

Humanitarian principles school project – raising awareness in the classroom

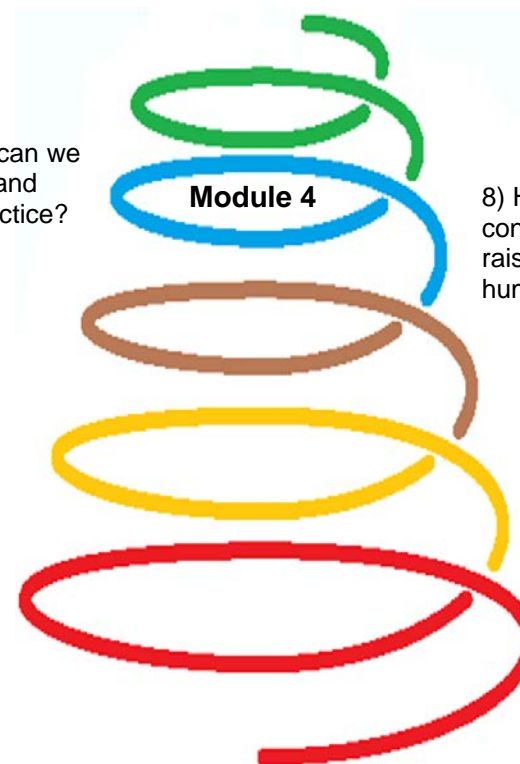
Module 4: From a variety of viewpoints to a common understanding

Introduction

The participants having dealt extensively with the application of the humanitarian principles in the preceding module, the purpose of the fourth module is dual. Firstly, it should enable the participants to develop a personal perspective and opinion on the subject matter. And secondly, it is on this basis that they can make their standpoints known and applicable in a self-defined project group. Ideally the many experiences and insights gained in the first three modules will result in a project intended to make a small personal contribution to raising awareness of the humanitarian principles. The open-mindedness and improved reasoning power developed in the course of the project facilitate the participants in planning and implementing the contribution they have decided upon and developed themselves.

Whether or not these contributions are made accessible to other groups, classes or to even a section of the general public, the main concern is as follows: these young people and the “products” they have themselves prepared should receive the attention they deserve. They need to be seen and heard.

9) And how can I/can we put my/our ideas and intentions into practice?



8) How can I/can we contribute personally to raising awareness of the humanitarian principles?

Humanitarian principles school project – raising awareness in the classroom

Learning objectives

Knowledge: The participants **understand** how they as a group can translate a variety of standpoints and ideas into a common purpose.

Skills and competencies: The participants **can work constructively** as a team and **make purposeful use** of their resources.

Attitude: You are **ready** not only **to learn** from fellow project participants but also to willingly give them your **support**.

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)]

Acting independently is the preferred behaviour of a person who wants to commit to sustainability, in accordance with the concept of “Education for Sustainable Development”. Key aspects of this independent action are: seeing oneself as part of a group, acting respectfully and responsibly, knowing how to recognise, assess and make use of any scope for action, both personally and collectively. It is precisely this orientation towards accepting responsibility and individual as well as collective action that is the focus of this module. It also focuses on managing differences of opinion and conflicts of interest, and negotiating in a constructive manner.

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 learning sequence the focus is on the existing knowledge, ability and will of the young participants. Competency orientation and support at the appropriate level in project planning aims to create a sense of achievement and help to motivate the participants. Exchanges of experience and peer learning are key factors in this context for the success of project planning. The teaching concept of the “IZ Akademie” [Academy for International Cooperation] makes use of the “Learning as co-construction” concept, which in the context of this module can be summed up as follows: The participants are required to engage in dialogue and to search, experiment and reflect together, making “eye to eye” exchanges. It is above all a matter of allowing detours via the “counterpart’s thinking” and coming to joint conclusions that were not fixed at the outset.

Humanitarian principles school project – raising awareness in the classroom

Module 4 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>The participants can orient themselves in the subject matter and understand the development steps developed in the project.</p> <p>They develop their own point of view which they are then able to defend.</p>	<ul style="list-style-type: none"> ➤ Process orientation ➤ Self-reflection 	➤ “Our journey through the project”	30’	<ul style="list-style-type: none"> ➤ Old sheets ➤ Pillows (when available) ➤ Music system ➤ CD/Stick etc. 	Instruction no. 4.1
Main elements	<i>How do I discover the views and interests of the others?</i>	<p>The participants exchange information on their personal views and specific interests concerning the theme.</p> <p>This will enable them to develop a feeling as to whom they would be able to work with in developing a common standpoint for an individual contribution.</p>	<ul style="list-style-type: none"> ➤ Moderated group discussions ➤ Ownership ➤ Securing the knowledge 	➤ “World Café”	90’	<ul style="list-style-type: none"> ➤ Personal project diary ➤ FC paper ➤ Marker ➤ Adhesive tape 	Instruction no. 4.2

Humanitarian principles school project – raising awareness in the classroom

	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
Main elements	<i>How can I, or how can we help to raise awareness of the humanitarian principles?</i>	<p>The participants can make use of all the ideas without reservation.</p> <p>They can explain the content of their own ideas.</p> <p>They can adapt individual needs to collective needs.</p>	<ul style="list-style-type: none"> ➤ Brainstorming ➤ Critical debating ➤ Decision-making process 	<ul style="list-style-type: none"> ➤ Suggesting and collecting ideas ➤ Clarifying and weighing up ideas ➤ Democratic agreement 	60'	<ul style="list-style-type: none"> ➤ Personal project diary ➤ FC paper ➤ Marker ➤ Adhesive tape 	Instruction no. 4.3
	<p><i>And how can we implement our ideas and points of view?</i></p> <p><i>Where and how do we obtain support?</i></p>	<p>The participants can prepare an action plan.</p> <p>They can make use of their own resources.</p> <p>They can accept the support offered and use it independently for their contribution.</p>	<ul style="list-style-type: none"> ➤ Mini-project management ➤ Sharing of tasks in small groups ➤ Offer → Task to perform 	<ul style="list-style-type: none"> ➤ Find answers to key questions: What? Why? For whom? How? ➤ Help Desk 	60'	<ul style="list-style-type: none"> ➤ FC paper ➤ Marker ➤ Adhesive tape 	Instruction no. 4.4

Humanitarian principles school project – raising awareness in the classroom

	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
	<p><i>How can our action plan be checked?</i></p> <p><i>And how do we obtain proposals for its optimisation?</i></p>	<p>The participants are able to present an action plan that is structured and precise.</p> <p>They are prepared to learn from fellow project participants. .</p> <p>They are ready to give fellow project participants their support.</p>	<ul style="list-style-type: none"> ➤ Structured presentation in the plenum ➤ Clarification of readiness to learn ➤ Clarification of readiness to learn 	<ul style="list-style-type: none"> ➤ Presentation on the basis of the teacher's structure ➤ Group feedback ➤ Group feedback 	60'	<ul style="list-style-type: none"> ➤ Personal project diary 	Instruction no. 4.5
Conclusion	<p><i>Where am I in the subject matter and where do I want to go?</i></p>	<p>The participants acknowledge what they have learned in Module 4.</p> <p>They can also put into words what interests them in particular and thus what they would still like to learn.</p>	<ul style="list-style-type: none"> ➤ Individual work ➤ Self-reflection ➤ Self monitoring 	<ul style="list-style-type: none"> ➤ "Letter to myself" (4th stage) 	20'	<ul style="list-style-type: none"> ➤ Stationery ➤ Envelopes ➤ Cardboard underlay ➤ Symbolic letterbox 	Instruction no. 1.5 (cf. Module 1)

Humanitarian principles school project – raising awareness in the classroom

	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
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 four modules.</p> <p>The participants learn to change their perspective through exchanges with partners in the other class.</p>	<ul style="list-style-type: none"> ➤ Group reflection ➤ Using a forum for the virtual exchange 	<ul style="list-style-type: none"> ➤ Teacher input (based on the Module 5 curriculum) ➤ 5. Contact with participants in another class/school at home or abroad 	<p>10'</p> <p>30'</p>	<ul style="list-style-type: none"> ➤ Module 5 curriculum ➤ Personal project diary (order) 	