

# Humanitarian principles school project – raising awareness in the classroom

## Module 2: Consideration of one's own values and those of others

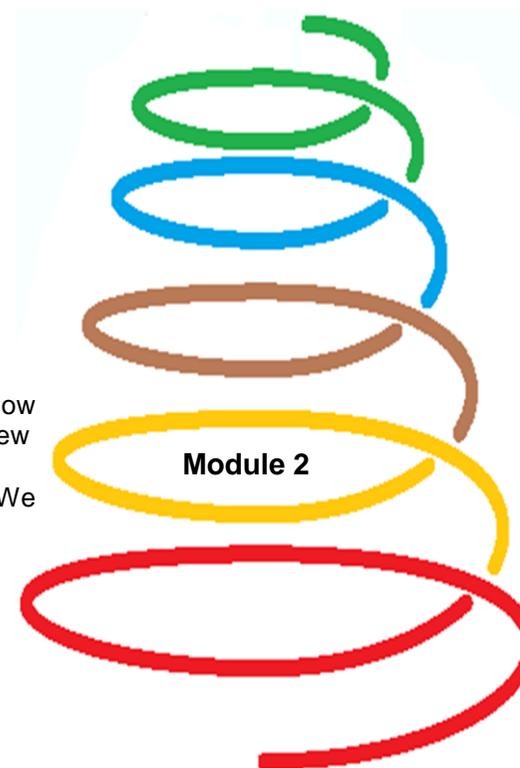
### Introduction

The teaching focus of the second module is self-confrontation in the light of the preceding discussion of humanitarian contexts. The participants becoming increasingly aware of their own values, taken as the characteristics they see as desirable from a moral viewpoint. This enables them to acknowledge their personal values as the basis of their thought and behaviour patterns. In exchanges with fellow participants, they realise and reflect upon the subjective nature of values and in this way learn to perceive and appreciate similarities and differences. The relevant attitudinal aspects and individual competencies are pinpointed in the discussions and reflected upon in various exercises and through training.

The intended self-reference and reflection-oriented procedure is expected on the one hand lead to an understanding of the function of (in this case personal) values in shaping standpoints and actions and furthermore enable the project participants in the next module to relate their own values as revealed in the classroom to the humanitarian principles.

5) And how do my fellow project participants view this? (change of perspective → I-You-We method)

4) What are my personal values and how do they influence my behaviour?



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## Learning objectives

*Knowledge:* The participants acknowledge the function of values in shaping viewpoints and actions and the subjectivity of personal values.

*Knowledge:* Furthermore they **acknowledge** the constructive potential of shared values and intentions as well as the conflict potential of discordant values.

*Skills and competencies:* The participants **can** identify their own values and **clearly explain** their development.

*Attitude:* The participants acknowledge other value systems and **can appreciate** the perceived differences **appropriately**.

## 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](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)]**

The two aspects of learning, on the one hand the knowledge/emotional/ action level and on the other hand learning at the meta level (reflection), correspond to the ideal learning process, as described in the “Education for Sustainable Development” approach. These two complementary and interrelated aspects of the learning process also illustrate the teaching method of this module: the raising of awareness with regard to one’s own and collective values, attitudes, ways of thinking and acting, with at least an insight into their origins, is made possible by interconnectedness of experiences and reflection.

**Entwicklung internationaler Handlungskompetenz (Didaktik-Konzept der „Akademie für internationale Zusammenarbeit“)**

[http://www.giz.de/akademie/de/downloads/AIZ-Didaktikkonzept\\_D\\_150217\\_SCREEN.pdf](http://www.giz.de/akademie/de/downloads/AIZ-Didaktikkonzept_D_150217_SCREEN.pdf) (in German only)

In the development of the teaching methodology of this module reference was made to various key elements of the “teaching concept” of the IZ Academy: in particular biography-relatedness, taking into account the individual life story of the young participants, as well as reflection orientation. The guiding principle of diversity, in the sense of a learning culture that builds on the principle of “learning through others” and understands (cultural) diversity to be the source of one’s own development, is also taken into consideration. This takes the form of exchanges within the classroom regarding the many individual value systems, their development and effects. This makes it possible to experience differences.