

Closing exploration

Where do we go from here?



How can you promote human dignity?
What can you do to make a difference?
How can you develop awareness in others?



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WHERE DO WE GO FROM HERE? (one preparatory session, time for planning and carrying out the project and an assessment meeting)

CONCEPTS

Youth mobilization
Target population
Project goal
Community strengths and resources
Human dignity

SKILLS PRACTISED

Identifying problems
Assessing needs
Planning actions
Keeping records
Assessing projects

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One of the most effective ways of ensuring that students retain what they are learning is to give them opportunities to apply what they are being taught. Students make the contents of their studies their own by teaching others, creating materials to share with others and applying what they have learned by planning and carrying out projects.

Students in Exploring Humanitarian Law (EHL) can widen the impact of their learning well beyond their classroom – to family, friends and community. They can interact with younger children, tell others the stories they have gathered or take part in humanitarian activities to aid the vulnerable. Such activities by students can reach even children who have not completed or had more than primary education. Students can also promote the humanitarian point of view by investing time and energy in other forms of community service.

OBJECTIVES

- to make use of what has been learned to design a project that promotes human dignity
- to carry out a project that promotes human dignity

STUDENT RESOURCES

- c.1 Video and transcript: *Exploring war through drama* (4'17)  DVD

PREPARATION

In the *Methodology Guide*, review teaching methods 6 (Using stories, photos and videos), 7 (Writing and reflecting) and 10 (Gathering stories and news) and workshop 10 (“Applying learning: Youth projects”).

If possible, view the relevant chapter of the training film for teachers (*Closing exploration*).

TIME

The amount of time spent on student projects is up to each teacher. It will depend on your goals for the project and on the time available.



The exploration

COMMUNITY ACTION

Students might design a project to:

- teach others about international humanitarian law (IHL);
- address specific humanitarian needs in their areas;
- promote support for IHL through political activities and legal research.

Possible ideas for projects:

- Reaching out to younger children or community groups
[For example: story books, comics, short plays, exhibits, presentations, letters to the media, radio call-in programmes, handbooks]
- Working as a volunteer for existing organizations
[For example: aid to the homeless, refugees, displaced persons, orphans, the sick, the elderly]
- Research or action
[For example: doing research on the implementation of IHL or on anti-discrimination measures at the national level or joining a humanitarian or human rights organization]

Questions for assessing a project's potential:

- > Will the project give students a personal connection to a particular issue?
 - > Will the project encourage students to take action to support the goals of IHL?
 - > Will the project enable students to spread information about IHL?
-

FROM START TO FINISH

Use questions like the following to guide students through the three phases of carrying out their project.

Planning the project:

- > Whom will this project benefit?
- > What is its goal?
- > What do we need to do to meet that goal for those people?

Carrying out the project:

- > What is the day-by-day design of the project?
- > What adjustments are required during the project, and why?

Reflecting upon the project afterwards:

- > What was the result of the project?
- > How did people react?
- > How did it affect me?
- > What do I want to do now?

Having students keep records of the process (through writing or in some other form) and discuss their experience will contribute to their sense of accomplishment.

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PREPARING TO WORK IN THE COMMUNITY

Understanding the target community is an important first step. The following observations are particularly relevant for volunteer projects, but they are applicable to other projects as well.

Before they begin to work on a project, students should get to know both the strengths and the needs of the people they hope to serve. Even when people are in need, their skills and their views should, whenever possible, be included in any plan designed to help them. Students should be aware that it is important to both consult the community and work with them when providing assistance.

The International Red Cross and Red Crescent Movement has set out guidelines for working with communities.

- Work with people to identify the strengths of their community.
- Work together to identify problems, needs and threats.
- Identify those who need support the most, and who take precedence, given the available skills and resources.
- Work with the community to improve the situation of those who are most vulnerable.

– International Federation of Red Cross and Red Crescent Societies, *From Needs to Action*, 1995.

! KEY IDEAS

- There are many different things a person can do to actively promote human dignity, and it is best to participate in a project that draws upon one's skills and interests.
- When working on behalf of other people, it is essential to consider their perspective and to include their input.
- As a project proceeds, it is helpful to assess progress periodically and to review future plans.

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Extension activities

OUTREACH THROUGH DRAMA

View the video *Exploring war through drama*, which shows a drama group from Northern Ireland that has developed a number of scenes about the plight of victims of armed conflict. Although this group of young people has worked together for several years and is very experienced, you can learn from them and put on effective productions of your own.



Choose some issues from Exploring Humanitarian Law (EHL) that you would like to dramatize. Work with fellow students to develop your own scenes.

Think of an audience (such as a school or a religious or community organization), and arrange to present your scenes.

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Video transcript

Exploring war through drama

Boy: Afghanistan.
Girl: Somalia.
Boy: Chechnya.
Girl: Rwanda.
Girl: Sierra Leone.
Girl: Sri Lanka.
Girl: Uganda.
Girl: South Africa.
Boy: Colombia.
Girl: Israel.
Boy: Northern Ireland.
Boy: Left, left, left, left.
Boy: Company halt. Right face.
Girl: They made me leave my home.
Boy: They made me leave my family.
Girl: They made me leave my country.
 (Members of the group then enact a scene in which a girl named Alice remembers the day her family was given 24 hours to leave their home. Her mother accuses her father of having said something wrong that brought this evacuation upon them, but he denies it. They tell their young daughter that they are going on a little holiday.

In flashback, Alice remembers the childhood things she had to leave behind that day – her best friend, a chance to play with a special doll, a birthday celebration at a special place. Alice's 18-year-old brother refuses to leave with them, and blames his father for their catastrophe.)

Alice: It started out just like any other ordinary day, until I came home from school and found my parents arguing.

Mother: You must have said something to somebody. They don't just make these things up...

Father: Margaret, I told them nothing, alright?

Mother: By mistake. Did you say something by mistake? Did you let a name slip?

Father: I told them nothing. I told them nothing, but we have to go. We have to go tonight, alright?

Mother: We've got 24 hours to get out. Where are we supposed to go?

Father: We'll go to Huey's, okay? When they say you go you have...

Mother: Alice.

Father: Alice. We're going on a wee holiday, okay?

Mother: Go upstairs and pack a few things.

Father: Go upstairs and pack your things. We're going to Uncle Huey's.

Mother: It'll be fun. Go on. Good girl. Go on.

Father: Alright. I told them nothing.

Alice: I told them I didn't want to go. I didn't even know why. A holiday, that's what they told me. That was 10 years ago and I haven't been home since. There was my best friend, Carla.

Carla: Okay, Alice, I have two surprises for you, okay? The first – I'd like you to play with my 'Mailbu Barbie' for about 10 minutes or so. And the second one is an invitation to my birthday party next week and we're going to 'Bananas' and it's going to be really good fun.

Alice: I didn't get to go to her birthday party. We had to leave that evening. But as if leaving Carla wasn't bad enough. I had to leave behind my only brother.

Brother: Dad, you can be so stupid. I could have warned you so many times. But no, you keep on going on the way you've always been, sticking your big nose in. Like, 'Oh, I know everything about everything, like.' Look what you've done now. Like the whole family out of the country. You think we're just going to follow you just because you've made a balls up of the whole situation. Well I'm not. Right. I've got too much here to keep me. Keep me where I am – school, my friends, my girlfriend. You expect me to just get up and leave? I'm 18 years old, right. I can make my own decisions, and I'm not going.

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Video transcript

Exploring war through drama



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Alice: That night we left the country. And I left without my only brother, without someone to stick up for me, to look after me. Do you know what the worst thing was? I didn't even get a chance to say goodbye.

Girl: I am a 72-year-old woman from Chechnya.

Girl: South Africa.

Girl: Somalia.

Boy: Afghanistan.

Girl: Israel.

Girl: Northern Ireland.

Girl: Iraq.

Girl: This is my husband and this is our home; it has been in our family for generations.

Girl: I'm a 72-year-old woman from Chechnya.

Girl: South Africa.

Girl: Somalia.

Boy: Afghanistan.

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Assessment

METHODS OF ASSESSMENT

ONGOING ASSESSMENT

Exploring Humanitarian Law (EHL) provides teachers with daily opportunities to find out what their students are learning and what misconceptions they might have. Active teaching methods, such as class discussion, small group work, brainstorming and role-playing all provide such opportunities.

Take five minutes at the end of class to have students write down one- or two-sentence answers to the following questions:

- > What did you learn today?
- > What remaining questions do you have?

Read through their responses and use them to build on students' knowledge and clarify any misconceptions for the next lesson.

PORTFOLIO OF STUDENT WORK

In each module, students are asked to carry out activities such as interviewing people, illustrating concepts with poems, plays or artwork and writing research papers on particular topics.

Keep a folder or portfolio for each student, containing written work, artwork, interviews and news clippings that he or she has contributed in class. Periodically go over the student's work with him or her to monitor progress in understanding international humanitarian law (IHL).

Post samples of students' work where all can see.

END-OF-MODULE QUESTIONS

After projects are completed, you might want to devote the last class session to a written assessment of what students have learned. You could do this with one essay question (20-30 minutes) and two or three short-answer questions (10 minutes each).

Possible essay questions:

- > In what respects did you accomplish the goal of your project? What would you do differently next time? What are the next steps to further the project's goal?
- > What did you learn about IHL, humanitarian action and community strengths and resources from the experience?

Possible short-answer questions:

- > Describe three features of the community that your project aimed to help.
- > How did your project promote human dignity?
- > What did you learn about yourself from the experience?

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Assessment

You could ask students to formulate other questions in small groups and then select one of them as the essay question for the whole class. Or you could ask each student to propose a question and then answer it. (The student would be assessed on the quality of the question as well as on the answer.) Or you could select a quote from a newspaper article, a sidebar in the materials or another source and ask students to identify the main point being made in the quote and whether they agree or disagree with it.

CRITERIA FOR ASSESSMENT

An effective student response is one which:

- uses concepts, such as bystander, combatant, dilemma or chain reaction and other terms in the EHL materials;
- gives concrete examples to back up points;
- includes examples from a variety of sources, such as the news media, interviews, class discussion and outside reading.

The above techniques are simply suggestions to help you assess your students' work on the EHL materials. Feel free to adapt them to your needs.

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Notes

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