

## Personal values and the “Humanitarian Principles” | Warm-up

<b>Short description</b>	In order for the participants to better understand why they were asked to reflect in greater depth on their own personal values, this discursive warm-up exercise is devoted to the relationship between personal values and the Humanitarian Principles that must be respected. It is very important that the students prepare for this learning sequence in advance by thinking about the issues on their own (cf. Instruction sheet 2.6).
<b>Topics</b>	Personal values and the ‘Humanitarian Principles’
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Recognising the potential challenge of harmonising one’s own personal values with the Humanitarian Principles at all times and in all places.</li> <li>• Recognising the importance of addressing these issues, for the students themselves and, in particular, for humanitarian workers in the field.</li> </ul>
<b>Setting</b>	Whole group
<b>Time frame</b>	20 - 30 min.
<b>Materials</b>	The written responses prepared by the students as homework, which they bring with them to class.
<b>Instructions</b>	<p>After completing the second module, the participants, in addition to completing the tasks assigned for filling in their personal diaries, were given the following additional task in preparation for the third module:</p> <ul style="list-style-type: none"> <li>• To print out or write down the finished statements they formulated on their own in their personal diaries (under <b>MODULE 2/Personal values and the Humanitarian Principles</b>) and bring them to class with them.</li> <li>• To think about what personal values could be an obstacle to humanitarian workers in the practice of their profession (to be formulated in writing).</li> <li>• To think about what personal values held by humanitarian workers could serve to facilitate the achievement of their common objective (also to be formulated in writing).</li> </ul> <p>The idea now is to discuss these fundamental questions in class with full participation of all of the students. The statements should be as short and concise as possible, which is why it is helpful for them to be written down in preparation for the discussion. The insights obtained, but also the ambivalences that are formulated, will be collected and recorded on a poster. Important: there is no ‘right’ or ‘wrong’ here!</p>

*Outlook:*

The formulations of insights and ambivalences gathered in this learning sequence constitute together with the next learning stage (Activity 3.2) a firm basis for discussion with an expert in the field of humanitarian practice (Activity 3.3). It will help the participants to decide what questions they consider relevant so that they can put them to the practical expert in the most concrete terms possible.