

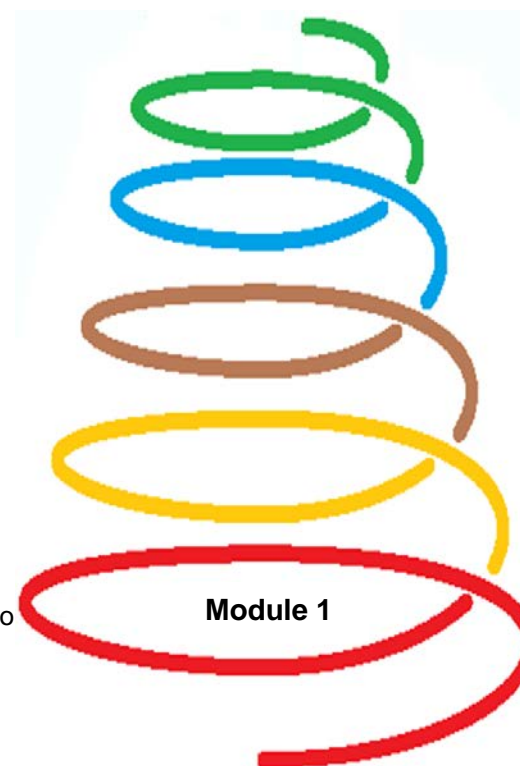
# School project on the humanitarian principles – raising awareness in the classroom

## 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?

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](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](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.

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## Module 1 curriculum

4 lessons → 180 minutes (excluding preparation and follow-up!)

	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
<b>Preparation</b>	<i>With what should we concern ourselves, and why?</i>	<p>The participants prepare the school project under their own responsibility.</p> <p>The participants elaborate a common starting point (shared knowledge basis).</p> <p>The participants establish a personal reference to the subject matter.</p> <p>The participants make contact with their exchange partners at home or abroad.</p>	<ul style="list-style-type: none"> <li>➤ Individual work and/or in small groups.</li> <li>➤ Consolidating that which has been learned</li> <li>➤ Biography reference</li> <li>➤ Use of a forum for virtual exchange</li> </ul>	<ul style="list-style-type: none"> <li>➤ Processing of the preparatory file</li> <li>➤ Answers found and open questions</li> <li>➤ Write a biographical history</li> <li>➤ 1. Contact with participants in another class/school at home or abroad.</li> </ul>	120' (prior to start of project)	<ul style="list-style-type: none"> <li>➤ Preparatory file for participants &amp; teachers</li> <li>➤ Personal project diary (order)</li> <li>➤ Personal project diary</li> <li>➤ Personal project diary</li> </ul>	<b>Information for processing the file, writing a biographical history and making virtual contact</b> with another class can be found in the <b>file</b> as well as in the <b>project diary</b> .
<b>Introductory remarks</b>	<i>I, you, we and our theme</i>	<p>The participants exchange views on their first impressions/insights in a playful manner.</p> <p>They engage in collective exchange.</p>	<ul style="list-style-type: none"> <li>➤ Brief, spontaneous answers in random pairs.</li> <li>➤ Movement and communication</li> </ul>	➤ “Stop & go!”	20'	<ul style="list-style-type: none"> <li>➤ Music system</li> <li>➤ CD/Stick etc.</li> </ul>	<b>Instruction no. 1.1</b>

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	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
<b>Main elements</b>	<i>How successful has our familiarisation with approach to the humanitarian principles been?</i>	<p>The participants exchange answers and questions that remain open and learn from one another.</p> <p>The participants bear in mind the insights and as yet unanswered questions.</p> <p>The entire class benefits from brief presentations.</p>	<ul style="list-style-type: none"> <li>➤ Discussion in small groups (3 per group)</li> <li>➤ Making sure of the results as requested by the teacher</li> <li>➤ Task sharing in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structured discussion</li> <li>➤ Production of posters</li> <li>➤ Presentations in the plenum</li> </ul>	60'	<ul style="list-style-type: none"> <li>➤ FC paper</li> <li>➤ A3 paper, green</li> <li>➤ A3 paper, red</li> <li>➤ Marker</li> <li>➤ Pin board</li> <li>➤ Adhesive tape</li> </ul>	<b>Instruction no. 1.2</b>
	<i>How do we want to work together during the project?</i>	<p>The participants negotiate and agree on procedural rules.</p> <p>The class presents the decisions taken and are able to justify them.</p>	<ul style="list-style-type: none"> <li>➤ Participative lesson (participation framework)</li> <li>➤ Task sharing in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>➤ From individual requirements to agreement</li> <li>➤ Presentation with explanations</li> </ul>	40'	<ul style="list-style-type: none"> <li>➤ FC paper</li> <li>➤ Marker</li> </ul>	<b>Instruction no. 1.3</b>
	<i>What purpose do the humanitarian principles serve?</i>	<p>The participants can interpret the concepts and explain them in their own words.</p> <p>The groups hold to their interpretations.</p> <p>The entire class benefits from brief presentations.</p>	<ul style="list-style-type: none"> <li>➤ Discussion in small groups (4 groups)</li> <li>➤ Consolidating that which has been learned as required by the teacher</li> <li>➤ Task sharing in small groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion of a short film on one principle</li> <li>➤ Presentation of own interpretation</li> <li>➤ Presentations in plenum</li> </ul>	40'	<ul style="list-style-type: none"> <li>➤ PC</li> <li>➤ Projector</li> <li>➤ Internet access</li> <li>➤ FC paper</li> <li>➤ Marker</li> <li>➤ Pin board</li> <li>➤ Adhesive tape</li> </ul>	<b>Instruction no. 1.4</b>

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	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
<b>Conclusion</b>	<i>Where do I stand in relation to the theme and where do I want to go?</i>	<p>The participants acknowledge what they have learned in the preparation and in Module 1.</p> <p>They can formulate in their own words what they find of particular interest and thus what they would like to learn further.</p>	<ul style="list-style-type: none"> <li>➤ Individual work</li> <li>➤ Self-reflection</li> <li>➤ Self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>➤ “Letter to myself” (1<sup>st</sup> stage)</li> </ul>	20’	<ul style="list-style-type: none"> <li>➤ Letter paper</li> <li>➤ Envelopes</li> <li>➤ Cardboard underlay</li> <li>➤ Symbolic letterbox</li> </ul>	<b>Instruction no. 1.5</b>
<b>Follow-up</b>	<i>Looking back, looking in the other class, looking forward</i>	<p>The participants rework the preparatory file once more in detail and thus fill in the knowledge gaps in Module 1.</p> <p>The participants exchange with partners in the other class and in this way practise changing perspective.</p> <p>They are ready to recount in small groups the biographical history prepared at the beginning of Module 2 and answer questions from fellow project participants. .</p>	<ul style="list-style-type: none"> <li>➤ Individual work</li> <li>➤ Use of a forum for virtual exchange</li> <li>➤ Biography reference</li> </ul>	<ul style="list-style-type: none"> <li>➤ Following up the file</li> <li>➤ 2. Contact with participants in another class/school at home or abroad</li> <li>➤ Preparation for recounting the written history</li> </ul>	60’ (according to module )	<ul style="list-style-type: none"> <li>➤ Personal project diary</li> <li>➤ Personal project diary</li> <li>➤ Personal project diary</li> </ul>	