

## EHL teaching methods

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This section contains descriptions of different teaching methods that are used in various EHL classroom activities. Each teaching method includes:

- a description of the objectives when working with a specific method;
- suggestions for getting started;
- advice on how to lead the group;
- tips for dealing with difficulties that might arise;
- suggestions for assessing student learning.

### TEACHING METHOD 1: Discussion

Discussion, or conversation, is a key teaching method in EHL. One goal of discussion is to encourage balanced participation among students. A good discussion requires the teacher to be a listener and a 'weaver', taking the thoughts of different students and weaving them into a coherent pattern. The ultimate goal is for students themselves to become weavers.

#### OBJECTIVES

- to find out what students know about a topic
- to develop discussion skills, i.e. listening and speaking
- to give students practice in formulating a position and defending it with evidence

#### GETTING STARTED

Set the following rules for students at the start. You can then point to them if needed during a heated discussion.

1. Listen carefully to others, and wait until they have finished.
2. Feel free to disagree with others' views, but treat them and their views with respect.

Provide a clear focus by posting one, or all, of the following on the board:

- the question(s) to be discussed;
- the objective of the discussion;
- the desired outcome of the discussion.

Use a question, photo, story, statement, video, writing exercise or any other appropriate stimulus to generate a discussion.

#### LEADING THE GROUP

- Allow students time to think about what they want to say. If they have first written down their thoughts, they are likely to be better prepared when it is time to speak.
- Acknowledge contributions. It is helpful to record key points on the board for summary and analysis.
- Encourage students to join the discussion by inviting them to contribute further thoughts of their own or by asking whether they agree or disagree with others in the group.
- Encourage students to talk to one another instead of directing all their comments to you.

#### DEALING WITH DIFFICULTIES

- In case someone gives incorrect information, first judge whether the error is important. If it is, ask other students for their views but in a way that does not discourage the original speaker. Alternatively, provide the correct information yourself.
- If students are reluctant to speak, remind them that the goal is to explore ideas and points of view, not to come up with 'correct' answers.
- If the discussion becomes disorderly, remind students of the two rules you set out at the start.
- If a few students do most of the talking, call on other students to contribute or ask those who have been quiet to read from their reflective writing. (See "Teaching method 7: Writing and reflecting".)

What if the discussion turns to sensitive political issues or to religious or cultural beliefs and practices? If this happens, it may reflect students' commitment to familiar interests, concerns or experiences. If the discussion is relevant to the study of EHL, you can devote in-class time to more exploration, develop an extension activity for the class or encourage students to undertake independent research. If the discussion is not relevant to the in-class study of EHL, you can discuss the topic privately outside class to help those students think through their ideas.

#### ASSESSING STUDENT LEARNING

- > Were students able to identify and share their knowledge?
- > Did students listen and respond to one another's ideas?
- > What key ideas or disagreements emerged?
- > How can you build on the discussion for the next lesson?

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### TEACHING METHOD 2:

#### Brainstorming

Brainstorming is a technique that encourages original thinking by creating an atmosphere of suspended judgement. It enables students to generate as many ideas as possible in a specified period of time. If the goal is to solve a problem, brainstorming allows different individuals to propose multiple solutions. Students can then summarize the information they have accumulated and give a group response.

#### OBJECTIVES

- to compile many different multiple ideas for discussion or to answer a question
- to encourage spontaneity

#### GETTING STARTED

Tell students that you want to generate as many ideas as possible from the group. Provide guidelines such as the following:

- Be spontaneous.
- Try not to evaluate your ideas before sharing them with others.
- Be open-minded about the comments of others; don't make judgements.
- Add to ideas that others have suggested.

#### LEADING THE GROUP

- State the question or focus of the exercise clearly.
- Clarify any questions before students begin to respond.
- Record all contributions.
- Seek clarification for contributions that seem to be inappropriate. (Be sure to do this in a way that does not inhibit future contributions.)
- If the process seems to drag, you can restate the question to encourage additional responses.
- At the conclusion of the exercise, review and summarize the list of shared ideas, or have students do so.

#### DEALING WITH DIFFICULTIES

- If students' responses are unrelated to the topic, you can pause to define it more clearly before resuming.
- If students have trouble responding because of their unfamiliarity with the topic, you can provide helpful suggestions to get them started.

#### ASSESSING STUDENT LEARNING

- > How well were the students able to generate ideas?
- > How well did the group summarize the list of shared ideas?
- > What were the advantages or disadvantages of this strategy?

### TEACHING METHOD 3:

#### "No easy answers"

In EHL, students are likely to raise questions that even the teacher will have difficulty in answering, not because of a lack of information but because straightforward answers do not exist. It might be useful to designate a place where difficult questions raised by students can be recorded and displayed and call it the "No easy answers" corner. Even though these questions might not have an immediate response, possible answers might emerge at a later stage during the course. Have students review the questions in the 'No easy answers' corner from time to time to see whether some of them can now be answered.

**NOTE** The *IHL Guide* and the ICRC booklet entitled *International humanitarian law: Answers to your questions* may be useful resources.

#### OBJECTIVES

- to keep a record, for later reference, of the difficult questions that students ask
- to acknowledge that the answers to some questions are complicated
- to identify possible resources that may help in exploring difficult questions

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### GETTING STARTED

Point out that extreme conditions prevail during situations of armed conflict and that in such circumstances it is difficult to account for the behaviour of individuals. Therefore, many questions about such situations do not have easy answers. Such questions should nevertheless be addressed before too much time passes, in order to avoid discouraging interested and thoughtful students.

### LEADING THE GROUP

- Questions that are difficult and have no immediate obvious answers should be acknowledged as such.
- Have students look more closely into difficult questions by posing more questions.
- Ask other students, individually or in small groups, to suggest responses.
- Set limits on the amount of effort to spend right away on such questions.
- Identify those questions that will be addressed later in the programme.

### DEALING WITH DIFFICULTIES

- If two opposing views become entrenched, you can point out that experts in the field also disagree about such questions. You might also organize a more formal debate on the matter.
- If you are unable to resolve a question, you can consult experts in your area.
- Remember to review the questions in the “No easy answers” corner from time to time.

### ASSESSING STUDENT LEARNING

The following could be used as the basis for a debate or for writing an essay.

In his book, *The Law of Nations*, published in 1758, Swiss jurist Emmerich de Vattel offers an interesting point of view:

*Since all belligerents affirm the justice of their cause, who shall be the judge between them? Because there is no judge, recourse must be made to rules whereby warfare may be regulated. The first rule is that regular war is to be accounted just on both sides. This is absolutely necessary (...) if people wish to introduce any order, any regularity, into so violent an operation as that of arms, or to set any bounds to the calamities (...) and leave a door constantly open for the return of peace.*

This is how he summarized the rules by which warfare should be regulated.

*All damage done to the enemy unnecessarily, every act of hostility which does not tend to procure victory and bring the war to a conclusion (...) is condemned by the law of nature.*

**Source:** Emmerich de Vattel, *The Law of Nations*, cited in J.F.C Fuller, *The Conduct of War 1789 – 1961*.

Ask students the following questions:

- > Do you agree that there is no judge who can rule on the justice of going to war?
- > Do you agree that not blaming either side for going to war is more likely to lead to peace than assigning blame?
- > Is de Vattel’s summary of what is “condemned by the law of nature” a good basis for laws of war?

**NOTE** At the end of each module, revisit the “No easy answers” corner and point out the questions that have been answered and those that have not.

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### TEACHING METHOD 4:

#### Using dilemmas

Dilemmas introduce students to the complexities of making ethical decisions in times of armed conflict. There are at least three reasons for such complexities:

- Every decision affects many people; the consequences they suffer and the reactions to them, in turn, affect others.
- Every decision has side-effects, some of which cannot be anticipated.
- All goals cannot be achieved at once. Something done to achieve one important goal often precludes the attainment of a different goal. Competing aims are, of course, a feature of many dilemmas.

The term 'dilemma' is often used lightly, but in situations that call for humanitarian action the struggle to resolve a dilemma can have serious consequences. It may well be a matter of life or death. A dilemma cannot be avoided by not choosing, because not doing anything is itself a choice. To use the technique of dilemma analysis effectively, teachers must analyse two questions with students: What is a dilemma? What are its consequences?

#### OBJECTIVES

- to help students understand the concepts 'dilemma' and 'competing goals'
- to enable students to experience and understand the complexities involved in making ethical decisions in times of armed conflict
- to give students practice in identifying different perspectives
- to help students understand the concept of 'consequences' (including unintended and unanticipated consequences)
- to introduce students to analysis of chains of consequences

#### GETTING STARTED

1. Start by encouraging students to use familiar sayings to illustrate the concept of a dilemma. ("I'm damned if I do and damned if I don't" or "Between a rock and a hard place".) Ask them to suggest what a dilemma is. Tell them to give examples, and explain what constitutes dilemmas.
2. Define the crux of a dilemma. Help students identify the main features of a dilemma:
  - a situation that requires making a choice among alternative actions (including doing nothing);
  - all options have their advantages and their disadvantages.
3. Point out that choosing the "right thing to do" is difficult and that even "making the best of a bad situation" may seem impossible because:
  - every option appears likely to cause problems;
  - it cannot be said with certainty what the results of any choice will be.
4. Choose a dilemma to use that suits your purposes. Dilemma situations can be found throughout the materials.

#### LEADING THE GROUP

In leading discussions on dilemmas, follow these four steps:

##### 1. Introduce questions to explore proposed actions

Use one of the stories provided in the EHL materials or a dilemma contributed by the students themselves. Have students propose several actions in response to the dilemma. Then, for each action, use these questions to explore possible outcomes:

- > What is the likely outcome of your proposed action?
- > Might there be other outcomes? (If appropriate, explore the chain of actions that could result and the outcome of each.)
- > What are the unknowns or unpredictables in the situation?
- > Which other persons are involved? How will they be affected by your action? How will they view your action? How will the views of others affect the outcome?

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Repeat the same line of questioning for each action proposed by students. They should eventually take up the task themselves. Learning to pose good questions is evidence that students are learning the skills and concepts related to dilemma analysis.

### 2. Analyse the complexity of a dilemma

Ask students to compare and choose among proposed actions, applying these questions to each:

- > How effective is the action you have chosen likely to be in attaining the outcome you desire?
- > How likely is it that the option you have chosen will cause worse problems in the long term?
- > What goal does your action aim to achieve? Why have you chosen that goal?
- > Does your chosen action ignore or preclude the achievement of another important goal?

Summarize by acknowledging the complexity of the considerations involved.

### 3. Identify chains of consequences

Ask students to identify possible consequences for the following actions or events:

- Fishermen are out at sea when a storm comes up and capsizes their boat.
- A hunter shoots an elk.

Help students see that actions can have consequences that lead to other consequences. This is called a chain of consequences (storm > capsizing boat > death of fisherman > grief and poverty for the family, etc.).

Some consequences will be intended (the hunter gets food for his family and so...). Some may be unintended (the dead elk had recently given birth, her calf is orphaned and so...).

### 4. Trace chains of consequences

Have students propose examples of their own, and ask them to look for ways in which a single event can set in motion many consequences, some of which have further consequences. This produces complex chains.

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### DEALING WITH DIFFICULTIES

- Students may leap to conclusions. If this happens, have them step back and analyse the action and consequences.
- Sometimes the complexities may overwhelm students. Acknowledge their frustration.

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### ASSESSING STUDENT LEARNING

Ask students to describe in writing a dilemma from their own experience.

- > What were the competing goals?
- > What were the possible actions?
- > What were the effects of the action taken?
- > What were the possible consequences and chains of consequences?

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### TEACHING METHOD 5:

#### Role-playing

Role-playing offers the opportunity to “step into the shoes” of someone else and make experiences described in writing come alive through dramatization. To be successful, role-playing exercises require preparation beforehand and discussion afterwards.

#### OBJECTIVES

- to make students more aware of the multiple perspectives in a given situation
- to make students aware of the ethical dilemmas that might be involved in humanitarian action
- to help students relate to others’ experiences

#### GETTING STARTED

- Explain the situation, so students know what each role requires.
- Give the setting or context – the location, time, circumstances and other background information – to help students place themselves in the situation.
- Use questions to help students define each role. What does this person want and why? What outcome is the person hoping to achieve?
- Allot time for preparation, role-playing and discussion.

#### LEADING THE GROUP

For effective role-playing, follow these four steps:

##### 1. Prepare

Present the story or dilemma. Allow sufficient time to discuss the situation or issue. Do not focus on the question: Who is the actor? Instead, focus on these questions: What is the topic? What is the situation? Preparatory discussion is crucial. Even if the actual role-playing exercise is not successful, the group will learn from the discussion. You may want to assign roles to small groups so that several students can think about the same role. Encourage students to explore the humanity of everyone in the situation and to avoid choosing villains. Respond to students’ questions.

##### 2. Rehearse

Your role as director is to keep students on track. Provide minimal props and tools to assist students as they rehearse the roles. Avoid over-direction, which may inhibit their imagination.

##### 3. Perform

This is an opportunity for the role-players. You may want to give the audience an assignment. Have them follow a particular character and the decisions he or she had to make. The preparatory discussion and this assignment help the audience concentrate on the issues and feelings raised by the story, rather than on the acting.

##### 4. Conclude

During the discussion after the exercise in role-playing, encourage students to comment on the issues raised by the dramatization. Refer to the questions in the materials prepared for students. Ask students to analyse the experience of playing their roles or of observing the performance and reflecting on the issues and experiences presented. Did they gain a new perspective on any of the characters? What worked? What did not? What would they do differently? You may conclude with remarks that bring students back to the objectives of the exercise.

#### DEALING WITH DIFFICULTIES

Role-playing, because it can be entertaining, may obscure the seriousness of the issues. On the other hand, laughter can be a psychological release when strong emotions are involved. Students (both performers and audience) may laugh. You may need to remind students of the main theme of the activity.

#### FREEZE FRAME

In a ‘freeze frame’ students stop the action at a crucial point and ‘freeze’ into a group statue. Use freeze frames to demonstrate the consequences of a decision or to show the crux of a dilemma. What decision would the group make? Less elaborate than full role-playing, freeze frames allow students to focus on critical junctures in a story.

#### ASSESSING STUDENT LEARNING

Use the discussion after the role-playing exercise to determine the extent of students’ understanding of the dilemma and the issues and also their ability to “step into the shoes” of others.

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### TEACHING METHOD 6: Using stories, photos and videos

EHL engages the mind and the heart. Students “step into the shoes” of people affected by war, whether they are civilians, soldiers or humanitarian workers. The programme makes use of one of the oldest techniques of passing on culture – story-telling. The stories, from many cultures, are generally about ethical decision-making. In addition to stories, EHL uses photos, videos and photo narratives, to introduce students to real situations and stimulate discussion.

#### OBJECTIVES

- to provide a stimulus to students’ thoughts through stories, photos and videos
- to provide images and contexts to help students understand concepts
- to provide a common experience for students, as a springboard for discussion

#### GETTING STARTED

- Before using stories, familiarize yourself with the background information and the focusing questions suggested in the EHL materials.
- Where possible, assign stories to be read before class to ensure that students are already familiar with the content; this will give you more time for discussion. Review the stories in class as well.
- Introduce photo collages by explaining their purpose and context.  
*[For example: “These are photos of people displaced by war”.]*
- Prepare students for video presentations. Give them an introduction and a question to keep in mind or something to look for as they watch the video. Use the transcripts to refer back to specific information or parts that are difficult to understand.

#### LEADING THE GROUP

After students have read a story, studied a photo or viewed a video, have them write down their thoughts and reactions before discussing what they have just seen. Some stories can be presented with a stopping point where a decision needs to be made. The freeze-frame technique can be used to present stories. (See “Teaching method 5: Role-playing”.)

In addition to the specific questions you develop for a story, consider this set of general questions when you discuss stories, photos and videos.

**1. Situation:** Who is in danger? What is the nature of the danger? Who are the bystanders?

**2. Options:** What are the options available to the bystanders?

**3. Consequences:** What are the consequences of each course of action (intended/unintended; positive/negative; short-term/long-term)? What are the potential chains of consequences?

**4. Perspectives:** Consider the viewpoints of the various individuals involved. What guides them as they consider the consequences in a particular situation?

**5. Decision:** What decision would you make? Why?

During the discussion, have students ponder the following questions:

- > What is the threat to the life or human dignity of the individual?
- > What alternative actions are available?
- > What are the consequences of each action?
- > What is the rationale for the decision that is eventually made?
- > What is the role of social pressure?

Some of the explorations encourage students to bring in stories from their own families and traditions that relate to experiences of armed conflict and/or humanitarian action.

Materials contributed by students can be put on display, made into a scrapbook, integrated into the course (as a reading in a lesson or to illustrate a concept or experience) or posted on the EHL Virtual Campus to be shared with others.

#### DEALING WITH DIFFICULTIES

- The stories, photos and videos may evoke strong emotional responses in students. Always give them a chance to express their reactions to the material.
- If an image evokes a powerful emotional reaction from a particular student, he or she might not want to participate, which is quite all right.
- Talk privately with students who seem to be having problems dealing with the feelings that the materials evoke.

#### ASSESSING STUDENT LEARNING

- > Do students use examples from the stories, photos, or videos to understand broader concepts?
- > Ask students to develop their own stories, drawings, photos, or videos to illustrate a concept.

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### TEACHING METHOD 7:

#### Writing and reflecting

Educational research has shown that students understand better when writing is fully integrated into their study. EHL provides many opportunities during class sessions for students to facilitate their understanding of the content through writing.

*How do I know what I think until I see what I write?*  
– C.S. Lewis

#### OBJECTIVES

- to give every student the opportunity to think about the issues to be discussed and to clarify their thoughts by formulating them in writing
- to have students record their thoughts before hearing the views of the group
- to provide practice in writing
- to have students keep a record, which they can use for reference, reflection and other writing and research

#### KEEPING AN EHL JOURNAL

If possible, have students keep all their writing for the course in one place. Ideally, they should keep a journal or portfolio of their writing. This journal is for their own use, not for grading; it is a place where they can express their own ideas and make notes for themselves. Tell students not to worry about spelling, grammar or punctuation when they start writing. What matters is that they be able to express their thoughts in written form. The material in their journal can be a source for more formal essays or for exploring themes and ideas. Older students can use some of these ideas to conduct independent research.

#### OTHER KINDS OF WRITING

Opportunities for many kinds of writing abound in the course materials:

- analysing stories, dilemmas or other situations;
- recording personal stories;
- preparing for interviews and writing them up afterwards;
- writing research reports;
- drawing up plans to deal with problems;
- writing stories or historical accounts;
- writing essays on a theme, concept or idea arising from the course;
- documenting information and experiences from students' own lives;
- writing position papers on a subject being debated in the group or beyond;
- putting together an EHL newsletter.

#### GETTING STARTED

Before a discussion, ask students to write down their reactions to a photo, a video, a question or an issue. They can jot down words, groups of words or complete sentences. The goal is to put their thoughts in writing.

#### LEADING THE GROUP

- Clearly state what the students are to write about and how the information is to be used. Specify the amount of time allotted to the writing activity.
- If a visual aid is being used, put it on display or distribute copies of it so that students can look at it whenever they wish.
- If you are asking students a question, write it on the board.
- Older students can be given open-ended questions.
- Younger students may be given a sentence to complete.  
*[For example: This photo makes me think...]*

#### DEALING WITH DIFFICULTIES

If students have difficulty writing, they can express their ideas in other ways, such as through drawing. They can talk about their drawings, and you can assist them with the written expression of their ideas.

#### ASSESSING STUDENT LEARNING

- > How did the writing support the purpose of the activity?
- > How well did students express themselves in their writing?
- > How can students turn EHL journal ideas into research or action projects?

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### TEACHING METHOD 8:

#### Interviewing

Inviting someone to your class to talk about his or her first-hand experience of war gives students the opportunity to ask questions and to gain new insights. The teacher or group can identify an appropriate person (for example a veteran, a humanitarian worker, a civilian or a journalist) to talk to the class during appropriate explorations. Students can also conduct an interview with someone outside class. The types of questions and the objectives will depend, of course, on the person being interviewed.

#### OBJECTIVES

- to gather information from a first-person report
- to develop interviewing skills

#### GETTING STARTED

- Discuss with students whom they would like to interview.
- Provide the group with information about the visitor and his or her area of expertise or experience.
- Have a brainstorming session for the group to formulate questions for the visitor. Make a list of these. Here are a few sample questions:
  - > Do you know of any other examples of people doing humanitarian acts?
  - > Do you know of anyone else who was rescued?
  - > What kind of training were you given [or do you give] on how combatants should behave in war?
  - > What reasons do combatants have for behaving humanely? Or inhumanely?
  - > What was the hardest part about providing humanitarian aid?
  - > What dilemmas did you and others face?
- Have the group select all the questions they want to use, and ask each student to write down the particular question he or she wants to ask. Students who will be interviewing people on their own outside class, should prepare a list of questions to help them get the story and to capture its humanitarian implications.

#### LEADING THE GROUP

- Designate one group member to welcome and introduce the visitor.
- Set the context and specify the length of time for the interview. Outline the course it will follow.
- Have students ask the questions they have prepared.
- Moderate the exchange as needed.
- Designate one group member to thank the visitor at the close of the session.

#### DEALING WITH DIFFICULTIES

- The visitor may talk for too long, or he or she may wander off the subject. If this happens, redirect the conversation back on track, or suggest that the visitor take questions from the students.
- Students who will be interviewing people outside of class may need help in developing thoughtful questions.

#### ASSESSING STUDENT LEARNING

- After the session, have students write down what they learned from the visitor and how it is related to the particular topics they are studying.
- The group can discuss how well the interview went and what they would do differently the next time.
- Students who interviewed friends or family members about war or the humanitarian perspective can share the information gathered with the class.

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### TEACHING METHOD 9:

#### Small groups

Working in small groups helps students share ideas and develop skills. Small-group work is recommended throughout these materials. You can keep the same groups through a series of activities or vary their composition from one series of activities to the next.

Successful small-group work depends on three elements:

- clear instructions about the task(s);
- time available;
- imaginative and effective presentations to the larger group.

Working in small groups enables students to:

- practise oral and written communication skills and cooperative problem-solving;
- assume leadership and responsibility;
- report or disseminate information;
- be more likely to participate actively than if they were in larger groups;
- share and develop ideas, hear new ideas, and make decisions;
- experience teamwork;
- be exposed to a range of new information.

#### OBJECTIVES

- to engage every student in discussion and problem solving
- to develop skills in leadership and cooperation

#### GETTING STARTED

- When appropriate, have students first write down their ideas before sharing them with the group. This helps them formulate their own ideas before hearing those of others.
- Determine the size and type of group needed in relation to the purpose and desired outcome of the activity.
- Use pairs of students to exchange personal experiences (some of these can be shared with the entire group and some with just one other person) to compare individual perspectives or to agree on one point of view or one course of action.
- Use small groups of three to five people when you want to provide every student with an opportunity to express his or her views on an issue.

- Form groups of students according to different criteria, depending on your purpose: by level of competence, by the experiences they bring to the particular activity, by age, by gender, by whether they sit next to each other, by ability, etc. Students in homogeneous groups can work at the same pace together, which may be faster or slower than other groups. In heterogeneous groups, some students may assume a leadership or coaching roles, while others may be stimulated by the interaction with peers who have different skills and experiences.

#### LEADING THE GROUP

- Clearly state the task and the expected outcomes.
- Identify and provide the resources needed for the task.
- Set a time limit for the task.
- Ask that responsibilities be assigned within the group: moderator, note-taker and reporter.
- Explain the tasks of the moderator, note-taker and reporter and assist students in carrying out their roles.
- Determine the format for reporting the work of the group: oral presentation, drawing, diagram, freeze frame, drama, etc.
- Circulate among groups, ask questions and monitor their progress. (Be careful not to take over the work of the group.)

#### DEALING WITH DIFFICULTIES

- If students do not focus on the task or do not understand the instructions, restate the task or ask a student to do so; you can also post the instructions on the board.
- If members of a group are not able to work out their disagreements, work with the group to arrive at a consensus or have the group present their conflicting points of view and explain how they plan to continue their work in the future.
- If some members try to dominate a group, reiterate the purpose of small-group work and the importance of each member in accomplishing the task.
- Group presentations may become repetitive. If this happens, ask only one group to make a presentation and then have the others add any additional elements.

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### ASSESSING LEARNING

- > How well were students able to work together to accomplish their task?
- > What skills did students demonstrate?
- > What group-membership skills do students need to practice?
- > How did the small-group interaction contribute to the students' understanding of the subject?

### TEACHING METHOD 10: Gathering stories and news

Encourage students, as they explore IHL, to use materials not only from the EHL programme, but also from other sources. The news media, books, experiences recalled by their family and community members and stories from their traditions are all potential sources. These materials can be integrated into the programme.

### OBJECTIVES

- to raise students' awareness of humanitarian acts in the past and present from around the world
- to help students to recognize events and issues involving IHL and humanitarian action
- to encourage students to document information about the implementation and enforcement of IHL

### GETTING STARTED

The last section of the course materials for each module includes a 'Media page'. The goal is to raise students' awareness of the humanitarian perspective and of the necessity for IHL and the reasons for it in the world around them. In Module 1, for example, students are asked to interview friends and family members for stories of humanitarian acts and/or to get such stories from newspapers, the radio, television or books. Assure students that they need not share their stories with the class or can do so anonymously if they wish.

Later modules also encourage students to gather stories and information from news media, literature and other sources, such as talking with someone who has been in the military or participated in humanitarian action.

### LEADING THE GROUP

- Whenever you give students a research assignment, collect and use the stories, reports or information they produce. Work done by their classmates will motivate those who have not contributed and give them ideas for their own work.
- Use the material gathered by students, put it on display, make a scrapbook out of it or ask for an oral presentation.
- Stories of humanitarian acts that students bring in can be used in the course. Briefly present one story at the start of each day.
- Use one or more of the student stories to illustrate the theme of a particular activity. For example, a news report about someone who protected a displaced person or refugee can be used in connection with an activity from Module 5. In Module 2, a student might bring in a soldier's recollection of how rules of war were taught during his basic training. Another student might have a newspaper clipping about efforts to bring a war criminal to court. Examples like these contribute to a better appreciation and understanding of the ways in which IHL can affect people's lives.
- Use the material collected by students as resources for dramatizations or for discussing dilemmas.

### DEALING WITH DIFFICULTIES

If students collect stories that are not examples of humanitarian acts, use the stories to review what such acts are. Reiterate the characteristics of humanitarian acts that are emphasized in the programme.

### ASSESSING STUDENT LEARNING

- > What do your students' stories indicate about their understanding of the concepts of IHL?
- > In what ways do the stories demonstrate students' improved interviewing skills?