

Humanitarian principles school project – raising awareness in the classroom

Module 3: Discussing the application of humanitarian principles

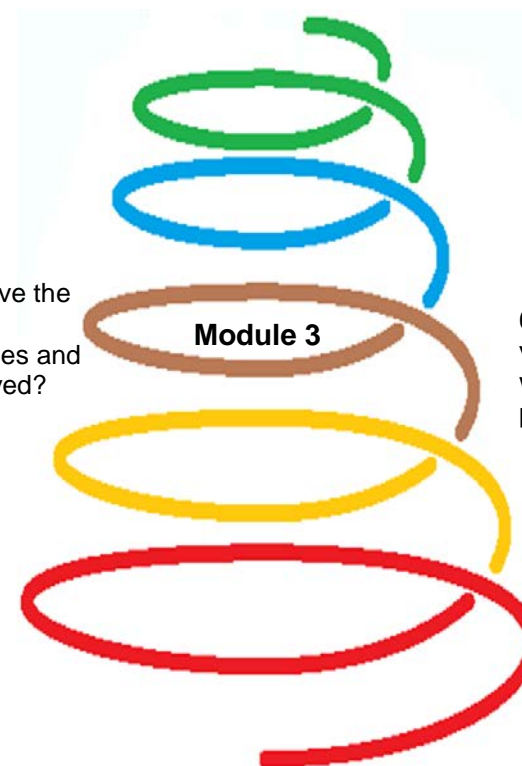
Introduction

The third module builds on the lessons learned and insights from the first two modules. The jointly developed familiarisation with the humanitarian principles together with a detailed examination of one's own values and those of others provides the basis for an in-depth understanding of the principles in action. These learning sequences reflect the function and meaning of the principles from two distinct viewpoints. On the one hand, the participants discuss humanitarian crises or disasters, those affected by them and their need for assistance. Then they learn first hand through direct contact with a professional from the field of humanitarian aid about how and in what conditions the humanitarian principles are implemented in the field.

The focus is thus on the reality of different humanitarian contexts. The participants are asked to bring their own personal values and views into the discussion and in this way to relate to the humanitarian principles (as a collective accomplishment).

7) How do we perceive the relevance of applied humanitarian principles and the challenges involved?

6) What do my personal values have in common with the humanitarian principles?



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Learning objectives

Knowledge: The participants **understand** why observing and respecting the humanitarian principles, although often extremely challenging, is essential for the success of humanitarian aid.

Skills and competencies: The participants **can relate** their personal values to the humanitarian principles.

Attitude: They **are open-minded** enough to see themselves and their value systems as part of a collective system or systems.

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)]

Learning from the real object and in concrete situations is emphasised as an educational principle in the concept of “Education for Sustainable Development” (ESD). This “ESD principle” is taken into consideration with the help of purposeful analysis on the basis of actual humanitarian contexts, reinforced by face-to-face exchanges with a practitioner in the field of humanitarian aid. This enables the participants to gain knowledge and insights that would not be possible through discussion or merely by consulting the media. Reflecting on the new discoveries is productive for all concerned.

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 competency model, “attitude” is placed at the core of international behavioural competency”. It is developed as a central meta-situational steering mechanism that is permanently challenged and developed. The third module attempts such a development or stimulus with the young project participants: they should put forward their values and viewpoints to make discussion of the humanitarian principles as controversial as possible, while continuing to respect and appreciate the values and opinion of others. The required open-mindedness and readiness to see oneself as part of a collective is one of the learning objectives of this module (see above). Module 3, like Module 2, will consciously be developed in the manner of an “appreciative comparison”.

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Module 3 curriculum

8 lessons → 360 minutes

	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
Introductory remarks	<i>I, you, we and our theme</i>	<p>In Module 2 the participants introduce what they have learned from exchanges with the other class.</p> <p>In this way they again acknowledge the growing diversity of individual value systems.</p>	<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) ➤ Further development of the image 	30’	<ul style="list-style-type: none"> ➤ Serviettes ➤ FC paper ➤ Project diary 	Instruction no. 3.1
Main elements	<i>What function and significance do the humanitarian principles have for people in need of assistance?</i>	<p>The participants acknowledge the function of the principles and the importance of applying them to those in need of assistance.</p> <p>They explain their findings in class and express their own points of view.</p> <p>The class bears in mind the perceptions and findings discussed.</p>	<ul style="list-style-type: none"> ➤ Learning about the real object ➤ Structured discussion at the plenum ➤ Consolidating that which has been learned 	<ul style="list-style-type: none"> ➤ Viewing a film on humanitarian action together ➤ Discussion of the film in relation to key questions ➤ “Natural symbols” ➤ Further development of the image 	60’	<ul style="list-style-type: none"> ➤ PC ➤ Projector ➤ Internet access ➤ FC paper ➤ Marker ➤ Pin board ➤ Adhesive tape 	Instruction no. 3.2

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	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
Main elements	<i>What is the function and importance of the humanitarian principles for the practice of humanitarian aid?</i>	<p>The participants acknowledge the function and importance of applying the principles for humanitarian aid professionals.</p> <p>They present their findings in class together with their points of view.</p> <p>The class takes note of the perceptions and findings discussed.</p>	<ul style="list-style-type: none"> ➤ Learning about the real object ➤ Group reflection ➤ Securing the knowledge 	<ul style="list-style-type: none"> ➤ Discussion with an experienced member of the SDC/SHA or a national Red Cross society. ➤ “Natural symbols” ➤ Further development of the image 	120'	➤ Personal project diary	Instruction no. 3.3
	<i>How can I relate my personal values to the principles?</i>	<p>The participants can relate their personal values to the humanitarian principles</p> <p>A brief presentation benefits the entire class</p>	<ul style="list-style-type: none"> ➤ Working in pairs, in nature ➤ Task sharing 	<ul style="list-style-type: none"> ➤ Becoming aware of internal forces ➤ Brief statements in plenum 	60'	➤ Personal project diary	Instruction no. 3.4

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	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
	<i>How do we perceive the challenges involved in applying the principles?</i>	The participants consolidate the findings of the day. In this way they can reflect on the connection between their personal values and the humanitarian principles.	<ul style="list-style-type: none"> ➤ Working in pairs ➤ FAQs 	<ul style="list-style-type: none"> ➤ Working on a brief task relating to a dilemma 	30'	<ul style="list-style-type: none"> ➤ Personal project diary 	Instruction no. 3.5
Conclusion	<i>Where am I in the subject matter and where do I want to go?</i>	The participants acknowledge what they have learned in Module 3. You can put into words what interests you in particular and what you would like to learn next.	<ul style="list-style-type: none"> ➤ Individual work ➤ Self-reflection ➤ Self-monitoring 	<ul style="list-style-type: none"> ➤ “A letter to myself” (3rd 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 in the other class, looking ahead</i>	The participants are informed about how to proceed in the next module, and can link what they have learned in the first three modules. The participants learn to modify their viewpoints through exchanges with partners in the other class.	<ul style="list-style-type: none"> ➤ Group reflection ➤ Using a forum for the virtual exchange 	<ul style="list-style-type: none"> ➤ Input of teacher (based on the Module 4 curriculum) ➤ 4. Contact with participants in another class/school at home or abroad 	10' 30'	<ul style="list-style-type: none"> ➤ Module 4 curriculum ➤ Project diary (order) 	