



Video library

Video production

What values feel of relevance to us?

In the course of 2004 there were several attempts to express the topic of Values in filmed scenes, which found most partner schools adopting a pragmatic approach and filming elements of everyday life at school that were related to a value.

Students at the Max-Weber-Schule in Freiburg adopted a bolder and more systematic approach by asking themselves in the first instance: "What values do we feel are of relevance to us?"

Having discussed the matter, they agreed to a certain hierarchy of values as expressed in the following table.

Humanity

(Religious Belief)	Security	Freedom	Love
	freedom equality justice	freedom of speech freedom of movement freedom of political/electoral choice	
Key qualifications	Health	Virtues	Community Spirit
commitment organizational talent independence of thought self-confidence Prosperity		diligence accuracy punctuality honesty ambition politeness friendliness	family friendship helpfulness trust faithfulness feeling of belonging tolerance not being excluded respect esteem

On the basis of the values listed here, there was discussion of how best to express these in filmed episodes.

School environment and technical constraints

It must always be borne in mind that school classes are not professional film crews that can organize and carry out work in accordance with a set production and shooting schedule, but frequently have to fit things into the framework of school periods.

The majority of video sequences were therefore filmed for reasons of time and organization during normal lesson time in the school building or in its immediate vicinity.

Due to these constraints, the question of how to use sequenced values as the underlying structural principle for a film retreated, for the time being, completely into the background. What now demanded major attention was how each school could film which values, and in the shortest possible time. As a result, the entire video production took on a certain degree of randomness.

The following is a list of values that resulted from brainstorming and that were then translated into all the languages involved. The fact they were given numbers was very beneficial to cross-border communication.

1	Love	24	Perseverance
2	Friendship	25	Independence
3	Fidelity	26	Responsibility
4	Truth	27	Desire to achieve
5	Trust	28	Courage
6	Justice	29	Environmental awareness
7	Sympathy	30	National awareness
8	Helpfulness	31	Pluralism
9	Solidarity	32	Honour
10	Freedom	33	Human rights
11	Democracy	34	Respect for other people
12	Reliability	35	Respect for other people's property
13	Tolerance	36	Religious faith
14	Equality	37	Legal security
15	Loyalty	38	Freedom of speech
16	Discipline	39	Freedom to vote
17	Hard work	40	Honesty
18	Thoroughness	41	Courtesy
19	Punctuality	42	Sense of belonging
20	Sense of duty	43	Acceptance
21	Self confidence	44	Home
22	Leadership	45	Family
23	Creativity	46	Freedom of movement (Europe without frontiers)

The search for organizing principles

What values are important to what?

It seemed the obvious initial choice to film values connected to the day-to-day environment of pupils. But schools are also obliged to point out to pupils how matters interrelate in a larger dimension, and also to prepare them for their future roles in society.

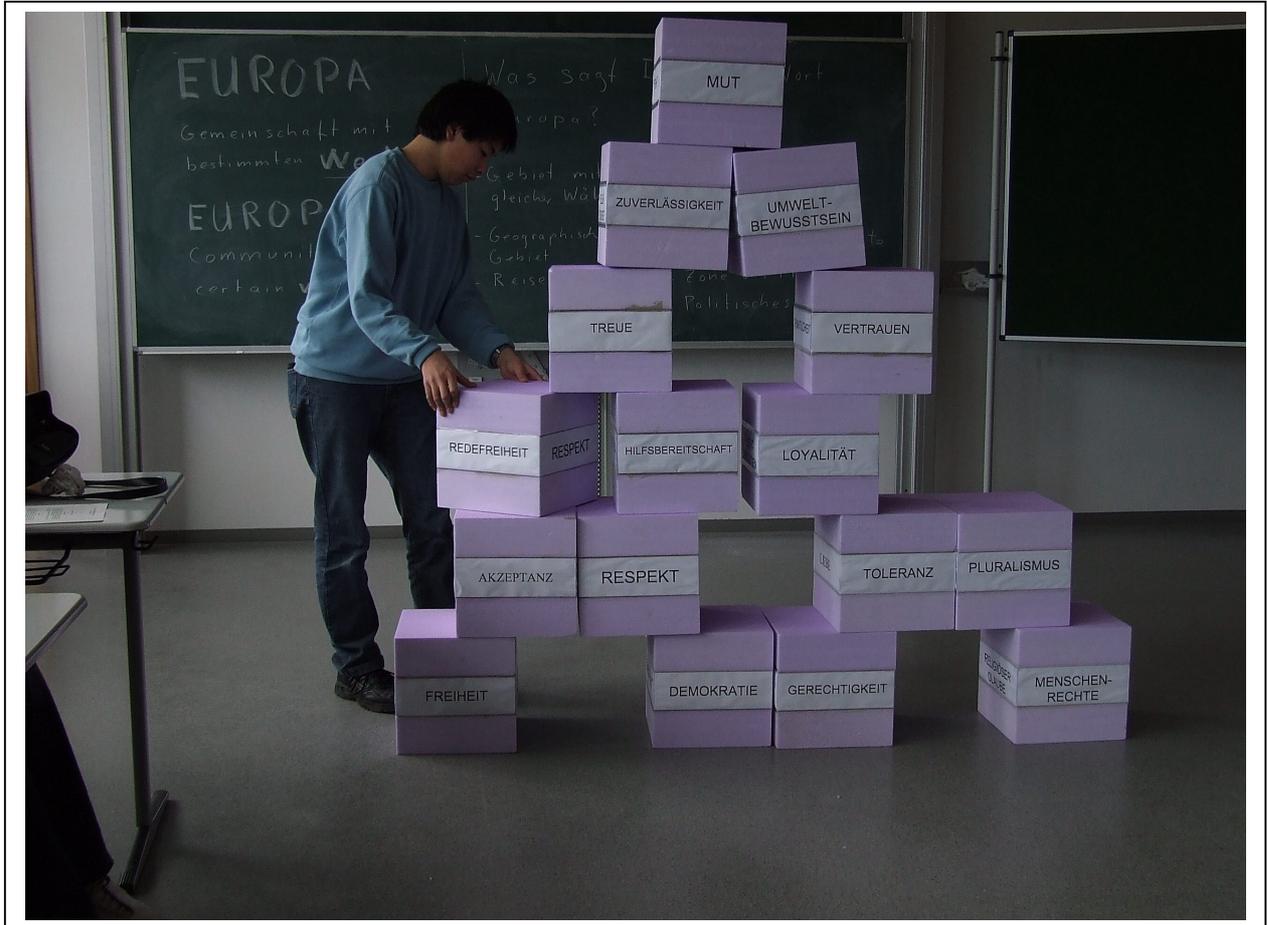
With this in mind, for example, at the Max-Weber-Schule in Freiburg it was attempted at the beginning of 2006 to create a video based on the values that the EUROPEAN UNION is grounded on.

To this end, the students built a “European House” from custom-made ‘bricks’ (30x30x30 cm), each representing a particular value. In the process, the most important values were used to form the foundations of the building, and the bricks representing values deemed to be of a less primary purpose were to be placed higher up.

Of course, opinions differed as to the positioning of particular values in the “European House”, and what some values actually entailed had also to be explained on occasion by teachers.



The finished “European House”. Its foundations here are made up of: freedom, legal security, democracy, justice, equality and human rights.



In a further phase of the “house construction programme”, the students tried to determine which values could be done away with without the “European House” threatening to collapse. When particular bricks were pulled out of the wall of the building, all that remained was a skeleton of such dismal appearance and promise that no one felt like living in such a house. It was also not very long before the skeletal frame tumbled down. (This film can be found in the video library under: Videos => cocdev7.rm)

It may well be the case that young people in other countries would order their values differently when erecting their “European House”. In any case, the significance of certain values will undoubtedly depend on how much the pupils already know, and on how old they are.

Translated from the original German by: *Sandy Pirie*