



Philanthropy (3)

Philanthropic Projects in the Local Community

Advanced (Classes 11-12)

Intermediate (Classes 7-10)



Helping Others/Learning from the Local (A Pestalozzi Approach)

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

The facilitator asks the participants to consider the things Pestalozzi did which show that he was a philanthropist and the ways in which Pestalozzi International is a philanthropic organisation, supplying answers where necessary. (*Refer to the section in bold typeface at the end of the Teaching Idea 'Don't Judge too Soon (3)'. Two participants write these on separate sheets of blank paper displayed on the wall. Each point is discussed.*

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

Each participant 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 participants 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?**

Materials Needed

- Three large sheets of paper and three different coloured marker pens
- Blu-tack
- Paper, envelopes and stamps
- Access to the Internet and to local philanthropic organisations





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Continued

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.





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Continued

AI/Tech enhancements:

After gathering facts in person, use AI to produce a “Community Impact Snapshot”:

Prompt example:

“Summarise in 200 words how [organisation] helps people and how it funds it’s work.”

Then students evaluate the AI summary:

- What did AI highlight well?
- What nuances are missing?
- Where might I add in to add depth the summary?

Why this matters?:

- Critical reading of AI output, improved summarisation skills, better understanding philanthropy beyond surface descriptions.

Students could create digital presentations or short videos showcasing:

- Why they chose the organisation
- What they learned
- How the organisation contributes to the community

Use AI tools to assist with:

- Script drafting
- Slide layout suggestions
- Auto-generated voiceovers/transcriptions

Reflection assignment:

- Students should note where they adapted AI content to reflect their authentic voice.
- Students could provide feedback on original ideas in comparison to AI - proving peers with 2 stars and a wish for improvements

Why this matters?

- Builds Digital literacy
- Enhances multimedia communication
- Supports public speaking
- Aids critical editing of AI content.