

**Our contribution | Brainstorming → debate → decision**

<b>Short description</b>	The participants find themselves in small groups, selected by themselves, for the purpose of preparing their own small contribution to raising awareness of the humanitarian principles. They exchange ideas, discuss these and decide together which ones they want to implement.
<b>Topics</b>	Humanitarian Principles, Humanitarian actions, personal values, debate
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understanding how to convert many individual ideas into a shared intention</li> <li>• Constructive, goal-oriented teamwork</li> </ul>
<b>Setting</b>	Small groups, 3-4 participants
<b>Time frame</b>	60 - 75 min.
<b>Materials</b>	Flip chart paper (for brainstorming), marker (various colours), personal project diary
<b>Instructions</b>	<p>It is up to the teacher to decide whether or not to try to influence the composition of the groups. Ideally it should be the participants themselves who decide with whom they wish to collaborate. The three tasks in this learning sequence are to be assigned in stages to make sure that essential development steps are not in some way “skipped”. As soon as the groups have been formed the teacher first of all assigns the task for the group work in hand: “The aim is to come up with an idea together as to how you personally can help to ensure that other people understand the importance of the humanitarian principles and are ready to interact with them.” Subsequently, questions from participants are to be addressed, such as “What exactly should we do?” “How are we to do it?” “For whom are we to do it?”. It is important at this stage to deal with these questions as openly as possible. The ideas will take more concrete form in the next learning step (exercise 4.4). It will then be discovered whether or not they can be put into practice. The openness of the findings is of central importance, for the willingness to make one’s own contribution is in itself remarkable. The individual working stages are subsequently to be introduced briefly in the form of advice or success factors. Some proposals: Brainstorming: collect and list ideas - not (yet) to be evaluated - everyone should contribute ideas”; “Debate: explain what is so great about each idea - ideas to be presented as precisely as possible - discuss pros and cons”; “Decision: everyone should name their own favourite idea, and explain why; finally, a decision is to be reached democratically, e.g. by a vote. In each learning step the teacher goes from group to group, providing support where needed.</p>