



# Pestalozzi World Teaching Ideas

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**Pestalozzi  
International**

[www.pestalozzi.international](http://www.pestalozzi.international)

## An Overview

### **Approach**

The 'Pestalozzi World Teaching Ideas' constitute guidelines for teaching and learning in the spirit of Johann Heinrich Pestalozzi (JHP) - thus encouraging a teaching approach which is: holistic, child-centred, enjoyable, loving, active, connected to nature, supportive of co-operative behaviour, based on observation, individual experience and understanding gained through the senses, community oriented and relevant to the likely futures of the students.

Most importantly, the Teaching Ideas aim to inspire young people to live humane and moral lives, with the knowledge, motivation and practical ability to help themselves and others in the spirit of JHP.

### **Contents**

The 'Pestalozzi World Teaching Ideas':

- ▶ Teach the factual information about JHP's life
- ▶ Explore the background to JHP's life and work
- ▶ Explore JHP's beliefs, ideas and educational approaches
- ▶ Explore the influence and relevance of JHP (including Pestalozzi World)
- ▶ Provide activities which expand upon JHP's beliefs, ideas and educational approach and which link to the experience of the students
- ▶ Encourage the students to become active members of Pestalozzi World
- ▶ Encourage the students to think about their futures and to make use of their Pestalozzi education in planning their careers

### **Relevant Texts**

The Teaching Ideas are based upon the following texts of the 'Pestalozzi Education Pack':

- ▶ 'Pestalozzi Information Pack' by Joanna Nair
- ▶ 'The Life of Johann Heinrich Pestalozzi' based on documents by Adolf Haller and Arthur Brühlmeier, rewritten by Heinrich Rubi
- ▶ The book about Pestalozzi World: 'A Journey of the Heart' edited by Joanna and Mahesh Nair

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## Using the Pestalozzi World Teaching ideas

### **The Tables**

The table at the beginning of each Teaching Idea provides:

#### **Level**

The terms 'Elementary', 'Intermediate' and 'Advanced' refer not so much to students' ability in English, as to their familiarity with a style of education in which they are expected to actively participate and to their ability to grasp concepts.

Most of the Teaching Ideas can be easily adapted to suit levels other than those named in the table.

Most of the Teaching Ideas can be used with Mixed Ability and Mixed-Level groups and this should be encouraged. Students should be encouraged to help each other as much as possible and to be cooperative.

#### **AIMS (Aspect of Pestalozzi) and FURTHER AIMS**

While the primary aim of each Teaching Idea is to teach the students about Pestalozzi, 'Further Aims' include links to other subjects and to relevant issues of today. Although most of the Teaching Ideas can be taught in the mother tongue or partly in the mother tongue if necessary, this should be avoided whenever possible since a further aim of many of the Teaching Ideas is to provide an opportunity for the students to improve their English.

#### **Materials Needed**

This section of the table provides information on what materials are needed and what facilities are needed in addition to those usually required. Each Teaching Idea can be adapted for use without the materials or with different materials if those listed are not readily available.

#### **Order**

Apart from those Teaching Ideas where an order is indicated and apart from the obvious progression from Elementary to Intermediate to Advanced, the Teaching Ideas can be used in any order.

#### **Timing**

Timings are deliberately not provided in the Teaching Ideas; students should be given as much time as they need and the approach should be as flexible as possible. That students enjoy the learning experience is more important than that they 'finish' the Teaching Ideas.

#### **Flexibility**

The Teaching Ideas should be seen only as guidelines. Their purpose is not to restrain learning but to give ideas. If, therefore, a lesson takes off in a different direction, there is no need to feel that the Teaching Idea in use must be followed. As long as the aims mentioned in the Teaching Idea are met, and as long as the session is faithful to

Pestalozzi's teaching approach (see 'Approach' above), the teacher can modify and adapt as necessary.

### **NBs**

The NBs given in italics consist of directions for the teacher, and often consist of points which the teacher should ensure that the students are aware of.

### **Bullet Points in the Main Body of the Teaching Ideas**

Where these are 'Instructions to Students', these can be written on the blackboard for clarity and for the students' reference.

### **Sections in Bold Print at the end of the Teaching Ideas**

Many of the Teaching Ideas end with a section in bold print. This provides the educational approach and ideas of JHP which link to the Teaching Idea above. This section should be explained to the students and the connection between these ideas and the activities of the Teaching Idea should also be explained. This is so that the students understand more about JHP and how the activities they do connect to his educational approach.

The level and age of the students will dictate how much detail is given to the students from this section. Details further to those given at the end of the 'Teaching Ideas' can be found in the relevant parts of 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## Part One Pestalozzi's Pedagogy

The Teaching Ideas in Part One:

- ▶ Are based on 'Section 4: 'Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'
- ▶ Use group activities to provide an overview of Johann Heinrich Pestalozzi's approach to education and of his beliefs as they relate to education
- ▶ Are for use with intermediate to advanced students
- ▶ Can be used to introduce Johann Heinrich Pestalozzi to Pestalozzi World foundation members, teachers and staff



## Aims of a Pestalozzi Education

<b>Level</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students the aims of a Pestalozzi education</li> <li>▶ To introduce 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students relate Pestalozzi's educational aims to education today and specifically to the education they receive</li> <li>▶ To help students think about the aims of education today</li> <li>▶ To improve students' skills in discussion, debate and decision-making</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ <u>Version 1</u>: A single-sided copy of each sheet of the 'Aims of a Pestalozzi Education', cut up (as cards) and shuffled together for each group of four students (<i>NB: The titles of each set of aims may or may not be included, see below</i>)</li> <li>▶ <u>Version 2</u>: One single-sided copy of each sheet of the 'Aims of a Pestalozzi Education', cut up as above, but keeping the three categories separate (<i>NB: The titles should not be given with the cards</i>)</li> </ul>

### **Instructions to Students:**

- ▶ Discuss what you consider to be the most important aims of education
- ▶ Discuss what the major aims of the education provided at your school are
- ▶ Discuss any aims of a Pestalozzi education you know of

### **Version 1**

The teacher gives each group the 24 'Aims of a Pestalozzi Education' cards, cut up and shuffled. The teacher encourages the students to discuss and debate during each of the activities.

### **Instructions to Students:**

- ▶ Sort the cards into three categories of aims. (NB: This may be done by giving the groups the titles of the three categories or by allowing groups to choose their own three titles). The groupings you choose need not necessarily strictly follow those given here, and there may be some overlap with cards which could be grouped under more than one title – this is open to discussion
- ▶ Come up with a title for each category (if the titles given here have not been provided)
- ▶ Prioritise the cards in each category according to a diamond pattern – most to least important (NB: It is important to tell the students that, although described as a 'diamond pattern', the cards do not have to be formed into a diamond shape – there

may, for example, be 6 equally important approaches at the top followed by two in the row below. It is also important to tell the students that there are no right or wrong answers.)

- ▶ Choose a spokesperson to present your choice of titles (if they have not been provided), your choice as to which cards go into which category and your diamond patterns to the rest of the students. The spokesperson describes the order chosen and explains why the group has chosen that order

The groups discuss with each other the titles they have chosen for each category and compare the diamond shapes created by each group.

Each group now takes the top three cards from each category and prioritises these in a diamond pattern. Each group justifies its choices to the other groups.

### **Version 2**

The teacher divides the students into three groups and gives each group a different set of 8 cards (cut up, shuffled and without the title) according to the categories given here. Each group comes up with an appropriate title for the category it has.

Each group prioritises the cards according to a diamond shape – most to least important.

Each group chooses a spokesperson to summarise the information it has and to describe it to the other groups.

### **Versions 1 and 2**

End with a general discussion about Pestalozzi's aims.

Instructions to Students:

- ▶ Discuss how similar Pestalozzi's aims are to the aims you thought of at the beginning of the session
- ▶ Discuss how similar they are to the aims found in the education provided by your schools
- ▶ Discuss how relevant Pestalozzi's aims are to education today
- ▶ Discuss any important aims you would like to see added to those of Pestalozzi
- ▶ Discuss if the categories given here best reflect Pestalozzi's key aims. If you do not think so, provide your own titles

## **Aims of a Pestalozzi Education To Develop Human Powers and Qualities**

To create well-balanced, moral individuals by ensuring that head, heart and hands (the natural powers innate in all humans) are equally and harmoniously developed and by strengthening the 'general power' or superior power of love

To enable people to recognise and act on the voice of God (the moral inner voice of love) and so to understand the truth and live a life lived according to the truth

To give humans dignity and full humanity (benevolence)

To empower, ennoble, and improve the well being of, every individual

To help humans overcome their selfish desires (their animal or lower nature) and attain to their moral or spiritual nature, thus being restored to their natural goodness

To help people have the wisdom needed to be able to find inner peace and happiness and to live self-respecting and moral lives

To help people fully understand all aspects of something or all sides of an argument, and to be attentive, observant and rational

To help individuals gain independence of character, and be able to make well thought out, independent judgements rather than be led by others and blindly follow others

## **Aims of a Pestalozzi Education To Help People to Help Themselves**

To develop each individual's own abilities and uniqueness and to help each to become self-disciplined and fully independent

To give people the ability to help themselves so that they are able to improve their own lives with their own strengths

To help people to become skilled in a particular field, employable and able to earn their own living

To encourage people to save from an early age, teaching the value of thrift

To help people to apply themselves to their work and to be happy with it, whatever it may be

To prepare the individual, with a relevant education, for the life he or she is most likely to lead, including preparing people to live within their means

To teach the individual to look after and properly manage the things he or she is most likely to have as an adult and how to use these things for his or her own good

To help human beings adjust to their circumstances and live comfortably, content with what they have got, rather than long for what they will never be able to have

## Aims of a Pestalozzi Education To Reform Society and the World

To cause people to have the humane and unselfish qualities needed to make society work	To help the individual develop the powers necessary to be a dutiful and efficient member of his or her family and society
To create moral individuals who have the practical ability to take action, using what they have in order to help themselves and others	To create moral individuals who have the desire to put the needs of others before their own needs
To create good and responsible citizens	To create truly liberal and democratic societies
To improve and reform society, overcoming its ills, eliminating poverty, inequality and corruption	To regenerate nations and bring peace and security to the world

## Pestalozzi's Basic Beliefs (1)

### World Proverbs

<b>Level</b>	Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To introduce / reinforce some of Pestalozzi's most important beliefs
<b>FURTHER AIMS</b>	To relate Pestalozzi's aims to other sources of wisdom
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A large sheet of paper, scissors, glue and colouring pens for each group of five students</li> <li>▶ A Copy of 'Pestalozzi's Beliefs and World Proverbs' sheet, cut up into cards and shuffled, for each group of five students</li> <li>▶ A sheet of paper for each student</li> <li>▶ Blu-tack</li> </ul>

The teacher divides the students into groups of five and gives each group a large sheet of paper, five small sheets of paper, colouring pens, scissors and glue and 'Pestalozzi's Beliefs and World Proverbs', cut up and re-ordered. *(NB: The teacher should explain that a proverb is a short and well-known saying.)*

### Instructions to Students:

- ▶ Pick out the five beliefs held by Pestalozzi
- ▶ Match each proverb with the belief of Pestalozzi that it relates to
- ▶ Allocate one belief to each student in the group who then makes a colour picture of the relevant proverb. The proverb and the corresponding belief should be included with the picture

- ▶ Make a title for all five pictures and stick the title and pictures on the large sheet of paper

(NB: While the students are doing this activity, the teacher moves around the groups, making sure that they understand the meaning of Pestalozzi's beliefs and of the proverbs and answering any questions the students may have.)

The work is displayed.

The teacher asks the students if they can think of any other proverbs that relate to these beliefs of Pestalozzi or to any other beliefs of his. The students collect any such proverbs and add them to the displays already made.

As an additional activity, the students can write and illustrate their own proverbs in order to explain any belief held by Pestalozzi.

### **Pestalozzi's Beliefs and World Proverbs**

Pestalozzi taught that we should learn by observation and action

We learn to build houses by building houses; to play the harp by playing the harp; to be just by doing just acts. (Aristotle, 4<sup>th</sup> century Greek philosopher)

Pestalozzi believed that 'Life Educates'

Until a crab finds itself in a very hot pot of soup it will never understand that water can be both cold and hot (Liberian proverb)

Pestalozzi taught that Education should help a person to help himself or herself

Give a man a fish and he eats for a day, teach a man to fish and he eats for a lifetime (Attributed to Confucius, China)

Pestalozzi believed that we should all learn to be independent

When you are carried on another man's back you do not appreciate how far the next village is (African proverb)

Pestalozzi believed that we should never make a judgement until we know everything about what we are judging

Don't judge a man until you have walked two moons in his moccasins (Attributed to Native Americans)



## Pestalozzi's Basic Beliefs (2)

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students about Pestalozzi's basic beliefs</li> <li>▶ To introduce 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to link their own ideas with those of Pestalozzi
<b>MATERIALS NEEDED</b>	A copy of 'Pestalozzi's Basic Beliefs' (pp.13-17) for each pair of students

Before the session begins, the teacher writes the section titles in 'Pestalozzi's Basic Beliefs' on the blackboard, thus:

### Pestalozzi's Basic Beliefs

- ▶ The True Meaning of Prosperity
- ▶ The Aspects of Human Nature
- ▶ The Right to Education
- ▶ Social Reform
- ▶ Helping People to Help Themselves
- ▶ Morality
- ▶ The Importance of the Home and of the Child's Environment
- ▶ An All-Round Education
- ▶ The Importance of Activity in Education
- ▶ A Child-Centred Education
- ▶ Progression in Education
- ▶ Teacher-Training

The teacher divides the students into pairs. Each pair discusses and writes down what kind of points they think may be found under each title.

The students as a whole group discuss what each title means to them. The teacher introduces Pestalozzi's points during this discussion, wherever possible linking them to suggestions put forward by the students. *(NB: Students' ideas may be very different from Pestalozzi's. These differences should be pointed out but should not be seen as wrong unless completely unrelated to the subject area.)*

The teacher gives a copy of 'Pestalozzi's Basic Beliefs' to each pair of students and asks them to read through it, comparing the points they had made in the previous session with Pestalozzi's points. *(NB: Students who have understood the points should be encouraged to help others.)* During this session, the teacher moves around, explaining anything that is unclear to the students.

Each student states a belief of Pestalozzi that he or she considers particularly important, and says why.

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To reinforce students' knowledge of Pestalozzi's basic beliefs</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To develop students' abilities to form visual concepts of information</li> <li>▶ To encourage students to learn from each other and share ideas with each other</li> <li>▶ To practise presentation skills</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A copy of 'Pestalozzi's Basic Beliefs' (pp.13-17) for each group of four students</li> <li>▶ Blank paper for each student</li> <li>▶ Colouring pens for each student</li> </ul>

The teacher reminds the students of the information in 'Pestalozzi's Basic Beliefs' by asking students to name different beliefs held by Pestalozzi. The teacher divides the students into groups of four, each made up of two pairs from the previous session.

Instructions to Students:

- ▶ Each student in your group restates the belief held by Pestalozzi that he or she considers particularly important. If the same belief is shared by the students in a group, the group members must negotiate with each other so that they have three different beliefs to work on
- ▶ Each group discusses how to best illustrate the different beliefs important to the students in the group. Words can be used but should be kept to a minimum
- ▶ Now working individually, but always able to consult the other members of your group, draw the Pestalozzi belief most important to you

Students present their drawings, possibly making a cartoon with dialogue and a strip of brief text below each picture, and explain them to the other students.

## **Pestalozzi's Basic Beliefs**

### The True Meaning of Prosperity

- ▶ Human strength lies in character, not in possessions
- ▶ Relative poverty (poor conditions or modest circumstances, but not extreme poverty) is positive because it forces people to use their own strengths and thus develop their morality
- ▶ Internal prosperity is more important than external prosperity

### **The Aspects of Human Nature**

- ▶ Every individual has two sides to his or her nature - a lower or animal nature (largely based on instincts) and a higher or moral nature (which is God-like or divine)
- ▶ There are three states in which humans may exist – the animal state, the social state and the moral state. In the animal state, humans are selfish and want to satisfy only their own needs. In the social state, people care for others because they want others to care for them, so they follow the laws of their society in order to live together peacefully. An individual can choose to enter the moral state by stopping being selfish and developing the moral powers of the heart - including love, trust, gratitude, and the desire to help others, along with a sense of responsibility. A moral person is free from selfish desire, and happiness and peace are the result
- ▶ A human can progress from the animal state, through the social state to the moral state with the help of a good education
- ▶ The problems of society and the world occur because humans are content to remain in the social state without reaching for morality. The social state (the way the majority of humans live today) can only succeed if the individuals within it are moral

### **The Right to Education**

- ▶ Every individual human being has the ability to learn
- ▶ Every individual human being has the right to education and it is the duty of society to protect this right
- ▶ The general condition of the poor and their exclusion from education, either because they cannot go to school or because the school education provided is useless for their needs, is wrong and must be addressed

### **Social Reform**

- ▶ Good education is the best basis for true reform and is the only possible cure for what is wrong with society
- ▶ Social reform involves the provision of liberty and equality for all, and involves doing away with corruption and all forms of injustice

### **Helping People to Help Themselves**

- ▶ Individuals must be enabled to help themselves

- ▶ Charitable donations are worse than useless unless used to provide an education which helps the people to help themselves
- ▶ Education must be a practical preparation for the life people are actually going to lead
- ▶ Freedom and obedience are both necessary in the upbringing and education of a child – the combination leads to the independence and self-discipline needed to function well as an adult

### **Morality**

- ▶ Only through education can an individual fully develop his or her own morality
- ▶ Morality and religion do not exist in words but in actions of love; people learn by example and by taking action
- ▶ Everybody has innate goodwill and is basically good
- ▶ People learn by example; how someone is treated influences how that person treats others
- ▶ The moral degradation of the poor must be overcome through the development of each individual's humanity
- ▶ The inner nature of each individual must be made better if his or her external circumstances are to improve
- ▶ God (synonymous with love, truth or morality) is found at the centre of every human being. A good mother and family and a good education helps the individual to hear the voice of God at the centre and to function well in any situation in later life

### **The Importance of the Home and of the Child's Environment**

- ▶ 'Home is the great school of character and citizenship'
- ▶ The relationship between mother (or someone who fulfils the role of mother) and child is vital to the healthy development of the child and for the development of the child's morality. The child's pre-school years are therefore key to his or her overall development
- ▶ A child's first emotional experiences influence the rest of his or her life and therefore society
- ▶ Humans function in circles, which interact and depend upon each other. The first and most important external circle a human moves in is the family circle and it is this circle which can help the child function properly in the other circles he or she will move in later in life – neighbours and the local community, work, state and country and the circle of animate and inanimate nature
- ▶ The powers which are developed in closer relationships (for example in the family) are always the source of a human's wisdom and strength in more distant relationships (for example at work or in society generally)
- ▶ Nature has an important role in the child's education, being local (i.e. accessible wherever the child is), real and concrete. Real objects, found in the child's natural environment, should be used in the child's education

- ▶ The more home-like school can be and the more parent-like teachers are, the better for the child's education

### **An All-Round Education**

- ▶ The powers of the head (mental or academic), the heart (moral) and the hands (practical) must be harmoniously developed
- ▶ The superior power (love) unites the separate powers of thought (head), moral will (heart) and 'being able to do' (hands). None of these can work properly without love
- ▶ The individual who receives only a vocational training without any mental or moral education, is degraded to the level of a slave, being trained only to make a living. Therefore, Education for a particular occupation 'must always be subordinate to the universal aim of a general (head, heart and hand) education'
- ▶ The individual who has no practical training becomes too one-sided and is likely to be useless, not having the practical ability to help himself/herself or others, however much the individual may want to do so
- ▶ Human powers can be naturally developed through love, work and connecting socially with others

### **The Importance of Activity in Education**

- ▶ 'Life educates' - human powers can only develop if they are put to use
- ▶ The real basis of all knowledge is sense-impression. Sense-impression is the direct impression made by the world on the internal and external senses and includes everything, whether physical or moral, that a child experiences and perceives through direct observation, personal experience and involvement, using his or her senses. Sense-impression leads to perception or inner understanding
- ▶ A Child-Centred Education
- ▶ Education should be a process of gentle and thoughtful guidance and facilitation in which the teacher is an equal of the child and respects each individual child
- ▶ Each child is a unique individual with unique needs which education should provide for. The child's needs and abilities must be put first, with education following each child's natural development
- ▶ Education should be child-initiated to as great an extent as possible. It is the teacher's role to ensure that the child understands so well and is so interested that he or she is keen to take the next step, and therefore initiates it
- ▶ The process of learning should change the child, improving the child's abilities and the skills needed to take action. Therefore how the child is taught is more important than what is taught
- ▶ The child is a self-active power, a living and growing organism, having within the innate powers to fully develop into an humane individual capable of acting on his or her humanity, as well as the urge to develop (and learn), just as the seed contains the design of the mature tree

- ▶ If a child understands the reason for a teacher's actions, he or she is likely to respect the teacher, even if punishment of the child is involved
- ▶ School should be a joyful experience

### **Progression in Education**

- ▶ Education develops something out of the person, gradually building on what has already been developed and ensuring completeness at every stage, just as the tree is always complete, whatever stage of growth it has reached
- ▶ The child learns best from what is near to it. Therefore education should move gradually outward from teaching about what is nearest to the child, based on his or her personal experience, to teaching about that further from him or her. The progression should be made in slow and connected steps from easy to difficult, from near to far, from concrete to abstract, while always following the child's natural development, thus conforming with nature
- ▶ At every stage the child should be denied nothing that he or she is capable of understanding, nor be made to learn anything that is beyond his or her ability
- ▶ The order of learning, combining at the same time intellectual, moral and practical development, should be as follows:

*Intellectual Development* - First observe and experience, then put what has been observed and experienced into words, then write about it, then read about it. Finally theorise and form judgements, only after reaching full understanding. In intellectual development, the ability to count, the ability to draw and the ability to use language are developed simultaneously

*Moral Development* - First feel and experience, then do, then reflect, then develop and act further

*Practical Development* - First attend and learn accuracy, then imitate and practise, then gain mastery and practise through repetition, then become independent

### **Teacher-Training**

- ▶ The science of education being 'the most important of all branches of mature knowledge', teacher-training is essential
- ▶ The science of education should be based on a thorough knowledge of human nature
- ▶ People suited to teaching are rare and need to have great integrity, understanding and intelligence

## **Changes Pestalozzi brought to Education (1)**

<b>Level</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ Students learn about the changes Pestalozzi brought to education, by comparing the traditional approach of Pestalozzi's time with Pestalozzi's approach</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ Students practise discussion, debate and decision-making skills</li> <li>▶ Students learn to compare abstract concepts</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One single-sided set (cut up and shuffled) of the 'Changes Pestalozzi Brought to Education' cards for every group of three students</li> </ul>

(NB: The teacher should emphasise that the approaches listed under 'Traditional' which are matched against those under 'Pestalozzi' in this activity should not all be dismissed as wrong. Some of the traditional approaches are as valid as the modern approaches advocated by Pestalozzi and teaching should ideally combine the best of both.)

The teacher divides the students into groups of three. The teacher gives each group the full set (42 separate cards) of the 'Changes Pestalozzi Brought to Education' cards. *(NB: It is very important that these cards are cut up and shuffled before they are given to the students.)*

Each group sorts the cards into two equal-sized piles, with one pile of 21 cards describing the traditional approach to education in Pestalozzi's time and the other pile of 21 cards describing Pestalozzi's approach. Students are encouraged to discuss the approach described on each card as they sort them into piles.

Each group then forms matching pairs of cards, deciding which traditional approach matches which Pestalozzi approach. This should again involve discussion and is likely to involve some debate and decision-making.

The teacher asks students from different groups for feedback on one pair of cards from each group, going round the groups until all 21 matching pairs of cards have been covered. This process should also involve some discussion.

## **Changes Pestalozzi brought to Education (2)**

<b>Level</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ Students explore Pestalozzi's approach to education in more depth
<b>FURTHER AIMS</b>	▶ Students practise discussion, debate and decision-making skills ▶ Students practise presentation skills
<b>MATERIALS NEEDED</b>	▶ One single-sided set (cut up and shuffled) of the right-hand column of the 'Changes Pestalozzi Brought to Education' sheets (i.e. the 21 cards illustrating Pestalozzi's approach) for every group of three students

The teacher divides the students into groups of three. The teacher gives each group one set (cut up and shuffled) of the right-hand column of the 'Changes Pestalozzi Brought to Education' cards (i.e. the 21 cards illustrating Pestalozzi's approach).

The students sort the 21 cards into a diamond pattern, with what they consider to be the most important aspects of Pestalozzi's approach at the top and the least important at the bottom. Each group should be able to state why they have made the choices they have made. *(NB: It is important to tell the students that, although described as a 'diamond pattern', the cards do not have to be formed into a diamond shape – there may, for example, be 12 equally important approaches at the top, 6 in the middle and 3 at the bottom. It is also important to tell the students that there are no right or wrong answers.)*

Each group chooses a spokesperson to present his or her group's diamond pattern to the rest of the students. The spokesperson describes the order chosen and explains why the group has chosen that order.

The teacher refers to the fact that Pestalozzi's approach matches the root meanings of 'Education' and of 'School'.

- ▶ 'Educate' comes from the Latin 'educat' meaning 'led out' from the verb educare, related to educere - to 'lead out'.
- ▶ 'School' comes from the Greek 'skholé' meaning 'leisure, philosophy, lecture-place'. 'Leisure' in this sense does not mean idleness, but the time for fully concentrating on something important.



## Changes Pestalozzi brought to Education

Traditional	Pestalozzi
<p>A good education is only provided for the rich and is usually only for boys. There is no provision of education for disabled children</p>	<p>Education is for everybody, whatever their background, gender or ability</p>
<p>Teachers are not qualified and may even be only semi-literate. They have learnt no teaching methods and are often conservative and bigoted</p>	<p>Teachers are well-educated and are trained in pedagogy, they have plenty of techniques for teaching as well as knowledge of the subject matter and of the needs of the children</p>
<p>At best, there is only one classroom, with a lot of children uncomfortably crammed into it. It is usually dirty, with no proper furniture and is often in the teacher's house</p>	<p>Classrooms are clean and properly furnished and children have enough room to move around</p>
<p>Teachers hit the children when they misbehave and keep discipline by making the children afraid of them. Otherwise they have very little authority over them</p>	<p>There is virtually no corporal punishment; any punishment given is as mild as possible and is appropriate to whatever wrong the child has committed. Discipline is based on love and the teachers' personal authority</p>
<p>Teachers do not explain their actions to the students and are very remote from them. They interact very little with the children</p>	<p>Teachers are facilitators, interacting with the children as equals, showing respect for them and explaining everything they do. They model themselves on the ideal parents</p>
<p>Teachers have no interest in their job, nor in the subject they teach nor in the children they are teaching.</p>	<p>Teachers love their job, they are interested in the subject and care deeply for the children they teach. The teachers love the children with disinterested love, involving complete understanding of, and empathy with, each child</p>
<p>Children are kept indoors throughout the school day and are expected to sit still all day. They are very restricted</p>	<p>Outdoor activity, the natural environment and physical exercise are very important parts of a child's education. Children are encouraged to move around. They are given as much freedom as possible</p>

Traditional	Pestalozzi
<p>The information the child is to learn is central; the child is forced to learn whatever information is considered necessary by the teacher</p>	<p>The child is at the centre of the educational process; every aspect of education is based on the needs of the child and the child helps initiate what he or she is taught</p>
<p>Children work individually and it is seen as cheating if children help each other</p>	<p>Children are encouraged to work together, to work co-operatively and to help each other. Peer teaching is important</p>
<p>The child is seen as a 'tabula rasa' or blank sheet on which the teacher can 'write', or as an empty vessel to be filled up with facts. Education is a process which fills the child with knowledge</p>	<p>The child is seen as a self-active living organism, such as the seed of a tree, with the innate powers necessary for his or her development already present within. Education is therefore a process which develops something out of the child</p>
<p>Learning is passive; children study books and listen to the teacher. The first thing children learn is to read and write and they often do not understand what they read. They are often disengaged</p>	<p>Children first learn through active participation and 'sense-impression', in which understanding comes about through experience, observation and active engagement of as many of the children's senses as possible</p>
<p>Religion is often the only subject taught, with learning based on the bible and on the catechism</p>	<p>Children are taught many different subjects and learning is based first on what the children experience locally</p>
<p>Children learn by rote, repeating things until they remember them. They are expected to memorise a lot of facts but often do so without understanding anything</p>	<p>Children learn out of interest. How they are taught and the abilities and skills they gain from the learning experience are important, rather than what information they gather</p>
<p>School bears no relationship to the children's homes or to their locality and the subjects taught do not connect with the children's everyday lives</p>	<p>School is as similar to the home as possible and the children first learn about what is local to them. The subjects they are taught relate closely to their everyday experience</p>

Traditional	Pestalozzi
<p>Children are first taught about abstract things and there is no particular method to what the children are taught</p>	<p>Children are taught about abstract things once they have fully understood things through concrete engagement and 'sense-impression'. Education progresses methodically from near to far, from familiar to unfamiliar and from concrete to abstract</p>
<p>Education is very one-sided, concentrating on the academic and on theoretical knowledge</p>	<p>An all-round education of the head (mental and academic), the heart (moral) and the hands (practical) is provided. Love is seen as the most important aspect of education</p>
<p>Education is forced upon the child and does not suit the current needs of the child. The child is often not given enough time to learn properly</p>	<p>Education follows the 'course of nature'. The child is taught what he or she is ready to learn according to his or her nature. Each child is given the time he or she needs to learn</p>
<p>All children are seen as the same; there is no differentiation</p>	<p>Each child is seen as unique and education is tailored to suit the needs of every individual</p>
<p>Children often feel miserable and confused and hate school and their teachers. The reason for punishment is often not explained and may be disproportionate to the wrong done. As a result children tend to disobey</p>	<p>Children enjoy school and respect and obey the teachers because the teachers ensure that the children understand the subject matter they are taught, the reasons for any activities they are involved in, and the reasons for any punishment</p>
<p>The child is always blamed for any lack of interest he or she feels or for disobedience</p>	<p>The teacher is seen as the most likely cause of a child's disobedience. It is seen as the teacher's responsibility to make sure that the child is interested, and therefore obedient</p>
<p>What children are taught is mostly useless to them in their future lives and useless to society</p>	<p>Children are taught things that will help them to be independent, earn their own living and be useful, humane members of society</p>

## General Contributions to the Field of Education

Made by Pestalozzi

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach students about Pestalozzi's general contributions to the field of education
<b>FURTHER AIMS</b>	To encourage students to debate and reach joint decisions
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A single-sided copy of 'Pestalozzi's General Contributions to the Field of Education' sheets for each group of three students</li> <li>▶ A pair of scissors, glue and colouring pens for each group of three students</li> <li>▶ A large (A3 size) piece of paper for each group of three students</li> </ul>

The teacher divides the students into groups of three and gives each group one copy of 'Pestalozzi's General Contributions to the Field of Education', a pair of scissors, glue, colouring pens and a sheet of A3 paper.

Instructions to Students:

- ▶ Cut your copy of 'Pestalozzi's General Contributions to the Field of Education' into its six parts, keeping the 'Why it is important' box with each point
- ▶ Discuss the six points, considering why each is important. Write why each is important in the space provided
- ▶ Order the six points according to their importance, with the most important at the top and the least important at the bottom (NB: Students should be told that there are no right or wrong answers and that points can be considered of equal importance)
- ▶ Glue the points onto the A3 sheet of paper in their order of importance
- ▶ Choose a spokesperson to report back to the rest of the students on why your group has ordered the points as it has and why each point is important

The spokesperson for each group reports back to the rest of the students. Following this, there is a discussion about Pestalozzi's general contributions to the field of education.

There is a student vote. Each individual chooses which point he or she thinks is the most important contribution made by Pestalozzi. This is done by the teacher reading out each point, one at a time, and asking students to raise their hands if they think the point read out is the most important one

**Pestalozzi's General Contributions to the Field of Education**

<p><b>Pestalozzi's Contribution</b></p> <p>Pestalozzi caused education to become increasingly democratic. He showed the importance of education for the poor, for girls and for disabled children. In Europe, his contribution led to the provision of an education for all</p>	<p>Why it is important</p>
<p><b>Pestalozzi's Contribution</b></p> <p>Pestalozzi's educational approach provided a practical rather than theoretical means for the poor to help themselves. He caused education to become increasingly relevant to the needs of individuals and to the needs of society</p>	<p>Why it is important</p>
<p><b>Pestalozzi's Contribution</b></p> <p>Pestalozzi revolutionised the approach to teaching, bringing a child-centred, action-orientated, experience-based, holistic and love-based approach to education, designed to meet the needs of every individual child. He is known as the Father of modern education because the modern era of education started with him. His spirit and ideas led to the great nineteenth century educational reforms in Europe</p>	<p>Why it is important</p>

<p><b>Pestalozzi's Contribution</b></p> <p>Pestalozzi is known as the Father of pedagogy (the method and practice of teaching, especially as an academic subject or theoretical concept). He saw teaching as a subject worth studying in its own right, causing education to become a separate branch of knowledge, alongside politics and other recognised areas of knowledge. This led to the recognition of the need for, and practicality of, teacher-training</p>	<p>Why it is important</p>
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<p><b>Pestalozzi's Contribution</b></p> <p>Pestalozzi brought about a recognition of the importance of an all-round head, heart and hands education. By ensuring that vocational training also included moral and mental education, Pestalozzi provided an education which led to people developing their humanity and ability to be good citizens. By giving children in school the means to learn by doing and to develop their morality, he enabled them to have not only theoretical knowledge but also the practical ability and the moral will to put thought and knowledge into useful action.</p>	<p>Why it is important</p>
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**Pestalozzi's Contribution**

Pestalozzi caused general recognition of the key role of pre-school and primary level education. Because of the importance he gave to the mother-child relationship (he considered the mother-child relationship and the pre-school years to be essential for the healthy development of the child) he lay the foundations for the study of psychology (the scientific study of the human mind and its functions, especially those affecting behaviour)

Why it is important

## **Human Qualities in Pestalozzi's Educational Approach (1)**

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach students the human qualities that Pestalozzi considered to be important in his educational approach
<b>FURTHER AIMS</b>	To enrich vocabulary
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One single-sided copy of the 'Definitions of Pestalozzi Human Qualities' sheets, cut up and shuffled</li> <li>▶ A single-sided copy of the 'Pestalozzi Human Qualities Cards' sheet for each pair of students</li> <li>▶ Several dictionaries</li> </ul>

Each student is given, at random, a 'Quality' or a 'Definition' card from the 'Definitions of Pestalozzi Human Qualities' sheets. *(NB: If all the cards are not needed, the teacher must ensure that for each 'Quality' card used, its 'Definition' card is also used, and should pick out terms which are most suited to the level of the students.) (NB: if the number of students is an odd number, the teacher should join in.)*

Instructions to Students:

- ▶ Find your partner by finding the correct 'Definition' to match the 'Quality' or vice versa, referring to a dictionary if necessary
- ▶ Working with your partner, prepare a short drama. The drama should explain the meaning of your word without actually using the word or its definition. During preparation of your drama, it is important not to give away the quality you are enacting to the other students in the room

The teacher gives each pair of students the 'Pestalozzi Human Quality Cards' sheet, *(NB: Any Qualities not distributed amongst the students must be removed from it)*. The pairs put a tick in the box containing the quality they are expressing.

The teacher asks each pair of students to act its drama and the watching pairs to guess the quality being acted out, not calling out answers but ticking the box with the quality they think is being acted and adding the names of the students acting it in the box alongside the quality. The teacher asks pairs in turn to say what quality was enacted by the pair which has just performed. The pair acts the quality once again and gives the definition of the word.

The teacher explains that these are human qualities that Pestalozzi considered to be very important.



## **Definitions of Pestalozzi Human Qualities**

<b>Quality</b>	<b>Definition</b>
Altruism	Disinterested and selfless concern for the well-being of others
Balance	Mental or emotional stability
Cheerfulness	Visible happiness and optimism
Confidence	A feeling of self-assurance arising from an appreciation of one's own abilities or qualities
Co-operation	The action or process of working together to the same end
Courage	The ability to do something that frightens one; moral strength
Empathy	The ability to understand and share the feelings of others
Enthusiasm	Intense and eager enjoyment, interest or approval
Generosity	The quality of being kind and of showing readiness to give more of something than is strictly necessary or expected
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness
Happiness	Pleasure or contentment
Harmony	The state of being in agreement or concord
Honesty	The quality of being truthful and sincere, and of being morally correct or virtuous
Humanity	The quality of being humane; benevolence or compassion
Independence	The capacity to think or act for oneself
Inner composure	The state or feeling of being calm and in control of oneself
Kindness	The quality of being friendly, generous and considerate
Love	A strong feeling of affection or a great interest and pleasure in something
Loving firmness	Strong affection combined with authority

<b>Quality</b>	<b>Definition</b>
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour
Noble-mindedness	Having or showing fine personal qualities or high moral principles
Obedience	Compliance with an order or request
Openness	The willingness to consider new ideas; lack of prejudice
Patience	The capacity to accept or tolerate problems or suffering without becoming annoyed or anxious
Peace	Mental or emotional calm; tranquillity
Perception	The ability to understand people or situations sensitively
Perseverance	Persistence in doing something despite difficulty or delay in achieving success
Personal Authority	The qualities of an individual which cause others to willingly obey them
Practicality	The capacity to put ideas into practice rather than merely talk about them
Respectfulness	Due regard for the feelings, wishes or rights of others
'Seeing' love	Love that is selfless and involves complete understanding of and empathy for each individual
Sense of duty	The quality of feeling responsible for doing something without wanting anything in return
Sympathy	Feelings of pity or sorrow for someone else's troubles or unhappiness
Trustfulness	Belief in the reliability, truth or ability of entities or situations outside oneself
Understanding	Sympathetic awareness of other people's feelings; forgiveness; the quality of having insight or good judgement
Warmth	Enthusiasm, affection or kindness

**Pestalozzi Human Quality Cards**

Altruism	Balance	Cheerfulness
Confidence	Co-operation	Courage
Empathy	Enthusiasm	Generosity
Gratitude	Happiness	Harmony
Honesty	Humanity	Independence
Inner composure	Kindness	Love
Loving firmness	Morality	Noble-mindedness
Obedience	Openness	Patience
Peace	Perception	Perseverance
Personal Authority	Practicality	Respectfulness
'Seeing' love	Sense of duty	Sympathy
Trustfulness	Understanding	Warmth

## **Human Qualities in Pestalozzi's Educational Approach (2)**

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise the human qualities that Pestalozzi considered to be important in his educational approach</li> <li>▶ To introduce 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to consider further positive human qualities
<b>MATERIALS NEEDED</b>	<p>For each group of three students:</p> <ul style="list-style-type: none"> <li>▶ Two different coloured A3 sheets of paper</li> <li>▶ Two photocopies of the 'Pestalozzi Human Quality Cards'</li> <li>▶ Colouring pens</li> <li>▶ A pair of scissors and glue</li> <li>▶ A dictionary</li> </ul>

The teacher discusses with the students what is meant by a human quality. The students name some human qualities. The teacher divides the students into groups of three.

Instructions to Students:

- ▶ List what qualities you want education to give you
- ▶ List which qualities you think a teacher should have

Each group is given two different coloured A3 sheets of paper and two copies of the 'Pestalozzi Human Quality Cards'. *(NB: It is important that each group has two copies however small the group)* and the teacher explains that these are qualities Pestalozzi believed to be important in his educational approach.

Instructions to Students:

- ▶ Compare your own lists with the 'Pestalozzi Human Quality Cards'
- ▶ Cut up both your copies of the 'Pestalozzi Human Quality Cards'.
- ▶ Write a) the title 'Qualities education should give a student' on the first sheet; and b) the title 'Qualities a teacher should have' on the second sheet
- ▶ Choose which A3 sheet to put the Pestalozzi human qualities onto and stick them onto the appropriate sheet (NB: there will be some overlap; therefore each group is given two sets of cards so that if necessary the same quality can be stuck onto both sheets. For this reason there will be some spare 'quality' cards)
- ▶ Add any a) Qualities education should give students and b) Qualities a teacher should have, which you thought of but were not on the 'Pestalozzi Human Quality Cards'

- ▶ Display your two sheets, explaining why you put the qualities you did on each sheet, and pointing out the qualities you added to each and why

The teacher recommends that the students read 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack' to find out which of these qualities Pestalozzi thought important in a teacher and which he wanted education to provide children with.

## Overview of Pestalozzi's Approach to Education (1)

Pestalozzi Education Tree (1)

<b>LEVEL</b>	Intermediate or Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach Pestalozzi's educational approach in terms of the teacher, the delivery of subject matter, outcomes for the individual and outcomes for society and the world
<b>FURTHER AIMS</b>	To give students the opportunity to work in groups and to reach group decisions
<b>MATERIALS NEEDED</b>	A single-sided copy of each of the 'Roots', 'Trunk and Branches', 'Leaves' and 'Fruits' sheets, cut up, shuffled and without the titles, for each group of six students <i>(NB: 'Version 1' sheets for Intermediate students and 'Version 2' sheets for Advanced Students.)</i>

The teacher and the students brainstorm what the students know about Pestalozzi's educational approach, considering four main areas: the teacher; the delivery of subject matter; the outcomes of the individual; and the outcomes for society and the world. The teacher writes these on the blackboard and, with the help of the students, marks which are related to the teacher, which to the delivery of the subject matter and which to outcomes.

The teacher divides the students into groups of six. Each group of six is given the 'Roots', 'Trunk and Branches', 'Leaves' and 'Fruits' sheets, cut up into cards and mixed together. *(NB: Version 1 sheets are given to Intermediate students, and Version 2 sheets are given to Advanced students.)*

Instructions to Student Groups:

- ▶ Look through the cards and discuss what they mean to you, if necessary asking the teacher for help
- ▶ Sort the cards into four piles: 1) the teacher, 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world.
- ▶ Prioritise each group of cards by placing each group in a diamond pattern
- ▶ Choose a spokesperson to explain your choices to the rest of the students

One group explains its choices regarding the role of the teacher, explaining which cards belong in that group and which cards are prioritised. Another group explains its choices regarding the delivery of the subject matter and so forth. This leads into a discussion about Pestalozzi's educational approach.

**Roots**

The Teacher

Version 1 (for Intermediate Level)

Is loving and does not make the children feel afraid	Encourages cooperation rather than competition
Shares information with other teachers	Puts the children first
Uses as little punishment as possible	Is calm and patient with the children
Has been properly trained as a teacher	Believes that every child is basically good
Treats the children as equals and has a good relationship with them	Treats the children like a good mother treats her children
Is interested in the subject matter and inspires the children	Sets a good example for the children
Believes that every individual has the right to education	Allows the children as much freedom as possible but also expects obedience
Makes school as similar as possible to home	Understands each individual child
Supports the growth of the child	Believes that every child has the ability to learn

## **Trunk and Branches**

Delivery of Subject Matter

Version 1 (for Intermediate Level)

Children are active, do a lot of different things and are encouraged to move around	Education is holistic, involving the head, the heart and the hands
Education is child-centred; the interests and needs of the children come first	Children are given all the time they need
All the senses are used in learning about things	Education is led by the child
Education is enjoyable and fun	Love comes first. It is the most important aspect of educating a child
Education is based on the idea that children learn by example	Children learn through practice, observation and experience
Children should first learn from what is local and familiar to them	Concrete, real objects are used in education before abstract theory is taught
There is a good relationship between the children and the teachers	Children only learn what they are ready to learn
Education is appropriate. It teaches the children what they need to know for the future	Education helps children to look after things and to save money
Students help to teach each other	Outdoor education is important. It is good to learn from nature
How things are taught is as important as what is taught	Cross-curricular and extra-curricular education, with plenty of variety, are encouraged



**Leaves**

Outcomes for the Individual

Version 1 (for Intermediate Level)

The understanding of what is right and what is wrong	Contentment and happiness
Good social skills	Empowerment – the ability to help oneself
Selflessness	Dignity
Independence	Well-balanced character and all-round head, heart and hands abilities
A non-judgemental attitude	The ability to understand what the truth is and to act upon the truth
Co-operative behaviour	Skill and likelihood of finding employment
A loving, caring and considerate attitude	The ability to think for oneself
The ability to be happy under any circumstances	Humanity – loving and caring for others

**Fruits**

Outcomes for Society and the World

Version 1 (for Intermediate Level)

Education for all, including girls, the poor and the disabled	World peace and security
A moral society	Liberty
Democracy	Responsible citizens
An end to poverty, corruption and inequality	Moral individuals who have the practical ability to help others
Helpful and good members of society	Moral individuals who have the will to help others

## **Roots**

The Teacher

Version 2 (for Advanced Level)

Makes use of a developed teaching methodology or approach	Makes school as similar as possible to a good home in spirit and mood
Bases authority on love and understanding, not fear, achieved through the teacher's personal authority	Uses minimal punishment and any punishment given is explained, is clearly for the benefit of the child and is appropriate
Brings heart or love into every aspect of teaching; showing love for the children and for the subject matter	Avoids competition and comparisons and encourages co-operation
Is calm, loving, patient and responds caringly to children's needs and emotions	Always has the best interests of the child at heart
Has expert knowledge of each individual child	Shares information with other teachers
Shows mother-like love, trust, gratitude, and respect towards the child, along with loving firmness	Supports and facilitates the growth of the child, as a gardener tends a plant, providing the best environment possible
Sets a good example – being honest and having a good inner life	Is inspirational, provides motivation, is enthusiastic, hardworking and willing
Teaches only what fits the nature of the child and takes responsibility for a child's boredom	Has a practical approach to teaching, expecting obedience but allowing the child maximum freedom
Holds the belief that every individual has the ability to learn	Holds the belief that every individual has the right to education
Holds the belief that every individual is basically good	Has been properly trained as a teacher
Has a warm-hearted, affectionate, open relationship with children in which teachers and children are seen as equals	Has 'seeing love' – equal selfless love for all children involving empathy, understanding and the expectation of nothing in return

## **Trunk and Branches**

Delivery of Subject Matter

Version 2 (for Advanced Level)

Active participation; doing things	Holistic and balanced all-round education of the head, heart and hands
Child centred – the interests and needs of each child are met and each child is given individual attention and time	Sense-impression – The use of the senses in training pupils in observation and judgement
Cross-curricular and extra-curricular learning and as much variety as possible	An unbroken chain of education; each stage is systematically completed and understood fully before moving on
Children move around, as they naturally like to do, and there is Physical Training / Education	Child-led, the child gets as much freedom as possible, combined with the necessary discipline
Heart-led, love comes first	Enjoyable and fun and therefore absorbing
Based on the idea that children learn from example; if you are loved you learn to love etcetera	Learning through practice, first-hand observation, involvement and direct personal experience
Learning from the local and the familiar before learning about what is far away and unfamiliar	The use of the concrete (real and natural objects) before the abstract (theory)
Positive interaction between children and teachers involving mutual respect and equality	Development of the child's innate qualities, with nothing being imposed on the child that he or she is not ready to learn
Relevant to the future needs of the child	The value of looking after things and of saving money is taught
Students help to teach each other	Co-operation between school and home and between teachers and parents
The process (how), is as important as the outcome (what)	Outdoor education, learning from nature

## Leaves

Outcomes for the Individual

Version 2 (for Advanced Level)

Empowerment - the ability to help oneself	Inner perception of morality – the understanding of what is right and wrong
Ennoblement	Contentment and happiness
Good social skills	The ability to overcome selfish desires
Independence	Personal dignity
Inner strength and composure	Well-balanced, harmonious character
Non-judgemental attitude	Ability to recognise and act by the truth
Self-respect	The will and ability to cooperate
Skill and employability	Loving, affectionate and considerate attitude
The ability to act on one's inner voice – the voice of God, love, truth or morality	The ability to get the best out of whatever circumstances one finds oneself in
The ability to think for oneself and make one's own judgements	Humanity – benevolence or compassion

**Fruits**

Outcomes for Society and the World

Version 2 (for Advanced Level)

Education for all – including girls, the poor and the disabled	World peace and security
A moral society	Liberty
Democracy	Responsible citizens
Elimination of poverty, corruption and inequality	Moral individuals who have the practical ability to help others
Moral individual who have the will to help others	Dutiful and efficient members of society

## **Overview of Pestalozzi’s Approach to Education (1) (continued)**

Pestalozzi Education Tree (1) (continued)

<b>LEVEL</b>	Intermediate or Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To revise / assess knowledge of Pestalozzi’s educational approach in terms of the teacher, the delivery of subject matter, outcomes for the individual and outcomes for society and the world
<b>FURTHER AIMS</b>	To give students the opportunity to work in groups and to reach group decisions
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>➤ Large sheets of paper stuck together to make a very large single sheet and different coloured marker pens for each group of six students</li> <li>➤ Blu-tack</li> </ul>

The teacher reminds the students of the activity in the previous session and asks for a couple of examples of 1) the teacher, 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world. *(NB: Following ‘Version 1’ for Intermediate and ‘Version 2’ for Advanced students.)*

The teacher elicits/explains that in an education tree, where the tree is ‘education’, the teacher can be seen as the roots of the tree, the delivery of the subject matter as the trunk and branches, the outcomes for the individual as the leaves and the outcomes for society and the world as the fruits. *(NB: The teacher should show an example tree which should be very large with ‘A Pestalozzi Education’ written on its trunk and plenty of roots, branches, leaves and fruit.)*

The teacher divides the students into groups of six and, giving each group a very large sheet of paper and different coloured marker pens, asks each group to make its own Pestalozzi Education Tree, with 1) the teacher, 2) the delivery of subject matter, 3) the outcomes for the individual and 4) the outcomes for society and the world, placed as roots, trunk and branches, leaves and fruit respectively.

The students can discuss what the seeds of the fruits might be. For example peace in the world would lead to peaceful individuals able to further a good education system worldwide.

Each group displays its tree on the wall and looks at the work of the other groups.

## **Overview of Pestalozzi’s Approach to Education (2)**

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ <u>Version 1</u>: To extend the students’ knowledge of Pestalozzi’s approach to education</li> <li>▶ <u>Version 2 and 3</u>: To assess the students’ knowledge of Pestalozzi’s approach to education</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ <u>Version 1</u>: To practise skim reading</li> <li>▶ <u>Version 1</u>: To improve student ability to make short presentations</li> <li>▶ <u>Versions 2 and 3</u>: To practise rapid information recall</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A single-sided copy of the ‘Words and Phrases Related to Pestalozzi’s Approach to Education’ sheet</li> <li>▶ <u>Version 1</u>: A dictionary for each group of three students</li> <li>▶ <u>Version 1</u>: A copy of ‘Section 4: Pestalozzi and Education’ (pp.25-70) of the ‘Pestalozzi Information Pack’ for each group of three students</li> <li>▶ Version 2: A ball</li> <li>▶ <u>Version 3</u>: Cards with individual words or phrases from the ‘Words and Phrases related to Pestalozzi’s Approach to Education’ sheet written on each, for each group of five students, along with two or three blank cards for each group</li> </ul>

### **Version 1**

The teacher divides the students into groups of three. The teacher gives each group a dictionary and a copy of ‘Section 4: Pestalozzi and Education’ (pp.25-70) of the ‘Pestalozzi Information Pack’

The teacher divides the words or phrases from the list of ‘Words and Phrases related to Pestalozzi’s Approach to Education’ equally amongst the groups of students.

Instructions to Students:

- ▶ Check any word meanings you do not know in the dictionary
- ▶ Skim read ‘Section 4: Pestalozzi and Education’ of the ‘Pestalozzi Information Pack’ in order to find information about the words or phrases your group has been given to work on. There is likely to be overlap between many of the different words and phrases
- ▶ Prepare a brief presentation on the information you have found for each word or phrase (NB: Students should be told to present the information as though to people who do not know the meaning of the word or phrase and who know nothing at all about Pestalozzi’s approach to education)



The teacher asks students at random to present their findings on a word or phrase to the rest of the students.

### **Version 2 a**

The students stand in a circle and throw a ball to each other, naming the student they are about to throw the ball to. The student catching the ball says a word or phrase connected to Pestalozzi's educational approach. If a student cannot think of a word or phrase, or repeats one that has already been used, the student is out of the game.

### **Version 2 b)**

The teacher chooses a word or phrase from the list of 'Words and Phrases related to Pestalozzi's Approach to Education' at random and, saying it, throws the ball to a student.

Instructions to Students:

- ▶ When you catch the ball, give the meaning of the word or phrase said by the teacher
- ▶ Say anything you know about how this word or phrase relates to Pestalozzi's approach to education

The student then chooses another word or phrase and throws the ball to another student, asking him or her to do the same.

(NB: Simpler words and phrases should be held in reserve for use with students who say 'Pass' and who can be returned to later in the lesson.)

### **Version 3**

The teacher divides the students into groups of five. Each group is given a selection of cards with a different word or phrase from the 'Words and Phrases related to Pestalozzi's Approach to Education' on each, with two or three blank cards in addition. *(NB: The cards should be given to the groups face-down and the groups should be told not to turn the cards over before beginning the activity.)*

The pile of cards is put face-down in the middle of the table. Members of the group take turns to pick a card and state what the word or phrase on the card means and how it is found in a Pestalozzi education. Other students in the group may add to the information given only when the student who picked the card asks them to do so. If a student picks a blank card, the student should write a word or phrase related to Pestalozzi's approach to education that he or she can think of on it, and explain how it relates to a Pestalozzi education.

Words and Phrases related to Pestalozzi's Approach to Education

- ▶ Absorption
- ▶ Action
- ▶ Active engagement
- ▶ Active learning
- ▶ All-round
- ▶ An unbroken chain
- ▶ Appropriateness
- ▶ Attentiveness

- ▶ Balance
- ▶ Best interests of the child
- ▶ Bring about change
- ▶ Child-centred
- ▶ Child-initiated
- ▶ Complete understanding
- ▶ Completeness
- ▶ Concepts
- ▶ Concrete before abstract
- ▶ Conformity with nature
- ▶ Connectivity
- ▶ Cultivation
- ▶ Direct impression
- ▶ Discipline
- ▶ Draw out
- ▶ Early emotional experience
- ▶ Easy before difficult
- ▶ Enjoyment
- ▶ Equality
- ▶ Everyday activities
- ▶ Excitement
- ▶ Experience
- ▶ Exploration
- ▶ Face-to-face
- ▶ Facilitation
- ▶ Familiar before unfamiliar
- ▶ Field trips
- ▶ Firm foundation
- ▶ Freedom
- ▶ Fresh air
- ▶ Fulfilment of basic needs
- ▶ Gaining ability
- ▶ General education
- ▶ Goodwill
- ▶ Guided learning
- ▶ Harmonious development
- ▶ Head, heart and hands
- ▶ Health
- ▶ Heart-led
- ▶ Heart-to-heart
- ▶ Help people to help themselves
- ▶ Home
- ▶ 'How', not 'What'
- ▶ Human contact
- ▶ Individualisation
- ▶ Innate qualities or powers
- ▶ Inner life of the teacher
- ▶ Interest
- ▶ Internalisation
- ▶ Involvement
- ▶ Kindling
- ▶ Knowledge of human nature
- ▶ Knowledge of the child
- ▶ Learn by example
- ▶ Learning for oneself
- ▶ Little and mild punishment
- ▶ Living and growing organism
- ▶ Loving care
- ▶ Meaningful and living activity
- ▶ Methodical
- ▶ Moral development
- ▶ Mother
- ▶ Motivation
- ▶ Natural environment
- ▶ Natural gifts and powers
- ▶ Natural impulse

- ▶ Nature of the child
- ▶ Nature's assistant
- ▶ Near before far
- ▶ Nearness
- ▶ Obedience
- ▶ Observation
- ▶ Ownership
- ▶ Participation
- ▶ Peer teaching
- ▶ Perception
- ▶ Personal
- ▶ Physical education / exercise
- ▶ Pictures / picture books
- ▶ Pleasure
- ▶ Positive interaction
- ▶ Practical education
- ▶ Practical, productive activity
- ▶ Pre-school years
- ▶ Proper communication
- ▶ Proper direction
- ▶ Punishment that fits the crime
- ▶ Real objects
- ▶ Relevance
- ▶ Resources of real life
- ▶ Satisfaction
- ▶ School being like home and family
- ▶ Security
- ▶ Self-activity
- ▶ Self-initiated
- ▶ Sense-impression
- ▶ Spontaneous activity
- ▶ Students being like brothers and sisters
- ▶ Teacher being like parents
- ▶ Tender, thoughtful guidance
- ▶ Things before words
- ▶ Time
- ▶ Usefulness
- ▶ Uniqueness
- ▶ Unity
- ▶ Urge to develop
- ▶ Use of the senses
- ▶ Vocational education

## Part Two Pestalozzi's Life

### **The Teaching Ideas in Part Two:**

- ▶ Are based on 'Section 1: Johann Heinrich Pestalozzi – An Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'
- ▶ Use word games to teach the factual information about Johann Heinrich Pestalozzi's life
- ▶ Can be re-made in order to teach about other aspects of Pestalozzi, using information from other sections of the 'Pestalozzi Information Pack' or from the book about Pestalozzi World: 'A Journey of the Heart'
- ▶ Can be adapted in order to introduce, reinforce, revise or assess material
- ▶ Include ideas for use with a variety of levels of students but each idea can be adapted for use with any level or with mixed ability

## Scrambled Words

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students some of the main facts about Pestalozzi's life</li> <li>▶ To teach students to correctly spell proper nouns related to the life of Pestalozzi</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ For students to practise using English sentences in the simple past tense</li> <li>▶ To help students identify proper nouns and the need for a capital letter at the beginning of a proper noun</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One copy of the 'Sentences Containing Scrambled Words' sheet for each student</li> <li>▶ A hat, coat and scarf for the teacher to dress up as Pestalozzi</li> </ul>

Before the lesson, the teacher writes the unscrambled words, from the 'Scrambled Words – Solutions' sheet, on the blackboard.

The teacher dresses up as Pestalozzi {refer to the Teaching Idea in Part Three: 'In the Hot Seat' (p.98)} and invites students to ask 'Pestalozzi' questions, encouraging them to include questions about the words written on the blackboard. *(NB: The teacher should ensure that each explanation given in the statements in 'Sentences Containing Scrambled Words' is given to the students.)*

The teacher cleans the blackboard and then gives the students the 'Sentences Containing Scrambled Words' sheet. The students try to unscramble the words without reference to any notes they may have taken.

After the students unscramble the words, they are asked what 'part of speech' category each word belongs to. The teacher elicits and if necessary explains 'proper noun'. The teacher asks whether the students have remembered what a proper noun should begin with and elicits and if necessary explains the use of a 'capital letter'. The students put capital letters at the beginning of each unscrambled word, if they have not already done so.

The teacher takes the students' completed sheets from them and asks the students questions to see how much of the information about Pestalozzi they can remember. Students can also ask each other questions, which lead to the answers on the 'Sentences Containing Scrambled Words' sheet.

## **Sentences Containing Scrambled Words**

Unscramble the underlined words to complete the sentences about Pestalozzi and write the correct words in the blanks.

1. Johann Heinrich zipsetzalo \_\_\_\_\_ was famous for his ideas about education.
2. Pestalozzi lived in a country called nawzstedirl \_\_\_\_\_.
3. When he was young Pestalozzi lived in hicruz \_\_\_\_\_.
4. Pestalozzi's wife was called naan lsussthhec \_\_\_\_\_.
5. Pestalozzi was a farmer at the hounef \_\_\_\_\_.
6. Pestalozzi's son was called anej secqjau \_\_\_\_\_.
7. Pestalozzi wrote a famous novel called ronalde \_\_\_\_\_ and degutrrre \_\_\_\_\_.
8. In 1798 lapoonen \_\_\_\_\_ conquered Switzerland.
9. Pestalozzi ran an orphanage at ntass \_\_\_\_\_.
10. Pestalozzi ran an Institute for Education at forubgrd \_\_\_\_\_ Castle.
11. Pestalozzi's most famous Institute for Education was in nryevod \_\_\_\_\_.
12. Pestalozzi set up a school for poor children at dyilcn \_\_\_\_\_.
13. The nossawgn \_\_\_\_\_ was the last book Pestalozzi wrote.
14. Pestalozzi died in uggrb \_\_\_\_\_.
15. Pestalozzi was buried in irrb \_\_\_\_\_.

## **Scrambled Words – Solutions**

(in different order to clues)

Stans	ntass
Clindy	dyilcn
Neuhof	hounef
Swansong	nossawgn
Brugg	uggrb
Birr	irrb

Napoleon	lapoonen
Yverdon	nryevod
Leonard	ronalde
Gertrude	degutrrre
Pestalozzi	zipsetzalo
Switzerland	nawzstedirl
Burgdorf	forubgrd
Anna Schulthess	naan lsussthhec
Jean Jacques	anej secqjau
Zurich	hicruz

## Scramblegram

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To reinforce and increase student knowledge of place names associated with Pestalozzi and how these places relate to the life of Pestalozzi</li> <li>▶ To teach some of Pestalozzi's most important educational ideas</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise formation of correct statements</li> <li>▶ To encourage co-operation through pair work</li> </ul>
<b>MATERIALS NEEDED</b>	One copy of the 'Scramblegram' sheet for each pair of students

The students and teacher together think of all the places associated with Pestalozzi and list these on the blackboard. (NB: Place names containing the letters necessary to solve the scramblegram on the 'Scramblegram' sheet and to create two new scramblegrams based on the phrases mentioned below, must be included amongst the place names listed on the blackboard.)

The students make statements about each place listed. (For example 'Chiavenna' is written on the board and a student says 'Pestalozzi's family originally came from Chiavenna' or 'Chiavenna is a place in Italy'. If a student is not able to provide a sentence, the teacher does so.)

The teacher gives a copy of the 'Scramblegram' sheet to each pair of students. Pairs work together to solve the Scramblegram.

When pairs finish the task they make their own Scramblegram; some pairs make a Scramblegram for the phrase 'active learning' and an equal number make a Scramblegram for the phrase 'love, not fear'. (NB: The teacher should tell the students to use only the names of places associated with Pestalozzi.)

Pairs swap their Scramblegrams, so that the pairs that made Scramblegrams based on the phrase 'active learning' now have Scramblegrams to solve based on the phrase 'love, not fear'. Pairs solve the new Scramblegram and discuss what the phrases 'head, heart and hands', 'active learning' and 'love, not fear' mean to them.

Once all the students have solved the bottom line phrase, all the students discuss what Pestalozzi meant by the three phrases, with the teacher adding any knowledge about the phrases which the pupils do not already have.



### Scramblegram

Unscramble each place name connected with the life of Pestalozzi and write each correct place name immediately below the scrambled letters.

Y	D	N	I	L	C		F	O	N	U	E	H			
-	-	-	-	-	-		-	-	-	-	-	-			
C	A	R	E	N	F		A	V	H	I	N	A	E	N	C
-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
D	R	O	F	B	R	G	U		D	O	Y	R	N	E	V
-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
A	N	S	S	T		H	Z	R	I	U	C				
-	-	-	-	-		-	-	-	-	-	-				

Write the 17 letters that landed in a grey square here:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Sort these 17 letters into four words and write them here. (The answer will tell you what Pestalozzi believed should be developed in order to develop 'the whole child'.)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Scramblegram - Solution**

Y	D	N	I	L	C		F	O	N	U	E	H			
C	L	I	N	D	Y		N	E	U	H	O	F			
C	A	R	E	N	F		A	V	H	I	N	A	E	N	C
F	R	A	N	C	E		C	H	I	A	V	E	N	N	A
D	R	O	F	B	R	G	U		D	O	Y	R	N	E	V
B	U	R	G	D	O	R	F		Y	V	E	R	D	O	N
A	N	S	S	T		H	Z	R	I	U	C				
S	T	A	N	S		Z	U	R	I	C	H				

Write the 17 letters that landed in a grey square here:

D	N	E	H	A	H	A	A	D	R	E	D	N	T	A	S	H
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Sort these 17 letters into four words and write them here. (The answer will tell you what Pestalozzi believed should be developed in order to develop 'the whole child'.)

H	E	A	D	■	H	E	A	R	T	■	A	N	D	■	H	A	N	D	S
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

## Year Search

<b>LEVEL</b>	<u>Version 1</u> : Elementary <u>Version 2</u> : Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To teach students what happened, and when, in Pestalozzi's life
<b>FURTHER AIMS</b>	<u>Versions 1 and 2</u> : To reinforce the ability to read and understand sentences in the past tense and the ability to ask and answer questions in the past tense <u>Version 2</u> : To teach students to skim read for key information
<b>MATERIALS NEEDED</b>	<u>Version 1</u> : One copy of 'Year Search with Clues and Answers (Version 1)' for each student Version 2: ➤ One copy of 'Year Search with Clues Only (Version 2)' for each student ➤ One copy for each student of 'Section 1: Johann Heinrich Pestalozzi – an Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'

### **Version 1**

The teacher gives each student a copy of the 'Year Search with Clues and Answers (Version 1)'.

Students solve the 'Year Search with Clues and Answers (Version 1)' using the statements with years given.

### **Version 2**

The teacher gives each student a copy of the 'Year Search with Clues only (Version 2)' and a copy of 'Section 1: Johann Heinrich Pestalozzi -an Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'.

Students solve the 'Year Search with Clues Only (Version 2)' by skim reading Section 1 to find the years the listed events took place.

### **Both Versions**

On completion of the task the teacher asks the students questions which they can answer as a result of their work on the 'Year Search', for example 'When did Pestalozzi write Swansong?'

Students then ask and answer questions in pairs or in a circular chain formation where A asks B, B asks C, C asks D and so on back to A. As soon as B has answered A's first question

and asked the same question of C and received the answer from C, A should ask B another question, and so on round the class.

### **Year Search with Clues and Answers**

(Version 1)

1	7	9	7	6	1	5	7	8	7	1	4
0	5	5	1	9	6	7	5	5	2	8	1
7	3	6	8	1	4	8	2	1	7	7	4
7	8	2	3	1	7	6	5	7	2	5	7
1	5	8	2	0	9	6	7	1	8	9	2
2	5	1	7	1	4	2	9	6	1	6	1
9	2	7	1	1	8	0	1	5	7	1	7
8	0	5	2	8	1	3	8	9	7	1	9
1	7	7	3	6	0	7	4	1	8	7	2
5	2	8	4	1	7	4	6	0	8	7	1

Search from left to right, from right to left, upwards, downwards and diagonally in all directions to find the following dates in the grid above and mark them on it.

1. Pestalozzi's institute moved from Münchenbuchsee in 1804
2. Pestalozzi started an industrial school for poor children at                      Neuhof in 1773
3. Pestalozzi moved back to Neuhof in 1825
4. Pestalozzi learnt farming in 1769
5. Pestalozzi wrote 'Swansong' in 1826
6. Pestalozzi's son was born in 1770
7. A monument was built to Pestalozzi in 1846
8. Pestalozzi kept a diary about the experience of educating his                      son in 1774
9. The final volume of 'Leonard and Gertrude' was published in 1787
10. Pestalozzi was made an honorary French citizen in 1792
11. Pestalozzi wrote many fables in 1797
12. Pestalozzi wrote 'How Gertrude Teaches Her Children' in 1801
13. Pestalozzi was born in 1746

14. Pestalozzi moved from Burgdorf in 1804
15. Pestalozzi got married in 1769
16. Pestalozzi left Yverdon in 1825
17. Pestalozzi started his orphanage at Stans in 1798
18. Pestalozzi died in 1827
19. Pestalozzi had something published for the first time in 1765
20. Pestalozzi started school in 1751
21. The Evening Hour of a Hermit' was published in **1780**

## Year Search with Clues Only

(Version 2)

1	7	9	7	6	1	5	7	8	7	1	4
0	5	5	1	9	6	7	5	5	2	8	1
7	3	6	8	1	4	8	2	1	7	7	4
7	8	2	3	1	7	6	5	7	2	5	7
1	5	8	2	0	9	6	7	1	8	9	2
2	5	1	7	1	4	2	9	6	1	6	1
9	2	7	1	1	8	0	1	5	7	1	7
8	0	5	2	8	1	3	8	9	7	1	9
1	7	7	3	6	0	7	4	1	8	7	2
5	2	8	4	1	7	4	6	0	8	7	1

Search the grid above from left to right, from right to left, upwards and downwards, and diagonally in all directions. Find and mark the year in which the following events took place.

1. Pestalozzi's institute moved from Münchenbuchsee
2. Pestalozzi started an industrial school for poor children at the Neuhof
3. Pestalozzi moved back to Neuhof
4. Pestalozzi learnt farming
5. Pestalozzi wrote 'Swansong'
6. Pestalozzi's son was born
7. A monument was built to Pestalozzi
8. Pestalozzi kept a diary about the experience of educating his son
9. The final volume of 'Leonard and Gertrude' was published
10. Pestalozzi was made an honorary French citizen
11. Pestalozzi wrote many fables
12. Pestalozzi wrote 'How Gertrude Teaches Her Children'
13. Pestalozzi was born
14. Pestalozzi moved from Burgdorf
15. Pestalozzi got married
16. Pestalozzi left Yverdon

17. Pestalozzi started his orphanage at Stans
18. Pestalozzi died
19. Pestalozzi had something published for the first time
20. Pestalozzi started school
21. The Evening Hour of a Hermit' was published

**Year Search – Solution, Clues, Answers and Solutions on Grid**

▼	7	9	7	6	1	5	7	8	7	1	4
0	5	5	1	9	6	7	5	5▲	2	8	1
7	3	0	8	1	4	8	2	1	7	7	4
7	8	2	3	1▼	7	6	5	7	2	5	7
1	5	8	2	0	9▲	6	7	1	8	9	2
2	5	1	7	1	4	2	9	6	1	6	1
9	2	7	1	1	8	0	1	5	7	1	7
8	0	5▲	2	8	1	3	8	9	7	1	9
▼	7	7	3	6	0	7	4	1	8	7	2
5	2	8	4	1	7	4	6	0▲	8	7	1

1. Pestalozzi's institute moved from Münchenbuchsee 1804
2. Pestalozzi started an industrial school for poor children at Neuhof 1773
3. Pestalozzi moved back to Neuhof 1825
4. Pestalozzi learnt farming 1769
5. Pestalozzi wrote 'Swansong' 1826
6. Pestalozzi's son was born 1770
7. A monument was built to Pestalozzi 1846
8. Pestalozzi kept a diary about the experience of educating his son 1774
9. The final volume of 'Leonard and Gertrude' was published 1787
10. Pestalozzi was made an honorary French citizen 1792
11. Pestalozzi wrote many fables 1797
12. Pestalozzi wrote 'How Gertrude Teaches Her Children' 1801
13. Pestalozzi was born 1746
14. Pestalozzi moved from Burgdorf 1804
15. Pestalozzi got married 1769
16. Pestalozzi left Yverdon 1825
17. Pestalozzi started his orphanage at Stans 1798
18. Pestalozzi died 1827
19. Pestalozzi had something published for the first time 1765
20. Pestalozzi started school 1751
21. The Evening Hour of a Hermit' was published 1780



## Word Search

<b>LEVEL</b>	<p><u>Version 1</u>: Intermediate</p> <p><u>Version 2</u>: Advanced</p>
<b>AIMS (Aspect of Pestalozzi)</b>	To learn facts about Pestalozzi's life
<b>FURTHER AIMS</b>	<p><u>Version 1</u>: To practise reading sentences in English and finding information</p> <p>Version 2:</p> <ul style="list-style-type: none"> <li>▶ To practise skim reading</li> <li>▶ To practise making full sentences and asking and answering questions in the past tense</li> <li>▶ To practise writing full questions and answers in the past tense</li> </ul>
<b>MATERIALS NEEDED</b>	<p><u>Version 1</u>: For each group of three students:</p> <ul style="list-style-type: none"> <li>▶ One copy of 'Word Search'</li> <li>▶ One copy of 'Word Search – Clues and Answers'</li> </ul> <p><u>Version 2</u>: For each group of three students:</p> <ul style="list-style-type: none"> <li>▶ One copy of 'Word Search'</li> <li>▶ One copy of 'Word Search – Clues'</li> <li>▶ One copy of 'Section 1: Johann Heinrich Pestalozzi – an Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack', or the complete pack</li> <li>▶ A large sheet of paper or piece of card, a further sheet of paper, several colouring pens and a ruler</li> </ul>

### **Version 1**

The teacher divides the students into groups of three and gives each group one copy of 'Word Search' and one copy of 'Word Search – Clues and Answers'.

The groups read each sentence on the 'Word Search – Clues and Answers' carefully, asking the teacher for help with anything they do not understand and then finding and circling the words on the 'Word Search' grid.

The teacher asks questions based on the 'Word Search - Clues and Answers' to make sure that the students have read and properly understood the sentences.

## **Version 2**

The teacher divides the students into groups of three and gives each group one copy of 'Word Search', one copy of 'Word Search – Clues' and one copy of 'Section 1: Johann Heinrich Pestalozzi – an Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'.

Each group now reads the statements, finds the answers by skim reading Section 1 and finds and marks the answers on the 'Word Search' grid.

On completing this activity, students, within their groups and with the teacher helping where necessary, ask each other questions based on the statements in 'Word Search – Clues' and give answers in full sentences based on the answers they have found. Once all the groups have finished the 'Word Search' this becomes an activity for all the students together.

The teacher gives each group a large sheet of paper or piece of card, a further sheet of paper, colouring pens and a ruler.

Working in groups, students make their own Word Search puzzles, finding information from Section 1 or from other sections of the pack. *(NB: Questions, in full sentences, should be written below the 'Word Search' grid. Answers, written in full sentences with the relevant word underlined, should be written on a separate sheet of paper.)*

Groups are given different themes for their Word Searches – for example 'Places in Pestalozzi's Life', 'People in Pestalozzi's Life', 'Publications by Pestalozzi', 'Pestalozzi's Educational Approach'. *(NB: 'Pestalozzi's Educational Approach' should only be given to advanced level students).*

Having completed the Word Search grid and having written the clues below it, each group exchanges its Word Search with another group, which has created a Word Search based on a different theme.

The groups now solve the new Word Search.

**Word Search**

S	H	S	W	A	N	U	N	P	E	S	T	A	R	I	T	H	M	E	T	I	C
C	E	A	S	S	V	T	O	B	G	G	A	P	J	O	H	E	I	H	C	E	S
H	L	E	O	N	A	R	D	A	N	D	G	E	R	T	R	U	D	E	L	K	G
A	V	I	S	O	L	R	R	C	B	A	I	S	E	F	R	Z	L	K	S	G	R
M	E	T	R	I	W	E	E	T	U	S	S	T	R	K	I	E	Z	B	U	P	L
E	T	I	F	T	Z	E	V	O	R	P	R	A	H	S	B	J	E	R	J	T	E
R	I	R	Z	A	Z	H	Y	Q	G	O	L	L	I	O	I	N	B	E	T	S	O
I	A	S	S	R	L	T	B	U	U	A	L	O	K	Z	F	N	I	A	P	S	N
C	N	K	S	I	E	I	S	S	W	I	T	Z	E	R	L	A	N	D	A	R	E
A	A	S	E	P	O	T	S	T	W	D	V	Z	I	T	V	H	X	I	T	I	G
S	R	T	H	S	W	E	O	S	A	E	O	I	U	Y	K	O	Y	N	R	N	A
M	I	H	T	A	A	H	T	T	E	G	N	R	L	R	H	J	L	G	I	D	R
S	T	E	L	U	W	T	A	R	Z	L	I	S	F	P	I	O	Q	T	O	U	D
I	I	A	U	Y	V	N	T	U	A	M	B	T	S	P	E	C	I	Z	T	S	E
R	N	N	H	V	C	O	O	K	I	N	G	A	X	I	C	R	H	F	O	T	N
O	A	B	C	U	R	A	P	J	O	H	P	N	F	L	W	G	N	N	B	R	I
H	R	T	S	Z	Z	P	G	N	I	W	E	S	I	T	G	S	M	E	F	I	N
P	I	R	A	I	C	H	J	E	C	A	S	N	T	O	S	E	A	W	O	A	G
A	T	G	N	O	S	N	A	W	S	E	D	A	V	A	C	L	D	I	H	L	S
H	E	I	N	R	I	C	H	X	N	Y	P	S	T	Y	E	B	D	W	U	C	E
R	M	C	A	S	S	R	E	H	T	O	R	O	F	L	L	A	E	S	E	A	P
A	B	U	R	G	D	O	R	F	C	A	S	T	L	E	C	F	R	A	N	C	E

## **Word Search - Clues**

1. A school for poor children was opened here in 1819
2. Pestalozzi's last book
3. Where Pestalozzi is buried
4. Three words written on the monument to Pestalozzi
5. The place where Pestalozzi died
6. Pestalozzi became one when he was at college
7. A short, to the point observation which contains a general truth
8. Pestalozzi's novel about the importance of family life and especially the mother
9. A weekly newspaper run by Pestalozzi
10. Pestalozzi was made an honorary citizen of this country
11. Pestalozzi wrote 239 of these
12. Pamphlets by Pestalozzi on the need to reform the unjust tax system of Switzerland
13. The town in which Pestalozzi ran an orphanage
14. Where Pestalozzi's institute was from 1800 to 1804
15. One of the countries from which schoolchildren came to study at Yverdon
16. Where almost every approach found in modern education originated
17. The city Pestalozzi was born in
18. The country Pestalozzi belonged to
19. The name of a society Pestalozzi belonged to
20. The name of an author who was a major influence on Pestalozzi
21. Pestalozzi's first published work
22. JHP's first name
23. JHP's middle name
24. JHP's surname
25. Wishes or \_\_\_\_\_
26. The home Pestalozzi built for himself
27. Pestalozzi's wife's full name
28. A red dye
29. The \_\_\_\_\_ school for poor children at Neuhof
30. Something taught at Neuhof
31. Something else taught at Neuhof

- 32. Something else taught at Neuhof
- 33. Something else taught at Neuhof
- 34. Something else taught at Neuhof
- 35. Something else taught at Neuhof

### **Word Search – Clues and Answers**

1	A school for poor children was opened here in 1819	CLINDY
2	Pestalozzi's last book	SWANSONG
3	Where Pestalozzi is buried	BIRR
4	Three words written on the monument to Pestalozzi	ALL FOR OTHERS
5	The place where Pestalozzi died	BRUGG
6	Pestalozzi became one when he was at college	PATRIOT
7	A short, to the point observation which contains a general truth	APHORISM
8	Pestalozzi's novel about the importance of family life and especially the mother	LEONARD AND GERTRUDE
9	A weekly newspaper run by Pestalozzi	SWISS NEWS
10	Pestalozzi was made an honorary citizen of this country	FRANCE
11	Pestalozzi wrote 239 of these	FABLES
12	Pamphlets by Pestalozzi on the need to reform the unjust tax system of Switzerland	ON THE TITHE
13	The town in which Pestalozzi ran an orphanage	STANS
14	Where Pestalozzi's institute was from 1800 to 1804	BURGDORF CASTLE
15	One of the countries from which schoolchildren came to study at Yverdon	AMERICA
16	Where almost every approach found in modern education originated	YVERDON
17	The city Pestalozzi was born in	ZURICH
18	The country Pestalozzi belonged to	SWITZERLAND
19	The name of a society Pestalozzi belonged to	HELVETIAN
20	The name of an author who was a major influence on Pestalozzi	ROUSSEAU
21	Pestalozzi's first published work	AGIS
22	JHP's first name	JOHANN
23	JHP's middle name	HEINRICH
24	JHP's surname	PESTALOZZI
25	Wishes or _____	ASPIRATIONS
26	The home Pestalozzi built for himself	NEUHOF
27	Pestalozzi's wife's full name	ANNA SCHULTHESS
28	A red dye produced by Pestalozzi	MADDER
29	The _____ school for poor children at Neuhof	INDUSTRIAL

30	Something taught at Neuhof	COOKING
31	Something else taught at Neuhof	SEWING
32	Something else taught at Neuhof	READING
33	Something else taught at Neuhof	WRITING
34	Something else taught at Neuhof	ARITHMETIC
35	Something else taught at Neuhof	GARDENING

**Word Search – Solutions on Grid**

S		SW	A	N	U	↑	P	E	S	T	↓	R	I	T	H	M	E	T	I	C
C	E	AS	↑	V	T	O	B	G	G	↓		J	O	H	E	I	H	C	E	S
H	↓	LE	O	N	A	R	D	A	N	D	G	E	R	T	↑	U	D	E	L	K
	↓	V	I	S	O	L	R	R	C	B	A	I	S	E	F	R	Z	L	K	S
M	E	T	R	I	W	E	E	T	U	S	S	T	R	K	I	E	Z	B		P
E	T	I	F	T	Z		V	O	R	P		A	H	S	B	J	E		J	T
R	I	R	Z	A	Z	H	Y	Q	G		L	L	I	O	I				T	S
I	★	S		R	L	T	B	U		A	L	O	K	Z	F	N	I	A		S
C	N	K	S	↑	I	E	I	S	↓	W	I	T	Z	E	R	L	A		D	A
A	A	S	E	P	O	T		T		D	V	Z	I	T	V	H	X	I	T	I
	R	T	H	S	W	E	K	↑	A	O	I	Y	K	O	Y	↓	R			G
M	I	H	T	A		H	E	T		G	R	L	H	J	L	G				R
S	T	E	L		W	T	A	R	Z		I		F	P	O	O		O	U	D
I	I	A	U	Y	V	N	T	U	A	M			P	E			Z	T	S	E
R	N	N	H	V	↓	C	O	O	K	I	N	G	X			H	F	O	T	N
O	A	B	C	U	R	A	P	J	O	H	P	↓			G	N	N	B	R	I
H	R	T	S	Z	Z	P	⊙	N	I	W	E	S	I	T	G		E	↑	↓	N
P	I	R	A	I	C	H	J	E	C	A	S		T	O	S	J	A	W	O	A
A	T	⊙	N	O	S	N	A	W	S	↓		A	V	A	C	L	D	I	H	S
↓	H	E	I	N	R	I	C	H	X	N		P	S	T	Y	E	B	D	W	U
R	M	C	A	S	♠	R	E	H	T	O	R	O	F	L	L	A	↓	S	E	A
A	↓	B	U		G	D	O	R	F	C	A	S	T	L	E	C	F	R	A	N

## Crossword

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To revise factual information about Johann Heinrich Pestalozzi
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise reading skills</li> <li>▶ To encourage peer teaching</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One copy of the 'Crossword' for each student</li> <li>▶ One copy of the 'Crossword – Clues' for each student</li> </ul>

The teacher gives each student a copy of the 'Crossword' and a copy of the 'Crossword – Clues' and students solve the puzzle individually.

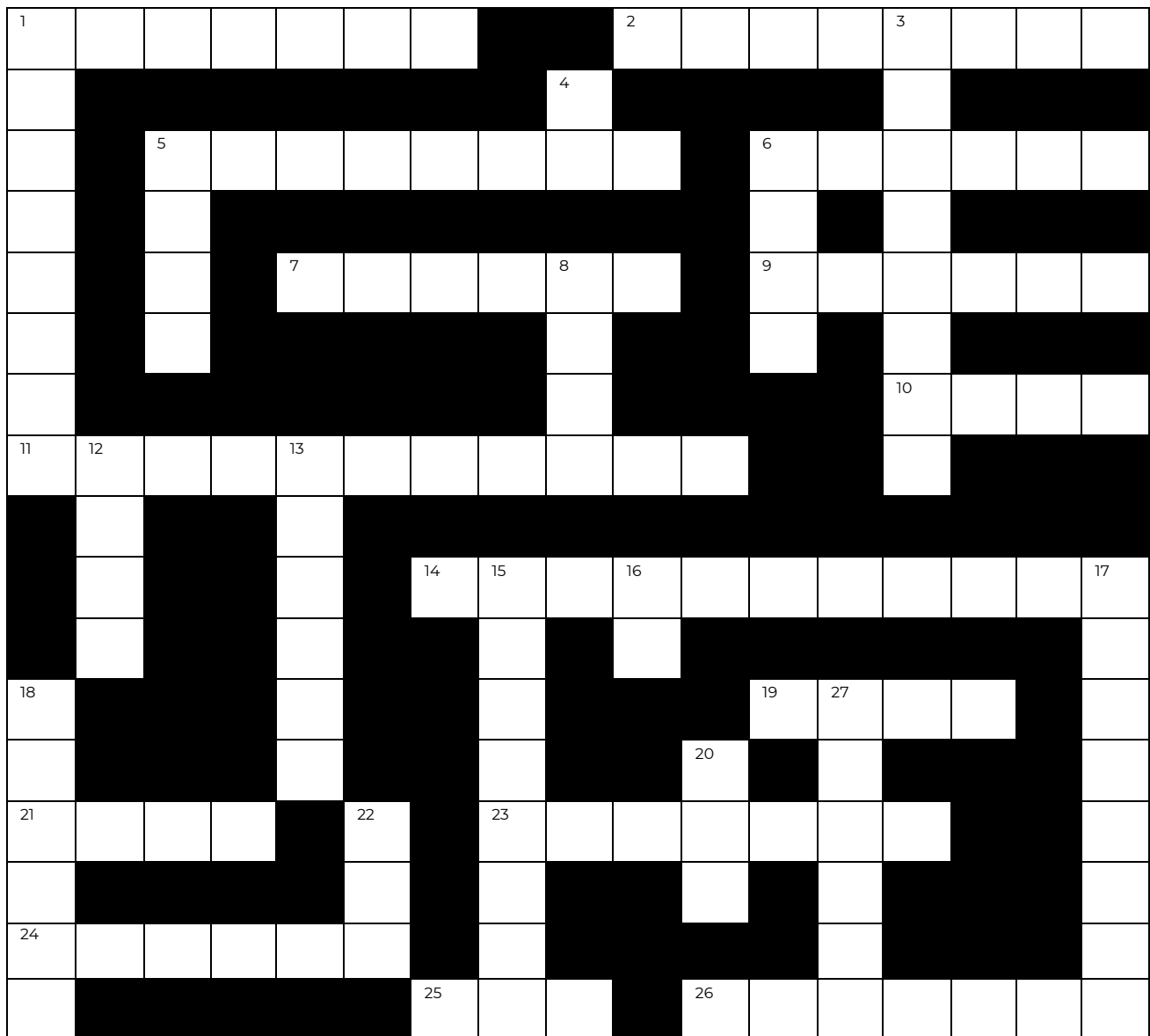
The teacher tells all the students that any who finish early should help the others (NB: Students should help each other in the following way: Take as an example, 1 across - 'What Pestalozzi fought to eradicate'. Rather than giving the answer, the helper first makes sure that the other student knows the meaning of 'eradicate'. Then, if necessary, the helper asks who Pestalozzi always wanted to help – 'the poor'. After this, if necessary, the helper asks what the condition of being poor is – 'poverty').

The teacher moves around the room offering the kind of help demonstrated above to any student having difficulty answering questions.

When all the students have finished the teacher and students go through the Crossword answers together.



## Crossword



## Crossword - Clues

### **Across**

1. What Pestalozzi fought to eradicate (7)
2. One of the names in the title of a book by Pestalozzi (8)
3. A castle where Pestalozzi had his Institute (8)
4. Pestalozzi lived here as a farmer (6)
5. \_\_\_\_\_ Man: A term for a human being seen as a product of the community he or she lives in (6)
6. In these articles, Pestalozzi expressed his opinions cleverly in order to avoid the strict Zurich censorship at the time (6)
7. Pestalozzi's first published work (4)

8. The country which Pestalozzi lived in (11)
9. Pestalozzi's son who was named after a famous philosopher (4,7)
10. One of the things the students in Pestalozzi's industrial school learnt to do (4)
11. Pestalozzi wanted discipline to be based on this rather than on fear (4)
12. One of the principles of the French Revolution (7)
13. See 18 down
14. Madder was used for producing this (3)
15. One of the skills taught at Yverdon (7)

**Down**

1. Pestalozzi became a member of this group in his teens (8)
2. This man greatly influenced Pestalozzi (8)
3. See 22 down
4. The place where Pestalozzi is buried
5. Swiss \_\_\_\_\_, a weekly publication run by Pestalozzi (4)
6. Pestalozzi's wife (4)
7. Children made orphans by these were looked after by Pestalozzi (4)
8. Pestalozzi was born here (6)
9. Another principle of the French Revolution (8)
10. See 22 down
11. Pestalozzi's last book (8)
12. Along with 24 across, this forms part of the epitaph on Pestalozzi's grave referring to his selflessness (3,3,6)
13. Another useful thing Pestalozzi's students learnt to do (3)
14. Along with 4 and 16 down, this forms the name of Pestalozzi's book in which he questions what causes popular discontent (3,2,2)
15. A vegetable introduced into Switzerland during the eighteenth century (6)

**Crossword - Solution**

<sup>1</sup> P	O	V	E	R	T	Y			<sup>2</sup> G	E	R	T	<sup>3</sup> R	U	D	E	
A								<sup>4</sup> O					O				
T		<sup>5</sup> B	U	R	G	D	O	R	F			<sup>6</sup> N	E	U	H	O	F
R		I										E		S			
I		R			<sup>7</sup> S	O	C	I	<sup>8</sup> A	L		<sup>9</sup> W	I	S	H	E	S
O		R							N			S		E			
T									N					<sup>10</sup> A	G	I	S
<sup>11</sup> S	<sup>12</sup> W	I	T	<sup>13</sup> Z	E	R	L	A	N	D			U				
	A			U													
	R			R			<sup>14</sup> J	<sup>15</sup> E	A	<sup>16</sup> N	J	A	C	Q	U	E	<sup>17</sup> S
	S			I			Q		O								W
<sup>18</sup> A				C			U					<sup>19</sup> S	<sup>27</sup> P	I	N		A
L				H			A			<sup>20</sup> S		O					N
<sup>21</sup> L	O	V	E		<sup>22</sup> Y		<sup>23</sup> L	I	B	E	R	T	Y				S
F					E		I			W		A					O
<sup>24</sup> O	T	H	E	R	S		T					T					N
R						<sup>25</sup> D	Y	E			<sup>26</sup> C	O	O	K	I	N	G

## **Find the Phrase**

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To reinforce student knowledge of place names associated with Pestalozzi and books written by Pestalozzi</li> <li>▶ To reinforce student knowledge of some of Pestalozzi's most important educational ideas</li> </ul>
<b>FURTHER AIMS</b>	To practise asking questions and making positive statements in English
<b>MATERIALS NEEDED</b>	<p><u>Step 1</u>: One copy of the 'Find the Phrase' puzzle</p> <p>Step 2:</p> <ul style="list-style-type: none"> <li>▶ A copy of the 'Words and Phrases related to Pestalozzi's Approach to Education' (pp52-56) found in the Teaching Idea in Part One: 'Overview of Pestalozzi's Approach to Education' for each group of six students</li> <li>▶ A copy of 'Section 1: Johann Heinrich Pestalozzi – an Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack' for each group of six students</li> </ul>

### **Step 1**

The students and teacher together think of the places associated with Pestalozzi and the books that he wrote and list these on the blackboard. *(NB: The list must include all the places and book titles found in the 'Find the Phrase' puzzle)*

The students ask each other questions and make statements about each place and book title listed. (For example, 'What is the name of Pestalozzi's famous novel?' 'Leonard and Gertrude'. More able students may go further, for example 'Gertrude is Pestalozzi's example of an ideal mother.')

The teacher draws the unsolved 'Find the Phrase' puzzle on the blackboard and, dividing the students into pairs, asks each pair to copy it and work together to solve it. Any pairs which finish early should discuss with each other what 'life educates' means to them.

When all the pairs have solved the puzzle, the students discuss the phrase 'life educates'.

### **Step 2**

The teacher gives each group of six students a copy of the 'Words and Phrases related to Pestalozzi's Approach to Education' (pp.52-56) found in the Teaching Idea in Part One: 'Overview of Pestalozzi's Approach to Education' and a copy of 'Section 1: Johann Heinrich Pestalozzi – an Outline of his Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'.

**Instructions to Student Groups:**

- ▶ Working individually, each member of your group makes a 'Find the Phrase' puzzle, each choosing a different word or phrase from the 'Words and Phrases Related to Pestalozzi's Approach to Education' to base your puzzles on
- ▶ Referring to Section 1, find proper nouns related to Pestalozzi which can be used, running from left to right, to form the word or phrase you have chosen. This word or phrase should run vertically down the page, as in the 'Find the Phrase' puzzle you have just solved
- ▶ Write clues for each proper noun used in the puzzle, also referring to 'Section 1

The students of one group exchange their puzzles with students from other groups and solve each other's puzzles.

The teacher leads a discussion, involving all the students, about the words or phrases they have chosen.

**Find the Phrase**

Running from left to right, find the names of places where Pestalozzi educated children and the titles of some of his written works. When you have done this you will also find an important belief of Pestalozzi running vertically down the page.

						C	-	-	-	-	Y						
					-	G	-	-									
							-	-	B	-	-	S					
					-	V	-	-	-	O	-						
					-	E	-	O	-	-	-						
			B	-	-	-	-	-	-	-							
					-	-	-	-	-	F							
				-	P	-	-	H	-								
-	-	-	N	-	-	-	-	-	-	-	-	R	-	-	U	-	-
						-	-	-	N	-							
		-	-	N	-	-	-	N	-	-	C	-	-	-	-		
			-	-	-	-	S	-	-	-							

**Find the Phrase - Answers**

						C	L	I	N	D	Y						
					A	G	I	S									
							F	A	B	L	E	S					
					Y	V	E	R	D	O	N						
						Y	E	S	O	R	N	O					
			B	U	R	G	D	O	R	F							
					N	E	U	H	O	F							
				E	P	O	C	H	S								
L	E	O	N	A	R	D	A	N	D	G	E	R	T	R	U	D	E
						S	T	A	N	S							
		M	Ü	N	C	H	E	N	B	U	C	H	S	E	E		
			S	W	A	N	S	O	N	G							

## **Board Game**

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To teach / help students revise / assess student knowledge about Johann Heinrich Pestalozzi
<b>FURTHER AIMS</b>	To practise using full sentences in the past tense
<b>MATERIALS NEEDED</b>	<p>For each group of three students:</p> <ul style="list-style-type: none"> <li>▶ One copy of the 'Board Game'</li> <li>▶ One dice and three counters</li> <li>▶ One copy of 'Section 1: Johann Heinrich Pestalozzi – An Outline of His Life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'</li> <li>▶ Any completed worksheets from the preceding word games</li> <li>▶ A large piece of cardboard, some sheets of coloured paper, glue, scissors and several colouring pens</li> </ul>

(NB: This activity best follows the use of the preceding word games, such as 'Scrambled Words' and 'Word Search'.)

The teacher, dividing the students into groups of three, gives each group the 'Board Game', a dice and three counters. Each group plays the 'Board Game', following the instructions given.

The teacher gives each group a dice, a large piece of cardboard, some sheets of coloured paper, glue and several colouring pens. If the session is for teaching rather than assessing, the teacher also gives them a copy of 'Section 1: Johann Heinrich Pestalozzi – An Outline of His Life and Work' and/or the sheets of word games they have already completed (in order to find suitable clues).

Each group now makes its own Board Game, including counters, instructions and lists of questions with answers listed separately. The complexity of the games will vary according to the students' level. *(NB: Students should be encouraged to think up different types of board games.)*

Groups test out their own Board Game until each group has finished making its Board Game. The groups then exchange Board Games and play a Board Game made by a different group.

### Board Game

To play this game you need a dice and a counter for each player. Start at GO! Follow the arrows and when you land in a square with a clue, answer the clue given (using a full sentence). If you cannot answer it, you must miss a turn. The first player to reach THE END!! is the winner.

GO! →	→	A town JHP lived in →	Move forward 3 places ↓
↓	The year JHP was born ←	←	The year JHP died ←
JHP's country →	→	JHP's wife's name →	↓
JHP's son's name ↓	←	Return to GO! ←	←
→	The title of a book by JHP →	→	THE END!!



## **Bingo**

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	For students and the teacher to assess how much the students know about Johann Heinrich Pestalozzi
<b>FURTHER AIMS</b>	To practise listening skills
<b>MATERIALS NEEDED</b>	<p>Version 1:</p> <ul style="list-style-type: none"> <li>▶ One copy of the 'Bingo – Clues and Answers' sheet for the teacher</li> <li>▶ Copies of the 'Bingo Cards' - one card for each student <i>(NB: Ensure that the six different Bingo Cards are used)</i></li> </ul> <p>Version 2:</p> <ul style="list-style-type: none"> <li>▶ One copy of 'Bingo - Clues and Answers' for the teacher and for each group of seven students</li> <li>▶ Copies of the 'Bingo Cards' - one card for six of the seven student in each group <i>(NB: Ensure that the six different Bingo Cards are used)</i></li> </ul>

### **Version 1**

The teacher gives out one bingo card to each student, making sure that the six different cards are used.

The teacher tells the students to listen to the Bingo Clues and to tick the box containing the answer to any clue they hear and to call out 'Bingo' only when all the boxes on their card have been ticked. *(NB: The teacher should also tick the clues as he or she reads them so that there is no confusion over which clues have been read out.)* The teacher continues giving clues (without giving the answer) until several of the students (the number depending on the size of the group) have called 'Bingo'. The teacher checks that the boxes ticked on the completed cards match the clues read out and that the answers are correct.

All the students go through the clues and answers.

### **Version 2**

The game is played in exactly the same way as in Version 1, except that the students are divided into groups of up to seven students. One student in each group is given the 'Bingo – Clues and Answers' sheet and told not to show it to anyone else in the group. These students take the role of the teacher, given in Version 1. The rest of the students in the group are given different Bingo cards. *(NB: each student in any one group should have a different Bingo Card.)*

## **Bingo – Clues and Answers**

The town where Johann Heinrich Pestalozzi was born = **Zurich**

The Italian town from which Pestalozzi's ancestor came = **Chiavenna**

One of the subjects Pestalozzi studied in the *Collegium Carolinum* = **Philology**

The name of the society for political reforms in Switzerland that the 'Patriots' founded = **Helvetian**

Rousseau's work published in 1762 that influenced Pestalozzi = **Emile**

Pestalozzi's thoughts in a collection of articles published between 1765 and 1767 were expressed as 'Aspirations' or 'Wishes' to avoid this = **Censorship**

Pestalozzi experimented with modern techniques in this area while at Neuhof as a newly married man = **Farming**

Skills needed in this field were taught at the school in Neuhof = **Industry**

While writing a diary based on his instruction of his 3½ year old son, Jean Jacques, Pestalozzi realised that this aspect was as important as freedom in educating young children = **Obedience**

In cases related to this crime committed by young unmarried mothers, Pestalozzi found that society has its share of the blame = **Infanticide**

This country gave Pestalozzi an honorary citizenship = **France**

Pestalozzi wrote 239 of these, and each contains a moral = **Fables**

'On the Tithe' is a collection of pamphlets, written by Pestalozzi, which calls for fairness in this = **Taxation**

'The cradle of the modern elementary school' is the name given to Pestalozzi's institution in this place = **Stans**

Pestalozzi's institute in this place attracted visitors from far and wide who came to learn Pestalozzi's teaching methods = **Yverdon**

The name of the character in a couple of Pestalozzi's novels, who represents Pestalozzi's ideas of the mother being the child's first teacher = **Gertrude**

The central message that people can be restored to their natural goodness through education appears in a book commonly called by this name = **Epochs**

In this year, Pestalozzi and his fellow worker Joseph Conrad Naef opened a school in Yverdon for children who could not hear or speak = **1813**

Pestalozzi's wish to provide girls with the same education as boys was fulfilled in this year in Yverdon = **1806**

The school for poor children in this place joined with the school in Yverdon in 1820 = **Clindy**

Pestalozzi's last published work = **Swansong**

Pestalozzi is buried here = **Birr**

Pestalozzi died here = **Brugg**

In letters addressed to this person, Pestalozzi explains his ideas on the mother's role in early education = **Greaves**

**Bingo Cards**

1813	EMILE
------	-------

SWANSONG	EPOCHS
----------	--------

FARMING	INDUSTRY
---------	----------

FABLES	PHILOLOGY
--------	-----------

HELVETIAN	GREAVES
-----------	---------

OBEDIENCE	CENSORSHIP
-----------	------------

1806	BIRR
------	------

CHIAVENNA	FRANCE
-----------	--------

inFANTICIDE	STANS
-------------	-------

BRUGG	GERTRUDE
-------	----------

YVERDON	CLINDY
---------	--------

TAXATION	ZURICH
----------	--------

BRUGG	BIRR
-------	------

HELVETIAN	EMILE
-----------	-------

ZURICH	EPOCHS
--------	--------

PHILOLOGY	GERTRUDE
YVERDON	1806
FARMING	CLINDY

## The Life of Pestalozzi Mapped

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To revise the life of Johann Heinrich Pestalozzi
<b>FURTHER AIMS</b>	To teach students the geography of Switzerland
<b>MATERIALS NEEDED</b>	<p>For each group of four students:</p> <ul style="list-style-type: none"> <li>▶ Colouring pens</li> <li>▶ A large sheet of chart paper</li> <li>▶ A copy of 'Section 1: Johann Heinrich Pestalozzi - An Outline of his life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'</li> </ul>

The teacher divides the students into groups of three and gives each group colouring pens, a large sheet of chart paper and a copy of 'Section 1: Johann Heinrich Pestalozzi - An Outline of his life and Work' (pp.1-10) of the 'Pestalozzi Information Pack'.

Instructions to Student Groups:

- ▶ Copy the map of Switzerland on p.10 of 'Section 1: Johann Heinrich Pestalozzi - An Outline of his Life and Work' onto the piece of chart paper, making it as large as possible Do not add place names at this stage
- ▶ Read through Section 1 to find information about Pestalozzi's life and work in any of the places named on the map
- ▶ Copy the names of the places you have found information about on the map and make drawings which represent what happened in relation to Pestalozzi in each place, alongside these place names
- ▶ Display your group's map on the wall and look at the maps other groups have displayed

## Part Three Pestalozzi Brought Alive

The Teaching Ideas in Part Three:

- ▶ Are based on the Pestalozzi biography: 'The Life of Johann Heinrich Pestalozzi' and on 'Section 2: Glimpses of Pestalozzi' (pp.11-18) of the 'Pestalozzi Information Pack'
- ▶ Use drama techniques and drawing to teach and to learning about, and to give students personalised experience of, Johann Heinrich Pestalozzi's life, character and basic beliefs
- ▶ Are for use with Intermediate to Advanced students. If based on a translation of the Pestalozzi biography: 'The Life of Johann Heinrich Pestalozzi' or of 'Section 2: Glimpses of Pestalozzi' of the 'Pestalozzi Information Pack', many of the Teaching Ideas can also be used with elementary students
- ▶ Complement 'Part Two – Pestalozzi's Life' in that the factual information covered there is explored at greater depth and in such a way that the students learn about Johann Heinrich Pestalozzi's life and work in an experiential way

## Part Four A Historical Perspective

The Teaching Ideas in Part Four:

- ▶ Are based on 'Section 3: Background to Education in Europe in Pestalozzi's Time' (pp.19-23) of the 'Pestalozzi Information Pack'
- ▶ Encourage use of the Internet in researching the history of Europe, of the students' own countries and of their own countries' approaches to education.
- ▶ Help students to link their findings to the information they learn about the background to education in Europe at the time of Johann Heinrich Pestalozzi in order to make the latter more relevant to them
- ▶ Are for use with advanced students

## **Background to Education in Europe in Pestalozzi's Time**

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach the students the background to Education in Europe in Pestalozzi's time</li> <li>▶ To link learning about Pestalozzi to European history</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage independent research using the Internet, specifically the web encyclopaedia called 'Wikipedia'</li> <li>▶ To teach students about some of the important movements in European history</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Access to the Internet</li> <li>▶ A copy of 'Section 3: Background to Education in Europe in Pestalozzi's Time' (pp. 19-24) of the 'Pestalozzi Information Pack' for each group of seven students</li> <li>▶ A dictionary for each group of seven students</li> </ul>

The teacher divides the students into groups of seven and asks each group to use the Internet encyclopaedia, 'Wikipedia', to find out about and take brief notes on the following:

- ▶ The Renaissance
- ▶ The Reformation
- ▶ The Enlightenment
- ▶ Pietism
- ▶ Jean-Jacques Rousseau
- ▶ Philanthropy
- ▶ The French Revolution

Each group member chooses one of the above to find out about, using 'Wikipedia' or other web-based sources, and then reports his or her findings back to the other members of the group.

The teacher gives a copy of 'Section 3 – Background to Education in Europe in Pestalozzi's Time' and a dictionary to each group. Each group reads the passage, looking up any unfamiliar vocabulary in the dictionary. The movements listed above, and the author Jean-Jacques Rousseau, created the necessary climate in Switzerland for Pestalozzi to be able to make the social and educational changes he is famous for.



## Linking – Europe and Your Country Before and at the Time of Pestalozzi

<b>LEVEL</b>	<b>Advanced</b>
<b>AIMS (Aspect of Pestalozzi)</b>	To help the students to connect what was happening in Europe before and at the time of Pestalozzi with what was happening in their own countries
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage independent research using the Internet and library</li> <li>▶ To reinforce the teaching of European and local history</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Access to the Internet and a library</li> <li>▶ A copy of 'Section 3: Background to Education in Europe in Pestalozzi's Time' (pp.19-23) of the 'Pestalozzi Information Pack' for each pair of students</li> <li>▶ Each student's copy of the Pestalozzi biography: 'The Life of Johann Heinrich Pestalozzi'</li> </ul>

(NB: This Teaching Idea should be used after the previous one (p.105) and with students who are already familiar with 'The Life of Johann Heinrich Pestalozzi'.)

The teacher divides the students into pairs (NB: Each pair should be formed by students from the same country if the class consists of students from different countries)

Instructions to Students:

- ▶ Note down anything you know about the historic events which took place in your country (or in the area which now forms your country) from the 16<sup>th</sup> to the 19<sup>th</sup> century
- ▶ Use the Internet and/or the library to find further information, especially focusing on political and social movements which, and individuals who, are likely to have had an impact on education
- ▶ Referring to 'Section 3' (pp.19-23) and to 'The Life of Johann Heinrich Pestalozzi', create a table in which you make a comparison of events in Europe from the 16<sup>th</sup> to the 19<sup>th</sup> century with events in your own country

The teacher leads the students in a discussion about the 16<sup>th</sup> to the 19<sup>th</sup> century and encourages the students to think about the time period in terms of the impact of events on education in their own countries and in terms of the impact of events in Europe on education there, especially in paving the way for Pestalozzi's work in Switzerland.

## Part Five Building on Pestalozzi's Pedagogy

The Teaching Ideas in Part Five:

- ▶ Are based on 'Section 4: 'Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'
- ▶ Use a variety of approaches to explore Pestalozzi's teaching approach and his beliefs as they relate to education
- ▶ Include extension activities which link to Johann Heinrich Pestalozzi's educational approach and demonstrate his relevance to what is happening today, specifically in the lives and experience of the students
- ▶ Are for use with a range of levels

When using the Teaching Ideas in this section it is important that Johann Heinrich Pestalozzi's educational approach and ideas (given in bold at the end of almost every 'Teaching Idea' in this part) are explained to the students. The connection between these ideas and the student activities in each Teaching Idea should also be explained. This is so that the students understand more about Pestalozzi and how the activities they do connect to Pestalozzi. The level and age of the students will dictate how much detail about Pestalozzi is given.

Further detail than that given at the end of the 'Teaching Ideas' can be found in the relevant parts of 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'.

## **Circles (1) Circle of Kindness**

Based on an idea from Bellhouse, B. et al (2005)

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To emphasise the idea of our actions having effect on others, especially those near to us</li> <li>▶ To underline the importance of positive words and actions</li> <li>▶ To introduce the idea of people belonging in circles</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise using sentences in the present and past tenses</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Drawing paper and colouring pens for each student</li> <li>▶ Strips of paper (different colours if possible), two for each student</li> <li>▶ Ribbon and a stapler</li> </ul>

The students sit in a circle and pass compliments about the next person round the circle, going clockwise. Then, going anticlockwise, they make a positive statement about something that has happened to them recently or about somebody in the circle, again turn by turn.

Students write the compliment and the name of the person they are complimenting on one strip of paper and the positive statement on the other, using complete sentences. Students draw and colour self-portraits on the drawing paper, which should include their names and hands on either side of the portrait. The students write a few things which they like doing on their self-portraits, using complete sentences. The portraits, with the strips of paper between them, are hung from a piece of ribbon in the order in which students sat in the circle and the circle is displayed.

Students look at the display and each reads out in turn a compliment or positive statement other than those he or she wrote.

Pestalozzi wrote about the circles we live in and one such circle is this circle of classmates you are in today. He thought that it is important that we do things to help other people, especially the people we meet in each circle we live in.

He thought that if someone does a good thing to a person, that person would then want to do good things for other people because our good words and actions positively affect the people we live with and meet. So if someone tells me that I am intelligent, I feel good and will probably feel like giving somebody else a compliment.

If I help someone wash the dishes that person is more likely to offer help to someone else.

For Pestalozzi, the circles we live in include two inner circles, one is our own inner voice and the other, our very centre, what Pestalozzi called love, truth, morality and God. When

we need to make a decision it is good to listen to our inner voice and to the voice of love and truth. (Many of us may know what it is like to have an argument with ourselves, between a good voice and a bad voice.) Pestalozzi teaches us that by learning to listen to our inner voice and by being able to recognise love, truth, morality and God at our very centre, we can gain the necessary morality and understanding to be able to help ourselves and others.

## Circles (2) My Inner Circles

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To teach the idea that each human has 'inner circles' – our inner voice and the voice of love, truth and morality or God at our very centre
<b>FURTHER AIMS</b>	To teach / reinforce / revise adjectives which describe feelings
<b>MATERIALS NEEDED</b>	A blank piece of paper and colouring pens for each student

Brainstorm as many feelings as possible – both positive and negative. The teacher writes these on the board in no particular order, ensuring all students understand the meaning of each. (Students can act the meanings of any new words to help reinforce learning.)

Instructions to Students:

- ▶ Draw a small circle in the middle of your piece of paper. In this circle write 'Love', 'Truth', and 'Morality'
- ▶ Around the small circle, draw a larger circle and write down the positive feelings you have inside it.
- ▶ Write down the negative feelings you have outside the circle
- ▶ Think what further positive feelings you may not feel but know of and write these down inside the circle in a different colour
- ▶ Think what further negative feelings you may not feel but know of and write these down outside the circle in a different colour

The session ends with a group discussion about our feelings, linking this to the following ideas of Pestalozzi:

For Pestalozzi the circles we live in include two inner circles, one is our own inner voice and, at our very centre, what Pestalozzi called love, truth, morality and God. When we need to make a decision it is good to listen to our inner voice and to the voice of love and truth. (Many of us may know what it is like to have an argument with ourselves, between a good voice and a bad voice.) Pestalozzi believed that by learning to listen to our inner voice and by being able to recognise love, truth, morality and God at our very centre, we can gain the morality and understanding we need to be able to help ourselves and others.

### Circles (3) The Circles We Live In

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To teach Pestalozzi's ideas about the circles we live in and to link these to
<b>FURTHER AIMS</b>	the students' own circles
<b>MATERIALS NEEDED</b>	To encourage students to think about the different people they are involved

The teacher asks the students what they think Pestalozzi meant by the 'circles' we live and move in, giving some ideas if necessary. The teacher elicits the different circles the students live and move in, for example family, neighbours, school, religious group, country and the natural world.

The teacher asks the students to think about and give examples of who is in each of the different circles they live in.

Instructions to Students:

- ▶ Draw a small picture of yourself in the middle of a sheet of paper. Draw circles around the picture, the first being the first circle you moved in (family) and gradually outwards to include village, school, country, the natural world and any other circles you may wish to include
- ▶ Write the names of people or things you are involved with in each circle (for example, 'Planting trees' in the 'Natural World' circle or 'My teacher Mr. Smith' in the 'School' circle.)

The students discuss what kinds of people come into each circle and what kind of things happen in each circle. They also discuss any further circles students may have thought of that they belong to.

Pestalozzi wrote about the circles we live in, saying that these include the family, neighbours, the local community, work or profession and the state and country. He also wrote about the circle of nature, animate and inanimate.

## Circles (4) Helping And Being Helped In The Circles We Live In

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach Pestalozzi's ideas about good citizenship and to link these to the students own 'circles'</li> <li>▶ To teach the idea that we learn by doing and by following the example of others</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think about what others do to help them, what they do to help others and how they could add to what they do to help others</li> </ul>
<b>MATERIALS NEEDED</b>	A large sheet of chart paper and colouring pens for each pair of students

The teacher asks the students to work in pairs and to think back to the different circles they move in {Refer to the Teaching Idea 'Circles (3) – The Circles We Live In' (p.111)} and then to give examples of how they help in each of these and about other people they know and how those people help in each of them.

Instructions to Students:

- ▶ Draw a small circle in the very centre of your chart paper and draw four further circles extending out around this small inner circle in order to fill the whole page
- ▶ Divide your chart paper and circles into four by drawing a vertical and a horizontal line through the middle of it. One of you takes the left, the other the right side of the paper to work on
- ▶ In the innermost circle write your name and/or draw a small picture of yourself in your chosen half
- ▶ In the next circle make the heading 'Family', in the next 'Local Community', in the next 'Country' and in the outermost one 'Natural World'. These headings should be small and across the top of the page so they cross both of your halves
- ▶ Choose one quarter of the paper to work on. In this quarter you will draw and briefly write what you do which helps make sure that the circles you move in function well and that the people in it are happy. For example, in the 'Family' circle you might write 'I help my mother clean the house' or in the 'Natural World' circle you might write 'I planted some saplings'
- ▶ Use your other quarter to draw and briefly write what other people or things who belong in that circle do for you. For example in the 'Local Community' circle you might write 'School teaches me a lot of new things' or in the 'Natural World' circle you might write 'Trees help keep the temperature lower'

The students give examples of what they do for others and what others do for them and discuss what more they could do.

Pestalozzi thought that it is very important that we all become good citizens, helping each circle we live in to function well by helping each other as much as possible. He also believed that we learn by example, so if somebody does something helpful for us we are much more likely to do something helpful for someone else; if someone is kind to us we learn to be kind to others.



## Circles (5) Imagined Future Circles

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach about Pestalozzi's 'circles' and to link these to the students' own ideas for their futures</li> <li>▶ To introduce the idea that an aim of education is to help us to help ourselves</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about the future and to begin to take action to enable their chosen futures to come about
<b>MATERIALS NEEDED</b>	Blank pieces of paper and colouring pens for each student

All the students discuss what the 'circles' they will move in in the future are likely to be, linking this to Pestalozzi's ideas about the 'circles' we live and move in. Refer to the Teaching Ideas 'Circles (3)' (p.111) and 'Circles (4)' (p.112).

Instructions to Students:

- ▶ Draw a small picture of yourself in the middle of a sheet of paper. Draw circles around the picture, naming the next circle you think you are likely to move in and moving outwards to other circles. You could do two different sets of circles, one your realistic future, the other your ideal future
- ▶ Using three different colours, write the things you hope to do, the types of people you hope to meet and what you hope they will do for you in each circle

The students discuss what different things they hope to do, whom they hope to meet and what they hope others will do for them in their future circles.

Working in pairs, the students consider what they can do now and what they will need to do in the future to help enable the futures they have chosen to come about. The pairs come up with a list of achievable things that each student could do. For example, invite a speaker in to talk about a certain career or look up information about a certain place on the Internet. (NB: *Future activities should include acting upon the lists wherever possible.*)

Pestalozzi wrote about the circles we live in and thought that it is very important that we all become good citizens by helping each circle we live in to function well by helping each other as much as possible. He also believed that it is important that education teaches us how we can help ourselves so that we can be independent, capable and fulfilled citizens.

## Circles (6) Pestalozzi's Own Circles

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To revise information about Johann Heinrich Pestalozzi
<b>FURTHER AIMS</b>	To improve students' summarising and note-taking skills To improve students' co-operation in group work
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Large sheets of white drawing paper and colouring pens for each group of 5 students</li> <li>▶ Blu-tack</li> </ul>

The teacher divides the students into groups of five (NB: This Teaching Idea is intended for revision about Pestalozzi and should be used only with students who are familiar with the Pestalozzi biography: 'The Life of Johann Heinrich Pestalozzi' and with 'Section 1' (pp.1-10) of the 'Pestalozzi Information Pack'.)

Instructions to Students:

- ▶ Draw Pestalozzi at the centre of a large piece of paper and draw around him the circles he lived and/or worked in, giving each circle a title
- ▶ Add the names of people / the groups of people he knew, or did something for, or influenced, or who did something for him in each different circle
- ▶ Beside the name of each person or group of people write what Pestalozzi did for that person or group and/or what they did for Pestalozzi
- ▶ Elect a spokesperson to feedback to the rest of the students

The spokesperson from each group displays the information the group has and gives a short presentation on one of the circles on the sheet.

Pestalozzi wrote about the circles we live in, which include the family, neighbours, the local community, work or profession, the state and country and the circle of nature. Pestalozzi thought it is very important that we all become good citizens, helping each circle we live in to function well by helping each other as much as possible. He also believed that we learn by example, so if somebody does something helpful for us, we are much more likely to do something helpful for someone else; if someone is kind to us we learn to be kind to others.

## Circles (7) A Famous Person's Circles

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To connect Pestalozzi's ideas to the lives of other famous people
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To improve students' information gathering skills</li> <li>▶ To improve students' summarising skills</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Access to the Internet, newspapers, a library and other sources of information</li> <li>▶ A sheet of blank paper and colouring pens for each student</li> </ul>

Each student chooses to research an individual he or she admires (someone who is no longer alive) who has served his or her community in some way. Students do their own research on this individual, using the Internet, the library and any other information resources available. Before the students gather the information, the teacher tells them what to do with it. *(NB: It is important that the students know what they are to do with the information they collect in order that they know what sort of information they should be looking for.)*

Instructions to Students:

- ▶ Draw your chosen individual at the centre of a large piece of paper and draw the circles he or she lived and/or worked in around the picture, giving each circle a title
- ▶ Add the names of people / the groups of people he or she knew or did something for, or who did something for him or her in each different circle
- ▶ Beside the name of each person or group of people write what the chosen individual did for that person or group and/or what the various people did for the chosen individual

All the students discuss their chosen individuals, especially how they think the individuals' commitment came about. Is it as a result of the influence of others? The discussion should be connected to Pestalozzi's beliefs.

Pestalozzi wrote about the circles we live in, which include the family, neighbours, the local community, work or profession, the state and country and the circle of nature. Pestalozzi thought it is very important that we all become good citizens, helping each circle we live in to function well by helping each other as much as possible. He also believed that we learn by example, so if somebody does something helpful for us we are much more likely to do something helpful for someone else; if someone is kind to us we learn to be kind to others.

## Co-operation Heaven or Hell

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	To show the importance of co-operation
<b>FURTHER AIMS</b>	▶ To familiarise students with analogies
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Two spoons and two long sticks tied to their handles (NB: The sticks must be at least as long as the arm-span of the tallest student, so that no student can hold the stick by one end and succeed in making the other end reach his or her mouth)</li> <li>▶ Two bowls of sweets (enough for each student)</li> </ul>

Two students are each given a bowl, with some unwrapped sweets in them, and a spoon with handles lengthened as explained above. Each student is told beforehand that he or she can have one sweet, but the spoon tied to the stick must be used to take the sweet out of the bowl and to put the sweet in the mouth. It must be stated very clearly that the stick should be held by the very end opposite the spoon-end.

The students will be unable to feed themselves but should be allowed to try for a while. They may realise how they can both eat (by feeding each other). If they fail to do so, the teacher should direct all the students towards, but allow them to finally find, the solution.

All the students discuss how it felt being unable to eat and then how it felt, and what was involved, in enabling both students to eat. It involved cooperation - the action of working together towards the same end. Sharing is part of cooperation and the students with the sweets now share them with the rest of the students.

The teacher explains to the students that the above example is an analogy (a comparison between one thing and another, usually to explain or clarify) and that this analogy is sometimes used to describe heaven and hell. The teacher asks the students to think of other analogies to illustrate the importance of cooperation. For example: Two buffaloes are tied to the same plough with two piles of hay some distance away on either side of them. If each buffalo goes for the pile of hay on its own side, neither buffalo can reach the pile and neither can get any food. How can they both feed? Only if both buffaloes go for the same pile of hay at the same time!

Pestalozzi taught that cooperation is very important. He encouraged his students to work together and discouraged competitiveness between them. His students taught each other. Staff and students respected each other and worked together, as far as possible as equals.

## Don't Judge Too Soon (1)

The Blind Men and the Elephant

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To illustrate Pestalozzi's beliefs that we should not make judgements until we know all sides of an argument and that we should respect others
<b>FURTHER AIMS</b>	To practise use of similes
<b>MATERIALS NEEDED</b>	A large outline drawing of an elephant

The teacher puts a large outline drawing of an elephant on the wall and, pointing to a certain part of its body, asks the students what it is and what it is like. For example: The side of the elephant's body is like a wall. The elephant's ear is like a fan. The elephant's trunk is like a snake. The elephant's tusk is like a spear. The elephant's tail is like a rope. The elephant's leg is like a tree trunk.

The students copy the outline elephant in pencil and add, in colour, pictures of the similes used, for example by making the elephant's tusk like a spear.

The teacher explains that a fable is a short story, typically with animals as characters, conveying a moral, and that this fable originated in India and is about six blind men who are asked to touch different parts of the elephant. After touching it, they each think the elephant is different things. They argue over what the elephant is like.

The teacher asks the students what point they think the fable is supposed to make. For example: All the blind men are both right and wrong. The truth is many sided. It is important not to make judgements until you know everything about something. It is important to be open to the opinions of others and to be willing to see things from all sides. The teacher asks students if they know of similar fables and mentions Gandhi (the major political and spiritual leader of the Indian Independence Movement), explaining that he used this elephant fable to illustrate the point that all religions reveal some truths, that no-one can understand the whole truth, that different religions should share each other's experiences and that we should respect all religions if we want to live peacefully. The teacher points out that Gandhi and Pestalozzi had much in common, including their non-judgemental, peaceful search for the truth. *(NB: Detail given depends on the age, ability and knowledge of the students.)*

Pestalozzi believed that each of us should learn to judge for ourselves and not be led by others. We should not talk about things we do not properly know about and we should only make judgements when we know all sides of an argument. In this way we can learn

to recognise the truth and true liberty and true democracy can be achieved. He was respectful of other religions and of the opinions of others.

## **Don't Judge Too Soon (2)**

'A Simpleton's Judgement'

<b>LEVEL</b>	Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To show the importance of not making judgements until the whole truth is known and of making our own judgements</li> <li>▶ To introduce the students to Pestalozzi's fables</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To teach students what purpose a fable usually serves</li> </ul>
<b>MATERIALS NEEDED</b>	Sheets of paper and colouring pens for each student

The teacher and the students brainstorm a list of things, which appear to be very beautiful but are actually bad or poisonous and of people who appear to be very good but who are in reality very bad. These may come from fiction, from history etcetera.

The teacher explains what a fable is (a fable is a short story, typically with animals as characters, conveying a moral) and reads Pestalozzi's fable about Simple Simon, 'A Simpleton's Judgement', to the students. *(NB: This can be read in the mother tongue if necessary.)*

### **A Simpleton's Judgement**

Some magnificent poplars and a few scrubby, undersized oaks grew by the side of the same stream. Simple Simon therefore concluded that the poplar makes good wood, and the oak bad.

I know teachers who judge their scholars, pastors who judge their flocks, and rulers who judge those they govern, with no more reason than Simple Simon used to judge the merits of the oak and the poplar-tree.

The students now discuss the moral behind this fable. The teacher elicits the ideas that we should not make judgements based on appearances – in fact the wood of the oak tree is much better than the wood of the poplar tree. We should not judge anything until we know more about it and so we should not assume that someone is good because that person seems good when we first meet him or her. Likewise, we should give people a chance even if at first they seem to not be good in some way.

The teacher asks each student to make a cartoon strip based on this moral truth from Pestalozzi

Instructions to Students:

- ▶ Decide how you would like to illustrate this moral truth. You can use Pestalozzi's illustration of the oaks and the poplars but try to make up your own one
- ▶ Decide on the number of pictures you need to illustrate it
- ▶ Decide on the dialogue and text you need to go with each picture
- ▶ Make a title for your cartoon strip
- ▶ Draw and colour your cartoon strip, writing its moral truth at the end

Students share their fables with each other.

Pestalozzi provided education for disabled children, who were usually discriminated against. In Pestalozzi's time, many people would decide that a disabled child is incapable of doing anything and that therefore there is no point in educating a disabled child. Fridolin Mind was a disabled child who was taught by Pestalozzi. This boy was able to draw brilliantly, especially cats, so Pestalozzi encouraged him to draw as much as possible. He became famous for his art and in Switzerland he is known as the Cat-Raphael.

Pestalozzi wrote 239 fables. Most of them are very short and tell an important truth about morality, education, society or politics. More of Pestalozzi fables can be found in the section 'Publishing and Life Crisis' of 'The Life of Johann Heinrich Pestalozzi'.

Pestalozzi believed that each of us should learn to judge for ourselves and not be led by others. We should not talk about things we do not properly know about and we should only make judgements when we know as much as we can about whatever we are judging.

### Don't Judge Too Soon (3)

Some Descriptions of Pestalozzi

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To show the importance of not making judgements until the whole truth is known</li> <li>▶ To give the students an outline of Pestalozzi's main activities in support of people usually discriminated against</li> <li>▶ To introduce the students to some descriptions of Pestalozzi</li> </ul>
<b>FURTHER AIMS</b>	To teach about, and demonstrate the folly of, prejudice, bias and discrimination
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Clothes for the teacher to dress up as Pestalozzi</li> <li>▶ A copy for each student of the passages describing Pestalozzi by de Guimps (p.11) and Vulliemin (pp.11-12) in 'Section 2: Glimpses of Pestalozzi' of the 'Pestalozzi Information Pack'</li> </ul>

The teacher dresses up and walks around in the way described in the descriptions of Pestalozzi - by de Guimps (p.11) (the second passage) and Vulliemin (pp.11-12) - in 'Section 2' of the 'Pestalozzi Information Pack' (*NB: Acting should be based only on what could be seen as negative parts of the descriptions*) and asks the students what sort of a person this might be.

The teacher now speaks as Pestalozzi, expressing some of his beliefs and teaching approaches and asks the students what sort of a person they now think this might be. Changes in their ideas should be discussed, drawing out the importance of not making judgements without knowing the whole truth. The teacher gives the students copies of the passages by de Guimps and Vulliemin and the teacher and students read them together. (*NB: If students do not know word meanings, the teacher provides them.*)

The students think of other individuals or groups of people who may be wrongly judged because of how they appear to be (for example the scientist Stephen Hawking who has motor neuron disease). How may they sometimes be described?

What are they really like? This leads into a discussion about bias (inclination or prejudice for or against one person or group, especially in a way considered to be unfair), discrimination (the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, sex or age) and prejudice (preconceived opinion that is not based on reason or actual experience).

Throughout his life, Pestalozzi fought for the rights of people who were usually discriminated against, especially the poor. Because of Pestalozzi, Switzerland abolished its system of taxation, which had meant that only the poor were taxed.



He argued for laws that would help unmarried mothers. He provided education not only for the poor but also for girls and for disabled children, who would not normally have been able to go to school.

Pestalozzi believed that each of us should learn to judge for ourselves and not be led by others. We should not talk about things we do not properly know about and we should only make judgements when we know all sides of an argument.

## **Freedom and Obedience**

### Self-Discipline and Morality

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To encourage students to think about the importance of obedience in the development of moral character
<b>FURTHER AIMS</b>	To help students to think analogically
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A saucepan and a stove</li> <li>▶ A wooden frame to make a cube</li> <li>▶ Melted wax sufficient to fill the frame</li> </ul>

The teacher melts the wax and, in front of the students, pours it into the dice mould, meanwhile asking the students what would happen if the wax was poured and there was no frame. While the wax solidifies, the teacher asks the students to think of the different times in the day when they have to obey and the different times when they are free. The teacher asks questions to generate a discussion, for example whether the students feel they have to obey too much and if so when, and whether they are ever given too much freedom and if so when. Once the wax has hardened the teacher removes the frame, makes the cube into a dice by adding dots or numbers and the dice is then tossed between the students.

The teacher asks the students what they now observe about the wax and what effect the frame has had on it. The teacher elicits the analogy from the students, explaining it if necessary: The melted wax needs the wooden frame to give it shape, just as a child needs discipline from family, teachers and society, and needs to obey that discipline to help create his or her self-disciplined, moral character. Once the cube is made, the wax can be developed into something further, a dice, just as an adult who has been disciplined in childhood, can more easily develop his or her own moral character in later life.

The dice can then be tossed around without spoiling it; it has 'freedom'. In the same way, someone who has fully developed morality and humanity can experience freedom without risk to his or her moral character. The teacher continues the discussion with an exploration of the value of obedience; the teacher asks the students what is made easier for them as a result of past obedience. For example, it may be easier to get up early now if as a child the student always had to get up early. Although Pestalozzi believed that children should never be forced to learn something against their wills and should have as much freedom as possible in the way they learn, he also recognised the value of obedience. Pestalozzi believed that without discipline and obedience, children would run wild and fall into bad habits. Pestalozzi stated that family, teachers and society should be the children's guides to achieving full humanity and morality, and that to achieve humanity and morality children must learn obedience to them.

## **Head, Heart and Hands (1)**

Helping Others

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To look into the idea that 'head, heart and hands' are important to enable us to think, feel and take action to help others
<b>FURTHER AIMS</b>	To teach / reinforce / revise parts of the body and verbs
<b>MATERIALS NEEDED</b>	▶ Large sheets of paper and different coloured marker pens ▶ Blu-tack

- ▶ The teacher puts large sheets of paper on the wall.
- ▶ The students draw a human figure on the paper, taking it in turns to draw the different body parts including brain, heart etcetera. The human figure is given a name – for example 'Pesta'. The students name the different parts of the body being drawn.

The students now take it in turns to write a verb connected (not necessarily scientifically) with the different parts of the body, on or near the drawing of the body part. (For example 'love' on the heart, 'think' on the brain and 'run' on the legs.)

The students think about different ways 'Pesta' can help others using the body parts they have drawn and the verbs they have written. For example 'Pesta uses his eyes and mouth to read a story to a blind person' or 'Pesta uses his legs to run for help.' Students take it in turns to write such sentences beside 'Pesta'.

Pestalozzi believed that we should help each other using our heads, our hearts and our hands. 'Head' includes what we think and study, 'heart' includes qualities we have and what we feel, especially love, and 'hands' include the actual things we do practically.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Head, Heart and Hands (2)**

A Week's Activities (1)

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach what is included in Pestalozzi's Head, Heart and Hands education of the whole person</li> <li>▶ To encourage students to relate ideas about the education of the Head, Heart and Hands to their own activities</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about their everyday activities
<b>MATERIALS NEEDED</b>	None needed

The teacher asks the students what they understand by the 'education of the whole person' and either elicits or explains that this means an education of the Head, the Heart and the Hands. The students go on to discuss what Pestalozzi meant by a 'Head, Heart and Hands' education.

What do you do with your head?      *Think and learn*

What do you do with your heart?      *Feel love for others*

What do you do with your hands?      *Do practical things*

The teacher writes three columns on the blackboard, one called 'Head', one 'Heart' and one 'Hands'. The teacher asks the students to think of all the different things they do in a week. The teacher asks individual students to name an activity and to say which heading it should be listed under. The teacher writes the activity in the appropriate column. *(NB: This activity should generate some discussion and the students should be told that their activities may well fit under more than one column but that they should try to choose the most relevant.)*

Pestalozzi believed that we should help ourselves, and each other, using our heads, our hearts and our hands. 'Head' includes what we think and study, 'heart' includes qualities we have and what we feel and 'hands' include the actual things we do practically.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Head, Heart and Hands (2) (continued)**

A Week's Activities (2) (continued)

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach what is included in Pestalozzi's 'Head, Heart and Hands' approach</li> <li>▶ To encourage students to relate ideas about the education of the Head, Heart and Hands to their own activities</li> <li>▶ To help students recognise the importance of an all-round education</li> </ul>
<b>FURTHER AIMS</b>	To practise writing full English sentences in the past tense
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Two red, two yellow and two green pieces of chart paper (approx. 15cm by 20cm) for each group of six students</li> <li>▶ Colouring pens for each student</li> <li>▶ White chart paper sufficient to display the heads, hearts and hands (see below)</li> <li>▶ A pair of scissors for each group</li> <li>▶ Glue</li> </ul>

The teacher revises with the students what they understand by 'Head, Heart and Hands'

What do you do with your head?      *Think and learn*

What do you do with your heart?      *Feel love for others*

What do you do with your hands?      *Do practical things*

The teacher reminds the students of what they did in the previous session 'Head, Heart and Hands (2) A Week's Activities (1)' and invites a student to give an example sentence stating something he or she has done in the past week. The other students then decide whether this is a head, heart or hands activity. This activity is repeated a few times.

The teacher divides the students into groups of six and gives each group two red, two yellow and two green pieces of chart paper and colouring pens.

Instructions to Student Groups:

- ▶ Draw, and cut around the outline of, a large head on each piece of green paper, a large heart on each piece of red paper and a large hand on each piece of yellow paper
- ▶ Write three sentences on each cut out; on the heads write three different 'head' activities, one each for each different member of the group, on the hearts write three

different 'heart' activities, one each for each different member of the group and on the hands write three different 'hands' activities, one each for each different member of the group

The teacher asks the students to read out sentences turn by turn.

At the end of the lesson the teacher asks a couple of students to make an appropriate title for a display of the cut out heads, hearts and hands and to stick it, along with the cut outs, onto large sheets of paper, joined together, for a display.

Pestalozzi believed that we should help ourselves, and each other, using our heads, our hearts and our hands. 'Head' includes what we think and study, 'heart' includes qualities we have and what we feel and 'hands' include the actual things we do practically.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

### **Head, Heart and Hands (3)**

True or False

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise what is included in Pestalozzi's Head, Heart and Hands education of the whole person</li> <li>▶ To encourage students to relate ideas about the education of the Head, Heart and Hands to their own activities</li> <li>▶ To help students recognise the importance of an all-round education</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about the importance of their actions
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Three sticky labels for each student</li> </ul>

The teacher asks a couple of students to name some specific activities involving their head, heart or hands, which they either could have done recently, or have actually done recently, and writes an example of each on the blackboard thus:

Head – I passed my Maths exam with 80%.

Heart – I wrote a letter for my elderly neighbour to his son living far away.

Hands – I introduced the planting of medicinal herbs in my village.

The teacher then demonstrates the following activity, writing one sentence on each of three sticky labels, in the way explained below, and asks the students which of his or her three sentences they think are true and which false. The teacher gives three sticky labels to each student and asks each student to write a true statement on one of the sticky labels, a false statement on another and either a true or a false statement on the third. Each student should write one sentence from each category Head, Heart and Hands. *(NB: The students should not write on the label whether the statement is true or false.)*

The teacher asks the students to stick these labels on their person visibly and move around and find a partner. Student A asks Student B which of his or her (Student A's) statements Student B thinks are true and which false. Having discussed Student A's statements, the activity is repeated using Student B's sentences. The students then move on to find someone else to discuss their sentences with *(NB: The teacher should ensure that the students are discussing the sentences and moving around to discuss with others.)*

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Head, Heart and Hands (4)**

The Importance of Our Actions

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach what is included in Pestalozzi's 'Head, Heart and Hands' education of the whole person</li> <li>▶ To encourage students to relate ideas about the education of the Head, Heart and Hands to their own activities</li> <li>▶ To help students recognise the importance of an all-round education</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about the importance of their actions
<b>MATERIALS NEEDED</b>	▶ Three large sheets of paper and three marker pens for each group of three students

The teacher asks the students what they understand by the 'education of the whole person' and either elicits or explains that this means an education of the Head, the Heart and the Hands. The students go on to discuss what Pestalozzi meant by a 'Head, Heart and Hands' education.

What do you do with your head?      *Think*

What do you do with your heart?      *Feel love for others*

What do you do with your hands?      *Do practical things*

<b>Head</b>	Think	Academic, intellectual ability
<b>Heart</b>	Feel love for others	Feelings like happiness, emotions like love and a moral attitude
<b>Hands</b>	Do practical things	Practical activity, social skills common sense and the determination to take action to help

The teacher asks the students to think of (and list) all the things they do in a normal school week and in a normal holiday week at home.

The students discuss which category - Head, Heart or Hands - some of the activities students have listed fall into, and why some of the activities are important. For example: 'A Head (Academic) activity – I study maths. This is important because I can go shopping and easily add up what I owe, so I won't get cheated'; 'A Heart (Social) activity – I read a letter to my old neighbour who is blind. This is important because it is helping the old



neighbour out. It is also a Head (academic) activity because without being able to read I would not have been able to do this'; 'A Hands (practical) activity – I help to water the vegetables. This is important because the activity is helping towards providing food'. *(NB: It is important that the students are aware that, as examples, Physical Education and Yoga (keeping the body healthy and fit), cooking the food (keeping the body healthy), bathing, cleaning the floor and washing up (keeping one's body and surroundings clean) are all important 'Hand' activities.)*

The teacher divides the students into groups of three and gives each group three large sheets of paper and three marker pens.

Instructions to Student Groups:

- ▶ Make titles for your three sheets of paper – one titled 'Head', one 'Heart' and one 'Hands'
- ▶ List your activities under Head, Heart or Hands. Some of the activities may fit into more than one of the categories
- ▶ Consider each activity and write a statement beside it stating why it is important

The students discuss which are more important, Head, Heart or Hands activities, using examples from the different activities listed by the students. The teacher should bring into the discussion Pestalozzi's beliefs as follow:

Pestalozzi believed in the all-round education of the whole person. This includes an education of the Head, the Heart and the Hands.

The 'Head' includes the academic and mental powers which cause a human to understand the world and to make reasonable judgements. These include perception, memory, imagination, thought and language. These powers of the mind are often described by Pestalozzi as 'mental' or 'intellectual' powers.

The 'Heart' includes: Feelings like happiness and peace that can be felt *about* but *not towards* others or the outside world; emotions like love, trust and gratitude that are felt *towards* others or the outside world; and feelings like 'this is wrong' or 'that is right' in which a judgement is made. So a person can feel happiness about having a friend (first type when emotion is felt *about* the friend but *not towards the friend*). This person can also feel love for the friend (second type when the emotion is felt *towards* the friend), and feel that the friend is trustworthy (third type when a judgement about the friend is made).

The 'Hands' includes a human's practical powers and activities, the social skills and the common sense, physical strength, ability and determination to put these powers to practical use in helping himself or herself and in helping others.

Although Pestalozzi believed that ability in all three areas – head, heart and hands – is important and that ability in all three areas needs to be balanced in each individual, he also recognized that the powers of the heart (our feelings, especially of love) are the most important of all. This is because only if we have positive feelings (of the heart) will we use our heads and hands to help ourselves and others.

## **Heart-led**

Feelings - The Power of the Heart

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To explore the idea that positive qualities and feelings ('Heart') are important
<b>FURTHER AIMS</b>	To teach / reinforce / revise abstract nouns
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Large sheets of paper and colouring pens for each group of three students</li> <li>▶ A dictionary for each group of three students</li> </ul>

Instructions to Student Groups of three:

- ▶ Draw a large picture of a person and give this person a name
- ▶ Draw a big rubbish bin beside the person
- ▶ Consider the qualities you like in yourself and in others. Write all the positive qualities and feelings you can think of on the drawing of the person
- ▶ Consider the qualities you do not like in yourself and in others. Write all the negative qualities and feelings you can think of in the rubbish bin

All the students go through the different qualities and feelings they have written down.

Pestalozzi believed in the power of the heart. He thought that the heart (our feelings) is the most important of all because only if we have positive feelings will we have the qualities necessary to be able use our hearts, heads and hands to help ourselves and others.

## Human Rights (1)

### Rights

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise information about Pestalozzi's struggle to provide people with basic rights</li> <li>▶ To link Pestalozzi's beliefs about basic rights to beliefs about basic rights in the 21<sup>st</sup> century</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think about basic rights</li> <li>▶ To help students work together co-operatively and to reach joint decisions</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ For each group of three students:</li> <li>▶ A copy of 'The Oxfam Global Charter for Basic Rights'</li> <li>▶ One large sheet of paper, scissors and glue</li> </ul>

(NB: This Teaching Idea is for revision and should be used with students who are familiar with the Pestalozzi biography, 'The Life of Johann Heinrich Pestalozzi', and with 'Section 1' (pp.1-10) and 'Section 4' (pp.25-70) of the 'Pestalozzi Information Pack'.)

The teacher divides the students into groups of three and gives each group 'The Oxfam Global Charter for Basic Rights'.

Instructions to Student Groups:

- ▶ Cut out each card and discuss what you understand about the basic right described on it
- ▶ Stick them on the paper provided, re-ordering them from what your group considers to be most to least important (any you consider to be of equal importance should be placed side by side)
- ▶ Decide which of the rights were ones which Pestalozzi wanted to provide for the poor and discuss how he set about this
- ▶ Choose a spokesperson for your group

The spokesperson for each group reports back to the rest of the students on the second and third bullet points above.

Pestalozzi spent his life fighting for the rights of the poor and disadvantaged. In particular, he dedicated his life to developing a system of education which would help the poor to help themselves by giving them an education which would ensure that they could have a say in their futures and earn their own livelihoods. Pestalozzi was unusual; not many people in his time were concerned enough about the poor to fight for their rights. Some have argued that Pestalozzi was not interested in providing equality of

opportunity for people because the education he provided aimed at making people happy with whatever was most likely to be their future lot in life. This approach was intended to help people to be happy and fulfilled with what they had rather than be unhappy and unfulfilled, longing for what they could never have; it did not mean that Pestalozzi was against equal opportunities. We can see from his fight for the rural poor that, in reality, he wanted equal opportunities for all peop

### **The Oxfam Global Charter for Basic Rights**

Sourced from <http://www.oxfam.ca>

Oxfam (a British charity founded in 1942) helps victims of famine and natural disasters and works to raise living standards in developing countries. Its name comes from **O**xford Committee for **F**amine Relief.

A right is a moral or legal entitlement to have or do something

Every person has a basic right to a home	Every person has a basic right to clean water
Every person has a basic right to enough to eat	Every person has a basic right to a safe environment
Every person has a basic right to protection from violence	Every person has a basic right to equality of opportunity
Every person has a basic right to a say in the future	Every person has a basic right to an education
Every person has a basic right to a livelihood	Every person has a basic right to health care

## **Human Rights (2)**

Rights and Responsibilities

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To introduce Pestalozzi's ideas about anthropology (the study of humankind) and morality
<b>FURTHER AIMS</b>	▶ To encourage students to think about the responsibilities and duties which go with having rights
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Several large sheets of chart paper</li> <li>▶ Marker pens, blank card and scissors for each pair of students</li> <li>▶ Blu-tack</li> </ul>

Based on an idea from Fountain, S. (1995)

The teacher writes 'The Oxfam Global Charter for Basic Rights' on the blackboard and the students discuss what a 'right' is (a 'right' is a moral or legal entitlement to have or do something) and what each basic right involves.

### **The Oxfam Global Charter for Basic Rights**

Every person has a basic right to:

- ▶ a home
- ▶ clean water
- ▶ enough to eat
- ▶ a safe environment
- ▶ protection from violence
- ▶ equality of opportunity
- ▶ a say in the future
- ▶ an education
- ▶ a livelihood
- ▶ health care

Sourced from <http://www.oxfam.ca>

The meanings of 'responsibility' (a moral obligation to behave correctly towards or in respect of) and 'duty' (a moral or legal obligation; a responsibility) are discussed. The students discuss the idea that having rights goes alongside having responsibilities or duties.

The students discuss what responsibilities or duties go with each basic right. Students take it in turns to write each right and the responsibilities or duties that go with it on a large piece of paper displayed on the wall.

The teacher gives an example of a less basic right and the responsibilities or duties which go with it, such as the following: 'If, for example, I have the right to ride my bike to school, it is my responsibility and duty to ride my bike carefully, not to get in the way of people walking or driving and not to ride dangerously.'

The teacher divides the students into groups of four and each group into pairs.

Instructions to Student Groups:

- ▶ In pairs, think of four different rights you have and for each one, think of the responsibilities or duties that go with it
- ▶ Cut out eight different cards of equal size. Then write one right on four different cards and the responsibilities or duties which go with each right on four different cards
- ▶ Shuffle these cards and exchange them with the other pair in your group of four
- ▶ Put the correct right with the correct responsibility or duty
- ▶ As a group of four, discuss the eight rights and the responsibilities or duties that go with them

Each pair reads out one right with its corresponding responsibilities or duties to the rest of the students.

Pestalozzi believed that each human has an animal nature and a moral nature. Our animal nature makes us want to fulfil our needs without taking any responsibility. So, in order to fulfil these needs without violence humans became social beings, living together in societies. In a society there are laws, which enable people to work together; humans benefit from rights but must also accept restrictions and fulfil responsibilities and duties. In other words, in order to benefit from rights we must also be obedient. However, society's rules and restrictions do not stop us from being selfish and wanting our rights without any responsibilities, so we always feel a tension between what we want to do and what we must do. So we cannot be truly free in the social state. For Pestalozzi, the ultimate aim of education is to enable us to become moral. If our moral nature is fully developed we no longer worry about our rights. Instead we stop being selfish and develop the moral powers of the heart – including love, trust, gratitude, the desire to help others and a sense of responsibility. Living in a society provides the framework for us to become moral. Refer to 'Anthropology (the study of humankind) and Morality' (pp.38-39) in 'Morality' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## Independence

Fundraising for a Pestalozzi World Local Project

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to help themselves and to be independent</li> <li>▶ To teach / revise the connections between Johann Heinrich Pestalozzi's work and the work of Pestalozzi World</li> <li>▶ To help students relate their knowledge of Pestalozzi to themselves</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise illustration of activities</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Paper, blank card and colouring pens for each student</li> </ul>

The students brainstorm the different Pestalozzi activities that they are involved in, for example skills training such as learning to sew or to cook and social activities such as helping to look after disabled children. *(NB: The teacher should make sure that the students consider all such activities that they are involved in as Pestalozzi type activities, not only those that have been organised by Pestalozzi.)* A student lists these on the blackboard.

The students go through each activity listed and link it to a belief or approach of both Johann Heinrich Pestalozzi and of Pestalozzi World, for example Johann Heinrich Pestalozzi's students were encouraged to garden because he believed in students learning from nature and being in the natural world. He also encouraged outdoor activity and vocational skills training. Pestalozzi World also offers vocational skills training in useful and relevant skills.

The students brainstorm ideas as to what they would like to help raise money for at their own Pestalozzi Centre or for their own group of Pestalozzi students, for example funding for new saplings, for carpentry tools or for a trip somewhere. A vote is made and the teacher explains that the students are going to make cards to raise money for the winning idea. The teacher asks each student to design a card of a Pestalozzi activity (for example a student reading to a blind person) or of the outcome of a Pestalozzi activity (for example a tree plantation), including a colourful picture and a brief statement which explains the ways in which the picture illustrates a Pestalozzi activity. Pestalozzi believed that education should teach people how to help themselves and how to become independent. He believed that any kind of charitable giving is useless unless it contributes towards enabling people to help themselves.

## Learning By Example

A [Student's Name] Tree

<b>LEVEL</b>	Elementary to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students about Pestalozzi's beliefs:</li> <li>▶ That we learn by example</li> <li>▶ That people we know early in life are a very important influence over our future actions</li> <li>▶ That we help others by using our heads, hearts and hands</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think about what they are able to do now to help others</li> <li>▶ To encourage students to think metaphorically</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Sheets of paper and colouring pens for each student</li> </ul>

Instructions to Students:

- ▶ Think of yourself as a tree
- ▶ Think of your 'roots' – the different people or places that have influenced or taught you. In what ways have they done this?
- ▶ Think of your 'trunk' and 'branches' – What you can do using your head, heart and hands to help yourself, other people and the natural world
- ▶ Think of your 'leaves' and 'fruit' – The possible outcomes of what you can do

The teacher draws his or her Tree on the blackboard, discussing it with the students while writing examples of sentences for the Roots, for the Trunk and Branches and for the Leaves and Fruit.

Each student draws his or her own Tree, writing on it his or her own Roots, Trunk and Branches and Leaves and Fruit sentences. Each student writes his or her name on the trunk. They then discuss each other's work.

Pestalozzi believed that we learn by example. So if someone is kind to me I am likely to be kind to someone else. If someone teaches me something well I am likely to want to teach that thing to others and to teach it well. If someone helps me I will want to help others. He therefore believed that the individuals we know early in life have a great influence over our future actions. He also taught that we should use our head, heart and hands to help others. In his speeches and his writing, Pestalozzi used the tree as an analogy for the education of the child.



## Learning from the Local

### Local Handicrafts

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students about things of local significance</li> <li>▶ To ensure that students learn from what is local to them and therefore relevant to them</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to notice what is of significance locally</li> <li>▶ To practise oral presentation skills</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Access to local organisations</li> <li>▶ Access to the local library and to the Internet</li> </ul>

The students visit a local organisation, for example a museum, a conservation site, an institute or a research centre.

#### Instructions to Students:

- ▶ Choose something at the organisation visited, which interests you, about which you would like to learn more, and which is something to do with the local area (for example a particular species of tree)
- ▶ Find out as much as you can about the local significance of and background to whatever you have chosen to investigate from the organisation visited. Make notes about it.
- ▶ Read up about it in the library and on the Internet. From the latter, you are likely to find more general information. Make notes
- ▶ Prepare a 5-minute oral presentation for the rest of the students. In your presentation, include the local significance of whatever you chose.

Each student makes a presentation to the rest of the students.

Pestalozzi believed that it is very important that students learn from and about what is local to them because what is local is easier to understand and is likely to be relevant to the students' own lives. He wanted students to take learning into their own hands and to be in charge of their own learning to as great an extent as possible. He believed that it is important that students are interested in and actively involved in their own learning.

## Literacy

### The Disadvantages of Not Being Able to Read

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To demonstrate the importance of an education of the Head</li> <li>▶ To demonstrate how illiteracy causes inequality and that such inequality can lead to people committing crime</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students recognise the difficulties which might be experienced by those who are illiterate</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Nine square cards, each coloured one of the colours in the list under 'English and Welsh Colours'</li> <li>▶ Small white cards, all identical in size <i>(NB: There should be enough of these in total for each student to have at least two)</i>. Approximately 1/6 the total number of the white cards should have on them the names of colours in Welsh, the remaining 5/6 should have colours in English. Each white card should have only one colour written on it and all the colour names should be used. <i>(NB: Use only those colours listed under 'English and Welsh colours'.)</i></li> <li>▶ A sweet for each student</li> </ul>

(NB: It is important that the teacher neither mentions nor explains about the Welsh words until the game has been completed.)

The teacher shuffles the white card sets so that the Welsh and English cards are mixed together with the Welsh set randomly distributed amongst the English sets. The cards are turned face-down and equally distributed amongst the students. *(NB: The students must not yet turn their cards over.)* The teacher keeps the set of coloured cards.

Instructions to students:

- ▶ When the teacher holds up a coloured card, see if you have the word for that colour written on one of your cards. If you do, hold that card up, call the colour (for example 'Black') and then put the card aside. You should hold up only one card at a time
- ▶ When you have called the colour for all the cards in your hand, call out that you have finished. You will be given a sweet and you have to go and stand at the back of the room

The game continues, with the teacher holding up each colour more than once, until all the students' cards are used (or as many as the students can use).

The teacher asks the students to turn their cards face-up so that they can see all the colour names and the game begins. (NB: If students complain at this point that they have cards with words they cannot understand, they should be told that this is part of the game and will be explained later.)

Once as many of the students as can read their cards have had a sweet and gone to the back of the room, the teacher explains that the cards the students cannot read are written in the Welsh language (the language of Wales, one of the countries which make up the UK, and explains the meanings of each.)

The teacher asks the students who could not read their cards to explain how they feel. Their responses may include feelings of frustration and anger. They probably felt unfairly treated and perhaps this made them feel like cheating. Those students who have not yet had a sweet are now given one, the teacher explaining that Pestalozzi believed in equality for everyone.

The teacher asks the students to consider the unfair effects of illiteracy and how many times they need to be able to read in a day. What do they need to be able to read? How would their lives be different if they were unable to read?

The students discuss the effects of illiteracy and the importance of an education of the Head, Pestalozzi's beliefs and his struggle for equality for all.

Pestalozzi hated to see children being exploited, treated like slaves by, for example, local farmers who forced them to work without giving them an education. Pestalozzi believed that children should be given an all-round education, which includes an education of the Head as well as of the Heart and the Hands. This is in order to overcome one of the main problems in society; inequality caused by illiteracy, with the poor staying poor because they cannot read or write. Pestalozzi saw that such inequality could lead to people committing crime.

### **English and Welsh Colours**

Black=	Du	Blue	=Glas
Green=	Gwyrdd	Grey	=Llwyd
Orange=	Oren	Purple	=Porffor
Red=	Coch	White	=Gwyn
Yellow=	Melyn		

## **Observation (1)**

In the Teaching Room

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To improve students' observation of their immediate surroundings</li> <li>▶ To practise drawing based on observation</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise use of simple questions and answers in English</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A sheet of blank paper, pencils and colouring pens for each student</li> </ul>

- ▶ The students play a game of 'I spy with my little eye'. The teacher starts, explaining that the thing 'spied' must be something that can be seen by all the students from where they are sitting. For example 'I spy with my little eye something beginning with D'. Students take it in turns to guess what the thing is. For example, students ask, 'Is it a duster?' 'Is it a door?' until a student gets the correct answer, 'door', and the teacher says, 'Yes, it's a door.' The student who guessed the correct answer now starts the game again.
- ▶ Each student chooses a single object he or she can see in the room or through the window and draws it. The drawing should be as detailed as possible (For example it should be of the specific table the student can see rather than simply of a table).

Students look at each other's work and make sure they can recognise exactly what has been drawn.

Pestalozzi believed that students learn best by observing their surroundings in detail and that by drawing, the child moves from having a vague perception of something to having a clear idea of it. Drawing causes people to notice details, even when they are not drawing, which they would otherwise overlook. As a result they form a much more correct impression of things than they would otherwise. Refer to 'The Teaching of Number, Form and Language' (pp.59-65) in 'Examples of Pestalozzi's Method in Specific Subject Areas' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## **Observation (2)**

Describing and Drawing Local Areas

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To teach students to observe their surroundings closely
<b>FURTHER AIMS</b>	▶ To encourage accurate and detailed descriptive writing
<b>MATERIALS NEEDED</b>	▶ A sheet of blank paper and a pencil for each student

(NB: Two teachers or supervisors are required for this activity).

### **Step 1**

The teacher gives each student a pencil and a blank piece of paper. The students are divided into two groups, A and B. Each student in Group A is given a number 1-15 and each student in Group B is given a number 1-15. *(NB: This is for a class strength of 30, so the number range will change for a class with more or fewer students).*

Groups A and B go outside to two different areas where there are plenty of different views of surrounding buildings or natural scenery.

Using half the piece of paper, each student writes a description of a chosen view, not stating any names of buildings or areas but describing them in detail.

### **Step 2**

The students reassemble in the room where the descriptions from Group A are given to Group B and vice versa, with Student 1 of Group A swapping with student 1 of Group B etc. Without consulting the students who wrote the descriptions, each student uses the other half of the paper to draw a picture based on the written description.

### **Step 3**

Each student, keeping the paper with his or her own drawing, forms a pair, Student 1 of Group A with Student 1 of Group B etc. Each pair visits both locations, with the student who did the drawing finding and showing the student who wrote the description the site the latter student had described. The students discuss the accuracy of the drawings and written descriptions.

Pestalozzi taught his students to closely observe their surroundings. He used exercises of sense-impression and language to teach children to observe and to talk about their observations, recounting all the impressions they receive from the objects surrounding them.

### **Observation (3)**

#### Modelling Local Areas

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach students to observe their surroundings closely and so to gain sense-impression through active and concrete learning – thus students are taught geography following the Pestalozzi approach
<b>FURTHER AIMS</b>	To encourage cooperative activity
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Modelling materials</li> <li>▶ Paints and paint brushes</li> </ul>

The teacher tells the students that they will be making a model of their locality – for example the street they live on, the area their school is in, the town centre or an area of countryside nearby.

The students, in groups of five, go on trips to the locality chosen by each group and make drawings of it and take notes about it in order to help them to make an accurate model.

On their return the students, working in groups of five, start their models, using paints and clay, or cardboard or papier maché.

Having done as much as they can on the models, the students take note of any information they know they need to complete their models (such as the location of a particular building) and make another trip to the chosen area. When there, they take further notes and draw further pictures and, on returning to school, they once again work on their models and complete them. If a map is available of the area modelled, the students now study it.

Each group displays its model and explains it to the rest of the students.

Pestalozzi's students were actively involved in the learning process. The children were first taught to observe the country near to home by gaining sense-impression through concrete experience of the land itself. They then made their own models of the valley themselves. The children were only introduced to the abstract concept (the map) once they were fully ready to understand it as a result of their observations and experiences (Pestalozzi introduced field trips to education). Taught in this way, children feel a sense of ownership of the map because they first model it or draw it themselves and therefore have a real understanding of it. As a result of such learning, it is easier to understand maps of more distant places. Refer to 'Geography' (pp.66-67) in 'Further Expansion of the School Curriculum' in 'Examples of Pestalozzi's Method in Specific Subject Areas' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## Overview of Pestalozzi's Approach to Education

### Pestalozzi Education Tree

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To teach about Pestalozzi's educational approach, looking at it in terms of the teacher, the delivery of subject matter, outcomes for the individual and outcomes for society and the world
<b>FURTHER AIMS</b>	To encourage metaphorical thinking
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Large sheets of paper stuck together to make a very large single sheet, displayed on the wall</li> <li>▶ Glue and marker pens</li> <li>▶ Light brown cardboard cut into the shapes of a large trunk, roots and branches; green cardboard cut into leaf shapes; and appropriately coloured cardboard cut into fruit shapes (e.g. red for apples)</li> </ul>

The teacher and the students brainstorm the students' knowledge of Pestalozzi's educational approach and its outcomes and the teacher writes any points made on the blackboard.

The teacher introduces further points to the students (NB: The teacher can refer to the 'Roots', 'Trunk and Branches', 'Leaves' and 'Fruits' Version 1 sheets (pp.41-44) in the Teaching Idea 'Overview of Pestalozzi's Approach to Education (1) - Pestalozzi Education Tree (1)' for information, but should simplify the points and present only the key points, according to the level, ability and knowledge of the students.)

The teacher asks the students to name the various parts of a fruit tree. *(NB: roots, trunk, branches, leaves and fruit must be covered.)*

The teacher asks for a sample point and discusses with the students whether it is about the teacher (Root), about the delivery of subject matter (Branch), an outcome for the individual (Leaf) or an outcome for society and the world (Fruit). The student who gave the point takes the appropriate cardboard shape, writes the point on it and sticks it at the appropriate place on the display paper. This continues until the tree is complete.

The teacher asks what is missing from the tree (the trunk) and, as the main body of the tree, what the students think should be written on it (an appropriate title for what has been illustrated, for example 'A Pestalozzi Education'). A student is chosen to write this on the trunk and to add it to the tree.

## **Perception and Empathy (1)**

Simon Says

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage learning that takes place using real or realistic situations and which involves concrete experience</li> <li>▶ To develop students' perceptiveness and understanding, and empathy for others</li> </ul>
<b>FURTHER AIMS</b>	To improve students' acting skills
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Any props that may be available</li> </ul>

The teacher chooses three students. *(NB: The students chosen should be confident and not easily upset.)* One student is blindfolded, another has his or her legs tied together and the third has his or her hands tied behind his or her back.

The students play 'Simon Says', the three students with 'differences' participating. To play the game the students must do the action demanded by the teacher only if the teacher says 'Simon says' first. So, if the teacher says 'Simon says touch your toes' the students must touch their toes and if they do not do so they are out of the game. If the teacher simply says 'Touch your toes' the students should not do the action and if they do touch their toes they are out of the game. *(NB: Instructions should include things the three students mentioned above cannot do but not for the first four or five rounds of the game. At various points in the game each of the three students lose the chance of winning because 'Simon says stand on one leg' or 'Simon says put your left hand on your head' or 'Simon says shut your eyes'.)*

When the game finishes the teacher tells these three students that they did very badly and asks how they feel about that. The three students volunteer their feelings. Other students say how they felt when these three students were expected to do things they could not possibly do. This leads into a discussion about unfair treatment and discrimination and the importance of making special provisions for those who have a disability.

According to Pestalozzi, perception is the inner understanding of morality and truth – the powers of the heart, which include empathy. He wanted education to help ensure that people recognise the needs of others, empathise with them, want to help them and have the know-how to help them. Pestalozzi was concerned about inequality and struggled constantly for equal rights for disadvantaged people, including disabled people, girls and the poor.



## **Perception and Empathy (2)**

Being Picked On

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage learning that takes place using real or realistic situations</li> <li>▶ To develop students' empathy and understanding for the feelings of others</li> <li>▶ To help students to recognise unfairness</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise English language listening skills</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A blindfold</li> <li>▶ Two pieces of rope</li> </ul>

(NB: This Teaching Idea should only be used with students who are confident and who know each other well.)

The students brainstorm situations where there would be an individual in authority (for example a shopkeeper, a policeman, a doctor, a teacher or a parent).

The students are divided into three groups (A, B and C). The teacher speaks privately to all in Group A, telling them, when in role, to be very kind and generous to a Group B student and very unkind and mean to a Group C student. *(NB: The Group A students must not explain to the students from groups B and Cs that they have been told to behave in this way.)*

The students are now divided into groups of three, each group containing an A, a B and a C student. The teacher explains that all from Group A should choose to be an individual in a position of authority and all from Groups B and C should be characters needing things / help from whichever figure of authority their A student has chosen to be.

The students do a 5-minute role-play, with A students remembering to treat B students well and C students badly. Several groups are chosen to act their scenes in front of everyone else. *(NB: Students should go straight into their roles, not planning dialogue or script in advance),*

The teacher asks C students how they felt and then B students how they felt. This leads into a discussion about unfair treatment and discrimination. According to Pestalozzi, perception is inner understanding of morality and truth – the powers of the heart, which include empathy. He wanted education to help ensure that people are able to empathise with others and treat others fairly. Pestalozzi was concerned about inequality and struggled constantly for equal rights for people who are discriminated against.

## **Philanthropy (1)**

The Pestalozzi World Circle of Success

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students about the Pestalozzi World Circle of Success</li> <li>▶ To encourage students to help the work of Pestalozzi World in the future</li> <li>▶ To revise students' knowledge of the Pestalozzi World Foundations</li> <li>▶ To link students' knowledge of Pestalozzi World to their knowledge of Johann Heinrich Pestalozzi's philosophy of education</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think about their futures</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ '<i>Phuntsok Tashi's Circle of Success</i>' sheet, copied onto the blackboard or sufficient photocopies of it for each student to see</li> <li>▶ A sheet of blank paper and colouring pens for each student</li> </ul>

Before beginning, the teacher draws 'Phuntsok Tashi's Circle of Success' on the blackboard, or distributes copies of it sufficient for each student to see one clearly.

(NB: This is Phuntsok Tashi's Circle of Success but the Circle of Success of any other Pestalozzi graduate who has contributed to Pestalozzi World's programme of education could be used instead).

The teacher explains 'Phuntsok Tashi's Circle of Success', covering each stage in detail.

(NB: Phuntsok Tashi's Circle of Success starts at 1 and goes to 10. At this point, the Circle of Success of another individual, educated at the Pestalozzi Asian Village, commences, starting from 1a and going through to 3a.)

The teacher draws particular attention to the multiplying effect of help, whereby one person who has been helped can go on to help many more than one person.

The teacher reminds the students about the work of the different Pestalozzi World organisations, especially the one local to the students being taught.

(NB: For a summary of the work of the different Pestalozzi World organisations and their work, refer to 'Pestalozzi World – An Outline' (pp. 223-226) in the Teaching Idea 'Pestalozzi World (3) – An Outline'.)

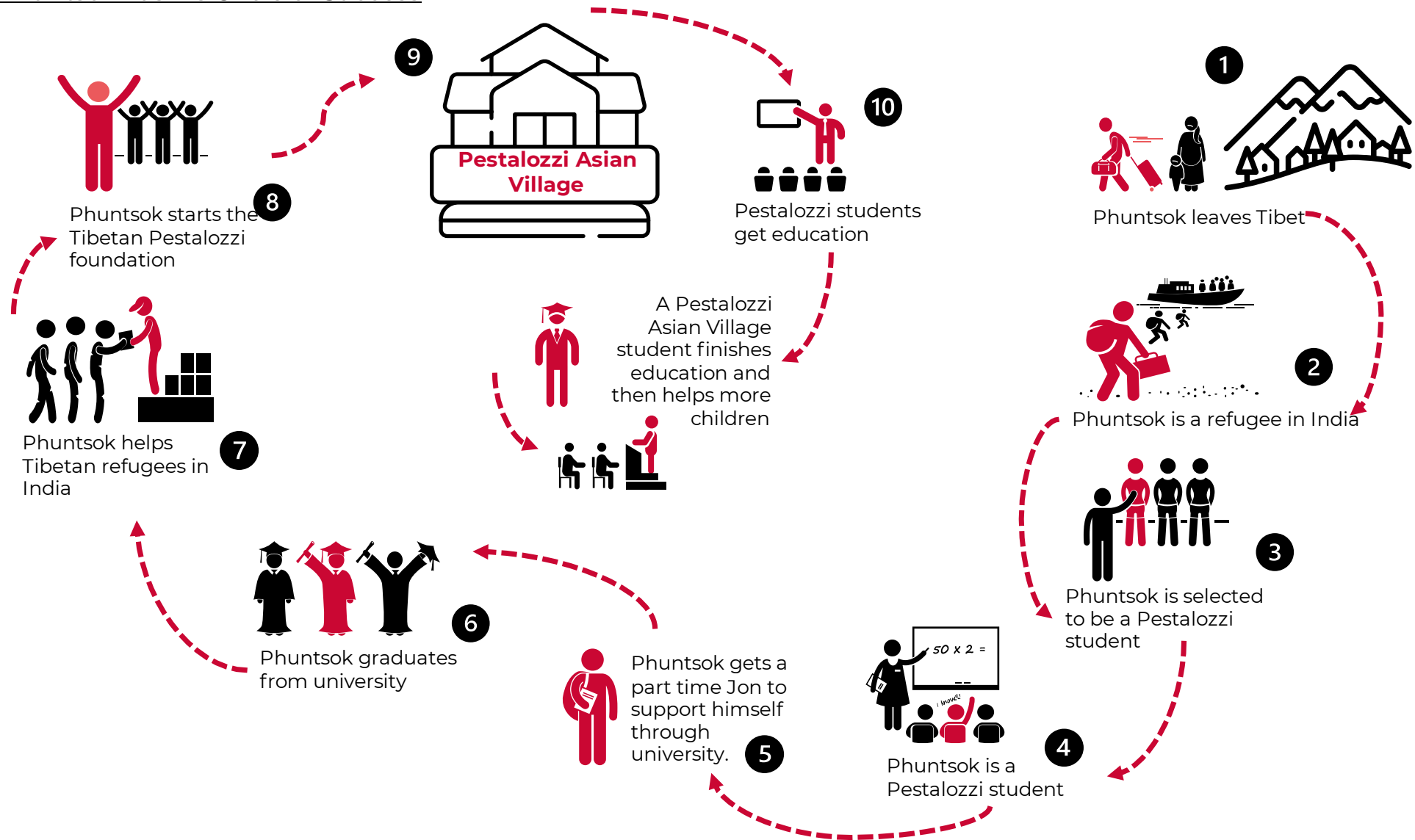
Instructions to Students:

- ▶ Think about your background, your current education and the further education you hope to have
- ▶ Imagine yourself, in 20 years time, working in the career of your choice and helping to run your local Pestalozzi World organisation
- ▶ Think about the different things you might do between now and the time you imagine 20 years in the future
- ▶ Draw your own Circle of Success, illustrate it and include notes which explain what you are doing at each stage in it
- ▶ Explain your Circles of Success to other students

Pestalozzi World educates students who stay in, or return to, their countries and local communities empowered to help. As part of developing their social commitment, the students are encouraged from an early age to see their education as a legacy to be passed on to the next generation of deserving but under-privileged children. The Pestalozzi World Foundations, run by people whose education was provided by Pestalozzi World and/or by the 'Pestalozzi International Village', help by providing education to academically bright, economically poor students. Some of these students in their turn will set up or join Pestalozzi World Foundations and carry on the Circle of Success by providing education to bright but poor children.

Pestalozzi World's 'Circle of Success' concept, whereby one who has been helped goes on to help others, has developed out of Johann Heinrich Pestalozzi's educational aim of ensuring that the child becomes an adult who is dedicated to helping the members of the various circles he or she moves in. Pestalozzi believed that everybody has the right to education and that it is the duty of society to put this right into practice; that children should be taught, through a good education, the best way to help people to help themselves and others; and that a good education is the best basis for true reform.

Phuntsok Tashi's Circle of Success



## **Philanthropy (2)**

Helping Others Now and in the Future

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to recognise the value of helping and of the social activities they are now involved in or will in future be involved in</li> <li>▶ To encourage students to link what they now do or will in future do to the philosophy of Johann Heinrich Pestalozzi, thus making his philosophy relevant to them</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ <u>Version 1</u>: To encourage students to think positively about their current activities</li> <li>▶ <u>Version 2</u>: To encourage students to think of the different ways they can help others in the future</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A blank piece of paper and colouring pens for each student</li> </ul>

The teacher starts by explaining that, when Pestalozzi World uses the term the ‘Circle of Success’, it usually refers to work done for the Pestalozzi World Foundations, but that there are, of course, many other ways whereby one who has been helped already helps others and can in future help others.

### **Version 1**

The students brainstorm all the ways each student has been able to help people since starting his or her Pestalozzi education.

The students discuss different ways of illustrating a student giving help to many others, ways which emphasise the multiplying effect of help, for example as a Spiral of Success, a Fountain of Success, a Waterfall of Success or a Tree of Success.

Each student chooses one of these and draws a picture of himself or herself as a ‘\_\_\_\_\_ of Success’, including notes to explain the different ways in which he or she successfully helps.

### **Version 2**

The students brainstorm all the ways each student will be able to help others in future, as a result of their Pestalozzi education.

The students discuss different ways of illustrating a student as an adult giving help to many others, ways which emphasise the proliferation of help, for example as a Spiral of Success, a Fountain of Success, a Waterfall of Success or a Tree of Success.

Each student chooses one of these and draws a picture of himself or herself as a '\_\_\_\_\_ of Success', including notes to explain the different ways in which he or she hope to successfully help others in the future.

Pestalozzi World's aim is to provide children with an education which makes them both able to help others and want to help others, with the education given to just one child leading to that child helping not just one other person but many. Johann Heinrich Pestalozzi believed that charitable giving is only helpful if it results in people becoming independent and empowered and therefore able to help themselves and others.

### **Philanthropy (3)**

Philanthropic Projects in the Local Community

Based on an idea from Bellhouse, B. et al (2005)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage philanthropy (the desire to promote the welfare of others) by finding out about and supporting projects in the local community</li> <li>▶ To teach / revise the things Pestalozzi did which show that he was a philanthropist and the ways in which Pestalozzi World is a philanthropic organisation</li> </ul>
<b>FURTHER AIMS</b>	To encourage student interest in and support of local philanthropic organisations
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Three large sheets of paper and three different coloured marker pens</li> <li>▶ Blu-tack</li> <li>▶ Paper, envelopes and stamps</li> <li>▶ Access to the Internet and to local philanthropic organisations</li> </ul>

The teacher asks the students the meaning of the words 'philanthropy' 'philanthropic' and 'philanthropist' and the students discuss what kind of things a philanthropic person or organisation might do.

The teacher asks the students to consider the things Pestalozzi did which show that he was a philanthropist and the ways in which Pestalozzi World is a philanthropic organisation, supplying answers where necessary. *{NB: For a summary of the ways in which Johann Heinrich Pestalozzi was philanthropic, refer to the section in bold typeface at the end of the Teaching Idea 'Don't Judge too Soon (3)' (p.121) and for a summary of the ways in which Pestalozzi World is philanthropic, refer to 'Pestalozzi World – An Outline' (pp.223-224) in the Teaching Idea 'Pestalozzi World (3)'}* Two students write these on separate sheets of blank paper displayed on the wall. Each point is discussed.

The teacher asks the students to identify charities, local community groups and any other philanthropic organisations in their country / local community. A student lists these on a blank paper displayed on the wall.

Each student chooses an organisation to find out more about and does so by researching on the Internet, by writing a letter of enquiry to the organisation concerned and/or, if possible, by visiting the organisation and interviewing someone there.

**The students find answers to the following questions:**

- ▶ What does the organisation do?
- ▶ How was it started and by whom?
- ▶ How does it help people?
- ▶ How does it raise money?
- ▶ How does it make a difference?

The students present the information they have found to the rest of the students.

Students who become particularly interested in an organisation may wish to support it. They could consider doing voluntary work for the organisation or fundraising for it {Refer to the Teaching Idea 'Philanthropy (5) – Fundraising for Others' (p.157)}.

Pestalozzi was a philanthropist – he was concerned for the welfare of others, especially in his local community. He took concrete action to help people.

Pestalozzi believed that students learn best by learning about what is local to them and therefore most real to them. He believed that by taking part in concrete issues of real local concern students learn better.



## **Philanthropy (4)**

Your Home Community

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage philanthropy (the desire to promote the welfare of others) in the students by encouraging them to find out about the needs of their home communities</li> <li>▶ To encourage students, and to provide them with the wherewithal, to help their home communities</li> <li>▶ To encourage students to be independent and to think for themselves</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to notice what is happening locally, to take relevant notes, and if possible, action
<b>MATERIALS NEEDED</b>	<p>Part 1:</p> <ul style="list-style-type: none"> <li>▶ An exercise book for each student</li> <li>▶ A marker pen and a large sheet of paper</li> <li>▶ Blu-tack</li> </ul> <p>Part 2:</p> <ul style="list-style-type: none"> <li>▶ Colouring pens and two large sheets of paper</li> <li>▶ Blu-tack</li> </ul>

### **Part1**

Just before the students leave for a holiday at home, the teacher gives each student an exercise book and asks them to keep notes, during their holidays, in answer to the points listed below, in order to investigate the needs of their local community.

The students brainstorm what points the notes should cover and a student writes these points on a sheet of paper displayed on the wall.

Instructions to Students:

- ▶ Find out what is good about, and what is improving in, your home area. Find out why
- ▶ Find out what lessons other places could learn from your home area
- ▶ Find out what is less good about, and what is getting worse in, your home area. Find out why
- ▶ Find out what the needs of your home area are. Identify the area of greatest need
- ▶ Find out what changes are needed
- ▶ Find out what people need to do in order to bring about these changes

- ▶ Find out who would benefit
- ▶ Find out what you could contribute to this process of change, and decide what area you would like to help in, and what areas you might be able to help in

The students copy the points into their exercise books.

### **Part 2**

On return from holiday the teacher displays the points the notes should cover (created in Part 1) and the students discuss their findings, making two lists. One student lists everything that is improving and that is good about the students' home communities on a sheet of paper displayed on the wall and another lists anything that is getting worse and which needs improving in the students' home communities on a separate sheet.

### **Part 3**

The students decide what skills they are learning or could start learning, which might enable them to help their local community. If possible the students learn a relevant skill and implement it in their home community during their next visit home. (For example, students might have learnt how to grow mushrooms, or to sort litter for recycling; they may be able to teach maths or have had practice in fundraising or in helping disabled people.)

Pestalozzi was a philanthropist – he was concerned for the welfare of others, especially for the welfare of others in his local community. He took concrete action to help people and he believed that the role of education is to help people to help themselves and others.

Pestalozzi believed that students learn best by learning about what is local to them and therefore most real to them. He believed that by taking part in concrete issues of real local concern students learn better.

## **Philanthropy (5)**

Fundraising for Others

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To learn about and from what is local</li> <li>▶ To learn through concrete experience about issues that are of real concern</li> <li>▶ To encourage philanthropy (the desire to promote the welfare of others) by finding out about and supporting projects in the local community</li> </ul>
<b>FURTHER AIMS</b>	To promote cooperation through group work
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Blank card and colouring pens for each student</li> <li>▶ Material to bind the calendars (for example hole punch and wool thread) unless this will be done professionally</li> </ul> <p>Whatever is needed to enable visits to local organisations, interviews with concerned individuals etc.</p>

The students brainstorm things of relevance to human life, which have an impact on their local area (for example litter, traffic, trees, water, schools, forests). These are listed on the blackboard.

The students discuss making calendars with a theme for each month (if 12 themes are found) or a theme for every two months (if six themes are found) etc. *(NB: The calendars should be as colourful as possible and have as many illustrations as possible.)*

The teacher divides the students into groups of 12 or 6 (according to how many different themes have been found).

Instructions to Student Groups:

- ▶ Decide on the size and format of your calendar. The calendar should be colourful, with plenty of pictures and writing should be kept to a minimum
- ▶ Allocate one theme to each student in the group who then designs a calendar page with information on that theme and solutions to any problems around the theme
- ▶ Design a cover for your calendar

(NB: Information can be found by conducting interviews with relevant people, visiting relevant organisations, reading books and newspapers, doing research on the Internet etc.)

The calendars may either be bound by the group or professionally.

Either individual groups or all the students together decide how and where they will sell the calendars and what the calendars will be sold in aid of. Sales could ideally be in aid of a local philanthropic organisation / project which aims to combat one of the problems explored in the process of making the calendars or learnt about during the research involved in the Teaching Idea 'Philanthropy (3) - Philanthropic Projects in the Local Community' (p.153).

The students discuss the effect their deed has on others.

Pestalozzi was a philanthropist – he was concerned for the welfare of others, especially in his local community. He took concrete action to help people and he believed that the role of education is to help people to help themselves and others.

Pestalozzi believed that students learn best by learning about what is local to them and therefore most real to them. He believed that by taking part in concrete issues of real local concern, students learn better.

## **Poverty (1)**

Definitions of Poverty

Based on an idea from Fountain, S. (1995)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To teach the students Pestalozzi's definition of poverty and his reasons for considering relative poverty to be a good thing
<b>FURTHER AIMS</b>	To help students think about different definitions of poverty
<b>MATERIALS NEEDED</b>	For each group of three students: ▶ A copy of the 'Definitions of Poverty' sheet (cut up) ▶ A sheet of blank card, a pen and scissors

The students brainstorm definitions of 'poverty' and these are written on the board.

The teacher divides the students into groups of three and gives each group a set of the cards found on the 'Definitions of Poverty' sheet.

Instructions to Students:

- ▶ Look at the cards and decide which of the things are basic needs; the things you could not do without and without which you would consider yourself to be very poor. Put these into one pile
- ▶ Look at the remaining cards and decide which you could, or do, easily do without. If you do not have these things you do not think of yourself as poor
- ▶ Which cards are remaining? Without these things you may consider yourself to be poor but not very poor
- ▶ Are there any definitions of poverty on the blackboard, or definitions you can now think of, that are not included in the cards? If so, make a card for each one and put each into the appropriate pile

The students discuss their results and the idea that there are different levels of poverty. The teacher connects these to Pestalozzi's ideas about poverty (see section in bold below).

**1) Absolute poverty:** If people live in absolute poverty they do not have enough income to satisfy the most basic of human needs – food, clothing, shelter – in order to ensure survival. Students look at their first pile of cards and ensure that not having what is written on the cards match this definition

**2) Relative poverty:** If people live in relative poverty they may have less than their friends or than many people in their country or in the world, but not having these things does

not endanger their lives – they can still survive. Students look at their last pile of cards and ensure that not having what is written on the cards match this definition.

The students discuss 'poverty', including the following points:

- ▶ Poverty is not simply a lack of money or of material goods – it may be a lack of friends or a lack of spiritual help. Everybody's idea of absolute poverty is likely to be the same but our idea of relative poverty varies according to how the people around us live. We may not feel poor until we compare ourselves to someone richer than us.
- ▶ Might there be any advantages to relative poverty? (For example, for the future of our planet, people share more, are less selfish, and are not scared of losing their wealth...). Pestalozzi believed that relative poverty is a good thing (see below)

The students move outdoors or to an empty space. The teacher gives a definition of poverty, 'Poverty is not having ...' and the students move to stand in a position according to their opinion, those who 'most agree' that this defines absolute poverty stand to the far left, those who 'least agree' stand to the far right, those who 'agree to some extent' stand halfway to the left, etcetera. The teacher asks different students to explain the positions they have chosen.

Pestalozzi called absolute poverty 'misery'. He spent his life trying to help people out of this kind of poverty. For example, Switzerland abolished a tax called the tithe because of Pestalozzi's arguments against it. The tithe meant that the already poor farmers had to pay unfairly high amounts as tax.

Pestalozzi called relative poverty 'modest circumstances'. Pestalozzi himself lived in relative poverty and he believed that poor conditions or modest circumstances were very positive. This is because he believed that life lived in modest circumstances forces people to use their own strengths and so to develop them. According to Pestalozzi, the family life of poor people is more likely to have opportunities for mutual helpfulness, self-sacrifice and loving sympathy, and therefore for the development of morality; there may be fewer such opportunities in the family life of the rich. If a person does not have financial means he or she need only be poor externally, that is lacking material things. Helped by a suitable education, a person's strengths can be developed, making that person internally rich.

To Pestalozzi it is this internal prosperity that matters. He believed that external poverty (but not destitution, extreme poverty or what is termed in this Teaching Idea 'absolute' poverty) is generally a better condition than external prosperity for the development of internal prosperity. This is why Pestalozzi's education of the poor is not designed to take people out of poverty into wealth, but instead gives training for a life of poverty. (Refer to 'Pestalozzi's Understanding of Poverty' (pp.33-34) in 'Poverty' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.)

## **Definitions of Poverty**

Based on an idea from Fountain, s. (1995)

Not having...

washing facilities and a toilet in your house	your own possessions like books, music and pictures	a room of your own
access to medicines, a doctor and a hospital	a telephone in your home	access to public transport
efficient rubbish collection from your home	access to primary education	enough money to mean that the children do no paid work
shelter which keeps bad weather out	access to a computer and connection to the Internet	clean drinking water in your own home
your friends and family with you	smart clothes for special occasions	access to a holy person you can go to for spiritual advice
a source of clean drinking water near to your home	electricity in your home	the things or opportunities that your friends have
the freedom to go to university, having to earn money instead	enough clothes to keep warm	a car for every family
a library and other information sources nearby	a holiday away from home at least once a year	a house which you own rather than rented accommodation

## **Poverty (2)**

### Causes of, Effects of and How to Overcome Poverty (1)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach Pestalozzi's beliefs about the causes and effects of poverty</li> <li>▶ To encourage students to relate Pestalozzi's ideas about poverty to poverty today</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about the causes and effects of poverty, especially that poverty is largely manmade
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Two pieces of chart paper</li> <li>▶ Pens and paper for each group of three students</li> <li>▶ Two marker pens</li> <li>▶ Blu-tack</li> </ul>

The teacher divides the students into groups of three and asks each group to make two lists, one 'The Causes of Poverty', the second 'The Effects of Poverty'.

The teacher and students discuss the causes and effects of poverty, based on the lists made by each group. One student writes the causes and another the effects of poverty on sheets of paper displayed on the wall. If not already included, the teacher should elicit the following from the students:

#### 1) The Causes of Poverty:

- ▶ Corruption and greed amongst those with power
- ▶ Famine and drought
- ▶ Ignorance
- ▶ Illness or death of the breadwinner in the family
- ▶ Inflation
- ▶ Lack of innate ability
- ▶ Lack of knowledge (Head)
- ▶ Lack of motivation to change things (Heart)
- ▶ Lack of practical skills (Hands)
- ▶ Manmade disasters
- ▶ Natural disasters
- ▶ Population increase



- ▶ Unfair use of the world's resources
- ▶ War

## 2) The Effects of Poverty:

- ▶ Children, especially girls, unable to go to school
- ▶ Crime
- ▶ Depravity, dishonesty and cruelty
- ▶ Early death
- ▶ Homelessness
- ▶ Hopelessness
- ▶ Illness
- ▶ Jealousy
- ▶ Lack of clothing
- ▶ Lack of medication
- ▶ Malnutrition

The teacher brings in Pestalozzi's ideas about the causes and effects of poverty (referring to the section in bold below), linking them to points made on the two lists.

It should be noted that poverty is basically manmade. Even where poverty is caused naturally – for example by a natural disaster – if humans were prepared to share what they have, there would be plenty to give to help people suffering from the effects of poverty caused naturally.

Pestalozzi hated to see the exploitation of the poor, for example of children by farmers in the neighbourhood of Neuhof. These farmers would take orphaned children, and keep them overworked and underfed to increase profit. The consequences for the children were disastrous – they grew up ignorant, illiterate and degraded.

Pestalozzi was especially worried by the moral degradation of the poor. While he blamed the corrupt government and the selfish ruling class for the social evils most people had to put up with, he thought that the real source of evil came from the ignorance and depravity of the majority of the people. For example, he thought that if the majority of people were honest, it would not be possible for government to be corrupt.

Pestalozzi believed that everybody has the innate ability to learn and that everybody has the right to education. He believed that it is the lack of an all-round education of the head, the heart and the hands that causes poverty. This is because, without an all-round education, people lack the knowledge, the practical ability and/or the love and moral will or motivation to successfully fight the causes of poverty - their own and that of others.

Refer to 'Poverty' (pp.32-37) in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## **Poverty (2) (continued)**

Causes of, Effects of and How to Overcome Poverty

(1) (continued)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach Pestalozzi's beliefs about how to fight poverty with education</li> <li>▶ To encourage students to relate Pestalozzi's ideas about poverty to poverty today</li> <li>▶ To revise what is meant by an all-round education of the Head, Heart and Hands</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about how to fight poverty today
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ The lists made in the previous session – 'The Causes of Poverty' and 'The Effects of Poverty'</li> </ul>

The teacher displays the lists made in the previous session – 'The Causes of Poverty' and 'The Effects of Poverty'. The students briefly review the two lists.

The teacher and students brainstorm what is needed to overcome poverty and the teacher links the needs stated by the students (such as better health care, trained engineers, sharing of resources) to Pestalozzi's solution - an all-round education of the Head, the Heart and the Hands.

The teacher and students brainstorm what is included in Pestalozzi's all-round education of the Head, the Heart and the Hands and include the following:

- ▶ Ability to help oneself and others (Head, Heart and Hands)
- ▶ Generosity (Heart)
- ▶ Knowledge of how to change things (Head)
- ▶ Love for others (Heart)
- ▶ Motivation to help (Heart)
- ▶ Practical ability to change things (Hands)
- ▶ Selflessness (Heart)
- ▶ Social skills (Hands)

The teacher divides the students into pairs and instructs each pair as follows:

- ▶ Choose a cause of poverty
- ▶ List the likely effects of this cause of poverty
- ▶ Write down how a Pestalozzi education would help someone to overcome both the cause and effects of poverty you have chosen
- ▶ Illustrate your work

The teacher asks different pairs to explain their work to the rest of the students.

Pestalozzi believed that an all-round education of the Head, Heart and Hands for everybody, is the only way to overcome poverty. This is because an all-round education gives people the knowledge (Powers of the Head), the love and moral will or motivation (Powers of the Heart) and the common sense, social skills, practical ability and determination (Powers of the Hands) to successfully fight the causes of both their own poverty and the poverty of others.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

Pestalozzi saw that a vocational training alone, as many of the poor of his day received, degrades people because it gives people no opportunity to improve their inner natures. He also recognised that an education which makes people knowledgeable but gives them no practical means of putting their knowledge to use, as many of the rich of his day received, is also useless. This is because such an education does not show people how to help others in a practical way, nor does it teach them the morality necessary to give them the will to help others.

Pestalozzi believed that everybody has the right to education and that the education provided must be relevant to people's needs so that it can enable them to help themselves and others.

Refer to 'Poverty' (pp.32-37) in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## **Schools (1)**

### The Worst Schools

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To help students understand why Pestalozzi disliked schools in his day</li> <li>▶ To link Pestalozzi's knowledge of bad schooling to the students' own knowledge</li> </ul>
<b>FURTHER AIMS</b>	To make concrete for the students the negative aspects of bad schooling
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Pencils, colouring pens and blank sheets of paper for every student</li> </ul>

The teacher asks the students to think about schools they have been to or know about and the students discuss what is good about school and what is not so good. *(NB: The discussion should cover school buildings, content of lessons, teachers, discipline, extra-curricular activities etcetera).* The students then imagine what the worst school would be like and what sort of things the teachers and students would do in it.

*Either.* The teacher divides the students into groups of five. Each group makes a short drama showing some of the worst things about school and performs it to the rest of the students.

*Or:* Each student makes a series of pictures showing the worst possible school. The students explain their pictures to the rest of the students.

The teacher explains Pestalozzi's opinions, linking the things he did not like about schools to the things the students do not like. Pestalozzi was very critical of most of the schools in Switzerland at the time he lived. He did not like the schools for many reasons. There were not enough schools so not everyone could go to school. When they could the buildings were in a very bad condition. Often school was held in the room of the teacher's home and had no furniture. The children would be very cramped together in a small, damp, airless room. Teachers were usually untrained and often could not read or write. The teachers were very conservative and bigoted. The discipline was harsh and the teachers beat the children a lot. Religion was often the only subject taught and was not taught properly. Children were made to read out loud and to repeat and to memorise things without understanding. The children had to sit still and were indoors all day long. They got very bored. The children were not treated as individuals. The teaching methods and content of classes did not teach children what they needed for their future lives. Pestalozzi worked to try to change all these things about schools in Switzerland. For further information, refer to 'Education in Switzerland in Pestalozzi's Time' (pp.26-31) in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## Schools (1) (continued 'a')

### The Best Schools

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach students about the changes made by Pestalozzi to schools and education</li> <li>▶ To link Pestalozzi's idea of a good school to the students' own ideas</li> </ul>
<b>FURTHER AIMS</b>	To make concrete for the students the positive aspects of good schooling
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Pencils, colouring pens and blank sheets of paper for every student</li> </ul>

The teacher asks the students to again think about schools they have been to or know about and to this time imagine what the best school would be like. *(NB: The discussion should cover school buildings, content of lessons, teachers, discipline, extra-curricular activities etcetera).* The students then imagine what the best school would be like and what sort of things the teachers and students would do in it.

*Either:* The teacher divides the students into groups of five. Each group makes a short drama showing some of the best things about school and performs it to the rest of the students.

*Or:* Each student makes a series of pictures showing the best possible school. The students explain their pictures to the rest of the students.

The teacher explains the changes Pestalozzi made to schools and education, linking the positive changes to the students' own ideas about a good school. Pestalozzi made many changes to schools and education and is called the 'Father of Modern Education'. He helped make sure that all children could go to school in proper school buildings. He showed that teachers must be well educated and given special training to be teachers. He wanted teachers to be open-minded and show respect for the children. Discipline was through love, not fear, and the teachers did not beat the children. Lots of new subjects were introduced, including Physical Education. Children were very active in their learning, using all their senses to observe things, learning from experience and from being outdoors in the natural world. The teachers treated each child as an individual and made sure that each child understood what he or she was taught before teaching them new things. Children were given an education of the head, heart and hands, which gave them what they needed to be able to help themselves in future and which was therefore useful. Pestalozzi's students enjoyed school and loved their teachers. Refer to 'Section 4 - Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'.

## **Schools (1) (continued 'b')**

The Changes Pestalozzi Made to Schools

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To show the changes Pestalozzi made to schools and to education
<b>FURTHER AIMS</b>	To develop students' display and presentation skills
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Marker pens and large sheets of paper for each group of five students</li> <li>▶ Blu-tack</li> <li>▶ The 'Pestalozzi Information Pack'</li> </ul>

The students discuss what the differences are between the worst possible school and the best possible school, bringing in Pestalozzi's opinions about bad schooling and the positive changes that he made to education, referring to the work they did during the sessions of the previous two Teaching Ideas 'Schools (1)' (p.166) and 'Schools (1) (continued 'a')' (p.167) and to 'Section 4 - Pestalozzi and Education (pp.25-70) of the 'Pestalozzi Information Pack'.

The teacher divides the students into groups of five and instructs each group as follows:

- ▶ Make a large display showing the changes that Pestalozzi brought to education. This should include what schools were like in Switzerland before Pestalozzi and the changes he made. Use as many pictures and as little writing as possible
- ▶ Choose a spokesperson for your group who will feedback, explaining your display, to the rest of the students
- ▶ Put your display on the wall

Each group's spokesperson explains the group's display to the rest of the students.

The teacher asks students to say what they think is the most important change Pestalozzi made to education. The teacher could put a list of the changes up on the wall and ask each student to vote the change he or she thinks is the most important. The whole group of students' order of importance of the changes Pestalozzi made could then be displayed alongside the group displays.

Refer to the section in bold typeface at the end of the previous two Teaching Ideas, 'Schools (1)' (p.166) and 'Schools (1) (continued 'a')' (p.167) and to 'Section 4 - Pestalozzi and Education (pp.25-70) of the 'Pestalozzi Information Pack'.

## **Schools (2)**

The Condition of Schooling Objected to by Pestalozzi

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To teach about the conditions of schools which Pestalozzi objected to
<b>FURTHER AIMS</b>	To improve students' ability to work together, to co-operate and to work independently
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Large sheets of blank paper, colouring pens and blu-tack</li> <li>▶ Any appropriate acting props available</li> <li>▶ Five dictionaries</li> <li>▶ The 'Pestalozzi Information Pack'</li> </ul>

The teacher divides the students into five groups and gives each group one of the five passages describing schools or schoolmasters in 'Some extracts from texts showing the poor state of schools, of schoolmasters and of education in general' (pp.26-29) in 'Education in Switzerland at Pestalozzi's Time' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

Instructions to Student Groups:

- ▶ Read the passage and pick out any vocabulary you do not understand and look these words up in the dictionary
- ▶ Ask the teacher for help with word or phrase meanings only if your group cannot work out or find the meanings for itself
- ▶ Choose a way to present the passage to the rest of the students. You may for example act out the passage or illustrate it on paper and display it on the wall

Each group makes its presentation to the rest of the students, either acting or explaining the illustration it has made.

The students brainstorm everything mentioned about schools or schoolmasters in the passages, which they think Pestalozzi would have objected to.

Pestalozzi was very critical of most of the schools in Switzerland at the time he lived. Refer to the section in bold typeface at the end of the Teaching Idea 'Schools (1) - The Worst Schools' (p.166) for further information.

## **Schools (2) (continued)**

Overcoming the Poor Conditions

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To revise the changes Pestalozzi brought to education
<b>FURTHER AIMS</b>	To encourage students to work cooperatively
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ 3 large sheets of paper and colouring pens for every pair of students</li> <li>▶ As many dictionaries as possible</li> <li>▶ The 'Pestalozzi Information Pack'</li> </ul>

The teacher divides the students into pairs and, reminding them of the work done in the previous session, gives each pair a copy of 'Education in Switzerland in Pestalozzi's Time' (pp. 26-31) in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

In pairs, the students read all the passages.

The students revise their knowledge of the changes Pestalozzi brought to education (see below).

Instructions to Student Pairs:

- ▶ Choose one of the passages you have read and write it in the middle of a sheet of blank paper, leaving plenty of space around the edges
- ▶ In different coloured pens, write and draw all around the passage, the changes Pestalozzi brought to education so that the problems he described no longer existed
- ▶ Do the same for another passage
- ▶ Show your work to other pairs and discuss it

For information on the changes Pestalozzi made to schooling in Switzerland, refer to: the section in bold typeface at the end of the Teaching Idea 'Schools (1) (continued 'a')' (p.167); to the 'Changes Pestalozzi brought to Education' (pp.20-26) sheets belonging to the Teaching Idea 'Changes Pestalozzi brought to Education (2)', in 'Part One' of the 'Pestalozzi World Teaching Ideas'; and to 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'.



## **Sense-Impression (1)**

Using the Senses Other than Sight (1)

Based on an idea from Doty, G. (2001)

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage learning that takes place:</li> <li>▶ Through sense-impression, using real objects and involving concrete experience</li> <li>▶ Outside, through nature</li> <li>▶ To give importance to impressions formed by senses other than sight</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To teach the concept of the five senses</li> <li>▶ To practise descriptive writing in English</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A blindfold for each group of three students</li> <li>▶ Pencils and paper</li> </ul>

(NB: This activity can lead into the activity in the Teaching Idea 'The Tree and the Gardener (1) - The Child as a Tree' (p.191)

The students go to an area with different trees and plants. The teacher asks them to name the different senses they might use to observe nature (Sight, Hearing, Touch, Smell, Taste).

The teacher divides the students into groups of three. One member of each group is blindfolded and led to a different tree or plant (*NB: The others must remember which tree or plant which student was led to*). The rest of the students in the group ask the blindfolded student questions turn by turn about the tree or plant, which involve as many of the different senses (except for sight) as possible. (Sample questions: 'What does the bark feel like? Are there any holes? Can you feel the roots? Are there any plants growing from it? What does it smell like? Can you hear any sounds of animals?')

Either: The students, blindfolds removed, find their trees or plants. The students then draw their tree or plant.

Or: Blindfolds removed, the students draw their tree or plant without having seen it first.

The students write a short description of their tree or plant.

According to Pestalozzi 'sense-impression' is the direct impression made by the world on the senses. It includes everything that a student experiences and perceives through direct observation, personal experience and involvement, using the senses. As many of the senses as possible should be involved in learning. To engage the student fully in the

activity, experience should be concrete and meaningful, encouraging exploration. Teaching to achieve 'sense-impression' needs to be carried out in the natural world, outside the classroom as much as possible, and using real objects.

## **Sense-Impression (2)**

Using the Senses Other than Sight (2)

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To encourage learning that takes place: <ul style="list-style-type: none"> <li>▶ Through sense-impression</li> <li>▶ Outside, through nature</li> </ul>
<b>FURTHER AIMS</b>	To practise drawing based on observations made with the senses other than sight
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Pencils and paper</li> </ul>

The students go outdoors and the teacher asks them to recall what different senses they might use to observe nature (Sight, Hearing, Touch, Smell, Taste).

The teacher gives each student a blank piece of paper and a pencil and asks them to either sit or lie down with their eyes closed and to notice everything they can hear, feel, smell and taste.

After several minutes (or when they seem ready), the teacher says to the students that when they are ready they should draw everything they have heard, felt, smelled and tasted on the paper beside them.

(NB: This activity can be used to lead into poetry writing or painting.)

According to Pestalozzi 'sense-impression' is the direct impression made by the world on the senses. It includes everything that a student experiences and perceives through direct observation, personal experience and involvement, using his or her senses. As many of the senses as possible should be involved in learning. To engage the student fully in the activity, experience should be concrete and meaningful, encouraging exploration. Teaching to achieve 'sense-impression' needs to be carried out in the natural world, outside the classroom as much as possible and using real objects.

### **Sense-Impression (3)**

Using the Five Senses and Similes

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To encourage learning that takes place: <ul style="list-style-type: none"> <li>▶ Through sense-impression involving direct observation and use of all the senses</li> <li>▶ Using real objects and involving concrete experience</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To revise the concept of the five senses</li> <li>▶ To teach comparisons (similes)</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Real objects such as groundnuts or wrapped boiled sweets</li> <li>▶ Paper and a pencil for each student</li> </ul>

Each student is given a real object, which can be understood using as many of the senses as possible. (Groundnuts still in the shell would be a good object. Alternatives could be wrapped boiled sweets or oranges).

The teacher checks the students' knowledge of the senses (Sight, Hearing, Touch, Smell, Taste).

The teacher explains that, after five minutes, he or she will ask each student to contribute a sentence about the object, which should include a comparison (simile) and refer to one of the five senses, for example, 'The groundnut sounds like a child's rattle'.

The students write down at least one simile for each sense (although one for all the senses, for example 'taste', may not always be possible) and draw the object.

After five minutes, the students contribute their sentences and the teacher writes them on the blackboard.

(NB: This lesson could also be taught giving the students two very dissimilar objects to compare)

For an explanation of 'Sense-Impression' refer to the section in bold typeface at the end of the Teaching Idea 'Sense-Impression (1) - Using the Senses Other than Sight' (p.171).

## **Sense-Impression (4)**

Observing the Commonplace

<b>LEVEL</b>	Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage learning that takes place through sense-impression, involving direct observation and use of all the senses, using real objects and involving concrete experience</li> <li>▶ To improve students' observation of their immediate surroundings</li> <li>▶ To practise drawing based on detailed observation</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage interest in everyday surroundings, however commonplace</li> <li>▶ To increase students' descriptive powers</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Whatever is in the vicinity (see below)</li> <li>▶ Sheets of paper and colouring pens</li> </ul>

The teacher asks the students to look closely at something in the room which all the students are able to see, the more ordinary and overlooked the better, for example a hole in the wall of the room, or a tear in the curtain or any other small, seemingly insignificant detail of the room.

The students describe the hole or the tear or whatever has been chosen in ever-increasing detail, giving a sentence turn by turn and gradually moving from describing whatever has been chosen to describe its immediate surroundings. For example;

'I see a hole in the paper.'

'I see a long hole in the paper.'

'Through the hole I see the wall.'

'Through the long narrow hole I see the wall.'

And going on to describe the surrounding paper,

'I see figures on the paper.'

'I see black figures on the paper.'

'I see round black figures on the paper.'

(NB: This example is taken from an actual lesson taught by Pestalozzi. Refer to 'The Teaching of Language' in 'Examples of Pestalozzi's Method in Specific Subject Areas' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.)

Where necessary the teacher or other students ask prompt questions.

Having finished the description, the students draw and write about whatever has been described and then read and look at each other's work.

Following this approach of Pestalozzi, the children learn through sense-impression. For an explanation of 'sense-impression' refer to the section in bold typeface at the end of the Teaching Idea 'Sense-Impression (1)' (p.171).

The children learn first to closely examine an object, however dull it may seem. They then learn to talk about it in simple words, recounting all the impressions they receive from the objects surrounding them. After this they write about the object, and finally read what they have written. As a result, the children's words and sentences, which can of course be corrected by the teacher if necessary, are to a great extent the children's own expression of their own thoughts.

Pestalozzi wanted learning to be initiated by the child in this way and believed that an understanding of an object gained through sense-impression is the best way to make sure the child is able to describe the object accurately.

For Pestalozzi, language lessons are also general knowledge lessons and *vice versa*. This is because children gain sense-impression through direct observation and engagement of the senses; the sense-impression thus gained forms the concepts of general knowledge and ensures the development of accurate speech.

## **Sense Impression (5)**

### Detailed Description

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To achieve sense impression by teaching students to observe detail using all the senses
<b>FURTHER AIMS</b>	To improve the students': <ul style="list-style-type: none"> <li>▶ Accuracy in use of descriptive language</li> <li>▶ Ability to describe by making comparisons</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ The object/s to be taught about</li> </ul>

The teacher chooses an object to teach the students about. This may be a piece of glass as in the 'Object Lesson on Glass' given by Elizabeth Mayo and based on Pestalozzi's approach. *(NB: This lesson should be referred to and can be found (pp.62-65) in 'The Teaching of Language' in 'Examples of Pestalozzi's Method in Specific Subject Areas' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.)* Any other familiar object may be chosen.

The object is handed round students so that they can exercise their own powers of observation on it. The teacher asks the students questions about it, which result in the students thinking about and describing the qualities of the object, using as many of the senses as possible (for example how it feels, what it smells and looks like). The students are encouraged to compare the object to other things (for example how is the piece of glass different from the window shutter?)

The questions asked by the teacher should aim to draw out the ideas of the children. It is important that the questions make the students feel the need for a term so that they are motivated to find the word and therefore more likely to remember it. The teacher should only provide the term if none of the students can do so and when the students have become really keen to know it. The teacher lists the words used to describe the object on the blackboard and the students practise using the words in different contexts to ensure proper understanding of their meanings.

Pestalozzi taught his students to closely observe their surroundings, however dull they may appear to be. He used exercises of sense-impression and language to teach children to observe and to talk about their observations, recounting all the impressions they receive from the objects surrounding them. For Pestalozzi, language lessons, such as the one given above, are also general knowledge lessons and *vice versa*. This is because a child gains sense-impression through direct observation and engagement of the senses, and the sense-impression thus gained forms the concepts of general knowledge and ensures the development of accurate speech.

## **Social Justice and Equality (1)**

It's Not Fair!

Based on an idea from Fountain, S. (1995)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach about Pestalozzi's life-long struggle to bring about social justice for the poor of his country
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To link students' immediate experience to issues of inequality</li> <li>▶ To increase vocabulary</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Dictionaries (see below to decide on the number required)</li> <li>▶ Paper and pens (see below)</li> </ul>

The students are divided into two groups. One group has two thirds of the students in it. The other group has one third of the students in it. The smaller group is given enough pens, paper and dictionaries for each student to have one of everything each. The larger group is given one pen, one sheet of paper and one dictionary for every five students.

Each individual student is told to look up and write down the dictionary definition of one adjective, one noun and one verb. These should be words that the student does not already know. No words should be repeated in the group and each student must do his or her own work. At the end, each student must hand in a separate sheet of paper.

(NB: The smaller group will of course complete first and there is no need to make the larger group finish the activity, although it should continue for long enough to emphasise the point of the activity.)

The students discuss how it felt to be in the larger or in the smaller group and what was unfair about the distribution of materials. A discussion about inequality and the need for social justice follows, linking this to disadvantaged groups found in the students' countries as well as to disadvantaged countries in the world.

Pestalozzi spent his life struggling to bring about social justice for the poor. When he was alive, the citizens of Switzerland (only townfolk were considered to be citizens) had all the rights, while the people living in the countryside had no rights and had to pay heavy taxes. He tried to change this. He believed that an education which helps people to help themselves is the best way to help people escape poverty and gain equality. He therefore spent his life working to provide a relevant education for the poor.

## **Social Justice and Equality (2)**

'If we could shrink the earth...'

Based on an idea from TIDE (2003)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach about Pestalozzi's life-long struggle to bring about social justice for the poor of his country through education
<b>FURTHER AIMS</b>	▶ To link Pestalozzi's concerns about inequality to global issues about inequality today
<b>MATERIALS NEEDED</b>	▶ 'If we could shrink the earth...' quiz for every pair of students ▶ One copy of 'If we could shrink the earth' answer key

The teacher divides the students into pairs and gives each pair the quiz *'If we could shrink the earth...'*

The pairs do the quiz and the teacher then asks different pairs for answers. Pairs mark their own papers.

The students go through any points of interest arising from the quiz, especially any that relate to inequality. If the students fail to come up with any points of interest, the teacher should elicit them, ensuring that the final two paragraphs of the following, which are about Pestalozzi, and as much as possible of the rest, is covered:

- ▶ Which of the areas listed are, for the most part, the developed richer areas and which are, for the most part, the developing poorer areas? Europe, North America and Oceania are the developed richer areas. Asia, Africa, Latin America and the Caribbean are the developing poorer areas. (Of course there are exceptions, such as Japan in Asia.)
- ▶ How many in total are from the poorer areas (82) and how many in total are from the richer areas (18).
- ▶ 20 people own 89% of the world's wealth – where do these 20 people come from? Almost all of them come from Europe and North America. 13 people would not be properly fed and only 27 would have access to clean drinking water. Which countries are the people without enough food or clean drinking water likely to be from? Wealth is very unevenly distributed. How has this come about? Industrialisation? Colonialism? Corruption? Are things starting to change?
- ▶ Consider China and India's technological advance. 4 people would own a computer and 50 would never have made a phone call. Many of those without a computer and who have never made a phone call come from China and India, the very countries



which are making such technological advances. What does this tell you? That wealth generated by a country does not necessarily trickle down to all of its people

- ▶ 20 people generate 86% of the world's rubbish. Where would these 20 come from? Again almost all of them come from Europe and North America, although developing countries such as China are also increasingly adding to pollution. What does this rubbish include? Waste such as pollution, which is leading to climate change and global warming. So who should take the lead in dealing with climate change? The countries which produce most of the pollution – Europe and North America. Yet who is suffering the most from the effects of climate change? The poorer areas. What example could other areas learn from the richer areas? The importance of waste control
- ▶ 39 would be under 20 years old. If we take an average life span to be 80 years, how many, in a world of 100 people, would you expect to be under 20? Only 25. What is likely to happen when you all grow up and have children? A population explosion. What might be the consequences of a population explosion? Not enough food, not enough land... How can a population explosion be prevented? Is China's one child per family policy an infringement on human rights or is it a reasonable way to prevent a population explosion?
- ▶ In the 18<sup>th</sup> century and early 19<sup>th</sup> century, Pestalozzi was fighting for an education for the poor in his country. He believed that education should be available to everyone and since then many people who were influenced by him fought for education for all. Now it is generally recognised that education should be provided for everyone. So what is the problem? Why is it that in the early 21<sup>st</sup> century, if the world shrank to contain 100 people, only 17 would be able to read and only 2 would have had a college education? What is the problem? What would Pestalozzi's answer have been? It could be largely due to the fact that the education provided is often totally irrelevant to the needs of the people. As a result people drop out of education. Pestalozzi always argued that education must meet the needs of each individual and prepare each person for the life he or she would be most likely to lead as an adult. It could also be that there is not enough flexibility in the provision of education. If children were able to learn while they worked, as Pestalozzi advocated in his novel 'Leonard and Gertrude', they would be able to earn an income and learn to read etcetera. In 'Leonard and Gertrude' the children spin while they learn to read and to do arithmetic.

Pestalozzi believed that the provision of a relevant education for all is the only way to overcome inequality. What do you think?

How might a relevant and accessible education help countries to overcome inequality? Where does the movement for change need to come from? Should it come from the rich countries?

Should it come from the rich living in the poor countries? Should it come from the poor people themselves?

Pestalozzi believed that any kind of giving from the rich to the poor, which does not help people to help themselves, is useless because such gifts simply make people dependent and even less able to help themselves.

But a gift which helps the poor to help themselves - that is, the provision of a relevant education - is the most valuable gift. Do you know of any other people who, or organisations which, think like this? Confucius (the Chinese philosopher who lived from 551-479 BC) is supposed to have said 'Give a man a fish and he eats for a day, teach a man to fish and he eats for a lifetime'.

For further information about Pestalozzi's belief that education is the only way to solve social injustice, refer to 'Poverty' (pp.32-37) in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

## **Quiz**

If we could shrink the earth...

Based on information given in TIDE (2003)

If we could shrink the earth to a village with a population of exactly 100:

1) How many Asians would there be?

- a) 60            b) 75            c) 50

2) How many Africans would there be?

- a) 25            b) 13            c) 31

3) How many Europeans would there be?

- a) 12            b) 16            c) 26

4) How many from Latin America and the Caribbean would there be?

- a) 7              b) 19            c) 9

5) How many North Americans would there be?

- a) 10            b) 30            c) 5

6) How many from Oceania would there be?

- a) 1              b) 11            c) 21

7) 89% of the entire world's wealth would be owned by how many people?

- a) 30            b) 20            c) 5

8) 86% of the rubbish in the world would be generated by how many people?

- a) 40            b) 10            c) 20

9) How many would not be properly fed?

- a) 13            b) 33            c) 52

10) How many would not have access to clean drinking water?

- a) 14            b) 48            c) 27

11) How many would own a computer?

- a) 14            b) 8            c) 4

12) How many would never have made a phone call?

- a) 50            b) 30            c) 70

13) How many would be under 20 years old?

- a) 39            b) 19            c) 29

14) How many would be unable to read?

- a) 33            b) 17            c) 11

15) How many would have had a college education?

- a) 2            b) 19            c) 9

## **Quiz Answers**

If we could shrink the earth...

Based on information given in TIDE (2003)

If we could shrink the earth to a village with a population of exactly 100:

1) How many Asians would there be?

a) **60**      b) 75      c) 50

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13) How many would be under 20 years old?

- a) **39**          b) 19          c) 29

14) How many would be unable to read?

- a) 33          b) **17**          c) 11

15) How many would have had a college education?

- a) **2**          b) 19          c) 9

## **Students Teaching Students (1)**

Teaching a Group of Young/Disabled Children (1)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To explore and experiment with some of Pestalozzi's teaching methods</li> <li>▶ To demonstrate the value of students teaching other students</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students think about the basics of learning</li> <li>▶ To help students simplify their ideas</li> </ul>
<b>MATERIALS NEEDED</b>	Various materials depending on the chosen activity, for example dried peas for learning to count

The teacher and students find a local group of young and/or learning-disabled children to work with.

The teacher explains to the students that they should prepare an activity to do with the children based on the following teaching method of Pestalozzi, which the students discuss:

### **The Teaching of Number**

Teach arithmetic using real and familiar objects, for example peas, leaves, marbles or any other objects found in the home. Arithmetic includes grouping (addition and multiplication), separating (subtraction and division) and comparing (ideas of 'equal', 'greater' and 'smaller'). Figures are not used until children have a complete understanding of arithmetic as a result of using real objects.

The teacher and students discuss the following points the students should consider when preparing their activity. The teacher lists each one on the blackboard, after discussing it:

- ▶ The age and needs of the children
- ▶ The importance of teaching so that the children learn by sense-impression and what that involves (Refer to the bold text at the end of this Teaching Idea)
- ▶ The importance of teaching that guides the children to learn for themselves rather than providing answers (Refer to the bold text at the end of this Teaching Idea)
- ▶ The importance of giving the children as much time as they need (Refer to the bold text at the end of this Teaching Idea)
- ▶ The aim of the activity (what it will teach the children)
- ▶ Approximately how long the activity will take (NB: The students should have extra ideas of what to do in case there is too much time and should be able to round the

session off properly if they run out of time, even if they cannot finish their plan of activity)

- ▶ The materials they will need

The students, working in pairs, prepare the activity and then use it with the children.

After using the activity with the children, the students discuss what worked and what did not, and why.

According to Pestalozzi 'sense-impression' is the direct impression made by the world on the external senses. It includes everything, whether physical or moral, that a child experiences and perceives through direct observation, personal experience and involvement, using his or her senses. As many of the senses as possible should be involved in learning. Anything being taught must be more than understood by the child; it must be engaged with totally; it must capture the child's full attention; and it must be internalised, ultimately leading to perception or inner understanding. This can be achieved through concrete experience - meaningful and living human activity with the child being encouraged to be explorative.

It follows that teaching in order to achieve 'sense-impression', and to help enable the child to use all his or her senses to understand whatever is being taught, needs to be carried out in the world outside the classroom as much as possible and using real objects, although picture books can be used as an alternative if the real object is not available.

Pestalozzi also wanted education to guide children to learn for themselves rather than provide the children with answers.

Pestalozzi emphasised the importance of allowing each individual enough time to learn and to fully understand what was being taught before moving on to something new.

According to Pestalozzi, the natural approach to learning combines number, form and language. Through active learning and direct and concrete experience, which engages the senses, children learn in these three areas. Teaching should include: (1) [Arithmetic] in which the child is taught to look at things as a unit, e.g., how many and what kind of objects; 2) [Form] to teach the child to recognize the appearance, form, or outline of objects; and (3) [Language] to ensure that the child knows all the words and names which describe the objects known to the child.

Pestalozzi believed that students learn well if they teach and are taught by each other. He also believed that people should take action to help others in their community, especially the disadvantaged.



## **Students Teaching Students (1) (continued)**

Teaching a Group of Young/Disabled Children (1) (continued)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To explore and experiment with some of Pestalozzi's teaching methods</li> <li>▶ To demonstrate the value of students teaching other students</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students think about the basics of learning</li> <li>▶ To help students simplify their ideas</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Various materials depending on the chosen activity, for example tracing paper for learning to write</li> </ul>

The students continue working with the same children and prepare and teach activities as in the Teaching Idea 'Teaching a Group of Young/Disabled Children (1)' (p.183) but now using Pestalozzi's ideas for teaching Form or Language.

### **Form – The Teaching of Measuring, Drawing and Writing**

Pestalozzi believed that children should be given a variety of playthings to stimulate their interest and to help teach them to recognise the appearance, outline and form of objects as well as to encourage them to draw. He believed that children should be taught to draw lines, angles and curves and that they should learn to draw from life rather than by copying another drawing. Pestalozzi believed that a child could learn to write more easily after learning to measure and draw. He advises that the child first practise tracing and copying the simple form of letters, then move onto more complex forms and then to the combination of several letters. Alphabet blocks are used to help teach the letters. The child should firstly learn to write enlarged letters perfectly, using a pencil. Then the child should learn to write enlarged letters with a pen and only gradually bring them down in size. The child can also trace the shapes of letters in order to learn their shapes.

### **The Teaching of Language**

Pestalozzi believed that children should be taught to name all the common objects they see daily and then to describe their surroundings in as much detail as possible in order to be able to verbalise the understanding gained from learning Arithmetic and Form. Children are taught to closely observe and describe the things in their every day experience in various ways. For example, Pestalozzi might say a word, such as 'dandelion' or 'squirrel', which the children then had to find out all about. The Teaching Idea 'Sense-Impression (4) - Observing the Commonplace' (p.174) demonstrates how even a hole in the wallpaper could be used as the basis for a language lesson, while the Teaching Idea 'Sense-Impression (5) - Detailed Description' (p.176) demonstrates how for Pestalozzi language lessons and general knowledge lessons are one and the same thing.

## **Students Teaching Students (2)**

Creating a Picture Book for a Young Child

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To demonstrate the value of using picture books in teaching</li> <li>▶ To explore some of Pestalozzi's most important beliefs as they relate to the preparation and use of teaching materials</li> <li>▶ To demonstrate the value of students teaching other students</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students think about the basics of learning</li> <li>▶ To help students simplify their ideas</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Colouring pens and blank paper to make a book</li> <li>▶ A means of binding books, such as a hole punch and wool thread, or a stapler</li> </ul>

(NB: The level of complexity and extent to which the points listed below are explored will vary according to the age and ability of the students doing this activity.)

(NB: Before the lesson begins the teacher writes the points the students should consider when planning their books on the blackboard. These are found underlined below.)

The teacher tells the students that they are going to design a picture book to help teach a younger learner (2-5 years old) and asks each student to choose a young child to make a picture book for.

Instructions to Students:

- ▶ Consider the age and ability of the child you have chosen
- ▶ Consider Pestalozzi's belief that children learn best if they are interested in what they are learning. Base your book on anything you know about that interests the child you have chosen to write a book for. If you do not know that child's interests find out by observing / talking to the child. If that is not possible remember back to what you liked and were interested in when you were the child's age
- ▶ Consider Pestalozzi's belief that children learn best from their own environment – from what is local and familiar to them. If you are going to introduce objects that are new to the child, make sure that they are linked to something in the child's own experience. For example: You may draw different fruits which the child knows about (familiar) but add some more fruits which the child has never seen before (unfamiliar); you might draw an aeroplane (unfamiliar) and illustrate it flying over the child's own village (familiar); or you might draw the child's friends (familiar) going on a journey to space (unfamiliar).

- ▶ Consider Pestalozzi's beliefs that children learn best about number and form by making comparisons between objects and that children learn to understand and then to talk and read about objects based on observation. Use as little writing and as much illustration as possible. Bring in opportunities for the child to make comparisons by including drawings of different numbers, sizes, shapes or colours of objects
- ▶ What do you want to achieve? (For example: Is your aim to teach about colours and shapes? Is your aim to tell a story and at the same time introduce some new information, such as what the life cycle of a butterfly is?)

The students now write and illustrate their books, keeping them as simple as possible and considering the points given above.

Having completed their books, each student reads the book he or she has made with the child, using the pictures to ask the child further questions and to teach the child.

The teacher asks the students in what ways their particular picture book was a useful teaching tool, what they would do differently next time and how useful they found preparing and using a teaching aid.

Pestalozzi introduced the use of picture books for teaching children, believing that, if real objects cannot be used, illustrations of them are the next best aid to teaching. He believed that children learn best if they are interested in what they are learning; that children learn best from their own environment - from what is local and familiar to them; that children learn best about number and form by making comparisons between objects; and that children learn best to understand and then to talk and read about objects based on observation

Pestalozzi also found that if students teach other students it is very effective because it causes both the students teaching and being taught to learn more quickly, helps students to become independent and leads to co-operation between the students.

### **Students Teaching Students (3)**

Introduction to New Students (1)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To show the value of peer teaching</li> <li>▶ To give students the chance to work on an activity with a genuine purpose</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To give students practice in organising information and in letter writing</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Paper and colouring pens for each student</li> <li>▶ Material needed to bind the Information Packs, for example a hole punch and wool thread, or a stapler</li> </ul>

The students discuss how they felt, what information they had and what further information they would have liked to have had when they had been newly selected as Pestalozzi students and were about to join the Pestalozzi World organisation they are now with. The teacher divides the students into groups of three.

Instructions to Student Groups:

- ▶ Consider how you felt when you had just been selected to be a Pestalozzi World Student
- ▶ Make a list of what you would have liked to have been told about before arriving

The students share their ideas and discuss them.

Further Instructions to Students:

- ▶ Design a colourful Information Pack to be sent to students about to join your Pestalozzi World organisation. (NB: Since these newly selected students may know very little English, the Information Pack could be written in the mother tongue)
- ▶ Write a letter to a newly selected student, enclosing your Information Pack (NB: The teacher gives each student the name of a newly selected student, where necessary doubling up)

Pestalozzi believed that students should help each other to learn. As soon as he found a student who knew something his or her classmates did not know, he asked them to help teach. He believed that this approach helps students to become independent and that his students learnt more quickly by working in this way. He also found that it leads to an atmosphere of co-operation and peace in the classroom. He believed that the learning process should be in the control of the students as much as possible. Pestalozzi also believed that students should be involved in activities with a genuine purpose to ensure that learning is relevant and useful.

### **Students Teaching Students (3) (continued)**

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To demonstrate the value of peer teaching</li> <li>▶ To give students the chance to work on an activity with a genuine purpose</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To give students practice organising events</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Anything the students may need to implement the planned programme of events</li> </ul>

The teacher divides the students into groups of three.

Instructions to Student Groups:

- ▶ Consider your first week here and how you felt then
- ▶ Make a list of what you would like to have done during that week. Include the things you thought were good about your first week here and add any other ideas you have that could have made that week better. For example outings, games and information sessions

The students discuss each group's suggestions and decide on a Programme of Activities for newly arrived students for their first week.

The students make any advance arrangements necessary for the Programme of Activities planned and, on the arrival of the newly selected students, implement it.

Each student befriends the newly selected student he or she wrote to previously (in the previous Teaching Idea 'Students Teaching Students (3) - Introduction to New Students (1) (p.188), showing him or her around and giving support where needed.

Pestalozzi believed that students should help each other to learn. As soon as he found a student who knew something his or her classmates did not know, he asked them to help teach. He believed that this approach helps students to become independent and that his students learnt more quickly by working in this way. He also found that it leads to an atmosphere of co-operation and peace in the classroom. He believed that the learning process should be in the control of the students as much as possible and that students should be involved in activities with a genuine purpose to ensure that learning is relevant and useful.

## **Students Teaching Students (4)**

Peer Teaching - Learning From Each Other

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To show the value of peer teaching</li> <li>▶ To explore some of Pestalozzi's teaching approaches</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To give students opportunities to teach</li> <li>▶ To help students organise and deliver information</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Whatever the students need for their teaching sessions (see below)</li> </ul>

The teacher asks the students to name any skill they have or any information they know which the other students do not have or know. Examples: Skills - knitting, a particular type of dance or pottery. Information - the rules of a game or the contents of a particular newspaper article. The students discuss what is important in giving a presentation. The following areas should be included in the discussion:

- ▶ How to interest the rest of the students by creating a lively and enjoyable teaching session
- ▶ How to teach the rest of the students by giving them opportunities to be actively involved
- ▶ What materials will be needed for the teaching activity
- ▶ What the rest of the students should know by the end of the session

The teacher divides the students into pairs and each pair prepares two 5-minute teaching sessions for the rest of the students, in which they teach the students their chosen skills or information. *(NB: It does not matter if only one of the pair knows the skill or information since, while preparing the presentation, the second student can become familiar with the skill or information involved.)*

The pairs of students make their presentations to each other.

Pestalozzi believed that students should help each other to learn. As soon as he found a student who knew something his or her classmates did not know, he asked them to help teach. He believed that this approach helps students to become independent and that his students learnt more quickly by working in this way. He also found that it leads to an atmosphere of co-operation and peace in the classroom. Pestalozzi believed that the learning process should be in the control of the students to as great an extent as possible; that students should be actively involved in the learning process; and that learning takes place best when students are interested, and enjoy what they are doing.

## **The Tree and The Gardener (1)**

The Child as a Tree

Based on an idea from Doty, G. (2001)

<b>LEVEL</b>	Elementary to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To introduce Pestalozzi's analogy between the tree and the child</li> <li>▶ To observe, and draw from, nature</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To make comparisons and to teach about analogies</li> <li>▶ To encourage students to think about themselves in new ways</li> <li>▶ To discuss the mathematical concept of sets</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Blank pieces of paper and pencils and colouring pens for each student</li> <li>▶ For advanced level students, a copy each of Pestalozzi's analogy between a child and a tree in 'Organic Self-Activity and Completeness' (p.46) in 'A Child-Centred School Education' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'</li> </ul>

(NB: The activity in the Teaching Idea 'Sense-Impression (1)' (p.171) can be used to lead into this activity.)

(NB: This activity can be adapted to suit any level by discussing the plant - child analogy at increasingly complicated levels)

Students go to a place where they are able to see as wide a variety of trees as possible.

Instructions to Students:

- ▶ Choose a tree you can see which you would like to be
- ▶ Say why you would like to be that tree
- ▶ Draw it
- ▶ Discuss in what ways you are like this tree and in what ways you are different.

Back in the room, the teacher asks the students to do the following:

- ▶ Draw two circles, which overlap in the middle. Give the left hand circle your name. Give the right hand circle the name of your chosen plant or tree
- ▶ Write the ways you are like the tree in the overlapping part of the circles
- ▶ Write the ways you are different from the tree in the left hand part of the left circle
- ▶ Write the ways the tree is different from you in the right hand part of the right circle

The students discuss what an analogy is. (An analogy is a comparison between one thing and another, typically for the purpose of explanation or comparison).

Each student writes a poem. The poem should be an analogy made between the student and the tree he or she chose in the activity above.

Advanced level students read and discuss Pestalozzi's analogy between the education and development of a child and the natural growth of a tree in 'Organic Self-Activity and Completeness' (p.46) in 'A Child-Centred School Education' in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack'.

According to Pestalozzi, the child is a living organism, which can be compared to a tree. The child has within it the design and powers needed to develop into a humane adult, just as the seed contains the design of the mature tree. The child is complete at any stage of its growth, as is the tree.

It was very important to Pestalozzi that students are outdoors in nature as much as possible and that they learn to draw and properly observe by drawing real objects.



## The Tree and The Gardener (1) (continued)

The Teacher as a Gardener

<b>LEVEL</b>	Elementary to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To introduce Pestalozzi's analogy between the gardener and the teacher</li> <li>▶ To garden</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To develop students' understanding of analogies and metaphorical language</li> <li>▶ To encourage students to think in new ways</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Seedlings, earth and pots</li> <li>▶ For advanced level students, a copy each of Pestalozzi's Analogy - The Teacher as a Gardener' (p.52) in 'The Teacher', in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack</li> </ul>

(NB: This activity can be adapted to suit any level by discussing the gardener - teacher analogy at increasingly complicated levels.)

The students plant some seedlings in pots or outside and tend them as they grow.

The teacher divides the students into groups of three, and instructs the groups as follows:

- ▶ Discuss and list what a gardener does
- ▶ Discuss and list what a teacher does
- ▶ Discuss and list the similarities and the differences between a gardener and a teacher
- ▶ Discuss the ways in which a teacher educating a child can be compared to a gardener tending a young plant

The teacher explains the ways in which Pestalozzi saw the teacher as a gardener – in more or less detail depending on the level of the students. The students discuss analogies and metaphorical language.

Advanced level students read and discuss Pestalozzi's analogy between the education and development of a child and the natural growth of a tree in 'Pestalozzi's Analogy – The Teacher as a Gardener' (p.52) in 'The Teacher', in 'Section 4: Pestalozzi and Education' of the 'Pestalozzi Information Pack.

According to Pestalozzi, the teacher should be like a gardener. Both are facilitators, creating a positive environment for development and growth and supporting the natural development of the child / plant. Pestalozzi wanted students to be given opportunities to garden since gardening is a practical activity and a vocational skill, and because the activity gives students the opportunity to work with nature.

## **Values Held by Pestalozzi (1)**

Songs (1)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To revise / teach some of Pestalozzi's values
<b>FURTHER AIMS</b>	▶ To encourage students to connect their values to values held by Pestalozzi and other writers
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A song expressing values which can be played to the students and which expresses at least some of Pestalozzi's values, for example 'The Greatest Love of All' by Whitney Houston (lyrics at <a href="http://www.kumanta.com/lyrics">http://www.kumanta.com/lyrics</a>)</li> <li>▶ Tape / CD player</li> <li>▶ A copy of the 'Pestalozzi's Values' sheet</li> </ul>

The teacher writes the definition of 'Values' on the blackboard - 'Principles or standards of behaviour; one's judgement of what is important in life'. The teacher and students brainstorm values and a student lists some of the values held by them on the blackboard.

The students brainstorm songs or poems or pieces of writing they know which express values and note whether any of the values expressed are the same as any of the values they had listed previously and whether any of the values expressed are values they know Pestalozzi held (refer to the 'Pestalozzi's Values' sheet).

The teacher plays a song to the students, which celebrates values – choosing one which expresses at least some of Pestalozzi's values. (A good example of such a song is 'The Greatest Love of All' by Whitney Houston.)

The students pick out values from the song and note whether any of the values expressed are the same as any of the values they had listed previously and whether any of the values expressed are values they know Pestalozzi held.

The teacher asks students to bring any songs expressing values that they have recordings of into the following session, along with any musical instruments they can play.

Pestalozzi introduced music into the primary school curriculum because he believed that it was an aid to moral education. He believed that the most important thing about it is the positive effect it has on people's feelings and the way simple music can cause happiness and bring about a feeling of benevolence. Pestalozzi's students were taught lots of songs and encouraged to sing.

## **Values Held by Pestalozzi (1) (continued)**

Songs (1) (continued)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise / teach Pestalozzi's values</li> <li>▶ To encourage students to enjoy singing</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to connect their values to values held by Pestalozzi</li> <li>▶ To make use of some song/poetry writing techniques</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Any musical instruments played by students in the group and any percussion instruments available</li> <li>▶ CD player and recording device</li> <li>▶ Marker pens, two large sheets of paper and blu-tack</li> <li>▶ A copy of the 'Pestalozzi's Values' sheet</li> </ul>

The teacher plays any songs the students have brought with them which express values and the students discuss what values expressed in the songs are common to values held by Pestalozzi.

The students brainstorm values held by Pestalozzi (refer to the 'Pestalozzi's Values' sheet). A student lists them on a sheet of paper displayed on the wall. The students discuss the values.

The students brainstorm song-writing techniques, for example use of a chorus, rhyme and repetition and a student lists these on a second sheet of paper displayed on the wall.

The teacher asks the students, working in pairs or groups of three, to write a song expressing some of Pestalozzi's values and making use of some song-writing techniques. The students can either make up their own tunes for their songs or set them to other songs' tunes, and accompany themselves on any instruments they play. *(NB: Pairs or groups can present their songs as poems if preferred.)*

The students practise their songs or poems and, when ready, record them. They may also decide on movements to go with their songs, teach them to other students and sing them as part of a show or presentation to a wider audience.

Pestalozzi introduced music into the primary school curriculum because he believed that it was an aid to moral education. He believed that the most important thing about it is the positive effect it has on people's feelings and the way simple music can cause happiness and bring about a feeling of benevolence. Pestalozzi's students were taught lots of songs and encouraged to sing.

## **Pestalozzi's Values**

- ▶ Love (which includes truth and morality) is the most important human power and nothing can work properly without it
- ▶ It is important to have an all-round education of the Head, the Heart and the Hands. Only as a result of a good education, that is, an education of the head (leading to the ability to understand the truth), the heart (leading to morality and feelings of love), and the Hands (that is the ability to take practical action) can we make any real change to improve society and the world
- ▶ It is important that education teaches us how to be independent and how to help ourselves. Education must therefore be relevant, teaching us how best to look after ourselves
- ▶ We must fight for liberty and equality for all and for the reform of society. We should not simply talk about doing good but take action to do good - we should be good citizens and help others
- ▶ Only if we have the desire to help others and the will to put that desire into action can we truly help others. So, our inner natures must be made better and we must become moral beings in order to be able to improve our external circumstances
- ▶ Every individual human being has the right and the ability to learn, including groups of people who are usually discriminated against - the poor, the disabled and girls
- ▶ A human's strength lies in character not in possessions. Relative poverty (not extreme poverty) is a good thing because it forces people to use their own strengths and so to develop their morality
- ▶ We should not make judgements until we fully understand whatever it is we are judging. We must learn to be independent in our opinions and to respect everyone and everything
- ▶ We learn by example; how someone is treated influences how that person treats others
- ▶ The home (especially the mother or someone who fulfils the role of the mother) is the most important basis for a moral person
- ▶ Pestalozzi put others first. On his monument it is written that 'He did everything for others, nothing for himself!'

(NB: The qualities listed on the 'Definitions of Pestalozzi Human Qualities' sheets (pp.32-36) in the Teaching Idea 'Human Qualities in Pestalozzi's Educational Approach (1)' can also be referred to.)

## Part Six Pestalozzi Through Play

The Teaching Ideas in Part Six:

- ▶ Can be adapted for use with any section of the 'Pestalozzi Information Pack', with the Pestalozzi biography: 'The Life of Johann Heinrich Pestalozzi' and with the book about Pestalozzi World: 'A Journey of the Heart'
- ▶ Use various activities and games to reinforce and revise information learnt about Johann Heinrich Pestalozzi
- ▶ Can be adapted for use with different age and ability levels and to introduce new information to the students

## Part Seven Pestalozzi in a Global Context

The Teaching Ideas in Part Seven:

- ▶ Are based on 'Section 5: Pestalozzi's Influence and Relevance' (pp.71-100) of the 'Pestalozzi Information Pack' or on the book about Pestalozzi World: 'A Journey of the Heart'
- ▶ Use a variety of approaches to teach about the influence and relevance of Johann Heinrich Pestalozzi, with particular emphasis on Pestalozzi World. For further Teaching Ideas about PestlozziWorld, refer to 'Independence – Fundraising for a Pestalozzi World Local Project' (p. 137) and 'Philanthropy (1) – The Pestalozzi World Circle of Success' (p. 148) in Part Five
- ▶ Encourage students to network with fellow Pestalozzi World students and to become involved with the work of Pestalozzi World
- ▶ Are designed for use with intermediate to advanced level students

## Pestalozzi's Influence on Modern Education

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To provide an overview of Pestalozzi's influence on modern education</li> <li>▶ To link in the students' minds their education to Pestalozzi's influence on education</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to work co-operatively in groups</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A set of the statements on the 'Pestalozzi's Influence on Modern Education' sheet (cut up and shuffled) for each group of four students</li> </ul>

The teacher divides the students into groups of four and gives each group the statements on the 'Pestalozzi's Influence on Modern Education' sheet, cut up and shuffled.

Instructions to Student Groups:

- ▶ Write a short sentence explaining what each statement describing Pestalozzi's influence on modern education means to you
- ▶ Think of and write down examples of your experience of being taught in these ways, now or in the past, either in school or in extra-curricular activities, including Pestalozzi activities

The teacher asks various students to explain the sentences and to give examples of their experience of being taught in these ways.

Further Instructions to Students:

- ▶ Organise the statements with the most important at the top and the least at the bottom. *(NB: There is no correct order for these statements.)* If you have more than one statement you consider equally important, these should be placed side by side
- ▶ Be prepared to justify your statement order

Each group presents the statement order it has made to the rest of the students and explains the choices it has made. The teacher encourages discussion and debate.

Although largely unidentified, Pestalozzi's approach has had massive influence on the western system of education, indeed probably greater influence than any other individual's approach has had. His influence over the spirit, the methods and the theory of education has continued into the twentieth and twenty-first centuries and most of his principles have been assimilated into the modern system of education.

## **Pestalozzi's Influence on Modern Education**

The interests and needs of the student are important

The approach to teaching is child-centred rather than teacher-centred

There is active rather than passive participation in the learning process

The freedom of the student, based on his or her natural development, is important

The education of the student involves direct experience of the world, and natural objects are used in teaching

The senses are put to use in training students in observation and judgement

There is co-operation between the school and the home and between the parents and the teachers

Education is 'all-round'; of the head, the heart and the hands

Systemised subjects, which are carefully graduated and illustrated, are used

Learning is cross-curricular and varied

Education puts emphasis on how things are taught as well as on what is taught

Authority is based on love, not fear

Teachers are properly trained



## Pestalozzi's Early Influence in Europe and America

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To provide the students with an overview of the spread of Pestalozzi's influence</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To supplement the teaching of the geography of Europe and America</li> <li>▶ To practise skim reading for information</li> <li>▶ To practise in depth reading for further information</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ For each group of four students:</li> <li>▶ An atlas</li> <li>▶ A copy of the 'Outline Map of Part of Europe' (enlarged if possible)</li> <li>▶ A copy of the 'Outline Map of the United States of America' (enlarged if possible)</li> <li>▶ A copy of 'Pestalozzi's Influence in Europe' (pp.71-72), 'Pestalozzi's Early Influence in England, Ireland and Scotland' (pp.73-78) and 'Pestalozzi's Influence in America' (pp.79-84) of the 'Pestalozzi Information Pack'</li> </ul>

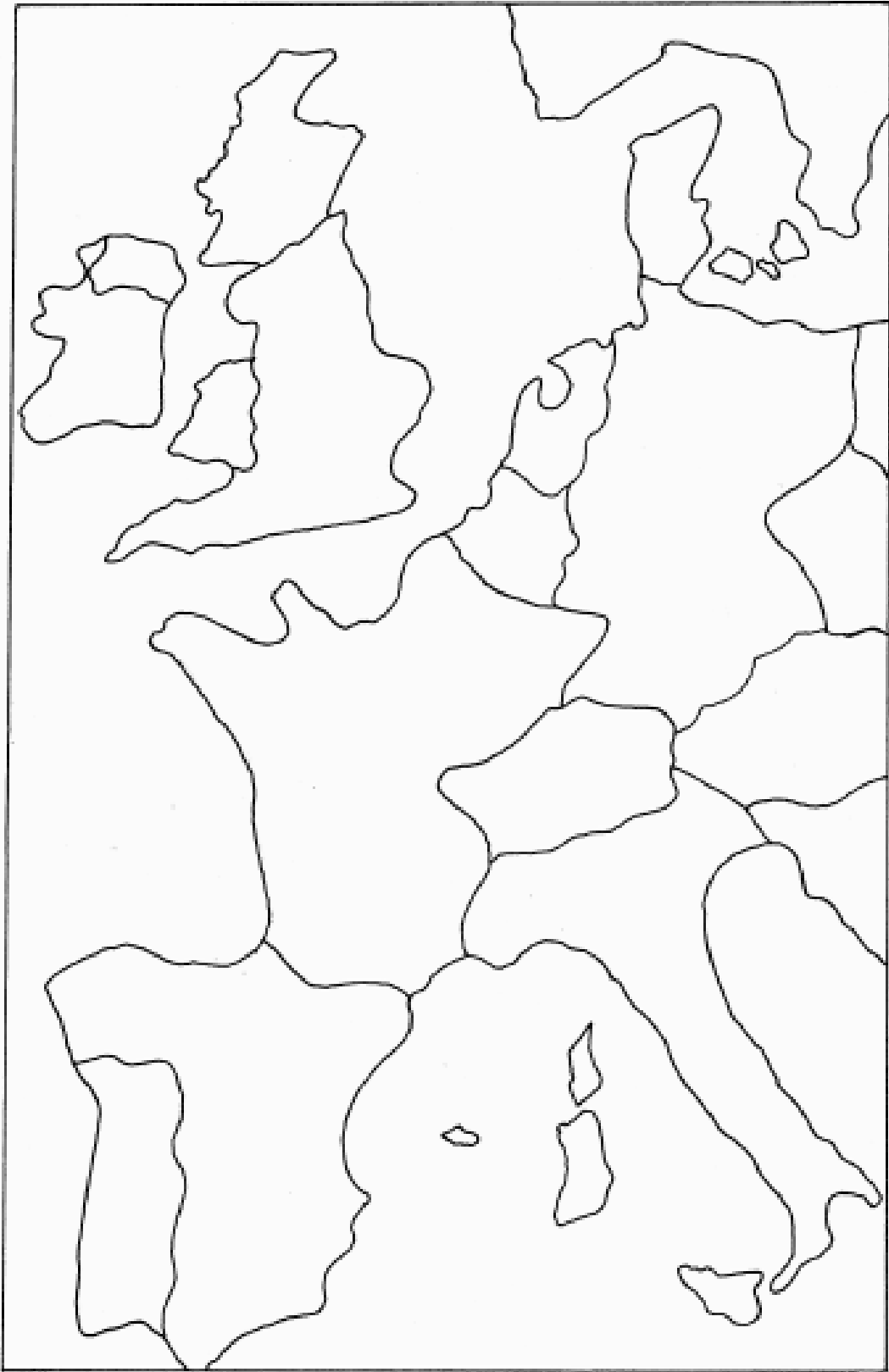
The teacher divides the students into groups of four and gives each group an atlas, a copy of the 'Outline Map of Part of Europe', a copy of the 'Outline Map of America', a copy of 'Pestalozzi's Influence in Europe' (pp.71-72), 'Pestalozzi's Early Influence in England, Ireland and Scotland (pp.73-78)' and 'Pestalozzi's Influence in America' (pp.79-84) of the 'Pestalozzi Information Pack'.

Instructions to Students:

- ▶ Skim read through the sections 'Pestalozzi's Influence in Europe', 'Pestalozzi's Early Influence in England, Ireland and Scotland' and 'Pestalozzi's Influence in America' and list all the places mentioned in connection with Pestalozzi's influence on education
- ▶ Referring to an atlas, mark as many of the places mentioned as you can on the maps of Europe and the United States of America provided. It may only be possible to find the countries, states and larger cities
- ▶ Read the text in more detail in order to make a key for your map
- ▶ Write the name of each place marked on your map on a separate piece of paper and, alongside the name of each place, write the name of the person or group who contributed to the spread of Pestalozzi's approach to education in each place, and the key contribution made by each

The groups share their findings with the rest of the students.

**Outline Map of Part of Europe (not to scale)**



**Outline Map of the United States of America (not to scale)**



## **Pestalozzi's Influence**

On Specific Educational Approaches of Today

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise Pestalozzi's philosophy of education</li> <li>▶ To teach the students about the influence Pestalozzi had on modern education</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To use the Internet for research</li> <li>▶ To introduce students to various key educational movements of the west</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ The 'Pestalozzi Information Pack'</li> <li>▶ Access to the Internet</li> </ul>

### **Part 1**

The teacher leads the students in brainstorming Pestalozzi's educational philosophy. {NB: This session should follow sessions using the Teaching Ideas 'Overview of Pestalozzi's Approach to Education' (pp.40-56), 'Changes Pestalozzi brought to Education' (pp.18-26) and 'Pstalozzi's Influence on Modern Education' (pp.207-208).}

The teacher gives the students the names of each of the famous educational movements and of the educator associated with it, pp.83-87 of the 'Pestalozzi Information Pack' and as follows:

- ▶ The Kindergarten System of Education - Friedrich Froebel (p.85)
- ▶ The Scout Association - Anthony Baden-Powell (pp.85-86)
- ▶ The Progressive Movement – John Dewey (pp.83-84)
- ▶ The Montessori Method of Education - Maria Montessori (p.86)
- ▶ The Atlantic College (the first of the United World Colleges), Outward Bound and the Duke of Edinburgh Award - Kurt Hahn (pp.86-87)

The teacher divides the students into five groups and assigns each group a different one of the above educational movements.

Instructions to Students:

- ▶ Use the Internet to research the movement assigned to you and list anything you find mentioned about the movement which seems to show the influence of Pestalozzi
- ▶ Prepare a short presentation on your findings, which gives a brief introduction about the movement assigned to you and outlines how you believe Pestalozzi influenced it
- ▶ This assignment should be done before the next session

## **Part 2**

Each group presents its findings to the rest of the students. After each presentation the teacher reads aloud the section on the movement given on pp.83-87 of the 'Pestalozzi Information Pack' and links the material there to the findings of the groups.

## Pestalozzi's Relevance to Educational Movements in Your Country

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise Pestalozzi's educational philosophy</li> <li>▶ To demonstrate the relevance of Pestalozzi</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise use of the Internet for research</li> <li>▶ To explore key educational movements and ideas originating in the students' own countries</li> </ul>
<b>MATERIALS NEEDED</b>	Access to the Internet and to a library

### Part 1

The teacher leads the students in a brainstorm of Pestalozzi's educational philosophy {NB: This session should follow sessions using the Teaching Ideas 'Overview of Pestalozzi's Approach to Education' (pp.40-56), 'Changes Pestalozzi brought to Education' (pp.18-26) and 'Pestalozzi's Influence on Modern Education' (pp.207-208).}

The teacher asks the students if they know of any educational movements or ideas in their own countries, either from the past or happening currently, which show similarities to Pestalozzi's approach. *(NB: These may be ideas of individuals not necessarily directly involved in education. If it is difficult to find movements or ideas originating from the students' own country, then they should research movements and ideas which have influenced the education of their country.)*

Instructions to Students:

- ▶ Find out about educational ideas and movements of your own countries, using the Internet and/or a library
- ▶ List any similarities to and differences from Pestalozzi's philosophy of education that you notice

### Part 2

The students discuss their findings and the teacher lists movements or individuals found by the students on the blackboard.

This session can lead into further research on educational movements or the ideas of individuals local to the students and the influence they have had on education.

## **Pestalozzi's Increasing Relevance Today (1)**

Education for Emotional Intelligence

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise Pestalozzi's main ideas, approaches and beliefs</li> <li>▶ To help the students to recognise the relevance of Pestalozzi's educational approach to Education for Emotional Intelligence (EI)</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise use of the Internet for research</li> <li>▶ To introduce EI to the students</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ The 'Pestalozzi Information Pack'</li> <li>▶ 'Part One - Pestalozzi's Pedagogy' of the 'Pestalozzi World Teaching Ideas'</li> <li>▶ Access to the Internet</li> </ul>

### **Part 1**

The teacher leads the students in a brainstorm of the main ideas, approaches and beliefs of Pestalozzi, using 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack' and Part One of the 'Pestalozzi World Teaching Ideas' if necessary.

The teacher asks the students if they know anything about Education for Emotional Intelligence (EI), eliciting as much information about it from the students as possible. The teacher reads aloud and discusses the introduction to it given on p.88 of the 'Pestalozzi Information Pack' (*NB: Do not include the bullet points, pp.88-89, in this introduction*) and asks if the students notice from it any common ground between EI and Pestalozzi.

The teacher asks the students to research EI on the Internet and to find as many ideas, approaches and beliefs that it has in common with Pestalozzi's ideas, approaches and beliefs as possible before the next session.

### **Part 2**

The students create a table on a flipchart, showing what Pestalozzi and EI have in common. The teacher contributes as necessary with information from pp.88-89 of the 'Pestalozzi Information Pack'.

Pestalozzi's approach is of increasing relevance to important movements in education today, which attempt to address current global issues and problems. Education for Emotional Intelligence, one of the movements which attempts to address these issues and problems and which has the potential to transform our societies and the world, shows remarkable parallels with Pestalozzi's work and demonstrates how modern Pestalozzi was in his thinking. Although rarely stated and largely unrecognised, the indirect influence of Pestalozzi over this educational movement is clear.

## **Pestalozzi's Increasing Relevance Today (2)**

Education for Sustainability

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise Pestalozzi's main ideas, approaches and beliefs</li> <li>▶ To help the students to recognise the relevance of Pestalozzi's educational approach to Education for Emotional Intelligence (EI)</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise use of the Internet for research</li> <li>▶ To introduce EI to the students</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ The 'Pestalozzi Information Pack'</li> <li>▶ 'Part One - Pestalozzi's Pedagogy' of the 'Pestalozzi World Teaching Ideas'</li> <li>▶ Access to the Internet</li> </ul>

### **Part 1**

The teacher leads the students in a brainstorm of the main ideas, approaches and beliefs of Pestalozzi, using 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack' and Part One of the 'Pestalozzi World Teaching Ideas', if necessary.

The teacher asks the students if they know anything about Education for Sustainability (EfS) and elicits as much information about it from the students as possible. The teacher reads aloud and discusses the introduction to it given on pp.90-91 of the 'Pestalozzi Information Pack' (*NB: Do not include the bullet points, pp.91-92, in this introduction*) and asks if the students notice from it any common ground between EfS and Pestalozzi. The teacher asks the students to research EfS on the Internet and to find as many ideas, approaches and beliefs that it has in common with Pestalozzi's ideas, approaches and beliefs as possible before the next session.

### **Part 2**

The students create a table on a chart, showing what Pestalozzi and EfS have in common. The teacher contributes if necessary with information from pp.91-92 of the 'Pestalozzi Information Pack'. Pestalozzi's approach is of increasing relevance to important movements in education today, which attempt to address current global issues and problems. Education for Sustainability, one of the movements which attempts to address these issues and problems and which has the potential to transform our societies and the world, shows remarkable parallels with Pestalozzi's work and demonstrates how modern Pestalozzi was in his thinking. Although rarely stated and largely unrecognised, the indirect influence of Pestalozzi over this educational movement is clear.



## Pestalozzi Organisations Today

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To revise Pestalozzi's philosophy of education</li> <li>▶ To teach about Pestalozzi Organisations active today</li> <li>▶ To encourage the students to think about involvement in a Pestalozzi organisation</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To practise reading for information and note taking</li> <li>▶ To practise concise essay writing</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One copy per pair of students of:</li> <li>▶ 'Pestalozzi Organisations Today' (pp.93-99) in 'Section 5: Pestalozzi's Influence and Relevance' of the 'Pestalozzi Information Pack'</li> <li>▶ The Pestalozzi Organisations Today 'table (double-sided)</li> </ul>

The teacher divides the students into pairs and gives each pair a copy of 'Pestalozzi Organisations Today' (pp.93-99) in 'Section 5: Pestalozzi's Influence and Relevance' of the 'Pestalozzi Information Pack' and a copy of the 'Pestalozzi Organisations Today' table. The students complete the 'Pestalozzi Organisations Today' table by reading the information provided and by making brief notes in answer to each question.

The teacher goes through the worksheets with the students.

The teacher leads the students in a discussion of the work of each organisation, encouraging students to voice their opinions as to which groups of the disadvantaged most need support and what is the best kind of support that can be offered. This discussion leads into further discussion about the work carried out by Johann Heinrich Pestalozzi and his approach to education.

The teacher asks each student to write a short essay called 'If I run a Pestalozzi Organisation', explaining that the essay should be original and include:

- ▶ Who you would support and why
- ▶ What kind of support you would offer
- ▶ Which key aspects of Pestalozzi's philosophy your organisation would promote

The teacher asks various students to read out their essays and encourages further discussion

**Pestalozzi Organisations Today**

	<b>Pestalozzi Neuhof, Switzerland</b>	<b>Pestalozzi Children's Foundation, Switzerland</b>	<b>The Pestalozzi International Village, UK</b>	<b>Pestalozzi World</b>
Who is supported, where are they from and their ages				
Key aspects of Pestalozzi's philosophy followed				
Main areas of work currently carried out				
Aim or aims				
When started and work carried out in the past				
Any further important information				

## **Pestalozzi World (1)**

Johann Heinrich Pestalozzi and Pestalozzi World

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To demonstrate the ways in which Pestalozzi World follows the philosophy of Johann Heinrich Pestalozzi</li> <li>▶ To promote the students' sense of identity as Pestalozzi World students</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage group work and discussion</li> </ul>
<b>MATERIALS NEEDED</b>	<p>For each group of four students:</p> <ul style="list-style-type: none"> <li>▶ A copy of 'Johann Heinrich Pestalozzi and Pestalozzi World' (pp.99-100) in 'Section 5: Pestalozzi's Influence and Relevance' of the 'Pestalozzi Information Pack</li> <li>▶ A copy of the 'Johann Heinrich Pestalozzi and Pestalozzi World' sheet (cut up and shuffled)</li> </ul>

The teacher divides the students into groups of four and gives each group a copy of 'Johann Heinrich Pestalozzi and Pestalozzi World' (pp.99-100) in 'Section 5: Pestalozzi's Influence and Relevance' of the 'Pestalozzi Information Pack and a copy of the 'Johann Heinrich Pestalozzi and Pestalozzi World' sheet (cut up and the pieces shuffled).

Instructions to Students:

- ▶ Pick out the sentences, in bold print, which refer to Johann Heinrich Pestalozzi, read them carefully and make sure you understand them fully
- ▶ Read through the rest of the sentences, which are about Pestalozzi World and make sure you understand them fully
- ▶ Decide which sentences about Pestalozzi World go with which of the sentences about Johann Heinrich Pestalozzi. There are not an equal number of sentences about Pestalozzi World for each sentence about Johann Heinrich Pestalozzi

The students go through the sentences together and discuss the work of Pestalozzi World and how it relates to the beliefs and practice of Johann Heinrich Pestalozzi in more detail. The teacher encourages the students to think of further aspects of Pestalozzi World's work and their own experiences of being Pestalozzi World students and how these connect to Johann Heinrich Pestalozzi.

## **Johann Heinrich Pestalozzi and Pestalozzi World**

Pestalozzi helped the poorest, most disadvantaged children

Pestalozzi World supports students from poor rural backgrounds

Pestalozzi World supports more girls than boys and helps to encourage girls' education by funding the building of girls' hostels

Pestalozzi World in Asia supports students from the 'untouchable', underprivileged and discriminated-against castes

Pestalozzi believed that education is only useful if it helps people to help themselves and others

Pestalozzi World encourages 'the circle of success', whereby a student who has been helped goes on to help others

A good school education and vocational skills training mean that students are given means of earning a livelihood and can therefore help themselves

Activities which encourage the students to help others mean that they are motivated to help others later in life

Pestalozzi believed that teachers should model themselves on a good mother and that school should be like a happy family

Many Pestalozzi World students stay in houses or centres where they are looked after by a housemother and live like a family

Pestalozzi believed in holistic education of the head, the heart and the hands

Pestalozzi World students go to academically good schools

Pestalozzi World students are involved in social activities

The Pestalozzi World centres offer vocational skills training to the students

Pestalozzi World funds vocational training centres at many of the schools where it supports students

Pestalozzi provided a child-centred and relevant education which put the needs of the students first and which encouraged them to take an active part in an enjoyable learning experience

Pestalozzi World works with schools which use varied teaching approaches and which offer plenty of extra-curricular activities to the students

Pestalozzi World helps the schools it works with to provide an education relevant to the needs of the students

The Pestalozzi World centres provide child-centred education in which the students are active in their learning

## **Pestalozzi World (2)**

A Journey of the Heart (1995-2004)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To teach the students about Pestalozzi World
<b>FURTHER AIMS</b>	▶ To encourage detailed reading of text
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ <u>Steps 1 and 2</u>: Nine copies of pp.12, 14, 16, 18, 20, 22, 24, 26, and 28 of the book about Pestalozzi World: 'A Journey of the Heart'</li> <li>▶ <u>Step 3</u>: Eight copies of each of the crossword puzzles and solutions, made by the students</li> </ul>

(NB: For ideas for puzzles in addition to crosswords to use for teaching this information, refer to the Teaching Ideas in 'Part Two - Pestalozzi's Life' of the 'Pestalozzi World Teaching Ideas'.)

### **Step 1**

The teacher divides the students into 9 groups and, gives each group one copy each of pp.12, 14, 16, 18, 20, 22, 24, 26, and 28 of 'A Journey of the Heart'.

Instructions to Student Groups:

- ▶ Make a crossword puzzle using the information on the page given to you
- ▶ The title of the crossword puzzle should be 'Pestalozzi World in [the year or years assigned to your group]', for example 'Pestalozzi World in 2004'
- ▶ You should provide one question sheet with the blank crossword puzzle and one question sheet with the answers provided beside the questions, using complete sentences
- ▶ Include all the important information given on the page

### **Step 2**

The teacher collects the crosswords and gives each group the eight pages of 'A Journey of the Heart' that the group did not use in making its crossword puzzle. Students are told to learn the information on each page in preparation for solving the crossword puzzles made by the other groups.

### **Step 3**

The teacher makes sure that the students do not have their pages of 'Journey of the Heart' out and gives each group a copy of eight crossword puzzles (that is, a copy of all the puzzles except for the one the group made) and tells each group to work together to solve the puzzles. Once finished, the teacher gives each group the solutions to check any answers the students may not have been able to answer.

## **Pestalozzi World (3)**

An Outline

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach the students the different organisations in Pestalozzi World, the different areas of work each is involved in and the key principles followed by Pestalozzi World
<b>FURTHER AIMS</b>	To encourage cooperation in group work and presentation
<b>MATERIALS NEEDED</b>	A copy of 'Pestalozzi World - An Outline' for each group of three students

The teacher divides the students into groups of three.

Instructions to Students Groups:

- ▶ List the different organisations included in Pestalozzi World
- ▶ List the different areas of work you know each Pestalozzi World organisation is involved in
- ▶ List the key objectives followed by Pestalozzi World
- ▶ Prepare to speak on one each of the above bullet points

(NB: The information should come from both the work the students did for the previous Teaching Ideas 'Pestalozzi World (1) - Johann Heinrich Pestalozzi and Pestalozzi World' (p.219) and 'Pestalozzi World (2) - A Journey of the Heart (1995-2004)' (p.221) and any further knowledge they have from their own experience as Pestalozzi World students.)

A student from each group tells the rest of the students one organisation included in Pestalozzi World until all the organisations thought of have been named.

A different student from each group tells the rest of the students a different area of work he or she knows each Pestalozzi World organisation to be involved in, until all the areas of work thought of have been given. The third student from each group gives a key objective followed by Pestalozzi World, until all the objectives thought of have been given. *(NB: The students may mention objectives apart from those listed which may also be relevant)*

The teacher gives each group 'Pestalozzi World – An Outline', asking the groups to read through it and note any further information they may find there. (NB: There may be more organisations in Pestalozzi World and new projects undertaken since this list was compiled in early 2008. The teacher should supply the students with any updates.)

## **Pestalozzi World - An Outline**

### **1 The organisations included in Pestalozzi World**

- ▶ Pestalozzi Overseas Children's Trust (the co-ordinating entity of Pestalozzi World), based in London, UK
- ▶ Pestalozzi US Children's Charity Inc., based in New York, US
- ▶ Pestalozzi Overseas Children's Trust Ireland Ltd., based in Dublin
- ▶ Pestalozzi Asian Children's Village, based in Dehradun, North India
- ▶ Pestalozzi Zambia Children's Trust, based near Lusaka, Zambia
- ▶ Indian Pestalozzi Students Group, based in Dehradun, North India
- ▶ PAHAD – (Pestalozzi Association Helping Advance Development) based in Kathmandu, Nepal
- ▶ The Thai Pestalozzi Foundation, based in Bangkok, Thailand
- ▶ Tibetan Pestalozzi Children's Education, based in Dehradun, North India
- ▶ Vietnamese Pestalozzi Foundation, based in London, UK
- ▶ (A Pestalozzi Trust in Malawi is in the process of being registered as of January 2008)

### **2 The different areas of work each organisation is involved in**

Pestalozzi Overseas Children's Trust

- ▶ Fundraising
- ▶ Supporting the secondary level education of students at good schools in India, Malawi, Nepal and Zambia (and in the past in Zimbabwe)
- ▶ Setting up and supporting Pestalozzi Villages in Africa and India
- ▶ Supporting the schools at which scholars are funded by funding hostels for girls and Pestalozzi Vocational Skills Training Centres
- ▶ Offering support to alumni to help both themselves and others
- ▶ Helping set up, and supporting, the Pestalozzi in-country organisations (see below)
- ▶ Running annual Reunions for the Pestalozzi World alumni involved in Foundation work

Pestalozzi US Children's Charity Inc. and Pestalozzi Overseas Children's Trust Ireland Ltd.

Fundraising

Pestalozzi Asian Children's Village supports Indian, Nepalese and Tibetan students by funding their secondary level education at good schools in the area and by providing a Pestalozzi extra-curricular education in the students' Pestalozzi World-funded accommodation.

Pestalozzi Zambia Children's Trust oversees the work of Pestalozzi World at the Kasisi Centre, Zambia and the development of the African Village, which is very new and had its



first intake of Zambian students in 2007. In future it will also take students from other African countries.

Indian Pestalozzi Students Group has in the past supported the secondary level education of Indian students in various schools in India and now helps to fund Indian students at the Pestalozzi Asian Children's Village.

PAHAD – (Pestalozzi Association Helping Advance Development) supports the secondary level education of students in Nepal and helps to fund Nepalese students at the Pestalozzi Asian Children's Village.

The Thai Pestalozzi Foundation supports the secondary level education of students in Thailand and contributes to the funding of the Pestalozzi Asian Children's Village.

Tibetan Pestalozzi Children's Education has in the past supported the secondary level education of Tibetan students in various schools in India and now helps to fund Tibetan students at the Pestalozzi Asian Children's Village.

Vietnamese Pestalozzi Foundation has in the past supported the secondary level education of Vietnamese students in Vietnam.

### **3) The key objectives followed by Pestalozzi World**

- ▶ To give financial support to academically bright, underprivileged rural children for secondary level education
- ▶ To support two girls for every one boy
- ▶ To provide support at good local schools
- ▶ To provide a Pestalozzi holistic 'head, heart and hands' education, with Pestalozzi centres and extra-curricular education providing the heart and hands education
- ▶ To provide a child-centred and relevant extra-curricular education which puts the needs of the students first and which encourages them to take an active part in an enjoyable learning experience
- ▶ To have a heart-led, loving and caring approach to its students
- ▶ To give students the ability and motivation to help themselves and others
- ▶ To support its alumni to help themselves and others
- ▶ To promote the 'Circle of Success' whereby one who has been helped goes on to help others, especially through the work of the in-country Pestalozzi World organisations
- ▶ To support its alumni and the alumni of the Pestalozzi International Village Trust, UK, in the setting up and running of Pestalozzi Foundations

## **Pestalozzi World (4)**

Where in the World?

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach the students the locations of the different organisations in Pestalozzi World
<b>FURTHER AIMS</b>	To supplement teaching of world geography
<b>MATERIALS NEEDED</b>	<p>For each group of four students:</p> <ul style="list-style-type: none"> <li>▶ A copy of the 'Pestalozzi World Map - Blank'</li> <li>▶ An atlas</li> <li>▶ Five different coloured colouring pens</li> <li>▶ A copy of the 'Pestalozzi World Map -Filled In' or an enlarged version of it for wall display</li> </ul>

(NB: This Teaching Idea should follow the Teaching Ideas 'Pestalozzi World (1), (2) and (3)' (pp.219-224)

The teacher writes the bullet points given below on the blackboard, while eliciting as much of the information as possible from the students.

The teacher divides the students into groups of four and, gives each group a copy of the 'Pestalozzi World Map - Blank', an atlas and five different coloured colouring pens.

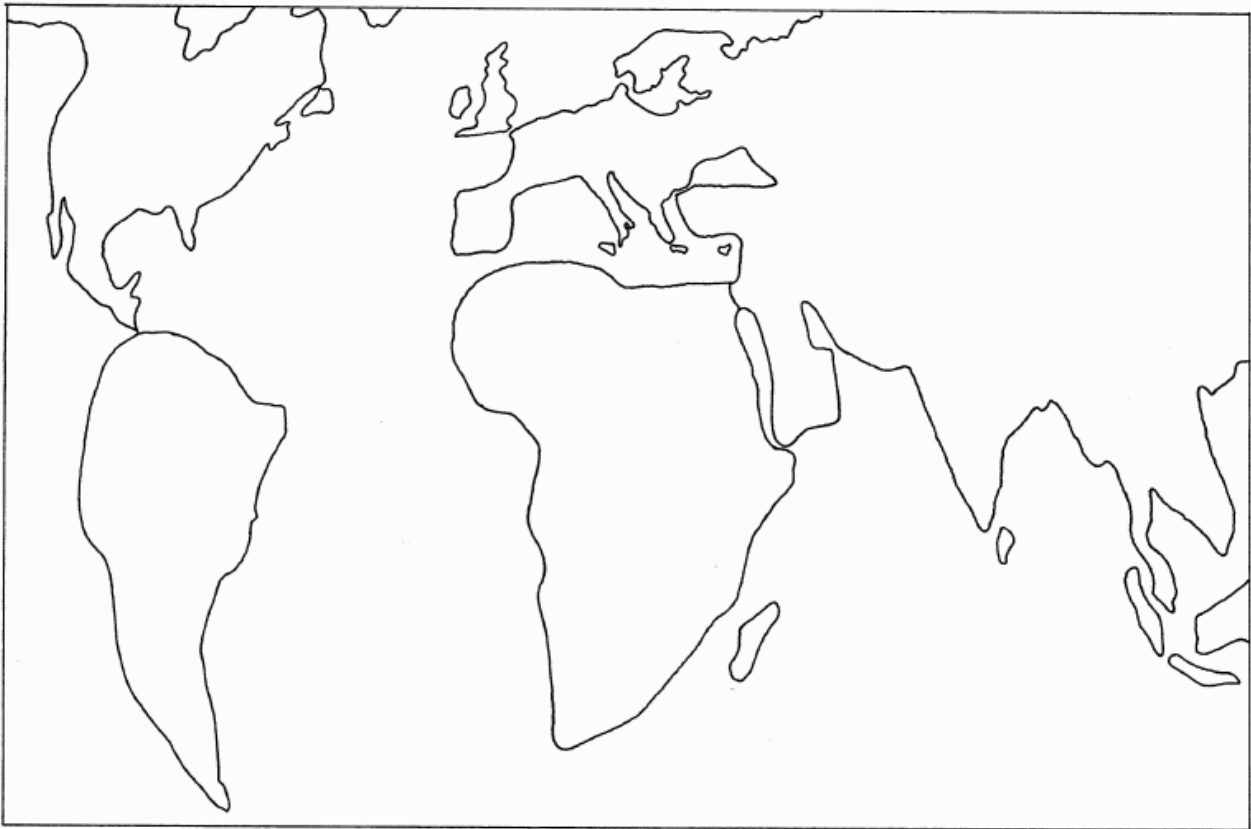
Instructions to Students:

- ▶ Using one colour mark with a circle: Pestalozzi Overseas Children's Trust, based in London, UK; Pestalozzi US Children's Charity Inc., based in New York, US; and Pestalozzi Overseas Children's Trust Ireland Ltd., based in Dublin, on the map. Name the cities on the map using capital and small letters (e.g. 'Dublin'). Name the countries in which these organisations are based using capital letters only, e.g. UNITED KINGDOM
- ▶ Using the second colour, mark with a diamond: Pestalozzi Asian Children's Village, based in Dehradun, North India; and Pestalozzi Zambia Children's Trust (the Pestalozzi Kasisi Centre and the Pestalozzi African Children's Village), based near Lusaka, Zambia. Name the cities on the map using capital and small letters (e.g. 'Lusaka').
- ▶ Using the third colour mark with a cross: Indian Pestalozzi Students Group based in Dehradun, North India; PAHAD – (Pestalozzi Association Helping Advance Development) based in Kathmandu, Nepal; The Thai Pestalozzi Foundation, based in Bangkok, Thailand; Tibetan Pestalozzi Children's Education based in Dehradun, North India; and Vietnamese Pestalozzi Foundation based in London. Name the cities on the map using capital and small letters (e.g. 'Bangkok').

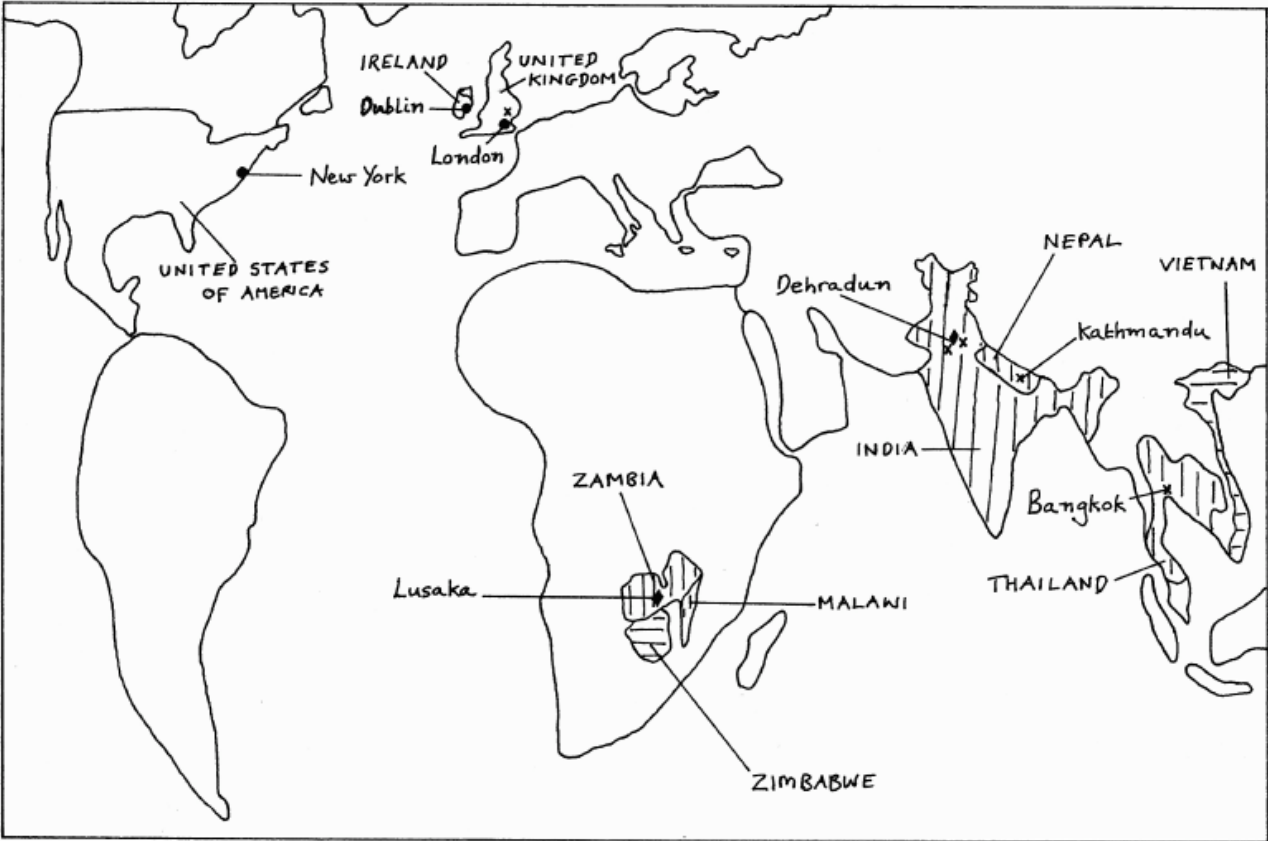
- ▶ Using the fourth colour, draw in and then make vertical lines across the countries in which Pestalozzi World supports students (India, Nepal, Malawi, Thailand and Zambia). Name the countries on the map using capital letters only (e.g. 'ZAMBIA').
- ▶ Using the fifth colour draw in and then make horizontal lines across the countries in which Pestalozzi World used to be but is not currently active (Vietnam and Zimbabwe). Name the countries on the map using capital letters only (e.g. 'VIETNAM').
- ▶ Make a key for your map with a list of everything you have marked on it

The teacher either gives each group a photocopy of the 'Pestalozzi World Map - Filled In' or displays an enlarged version of it. The groups compare their work and check it against the 'Pestalozzi World Map - Filled In'.

**Pestalozzi World Map (not to scale) - Blank**



**Pestalozzi World Map (not to scale) - Filled**



## **Pestalozzi World (5)**

Pen Pals

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To network, learn about other Pestalozzi World students and form friendships with them
<b>FURTHER AIMS</b>	To practise letter writing skills
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A sheet of paper for each student</li> <li>▶ Either access to e-mail or envelopes and stamps, as appropriate (see below)</li> </ul>

### **Part 1**

The teacher asks the students to recall in which countries there are Pestalozzi students and explains that each student is to exchange a letter with a Pestalozzi World student being educated in a different country.

Each student can choose to exchange letters with a student from the country of his or her choice.

The teacher notes down the nationality, age, gender and level of English of each student and, in consultation with the Pestalozzi World office, UK, finds a suitable pen pal for each student.

### **Part 2**

The teacher elicits the contents of the letter given below from the students and writes the points on the blackboard.

Instructions to Students:

- ▶ Have your name and address at the top of the letter
- ▶ Give an introduction including your age, where you live and where you study
- ▶ Include information about your family
- ▶ Include information about your school
- ▶ Include information about the different Pestalozzi World activities you are involved in
- ▶ Outline your interests and hobbies and your likes and dislikes
- ▶ Write what you hope to do in the future
- ▶ Request your pen pal to reply with similar information

The teacher gives each of the students the name and address of the pen pal chosen for him or her, a piece of paper and an envelope and the students write their letters.

*(NB: Depending on the school, the letters could be sent by e-mail to the appropriate coordinator of the Pestalozzi World students, or in some cases directly between students.)*

(NB: The teacher explains to the students that, after the initial introductory letter, students continue the exchange of letters in their own time.)

## **Pestalozzi World (6)**

Your Role in the Future of Pestalozzi World

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	To teach the students about Pestalozzi World To encourage student involvement with Pestalozzi World now and in the future
<b>FURTHER AIMS</b>	To practise essay writing based on notes
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A copy for each student of 'Pestalozzi World – An Outline' (pp.223-224) from the Teaching Idea 'Pestalozzi World (3) An Outline'</li> <li>▶ A copy for each student of the 'Johann Heinrich Pestalozzi and Pestalozzi World' sheet (p.220) under the Teaching Idea 'Pestalozzi World (1) Johann Heinrich Pestalozzi and Pestalozzi World'</li> </ul>

The teacher gives each student a copy of 'Pestalozzi World – An Outline' (pp.223-224) and a copy of 'Johann Heinrich Pestalozzi and Pestalozzi World' (p.220)

Instructions to Students:

- ▶ Read through the sheets and decide what aspects of Pestalozzi World's work are the most important to you and which organisation included in Pestalozzi World interests you the most. Write these down
- ▶ Write down the ways in which you would most like to help and feel most able to help Pestalozzi World
- ▶ If there are any more things you think Pestalozzi World could be doing add these to your list

The teacher leads the students in a discussion about the work of Pestalozzi World, how they feel able to help and anything new they would like Pestalozzi World to be doing.

The teacher asks each student to write an essay entitled 'My Role in the Future of Pestalozzi World', based on the notes they have made in the session. *(NB: These should be displayed, sent to relevant Pestalozzi World organisations and the best of them published in any of the organisations' publications.)*

The teacher suggests that students ask appropriate staff for more information about their Pestalozzi World areas of interest and join their local Pestalozzi World organisation. The teacher facilitates them in doing so.



## Part Eight Pestalozzi and Career Decisions

The Teaching Ideas in Part Eight:

- ▶ Are linked to Pestalozzi's approach to education described in 'Section 4: 'Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'
- ▶ Help students to consider their futures, specifically the world of work, and demonstrate to them the relevance of what they learn through their Pestalozzi education to their futures
- ▶ Are for use with a variety of levels, including, in the case of the latter Teaching Ideas, the young Pestalozzi World alumni

When using the Teaching Ideas in this section, it is important that Johann Heinrich Pestalozzi's educational approach and ideas (given in bold typeface at the end of most of the Teaching Ideas) are explained to the students.

The connection between these ideas and the activities the students are involved in in each Teaching Idea should also be explained. This is so that the students understand more about Pestalozzi and how the activities they do connect to Pestalozzi. The level and age of the students will dictate how much detail about Pestalozzi is given.

Further detail than that given at the end of the 'Teaching Ideas' can be found in the relevant parts of 'Section 4: Pestalozzi and Education' (pp.25-70) of the 'Pestalozzi Information Pack'.

## **Careers (1)**

A Postcard from the Future

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think for themselves, to be independent and to be able to help themselves</li> <li>▶ To revise the importance of thinking in terms of our heads, hearts and hands</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about their futures
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A postcard sized blank card and colouring pens for each student</li> </ul>

The teacher gives a postcard sized blank card and colouring pens to each student.

Instructions to Students:

- ▶ Imagine yourself in twenty years' time. Think about what you hope you will be doing, what you have learnt and how you hope to be feeling
- ▶ Make a postcard, which you would like to receive from yourself in twenty years' time. Draw a picture of a place you would like to be in twenty years time on one side
- ▶ On the other side, write a message to yourself from you in twenty years' time. Include what you are doing ('Hands'), what you have learnt ('Head') and how you are feeling ('Heart').

All the students discuss how the postcard writers have changed from who they are today and what steps they had to take to change, especially in terms of head, heart and hands.

Pestalozzi wanted education to make us independent and able to think for ourselves so that we are able to help both ourselves and others. He also taught that education should be relevant to the likely needs of the students.

Pestalozzi believed that students should be given an all-round education of the Head, the Heart and the Hands in order to produce individuals with well-balanced abilities and characters, who are therefore able to help themselves and their communities. The Head includes thinking - academic or intellectual ability; the Heart includes feeling love for others - social awareness, the motivation to help others and empathy; and the Hands includes doing practical things - practical activity and the social skills needed to take action successfully.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Careers (2)**

Positive Changes

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To encourage students to think for themselves, to be independent and to be able to help themselves
<b>FURTHER AIMS</b>	To encourage students to think about their futures
<b>MATERIALS NEEDED</b>	Blank sheets of paper and colouring pens for each student

The teacher gives a blank sheet of paper and colouring pens to each student.

Instructions to Students:

- ▶ Think of the future and put your name in the very middle of your piece of paper.
- ▶ On the top left hand side put your ambition/s for the future
- ▶ On the top right hand side put the most positive things that have ever happened to you
- ▶ In the bottom left put what you hope to be doing when you are twenty-five
- ▶ In the bottom right hand side put what you hope people will say about you after you have died

All the students discuss what they need to do and what they need to change in order to achieve their ambitions, be doing what they hope to be doing when they are twenty-five and to have positive things said about them after they have died.

All the students discuss how this activity connects to the following beliefs of Pestalozzi:

Pestalozzi believed that people should become independent and so able to make their own choices. He thought that people must be taught to help themselves by being given a relevant and useful education.

### **Careers (3)**

#### Jobs and What They Involve (1)

<b>LEVEL</b>	Elementary
<b>AIMS (Aspect of Pestalozzi)</b>	To encourage students to think of jobs in terms of Head, Heart and Hands To encourage students to think for themselves To help students to help themselves by encouraging them to think about what is needed to achieve their aims
<b>FURTHER AIMS</b>	To explore different careers
<b>MATERIALS NEEDED</b>	A blank piece of paper and colouring pens for each student

Sitting in a circle, each student in turn names a job. No job should be repeated. The teacher keeps a list of the jobs named.

When the whole circle has named jobs, the first student to name a job is asked to state something that the job involves doing and what ('Heart') quality is needed to do that thing. For example 'Policewoman – a policewoman catches criminals and needs courage to do this.' Other students in the circle may then contribute ideas about a policewoman's job.

The second student then does the same for the job he or she chose and on round the circle.

The same process is repeated for ('Head') academic education needed and for ('Hands') practical skills needed.

Each student writes a short piece about the job he or she would best like to have in future and draws a picture to go with it.

Pestalozzi believed that students should be given an all-round education of the Head, the Heart and the Hands in order to produce individuals with well-balanced abilities and characters, who are therefore able to help themselves and their communities. The Head includes thinking - academic or intellectual ability; the Heart includes feeling love for others - social awareness, the motivation to help others and empathy; and the Hands includes doing practical things - practical activity and the social skills needed to take action successfully. For further Information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

Pestalozzi taught that education should be relevant to the likely needs of the students.

## Careers (4)

### Jobs and What They Involve (2)

<b>LEVEL</b>	Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to relate ideas about the education of the Head, Heart and Hands to jobs</li> <li>▶ To encourage students to think for themselves</li> </ul>
<b>FURTHER AIMS</b>	To encourage students to think about different jobs
<b>MATERIALS NEEDED</b>	Three large sheets of paper and three colouring pens for each group of three students

The teacher divides the students into groups of three and gives each group three blank sheets of paper and three colouring pens.

Instructions to Student Groups:

- ▶ Write 'Head' as the title of one of your sheets of paper, 'Heart' as the title of another and 'Hands' as the title of the third
- ▶ List as many different jobs as you can think of under each different category 'Head', 'Heart' and 'Hands'. Although a job may fit under more than one of the categories, choose just one to list it under
- ▶ Be ready to explain why each job fits the category you have listed it under

The teacher asks each group, turn by turn, to name a job and explain why the group has chosen to place it under Head, Heart or Hands. For example, "We have put 'Doctor' under 'Heart' because a Doctor helps people to get well and therefore cares for and feels for other people". Another group might state "We have put 'Doctor' under 'Hands' because a Doctor performs surgery and must be very skilled in the practical use of hands". This activity continues until all the jobs thought of by the students have been discussed.

Pestalozzi believed that students should be given an all-round education of the Head, the Heart and the Hands in order to produce individuals with well-balanced abilities and characters, who are therefore able to help themselves and their communities. The Head includes thinking – academic or intellectual ability; the Heart includes feeling love for others - social awareness, the motivation to help others and empathy; and the Hands includes doing practical things - practical activity and the social skills needed to take action successfully. For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Careers (4) (continued)**

### Jobs and the Balloon Game

<b>LEVEL</b>	Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To encourage students to relate ideas about the education of the Head, Heart and Hands to jobs
<b>FURTHER AIMS</b>	▶ To encourage students to think about the relative importance of different jobs ▶ To practise debating and group decision making skills
<b>MATERIALS NEEDED</b>	A drawing of a hot air balloon

Either: The students review the different jobs listed in the previous Teaching Idea ‘Careers (4) – Jobs and What They Involve (2)’ (p.235) and list the different jobs named on the blackboard. The teacher asks each student to list the five jobs they consider to be the most important. The teacher then asks each student to read out his or her list and the teacher puts a tick, beside the jobs read out, on the list on the blackboard. A separate list is made of the five jobs with the most ticks.

Or: The teacher makes a list of the following jobs - a doctor, a farmer, a priest, a teacher and a vet.

The students discuss the importance of the five jobs, especially in terms of Head, Heart and Hands.

The teacher divides the students into groups of five and, drawing the hot air balloon picture on the blackboard or displaying it on the wall, explains that the hot air balloon is carrying five people with the jobs listed to start a new life on a desert island. However, the balloon is too heavy and two of the five people will have to leave the balloon.

Instructions to Students:

- ▶ Decide which three jobs should stay and which two jobs must go
- ▶ Be ready to justify your choices to the rest of the students
- ▶ Elect a spokesperson to explain your choices to the rest of the students

Each group presents its decision to the rest of the students.



## **Careers (5)**

### Career Requirements

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To help students to consider future career choices in terms of Head, Heart and Hands
<b>FURTHER AIMS</b>	▶ To encourage students to think about what is needed for future careers
<b>MATERIALS NEEDED</b>	▶ A piece of chart paper for each group of four students ▶ Colouring pens for all students

The teacher discusses with the students what is needed to be a good teacher in terms of academic qualifications and abilities ('Head'), moral human qualities ('Heart') and practical qualifications and skills ('Hands'). The teacher divides the students into groups of four and provides each group with a piece of sugar paper and colouring pens.

#### Instructions to Student Groups:

- ▶ Choose a different job each. You will not necessarily get your first choice but this does not matter since you will be discussing the jobs as a group
- ▶ Divide your paper into four sections
- ▶ Starting with one of your chosen jobs, the student who chose that job writes its name down as the title of one of the four sections of your paper
- ▶ Working as a group, discuss each job by turn. The student who chose the job under discussion writes down the academic qualifications and abilities ('Head'), the moral human qualities ('Heart') and practical qualifications and skills ('Hands') you as a group consider to be necessary for that job in the same section
- ▶ Repeat the same process for the other three jobs

The teacher asks each student to report back to the rest of the students on his or her chosen job.

The students are encouraged to keep a note of the findings made for the job (or jobs) of their choice and to add to their notes as and when they find out more information about the job(s). *(NB: The teacher should also follow up by pursuing ways of increasing students' knowledge about careers they are serious about, by looking for possible speakers, opportunities for work experience etc.*

For information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Careers (6)**

Realism, Not Dreams

Based on an idea from Fountain, S. (1995)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think realistically about their future careers</li> <li>▶ To teach / revise some facts about Pestalozzi's career</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to differentiate between an idealistic and a realistic view of the future</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Blank sheets of paper and colouring pens for each student</li> <li>▶ The teacher's timeline (as below)</li> </ul>

The teacher presents to the students and discusses with them his or her timeline with a fork at the current time. (NB: The timeline should include major events from birth, including career and family events and should make use of drawing and writing.

From the current time forward one fork should look at a likely future and the other should look at an ideal future. Discussion also includes what the teacher would need to do to fulfil his or her likely and ideal futures and what might stand in the way of doing so.)

The students discuss different ideal and likely futures and what they would need to do to achieve them.

Instructions to Students:

- ▶ Draw your own timeline with a fork, one fork showing your likely future (in which you are realistic) and one fork showing your ideal future (in which you are idealistic)
- ▶ Think carefully about what you would need to do to achieve each
- ▶ Consider what might stand in the way of you achieving your ideals

The teacher divides the students into pairs and asks each pair to discuss their timelines, what they would need to do to achieve their likely and their ideal futures and what might stand in the way of them achieving their ideals.

The teacher asks for examples of what would be involved in achieving likely futures and ideal futures and brings the following into the discussion:

Throughout Pestalozzi's life his aim was to set up a home and school for poor children where they could learn head, heart and hand skills and be part of a large, loving family, with Pestalozzi as the father figure. He achieved this briefly at the Neuhof but had to stop because of lack of money and because people did not support his ideas.



He also ran an orphanage at Stans, but only for six months. It was very successful but people did not support him so it was closed down. Although Pestalozzi was unable to achieve what he really wanted to achieve, he was very successful in other ways, as the head of an educational institution and as the father of modern education. It does not matter if we do not achieve our ideals. In fact we might be more successful working well in a more realistic future.

Pestalozzi wanted education to help students to be realistic about their futures, rather than set up unrealistic expectations, and to ensure that students are well prepared for what is likely to be their future lives and careers.

## **Careers (7)**

Realism – Helping Oneself

Based on an idea from Doty, G. (2001)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To give students the opportunity to think independently about their futures and to help themselves by working towards their futures</li> <li>▶ To remind students to think holistically of abilities relating to Head, Heart and Hands</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students to work together</li> <li>▶ To encourage students to interact with people in careers of interest to them</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Three sheets of chart paper and colouring pens for each group of three students</li> <li>▶ Blu-tack</li> <li>▶ Access to a library and the Internet</li> <li>▶ Whatever is required to set up interviews / guest speakers, such as access to a telephone</li> </ul>

### **Part 1**

The students have a discussion about careers and categorise them by whether the career involves working with people, things (or animals) or information. A volunteer lists the different careers in three columns ('People', 'Things' and 'Information') on the blackboard.

The teacher divides the students into groups of three and gives each group a career from each different category, choosing careers most likely to be relevant and of interest to the students. *(NB: the teacher should reassure each student that it does not matter if he or she is not in the group which has been given his or her career choice to research. It is important to find out about other possible careers, each will find out a great deal from the research carried out by the other groups and, in addition to the work assigned to the group, individuals can always do their own personal research on the job of their choice should they wish to do so.)*

The students discuss the different means by which the information can be found (including from the Internet, the library, interviews with working people and speakers who give talks about their careers).

The teacher asks each group to gather information and find out as much as it can about each different career assigned to it, in order to create three wall displays.

The information each group finds should include:

- ▶ What qualifications the job requires
- ▶ The abilities needed for the job (NB: Students should think in terms of Head, Heart and Hands abilities and, under 'Heart' should include emotional characteristics such as 'empathy' or 'courage' as abilities.)
- ▶ The type of work the job involves

(NB: More advanced students should be encouraged to interview individuals and to invite guest speakers to talk about their careers. Any work done towards interviews or inviting guest speakers should be approved by the teacher.)

## **Part 2**

The teacher, asking students to work in the same groups as in Part 1, gives each group three sheets of chart paper and colouring pens and asks each group to make a display for each career assigned to it. The wall displays should inform others in as colourful and lively a way as possible of all they need to know about the careers the group has been assigned. *(NB: The groups should be encouraged to use illustrations and brief notes in their presentations and to avoid too much detailed writing.)*

When the wall displays are ready, the members of the group present their displays to the rest of the students.

(NB: For advanced students, who have made a career choice or who will soon make a career choice, many methods, in addition to interviews with working people and talks on careers by guest speakers, can be used. Some examples are: field trips to job sites; paid or unpaid internships; job shadowing - accompanying people to observe their jobs; and mentoring - pairing a student with an adult who can guide him or her with career advice or decision.)

Pestalozzi wanted education to be led by the students and be relevant to them. He also wanted education to help make us independent and able to think for ourselves, thus enabling us to help ourselves and others.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).

## **Careers (8)**

Abilities and Preferences (1)

Based on an idea from Doty, G. (2001)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think for themselves, to be self-aware and to be independent</li> <li>▶ To remind students to think holistically of abilities relating to Head, Heart and Hands</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To explore students' abilities and preferences as they relate to careers</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Two large sheets of paper and marker pens</li> <li>▶ Blu-tack</li> </ul>

The teacher divides the students into groups of three and asks each group to think of all the different abilities it can and to list them. (For example 'quick at learning foreign languages, good at listening to people, able to grow vegetables') *(NB: Students should think in terms of Head, Heart and Hands abilities and, for this activity, should include under 'Heart' emotional characteristics such as 'empathy' or 'courage' as abilities.)*

The teacher asks for each group in turn to name an ability, going round the groups over and over until all the abilities the groups have found have been named. Meanwhile a chosen student writes each ability named on a large sheet of paper on the wall. The students add any further abilities that they can think of.

The teacher now asks each group to think of different working style preferences and to list them in pairs. (NB: The teacher should give examples if necessary, for example 'Working alone or working as part of a team', 'Working indoors or working outdoors', Working under pressure or working in a relaxed way'.)

The teacher asks for a working style preference pair from each group in turn, going round the groups over and over until all the preference pairs the groups have found have been named. Meanwhile a chosen student writes each preference pair on a large sheet of paper on the wall. The students add any further working style preferences that they can think of.

The teacher tells the students that their two lists will be used as the basis for the next lesson. *(NB: The teacher keeps the lists.)*

## **Careers (8) (continued)**

Abilities and Preferences (1) (continued 'a')

Based on an idea from Doty, G. (2001)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think for themselves, to be self-aware and to be independent</li> <li>▶ To encourage students to help themselves by recognising their strengths and weaknesses and their preferences</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To explore students' abilities and preferences as they relate to careers</li> </ul>
<b>MATERIALS NEEDED</b>	<p>A copy for each student of:</p> <ul style="list-style-type: none"> <li>▶ The 'Abilities' Worksheet (NB: Made by the teacher, based on the work done in the previous session.)</li> <li>▶ The 'Working Style Preferences' Worksheet (NB: Made by the teacher, based on the work done in the previous session)</li> </ul>

The 'Abilities' Worksheet should list the abilities in a table thus, allowing room for a tick box:

- |  |  |
|--|--|
| <input type="checkbox"/> Good with numbers | <input type="checkbox"/> Able to grow vegetables |
| <input type="checkbox"/> Brave             | <input type="checkbox"/> etcetera                |

The 'Working Style Preferences' Worksheet should list the preferences thus, also allowing room for a tick box:

- |   |  |
|---|--|
| <input type="checkbox"/> Working alone          | <input type="checkbox"/> Working as part of a Team |
| <input type="checkbox"/> Working under pressure | <input type="checkbox"/> Working in a relaxed way  |
| <input type="checkbox"/> etcetera               |  |

The teacher reminds the students of the activity carried out in the last session and, distributing the two worksheets, explains that the worksheets are made from the two lists they had made then. Working on their own, the students first complete the 'Abilities' Worksheet by putting a tick beside the abilities they have, and then complete the 'Working Style Preferences' Worksheet by putting a tick next to the working style preferences they have. The teacher divides the students into pairs (A and B) and tells each pair to first discuss A's abilities and working style preferences and decide on different jobs in which A could best use his or her abilities and be most likely to have his or her working style preferences and then to do the same for student B. *(NB: The teacher advises the students that this activity will be continued in the next session and collects their worksheets.)*

## **Careers (8) (continued)**

Abilities and Preferences (1) (continued 'b')

Based on an idea from Doty, G. (2001)

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To help students to make realistic and achievable choices about their futures
<b>FURTHER AIMS</b>	▶ To enable students to reflect upon their abilities and preferences as they relate to possible future careers
<b>MATERIALS NEEDED</b>	▶ Each student's completed 'Abilities' Worksheet ▶ Each student's completed 'Working Style Preferences' Worksheet

The teacher reminds the students of the activities of the previous sessions on 'Careers - Abilities and Preferences' and returns the students' worksheets to them.

Dividing the students into the same pairs as for the previous activity, the teacher tells each pair member to prepare a two-minute oral presentation about his or her partner to include the partner's:

- ▶ Abilities
- ▶ Working style preferences
- ▶ Different jobs the student could do using his or her abilities and which offer his or her working style preferences

Each student makes a presentation on their partner to the rest of the students. (NB: As each presentation is made the rest of the students are encouraged to suggest other jobs for the student the presentation is on, based on their abilities and their working style preferences, explaining why they think the student concerned would be good at the job/s suggested)

The teacher asks each student, based on the work done so far for the 'Abilities and Preferences' sessions, to write a short piece describing his or her abilities, working style preferences and the jobs in which he or she could use his or her abilities and have his or her working style preferences

Pestalozzi wanted education to be led by the students and to be relevant and useful to them. He believed that education should be a preparation for the lives we are most likely to lead as adults. He also wanted education to help make us independent and able to think for ourselves, thus enabling us to help ourselves and others.

## **Careers (9)**

Relevance – Career Choice

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To help students to think realistically for themselves about their future needs</li> <li>▶ To revise Head, Heart and Hands</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to link their career choices to the needs of their country</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A large sheet of paper and a colouring pen</li> <li>▶ Blu-tack</li> </ul>

The students brainstorm all the different jobs that they can think of while a student writes them on the blackboard.

Instructions to Student Groups (of three):

- ▶ Look at the list of jobs and discuss which of them your country most needs people in
- ▶ List the jobs in order of priority. If you consider some jobs to be equally important, they should be written side by side.

Instructions to Individual Students:

- ▶ Decide which of the jobs you have listed the village, town or city you come from most badly need specialists in
- ▶ List at least five jobs and write down why specialists in the job area are needed. For example: 'I live in a village. The local school needs a Maths Teacher because there is a shortage of teachers in the area', or 'I live in a city. We need an Urban Environmentalist to work on pollution control since the vehicles' exhaust is choking us.'

The students discuss all the jobs picked out as most needed and decide on the ten most needed by their country and why.

These are listed on a blank sheet of paper displayed on the wall.

Further Instructions to Individual Students:

- ▶ Choose a job out of those listed which you think you would like to do and would be able to do. Try to be realistic and choose jobs which you are likely to do
- ▶ Write a piece in which you explain why you have chosen this job, explain where and how you would study in order to be able to do the job, explain how the job would benefit you, your home and your country, say whether the job is more a 'Head', 'Heart' or 'Hands' job and why

Pestalozzi wanted education to help students to be realistic about their futures rather than set up unrealistic expectations. He wanted students to be well prepared for what is likely to be their future lives and careers. He wanted education to help people to think for themselves, and so be able to stand on their own feet, and to be relevant to their own needs and to the needs of their communities.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).



## **Skills and Future Work (1)**

The Relevance of Skills Training to Student Futures

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To demonstrate to students the relevance of their current practical skills education to their future lives</li> <li>▶ To revise Pestalozzi's 'Head, Heart and Hands' approach</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think about their futures</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ A camera</li> <li>▶ Examples of students' craftwork</li> <li>▶ A blank sheet of paper and colouring pens for each pair of students</li> </ul>

The teacher asks the students to brainstorm all the different practical skills the students are learning or have learnt and lists them on the blackboard. The teacher then revises the 'Head, Heart and Hands' approach with the students by focusing on a practical skill and eliciting what the students would need (in terms of 'Head, Heart and Hands') to run a small business, using the chosen practical skill. The teacher divides the students into pairs and gives paper and colouring pens to each pair.

{NB: For more information on 'Head, Heart and Hands' refer to the section in bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions' (p.129).}

Instructions to Students:

- ▶ Choose one of the practical skills you are learning or have learnt. Ideally you should choose a skill which you have an example of and which can be photographed. For example, if you have knitted your own cardigan and can easily bring it with you
- ▶ Think about what abilities, qualities and skills you would need in terms of 'Head, Heart and Hands', if you were going to set up a business using this skill. List them
- ▶ Write a piece describing your future business in terms of 'Head, Heart and Hands'

The teacher takes a photograph of each pair of students with their craftwork and displays it and the piece of writing together.

Pestalozzi wanted education to be useful and relevant to his students upon becoming adults, and he taught students the skills necessary for independence. He wanted students to have an all-round education – i.e., a vocational education (of the 'Hands'), an academic education (of the 'Head') and a moral education (of the 'Heart'), so that as adults the students would have the necessary abilities and qualities to put their practical skills to good use.

## **Skills and Future Work (2)**

Helping Oneself and Others

<b>LEVEL</b>	Intermediate to Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To help students to recognise how they can use their practical skills to help themselves and others</li> <li>▶ To connect Pestalozzi's belief about the purpose of education to a well-known proverb</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think about their futures</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Paper and pens for each student</li> </ul>

The teacher writes the following proverb on the blackboard: 'Give a man a fish and he eats for a day, teach a man to fish and he eats for a lifetime.' (Attributed to Confucius, China).

The teacher elicits the meaning of the proverb from the students and elicits from the students its connection to Pestalozzi's approach (see the section in bold typeface below).

Instructions to Students:

- ▶ List all the practical skills you have been taught
- ▶ Consider and write down how having each skill you have listed could make a difference to your future lives, your families, your local communities and even to your country at large.
- ▶ List any skills you have not been taught which you believe would be useful to you and your communities in future.

(NB: It is important that any such skills mentioned are either taught to the students in future or that a good reason for not doing so is provided.)

The teacher and students discuss the students' work.

Pestalozzi believed that any kind of charitable giving is useless unless because it makes the recipient even more dependent, unless that gift is in the form of an education which enables a person to help himself or herself and in turn others. He provided a vocational education, teaching the practical skills most likely to be useful and relevant to his students upon becoming adults. He taught students the skills necessary for independence and believed that students should take control of their learning to as great an extent as possible.

### **Skills and Future Work (3)**

#### Learning from Local Handicraft Production

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To teach about local handicraft skills and to encourage the students to develop their own skills - the 'Hands' aspect of the Pestalozzi 'Head, Heart and Hands' education</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To develop students' investigative skills</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Whatever is needed to set up visits to local organisations, for example letter writing material or telephone access</li> <li>▶ Access to local organisations</li> </ul>

The students and teacher brainstorm a list of handicrafts that they know are produced locally or which they think are likely to be produced locally. A student lists these on the blackboard.

Students choose several handicraft-producing organisations to visit.

Students arrange to visit any organisation they are particularly interested in, by writing to or phoning the organisation. A practical demonstration of a handicraft item being made should be requested, if appropriate.

Before the visit the students brainstorm a list of questions, including:

- ▶ What is the background to the handicraft item produced – is it local to the country / area or is it new to the country / area?
- ▶ How did the organisation make the decision to make whatever it makes?
- ▶ What materials and equipment are needed to produce the handicraft item?
- ▶ How is the handicraft item marketed?

Students may wish to choose a handicraft item to make and to set up a small business selling the chosen item, in which case they should be involved in the whole process (See the following Teaching Idea, 'Skills and Future Work (4) – 'Running a Pestalozzi World Income-Generating Project')

Pestalozzi believed that it is very important that students learn from and about what is local to them. He wanted students to take learning into their own hands and to be in charge of their own learning to as great an extent as possible. He believed that students should have a vocational education (an education of the 'Hands'), learning about skills which are the most likely to be relevant to them and therefore useful to them in their future lives.

## **Skills and Future Work (4)**

Running a Pestalozzi World Income-Generating Project

<b>LEVEL</b>	Advanced
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to help themselves and to work towards independence</li> <li>▶ To show the value of saving money</li> <li>▶ To work in nature / on real activities</li> <li>▶ To develop relevant skills which will be of use in later life</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To help students understand how to run a small business</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ Account book</li> <li>▶ Money box</li> <li>▶ Materials such as those needed for carpentry or gardening (depending on the project chosen)</li> </ul>

The teacher ensures that the Pestalozzi students involved in an income-generating skills training project are involved in every stage of the project and that, as far as possible, they are entirely responsible for running the project.

The teacher does the following:

- ▶ Discusses with the students the different responsibilities involved in running an income-generating project and asks them to allocate the responsibilities between themselves
- ▶ Gives the students an understanding of book keeping and then gives an individual or pair of students (possibly by rotation), responsibility for the funding and book keeping of the project
- ▶ Gives students as much choice and responsibility as possible in the direction the project takes and ensures that the students are aware of what is needed for the project at its outset as well as the likely future needs of the project
- ▶ Asks an individual or pair of students (possibly by rotation), to keep a record of what has been achieved, of the successes and failures of the project, etcetera
- ▶ Asks the students to sell the produce of their project and to plough the proceeds back into their project for its future development
- ▶ If possible asks the students to repay the initial investment made in the project (NB: This requirement must be made very clear to the students at the outset of the project)
- ▶ Tells the students to come to the teacher for help where needed but makes it clear that the students should work as independently as possible

The students brainstorm different projects. Groups of students then choose a project to run. Examples of projects include growing herbs, keeping bees and making honey, knitting scarves, making greeting cards.

The size of the group running a project is up to the teacher and the students.

Pestalozzi believed that education should show people how they can help themselves and this includes helping students to recognise the value of saving money and of using it wisely. It also includes teaching students skills that will be useful to them in later life; involving active learning and real outcomes.

As a result, a Pestalozzi education shows students how they can become independent adults. Pestalozzi believed that any kind of charitable giving is useless unless it contributes towards enabling people to help themselves.

## **The Future (1)**

### Setting up a Small Business

<b>LEVEL</b>	Advanced / Recent Graduate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To demonstrate to students the relevance of their current practical skills education to their future lives</li> <li>▶ To remind students of how their education has enabled them to help themselves</li> <li>▶ To encourage students to learn by doing</li> <li>▶ To revise Pestalozzi's 'Head, Heart and Hands' approach</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think realistically about their futures</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One large sheet of flipchart paper and two marker pens for each group</li> </ul>

The teacher introduces the topic of the session: Setting up a Small Business, emphasising the following points:

- ▶ It is important to be realistic and think small, considering only the next step in what you may ultimately hope to achieve
- ▶ Pestalozzi World cannot provide any funding but the aim of these activities is to enable you to secure a small loan for setting up a small business
- ▶ You should consider setting up businesses using skills you have already got from your Pestalozzi World education or from elsewhere
- ▶ Any businesses suggested in this session in no way bind you to follow that route

The teacher divides the students into groups of three, providing each with a sheet of chart paper and two marker pens, asking each member of the group to choose a different business for consideration. The teacher asks each group to make notes, for each business chosen by members of that group, on the following aspects of the business:

- ▶ Location
- ▶ Competition
- ▶ Gaps to be filled, rising trends / interests in your country
- ▶ Initial outlay
- ▶ Cost of rental of premises, if applicable
- ▶ Cost of materials and equipment needed
- ▶ Transportation costs if applicable
- ▶ Rate of turnover (favouring quick turnover and therefore quick return)

- ▶ Academic (head) expertise needed
- ▶ Practical (hands) skills needed
- ▶ Qualities (heart) needed
- ▶ What relevant skills you already have and how to attain those you do not have

The charts are displayed on the wall. A student from one group presents the business he or she chose for analysis. All the students then discuss that particular business. The student making the presentation adds any further information thought of by other groups to the flipchart. One business from each group is presented and discussed until all the businesses have been covered.

The teacher asks students to gather any missing information and to bring it to the next session. The teacher, offering help in this task wherever possible, suggests that students approach people they know involved in aspects of business they need practice in, to offer help (voluntary or paid), in order to gain work experience.

(NB: The teacher should keep the charts for the next session 'The Future (1) (continued) – Applying for a Business Loan'.)

Pestalozzi taught that education should help a person to help himself or herself and be independent; that it should be relevant to the future needs of the students; and that it should be 'all-round' of the Head, the Heart and the Hands, so giving students the academic, moral and practical skills needed to successfully help themselves and others. Pestalozzi believed that students should take control of their learning to as great an extent as possible. He also taught that it is only by actually doing that we can learn.

## The Future (1) (continued)

Applying for a Business Loan

<b>LEVEL</b>	Advanced / Recent Graduate
<b>AIMS (Aspect of Pestalozzi)</b>	<ul style="list-style-type: none"> <li>▶ To help students to learn by doing</li> <li>▶ To provide a relevant education</li> </ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"> <li>▶ To encourage students to think in detail and realistically about their futures</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ The charts of the previous session on 'Setting up a Small Business'</li> <li>▶ A garment to indicate that the teacher is in role</li> </ul>

The teacher displays the charts on 'Setting up a Small Business' from the previous session and asks the students to add any further information they have found to their charts. The students further discuss the businesses they have in mind and opportunities for work experience in them.

The teacher explains to the students that he or she will be taking the role of a micro finance provider and that the students, in their original groups of three, should take the role of applicants for a loan. Each group prepares a verbal request for a financial loan for one of the businesses on their chart, making use of the notes taken.

The teacher puts on the garment chosen to indicate that he or she is in role and role-plays the micro finance provider, asking searching questions to each group, based on the areas explored by the students in the previous session 'The Future (1) Setting up a Small Business'. *(NB: The importance in all businesses of accurate book keeping - records of income and expenditure - should come out of this session, as well as whatever other skills the businesses require.)* Of the groups' applications for a loan, the teacher may accept some and may turn down others, according to their merit. The teacher, in role, explains why.

The teacher, out of role, and the students, also out of role, discuss what they have learnt from this activity and discuss the strengths and weaknesses of the different verbal applications for a loan. The teacher asks how those who were refused a loan feel. All the students discuss what those involved in trying to set up a small business, which cannot secure funding, might do. *(NB: The students should not assume that funding is a given and should consider alternative routes like taking any kind of job they may not really want, in order to be able to fund the business venture themselves.)*

Each student now prepares a written application for a business loan, including a covering letter, trying to improve on the areas the teacher has pointed out as weaknesses.

The teacher and students discuss what local organisations might help them successfully apply for a loan and invite representatives of local organisations to visit them to give talks



and/or to conduct workshops. (Examples of organisations to invite are: Micro Loan and Micro Banking financial organisations; Community Assistance groups; and Small Business entrepreneurs.)

Pestalozzi taught that education should help a person to help himself or herself and be independent; that it should be relevant to the future needs of the students; and that it should be 'all-round' - of the Head, the Heart and the Hands, so giving students the academic, moral and practical skills needed to successfully help themselves and others. Pestalozzi believed that students should take control of their learning to as great an extent as possible. He also taught that it is only by actually doing that we can learn.

## **The Future (2)**

### Further Education

<b>LEVEL</b>	Advanced / Recent Graduate
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To revise Pestalozzi's beliefs that education should be relevant, helping students to help themselves towards independence
<b>FURTHER AIMS</b>	▶ To encourage students to think realistically about their futures
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>▶ One large sheet of chart paper and two marker pens for each group</li> <li>▶ Bank of information on further education courses and educational loans</li> </ul>

(NB: The teacher should create a bank of information on further education and educational loans, which is kept constantly updated and which is available to senior students and recent graduates.)

The teacher introduces the topic of the session, Further Education, emphasising the following points:

- ▶ It is important to be realistic and think small, considering only the next step in what one may ultimately hope to achieve
- ▶ Pestalozzi World cannot provide any funding but aims to help secure educational loans
- ▶ Any courses suggested in this session in no way bind anyone to follow that route

The teacher divides the students into groups of three, providing each with a sheet of chart paper and two marker pens and encouraging them to make use of the bank of information on courses and educational loans. The teacher asks each member of the group to consider the following aspects of the courses they are interested in and to make notes on them:

- ▶ Course status and name
- ▶ Institution and its location
- ▶ Duration of course
- ▶ Qualifications needed for entrance
- ▶ Course fees
- ▶ Exam fees
- ▶ Accommodation and living costs
- ▶ Likelihood of securing a job as a result of doing the course

The charts are displayed on the wall. A student from one group presents the course he or she chose for analysis. All the students then discuss that particular course. The student making the presentation adds any further information thought of by other groups to the chart. One course from each group is presented and discussed until all the courses have been covered.

The teacher asks students to gather any missing information and to bring it to the next session. The teacher, offering help in this task wherever possible, suggests that students approach people they know who may know more about courses on offer, such as teachers and graduates of their school who have gone on to further education.

Pestalozzi taught that education should help a person to help himself or herself and to be independent, and that it should be relevant to the future needs of the students. Pestalozzi believed that students should take control of their learning to as great an extent as possible.

## The Future (3)

Preparing a Curriculum Vitae (CV)

<b>LEVEL</b>	Advanced / Recent graduate
<b>AIMS (Aspect of Pestalozzi)</b>	▶ To prepare in a practical and relevant way for the future
<b>FURTHER AIMS</b>	▶ To practise writing information concisely, in a summarised form ▶ To learn how to write a CV
<b>MATERIALS NEEDED</b>	▶ Access to computers and a printer

The teacher goes through the following points with the students or recent graduates, writing each point on the blackboard:

- ▶ Other names for a CV are 'Biodata' and 'Résumé'
- ▶ A CV is a document designed to inform someone, usually a potential employer, of the key facts about you
- ▶ It should be kept very short, at this stage in your lives it should be no more than one side of A4 in length
- ▶ Information given should be clearly labelled in a uniform way (for example headings in bold or underlined, using the same size font and positioned in the same way throughout) and concise
- ▶ Consider who the CV is for and tailor the information accordingly (for example, focus on certain interests or voluntary activities which may be of relevance to the particular job or course you are applying for)
- ▶ Your CV may need to be re-written for each different application but it is very useful to keep a copy, which can be easily adapted
- ▶ Call your Information 'Curriculum Vitae or Biodata or Résumé of [Your name]'
- ▶ Information and headings to include: **Objective** (Your reason for writing and sending your CV to a particular organisation); **Title** (Mr. Mrs. or Miss); **Surname; Name; Address; Date of Birth; Gender; Education** (including dates, qualifications and names and addresses of your schools). You should mention, when writing about your Pestalozzi World funded education, that you were chosen as a Pestalozzi World scholar and what the criteria for selection are. It is also worth highlighting the holistic Head, Heart and Hands education provided by Pestalozzi World); **Work and Voluntary Work Experience** (including dates, a very brief description of work involved, name and address of workplace); **Extra-Curricular Activities and Interests** (For example, Environment Club, Choir, Sketching; **Referees** It is normal to have two referees; one being your most recent employer or tutor / school teacher who can comment on your skills and employability and the other being someone who can comment on your

character. Your referees should be in recognised jobs and be as senior in their work as possible. Always make sure that you have asked permission of your referees before you include their names and contact details in your CV

The teacher asks each student to prepare a draft CV, checks it and makes any appropriate recommendations. The students then type the CV on a computer and print it.

Pestalozzi taught that education should be useful, and relevant to the future needs of the students.

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A photograph of a classroom scene. A female teacher with dark hair, wearing a patterned blouse and a dark skirt, stands on the right side of the frame. She is smiling and pointing her right index finger towards a whiteboard in the background. In the foreground, the backs of several students' heads and shoulders are visible as they sit at their desks, looking towards the teacher and the whiteboard. The whiteboard has some faint, illegible markings on it. The overall lighting is bright and even.

# Pestalozzi International