

Humanitarian principles school project – raising awareness in the classroom

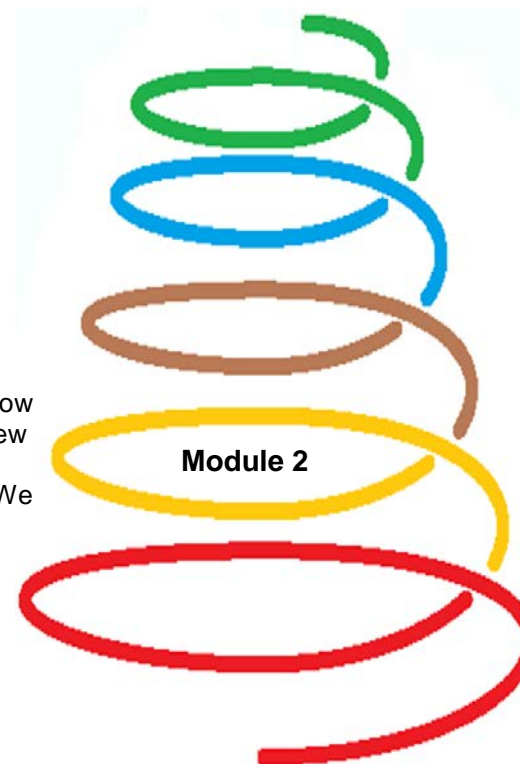
Module 2: Consideration of one's own values and those of others

Introduction

The teaching focus of the second module is self-confrontation in the light of the preceding discussion of humanitarian contexts. The participants becoming increasingly aware of their own values, taken as the characteristics they see as desirable from a moral viewpoint. This enables them to acknowledge their personal values as the basis of their thought and behaviour patterns. In exchanges with fellow participants, they realise and reflect upon on the subjective nature of values and in this way learn to perceive and appreciate similarities and differences. The relevant attitudinal aspects and individual competencies are pinpointed in the discussions and reflected upon in various exercises and through training.

The intended self-reference and reflection-oriented procedure is expected on the one hand lead to an understanding of the function of (in this case personal) values in shaping standpoints and actions and furthermore enable the project participants in the next module to relate their own values as revealed in the classroom to the humanitarian principles.

5) And how do my fellow project participants view this? (change of perspective → I-You-We method)



4) What are my personal values and how do they influence my behaviour?

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Learning objectives

Knowledge: The participants acknowledge the function of values in shaping viewpoints and actions and the subjectivity of personal values.

Knowledge: Furthermore they **acknowledge** the constructive potential of shared values and intentions as well as the conflict potential of discordant values.

Skills and competencies: The participants **can** identify their own values and **clearly explain** their development.

Attitude: The participants acknowledge other value systems and **can appreciate** the perceived differences **appropriately**.

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)]

The two aspects of learning, on the one hand the knowledge/emotional/ action level and on the other hand learning at the meta level (reflection), correspond to the ideal learning process, as described in the “Education for Sustainable Development” approach. These two complementary and interrelated aspects of the learning process also illustrate the teaching method of this module: the raising of awareness with regard to one’s own and collective values, attitudes, ways of thinking and acting, with at least an insight into their origins, is made possible by interconnectedness of experiences and reflection.

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 the development of the teaching methodology of this module reference was made to various key elements of the “teaching concept” of the IZ Academy: in particular biography-relatedness, taking into account the individual life story of the young participants, as well as reflection orientation. The guiding principle of diversity, in the sense of a learning culture that builds on the principle of “learning through others” and understands (cultural) diversity to be the source of one’s own development, is also taken into consideration. This takes the form of exchanges within the classroom regarding the many individual value systems, their development and effects. This makes it possible to experience differences.

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Module 2 curriculum

8 lessons → 360 minutes

	Subject matter	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	Instructions
Introductory remarks	<i>I, you, we and our Subject matter</i>	<p>The participants take a position on what they see as the “right” way of thinking and behaving.</p> <p>They acknowledge the diversity of opinion in their own class.</p>	<ul style="list-style-type: none"> ➤ Confrontational question and answer session ➤ Demonstration in the plenum 	<ul style="list-style-type: none"> ➤ Presentations on questions and assertions concerning the “right” way to think and behave. 	20’	<ul style="list-style-type: none"> ➤ Red adhesive tape 	Instruction no. 2.1
Main elements	<i>What are my personal values and how do they influence my thinking and behaving?</i>	<p>The participants are able to identify and explain their own values.</p> <p>They listen actively and give thought to the histories of others</p> <p>They acknowledge the function of values in thinking and acting.</p> <p>They acknowledge the subjective nature of personal values.</p>	<ul style="list-style-type: none"> ➤ Biography-relatedness ➤ Narrative approach ➤ FAQs ➤ Work in small groups (4 per group) 	<ul style="list-style-type: none"> ➤ Recounting biographical histories ➤ Reflecting on the histories of the others ➤ Answer enquiries and questions ➤ Group conclusions 	60’	<ul style="list-style-type: none"> ➤ Personal project diary 	Instruction no. 2.2

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	Subject matter	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	Instructions
Main elements	<i>What are the values of my fellow participants?</i>	The participants can identify and explain their own values. They can acknowledge the value systems of others with the appropriate appreciation.	<ul style="list-style-type: none"> ➤ Presentations to the plenum ➤ Group reflection ➤ Securing the knowledge 	<ul style="list-style-type: none"> ➤ “Natural symbols” (imaging exercise) 	60’	<ul style="list-style-type: none"> ➤ Serviettes ➤ FC paper ➤ Personal project diary 	Instruction no. 2.3
	<i>How can I develop a constructive approach with our many value systems?</i>	The participants can formulate the main findings to date. They are able to derive success factors for dealing constructively with the diversity of values.	<ul style="list-style-type: none"> ➤ Spontaneous exchanges in random pairss ➤ Group reflection ➤ Securing the knowledge 	<ul style="list-style-type: none"> ➤ Speed dating ➤ Input of teacher (on the basis of the “iceberg model”) 	60’	<ul style="list-style-type: none"> ➤ Personal project diary ➤ Model from Instruction 2.4 	Instruction no. 2.4
	<i>What is the potential of shared values?</i> <i>And what is the potential of divergent values?</i>	The participants acknowledge the potential of collective values and can express this in their own words. They also acknowledge the potential of different values and the resulting ways of thinking and acting, and can express this verbally.	<ul style="list-style-type: none"> ➤ Emotional learning (experience) ➤ Group reflection ➤ Securing the knowledge 	<ul style="list-style-type: none"> ➤ Role-play “First day of school in the new class” 	100’	<ul style="list-style-type: none"> ➤ Personal project diary 	Instruction no. 2.5

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	Subject matter	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	Instructions
Conclusion	<i>Where am I in the subject matter and where do I want to go?</i>	<p>The participants acknowledge what they have learned in Module 2.</p> <p>They can also express in words what particularly interests them and thus what they wish to learn further.</p>	<ul style="list-style-type: none"> ➤ Individual work ➤ Self-reflection ➤ Self-monitoring 	<ul style="list-style-type: none"> ➤ “A letter to myself” (2nd stage) 	20'	<ul style="list-style-type: none"> ➤ Letter paper ➤ Envelopes ➤ Cardboard underlay ➤ Symbolic letterboxes 	Instruction no. 1.5 (cf. Module 1)
Follow-up	<i>Looking back, looking at the other class, looking ahead</i>	<p>The participants are told what they will be dealing with in the following module. They will then be able to establish links with what they have learned from the first two modules.</p> <p>The participants learn to modify their viewpoints through exchanges with partners in the other class.</p>	<ul style="list-style-type: none"> ➤ Group reflection ➤ Using a forum for virtual exchange 	<ul style="list-style-type: none"> ➤ Teacher input (based on the Module 3 curriculum) ➤ 3. Contact with participants in another class/school at home or abroad 	<p>10'</p> <p>30'</p>	<ul style="list-style-type: none"> ➤ Module 3 curriculum ➤ Personal project diary (order) 	