



Circles (3) - The Circles We Live In

Foundation House/ Elementary (Classes 5-7)

Intermediate (Classes 7-10)



The Circles We Live In (Pestalozzi's Approach)

Instructions to students:

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.

Materials Needed

Paper, colouring pens for each student

Examples for students:



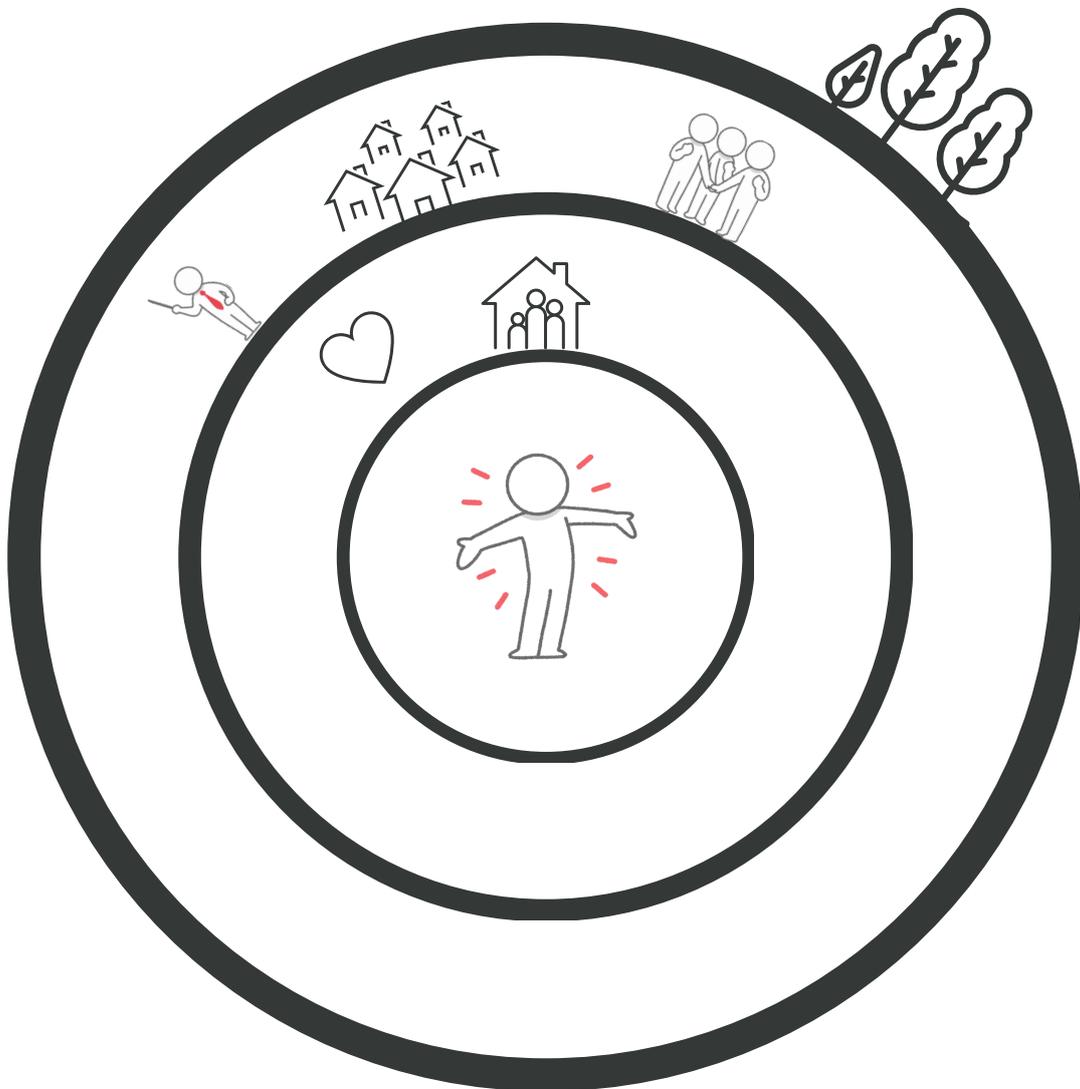


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Continued

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.





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Continued

AI/Tech enhancements:

After an initial class brainstorm, let students use an AI tool to generate examples of roles and responsibilities in each circle, e.g.:

“In each of the following circles: Family, Local Community, Country, Natural World list ways people help each other and things that help people.”

Follow-up tasks:

- Compare AI examples with students’ own experiences
- Discuss where AI gets it right and where it misses nuance

Why this matters?

1. Builds vocabulary for cooperation, contribution and systemic thinking while critiquing AI outputs.

Digital Circle Mapping & Data Capture

Instead of paper only, create a shared digital chart (Jamboard/Google Slides) with:

- One layer per circle
- Colour coding for “what I do” vs “what others do”

AI Support

Students can ask AI questions such as:

- “How do family members usually support each other?”
- “Give examples of how local communities help individuals.”
- Students critically evaluate the responses and add their own relevant examples.

Why this matters?

- Digital collaboration skills
- Enhanced of documentation for reflection and presentation
- Opportunity to critically evaluate use of AI