively** as a team and **make purposeful use** of their resources.

Attitude: You are **ready** not only **to learn** from fellow project participants but also to willingly give them your **support**.

Reference to overriding competency 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)]

Acting independently is the preferred behaviour of a person who wants to commit to sustainability, in accordance with the concept of “Education for Sustainable Development”. Key aspects of this independent action are: seeing oneself as part of a group, acting respectfully and responsibly, knowing how to recognise, assess and make use of any scope for action, both personally and collectively. It is precisely this orientation towards accepting responsibility and individual as well as collective action that is the focus of this module. It also focuses on managing differences of opinion and conflicts of interest, and negotiating in a constructive manner.

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]

In this learning sequence the focus is on the existing knowledge, ability and will of the young participants. Competency orientation and support at the appropriate level in project planning aims to create a sense of achievement and help to motivate the participants. Exchanges of experience and peer learning are key factors in this context for the success of project planning. The teaching concept of the “IZ Akademie” [Academy for International Cooperation] makes use of the “Learning as co-construction” concept, which in the context of this module can be summed up as follows: The participants are required to engage in dialogue and to search, experiment and reflect together, making “eye to eye” exchanges. It is above all a matter of allowing detours via the “counterpart’s thinking” and coming to joint conclusions that were not fixed at the outset.