

# Pestalozzi International

*To nurture and develop*

## Head, Heart & Hands in a Digital World

A Practical Guide to Integrating AI & Technology in  
Teaching and learning

This guide supports teachers, facilitators and parents in integrating AI and technology in a purposeful, values-led way.

Our aim is to ensure Pestalozzi's Head, Heart and Hands philosophy remains central to teaching and learning, even as we prepare students for an increasingly digital world. We believe that:

**Technology should:**

- Encourage critical thinking
- Deepen reflection
- Strengthen student agency
- Build digital literacy
- 






**Technology should not:**

- Replace creativity
- Replace discussion
- Replace human reflection
- Replace values-based learning

The following examples show how AI and/ digital tools can enhance our curricular and extra-curricular activities while keeping individual insight at the centre of teaching and learning.

Before sessions, we recommend giving students time to discuss how to use AI effectively and responsibly within the learning environment. It is also helpful to provide individuals with clear, practical reminders, such as those outlined below, to ensure that the benefits of AI and technology use meaningfully outweigh any potential drawbacks.

## AI Reminders:

-  Knowledge - AI is not always factually accurate. It's important to check outputs.
-  Time -AI should be helping us save time give yourself a time-frame to complete tasks in.
-  Accuracy - Use AI to as a tool but not as a replacement. Remember AI is not human and not always trustworthy.
-  Unique - Remember you bring your unique experiences and knowledge to to the world. Use AI to assist you but make sure it enhances your work and does not loose your unique voice/message.
-  Safety - It is best practice not to share any private information with AI, whether your own or others. Including - addresses, passwords, email addresses, conversations etc.

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## **Imagined Future Circles / Postcard from the Future**

*(Careers, aspiration, reflection activities)*

### **Learning Focus**

Vision-setting, critical thinking, communication skills.

### **Tech & AI Integration**

#### **A. AI as a Career Research Assistant**

- Students ask AI to summarise:
- Required qualifications
- Key skills
- Future industry trends
- Students then:
- Fact-check one claim independently.
- Add personal reflection: *Which skills do I already have? Which do I need to build?*

#### **B. AI-Enhanced Reflection Drafting**

- Students draft their “Postcard from the Future.”
- They may use AI to:
- Improve clarity
- Suggest alternative phrasing
- Generate images for their postcard using descriptive vocabulary and looking at what the pros and cons of this are compared to drawing this, taking a photograph themselves etc.
- Students must:
- Highlight what they changed.
- Explain how their final version reflects their authentic voice and their hopes for the future.

### **Critical Reflection Prompts**

- What did AI help you improve?
- What could it not do for you?
- How would you help a younger student use these tools safely?
- Are there any AI tools you would discourage younger students from using and why?

## **Empathy, Citizenship & Global Issues Activities**

### **Learning Focus - links to the following activities:**

Perspective-taking, ethical awareness, global responsibility.

### **Tech & AI Integration**

#### **A. Perspective Exploration**

- Students ask AI to explain an issue (e.g., climate migration, digital inequality) from two different stakeholder perspectives.

### **In groups, students:**

- Identify bias or missing viewpoints.
- Add one or two human perspectives AI did not include. (discuss why they think it did not include this?)

## **B. AI Bias Discussion**

Compare:

- A student-written paragraph on a global issue.
- An AI-generated paragraph.

### **Class discussion:**

- Which feels more nuanced?
- Where might AI oversimplify?
- Why does human experience matter?
- Have you noticed any patterns in AI responses?
- Have you fact-checked the sources?

## **C. Drama / Storytelling / Creative Projects**

*(e.g., community action storytelling, Pestalozzi life drama, values-based narratives)*

*Links to the following teaching ideas*

### **Learning Focus**

Creativity, collaboration, communication.

## **Tech & AI Integration**

### **A. Script Brainstorming Support**

- Students use AI to:
- Generate character backstories.
- Develop dialogue ideas.

Students must:

- Edit for emotional authenticity.
- Ensure alignment with Pestalozzi values.

### **B. Digital Storyboarding**

- Use Canva / presentation tools / AI image tools to:
  - Create visual storyboards.
  - Design digital posters for performances.
- 
- Emphasise:
  - Visual literacy.
  - Message clarity.

## **Literacy & Study Skills Activities**

### **Learning Focus**

Independent learning, comprehension, organisation. Linking to these activities:

### **Tech & AI Integration**

#### **A. AI as Study Coach**

Students use AI to:

- Summarise a reading.
- Generate revision questions.
- Create flashcards.

Students must:

- Compare summary to original.
- Identify any missing key point.

#### **B. Digital Organisation**

- Use digital notebooks (Notion, OneNote, Google Docs).
- AI summarisation at the end of each topic.
- Students write a short reflection:
- What do I now understand better?

## **Real-World Problem Solving / Community Projects**

### **Learning Focus**

Agency, collaboration, practical action. - Links to the following activities

### **Tech & AI Integration**

#### **A. Survey & Data Tools**

Students design a short survey (Google Forms).

Use AI tools to:

- Analyse themes.
- Generate simple graphs.
- Students interpret results in their own words.
- Students discuss accuracy

#### **B. Campaign Creation**

Use AI tools to:

- Refine campaign slogans.
- Draft outreach messages.

Students evaluate:

- Tone appropriateness.
- Emotional impact.
- Ethical considerations.

## Explicit Digital & AI Literacy Lesson/Activity Template

Earlier in this guide, we highlighted the importance of giving students dedicated time to explore how to use AI effectively and responsibly within the learning environment. To further support you as a facilitator, the following strategies can be applied to any session where you plan to incorporate AI or other technology.

### Step 1: Define Purpose

Why are we using AI in this activity?

### Step 2: Clarity of Use

Students must state:

- What tool they used.
- What prompt they entered.
- What changes they made afterward.

### Step 3: Critical Evaluation

Students answer:

- Was the information/were the sources accurate? How did you check this?
- Was it biased?
- Did it reduce or deepen our thinking?

## Ethical Use Framework for Students

Create a simple classroom agreement:

AI can be used to:






- ✓ Support the generation of ideas
- ✓ Clarify your understanding
- ✓ Support you in the drafting phases

AI cannot:

- ✗ Replace your reflection
- ✗ Replace your creativity and unique voice
- ✗ Replace discussion/ feedback from peers

Alternatively you could use our AI Reminders below or create your own:

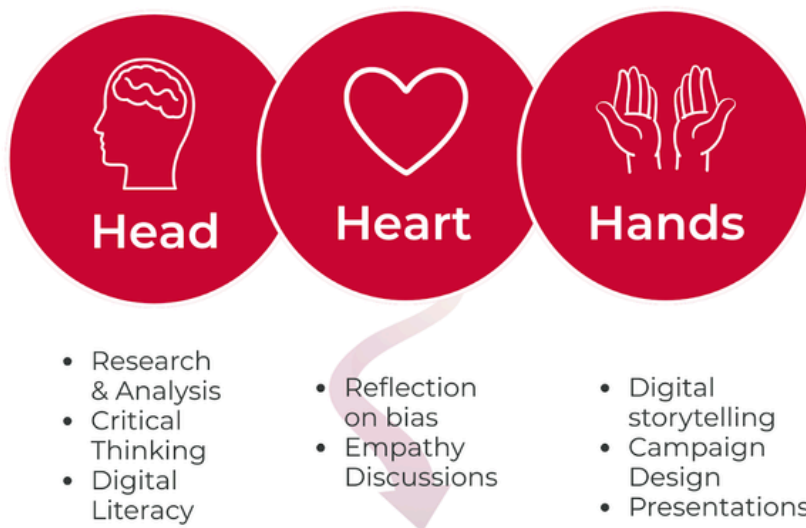
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## How This Supports Pestalozzi Values

### Pestalozzi Principle



**Purposeful & Values - Led integration of ai & Tech in learning**

### Other ideas:

#### Whole-School/Campus Extension Ideas

- Student-led “AI & Ethics” debate.
- Peer workshop for younger students: “How to Prompt Well.”
- AI Reflection Wall: Students share lessons learned about using AI responsibly ensure this is visual in the village/schools.
- Student Digital Ambassadors programme.

### The Pestalozzi International Toolkit

Our toolkit brings Johann Heinrich Pestalozzi’s values to life with practical, engaging teaching ideas you can use in your school, classroom and home today.

[Explore our resources](#)



For more support or ideas please do not hesitate to get in touch with the team [info@pestalozzi.international](mailto:info@pestalozzi.international)