

“Stop & Go!” | Warm-up

Short description	The participants exchange in a casual manner their impressions and the initial insights they have gained in the preparation of the project
Topics	Humanitarian actions, Humanitarian Principles, the group and me
Learning objectives	<ul style="list-style-type: none"> • Involvement in group exchange • Recognition of the many differences of impressions and insights within the group
Setting	Unlimited, whole group
Time frame	15 - 20 min
Materials	Key questions, music
Instructions	<p>Each participant is invited to mingle and to discuss a question in relation to one of the topics of the school project. The question will have been previously put forward by the teacher. The walkabout of the participants can be accompanied by music, or can take place in absolute silence. During the walkabout participants should preferably not communicate with each other. When the music stops, or on a signal from the teacher, the participants stop and engage in a spontaneous exchange concerning their thoughts on the given question with the person nearest them. At the teacher’s discretion another question is raised for the participants to consider what brief comment they would like to make to another person when resuming their walkabout. In this way the participants, on the basis of their previous knowledge and first impressions, are brought into a group discussion on the topic.</p> <p><i>Possible questions for the participants:</i></p> <ul style="list-style-type: none"> • What are humanitarian actions in fact? • What does ‘humanitarian’ mean? • What examples of humanitarian actions were you concerned with at the time of preparation? What exactly did these situations involve? • Who were the actors in these examples (relief workers/victims)? • How did they behave (relief workers/victims)? • What was new or perhaps surprising to you? • Do you personally know anyone who in one way or another has been involved in humanitarian disasters or crises? • What disasters or crises could affect Switzerland, the place where you live and therefore also you and your family? • Do you know people who are involved in the humanitarian sector? • What would you like to learn from the topic in the school project? • Thinking about project work general: what strengths do you have that you can use to help make a project successful?