

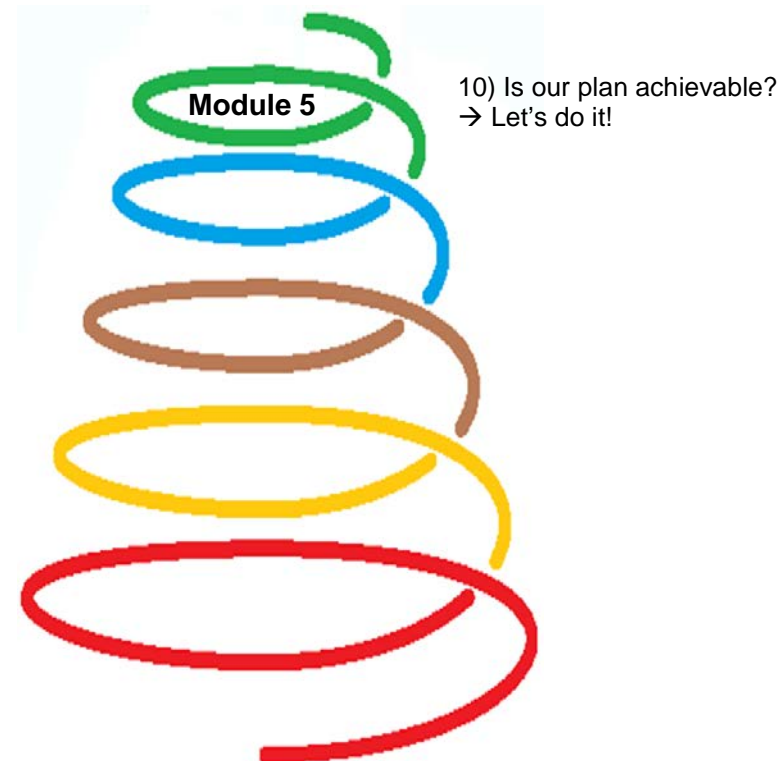
School project on humanitarian principles – raising awareness in the classroom

Module 5: Implementation of plans of action and joint conclusion of project

Introduction

In the final module the participants are expected to implement well considered and targeted contributions as documented in the action plans. In this context it is essential to take into consideration and make use of individual resources in organisation of the work. Furthermore it is important to keep an overview of the entire implementation process in order to plan in good time any steps that need to be developed independently after the project ends and be able to reach a binding agreement. The project management know-how acquired in Module 4 and support material provided assist the participants in this process. Furthermore a teacher-operated Help Desk is available both in the planning and implementation stage. The participants are requested to make use of this under their own responsibility. Finally, the contributions, completed or as implemented so far, are to be presented to the plenum in order to provide an overview.

A common, creative and serene conclusion enables the project participants to bring the project to an end in the spirit of a job well done.



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Learning objectives

Knowledge: The participants **understand** that thanks to task sharing and the use of individual resources they are able to work efficiently.

Abilities and competencies: The participants **are able** work in a team **on the basis of a plan** and **plausibly report** on the state of development.

Attitude: They are **willing and ready** to **accept** the support offered and use it **independently** for the project work.

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))]

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 lead to 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.

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Module 5 curriculum

4 lessons → 180 minutes

	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
Introduce	<i>I, you, we and our subject matter</i>	The participants tackle the last module collectively and involve themselves in the remaining process steps	<ul style="list-style-type: none"> ➤ Cooperation exercise 	<ul style="list-style-type: none"> ➤ “Silent Walk” 	10’		Instruction no. 5.1
Main elements	<i>How successful have we been with the implementation of our planned contribution?</i>	<p>The participants can implement their contribution together or work to achieve its stage of development proposed for this point in time.</p> <p>They can make use of their individual resources and make them available to the group in a purposeful way.</p> <p>They can accept the support offered and use it independently for their contribution.</p>	<ul style="list-style-type: none"> ➤ Plan-based work in the project groups ➤ Task sharing in the project groups ➤ Offer → Task to perform 	<ul style="list-style-type: none"> ➤ Implementation of the action plan ➤ Implementation of the action plan ➤ Use of the Help Desk 	80’	<ul style="list-style-type: none"> ➤ Action plan ➤ Material already prepared in Module 4 	Instruction no. 5.2

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	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
Main elements	<i>How can we plan and agree any additional process steps?</i>	<p>The participants can identify and plan any process steps that need to be prepared independently after the end of the project.</p> <p>Any additional work necessary can be agreed in a binding manner with the teacher and documented.</p>	<ul style="list-style-type: none"> ➤ Plan-based work in the project group ➤ Offer → Task to perform 	<ul style="list-style-type: none"> ➤ Implementation of action plan ➤ Use of Help Desk 	In parallel with implementation!	<ul style="list-style-type: none"> ➤ Action plan ➤ Material already prepared 	Instruction no. 5.2
	<i>How can our contribution be presented in an understandable and efficient manner?</i>	<p>The participants can present their contribution or in its present state of development in an understandable and efficient manner.</p> <p>They can provide definitive answers to questions on the state of development.</p> <p>They are ready to accept the latest feedback from fellow participants and likewise to provide support to the other groups.</p>	<ul style="list-style-type: none"> ➤ Structured presentation to the plenum ➤ Clarification of readiness to learn 	<ul style="list-style-type: none"> ➤ Teacher presentation based on the structure ➤ Group feedback 	20'	<ul style="list-style-type: none"> ➤ FC paper ➤ Marker ➤ Adhesive tape 	Instruction no. 5.2

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	Theme	Intentions (with reference to learning objectives)	Methodology (incl. social arrangement)	Activities	Time	Material	User guides
Conclusion	<i>How did it go for my exchange partner?</i>	The participants prepare the last exchanges with the other class and thus accept responsibility for a well-rounded conclusion.	<ul style="list-style-type: none"> ➤ Use of a forum for virtual exchange 	<ul style="list-style-type: none"> ➤ 6. = Final contact with the participants in another class/school at home or abroad 	10'	<ul style="list-style-type: none"> ➤ Personal project diary 	<p>Instruction no 1.5 (cf. Module 1)</p> <p>Instructions No. 5.3</p>
	<i>Where am I in the subject matter and where do I want to go?</i>	<p>The participants acknowledge what they learned in Module 5 from the school project as a whole.</p> <p>They can put into words what interested them in particular and what aspect they would like to develop in the future.</p>	<ul style="list-style-type: none"> ➤ Individual work ➤ Self-reflection 	<ul style="list-style-type: none"> ➤ “Letter to myself” (5. = Final stage) 	20'	<ul style="list-style-type: none"> ➤ Letter paper ➤ Envelopes ➤ Cardboard underlay ➤ Symbolic letterbox 	
	<i>What do I, and we as a class, take from the school project, and what could be its importance?</i>	<p>The participants can identify and explain to the class the changes made and those intended.</p> <p>In this context they can distinguish between personal impacts and those of the class.</p>	<ul style="list-style-type: none"> ➤ Brief evaluation ➤ Substantive and emotional conclusion in the plenum ➤ Consolidating the main findings and visions of the participants 	<ul style="list-style-type: none"> ➤ “Pack your bags” 	40'	<ul style="list-style-type: none"> ➤ Project diary ➤ Suitcase or travel bag ➤ A5 paper, green ➤ A5 paper, red ➤ A5 paper, yellow ➤ Waste bin 	