



Philanthropy (4)

Your Home Community

Advanced (Classes 11-12)

Intermediate (Classes 7-10)



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

Part 1

Just before the students leave for a holiday at home, the facilitator gives each participant 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 participants brainstorm what points the notes should cover and a participant writes these points on a sheet of paper displayed on the wall.

Instructions to participants:

- 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.

Materials Needed

Part 1:

- An exercise book for each student
- A marker pen and a large sheet of paper
- Blu-tack

Part 2:

- Colouring pens and two large sheets of paper
- Blu-tack





Philanthropy (4)

Your Home Community

Continued

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 (4)

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Continued

AI/Tech enhancements

Students first gather real observations, conversations, and lived experiences. Then they may use AI to:

“Summarise publicly available data about key issues in [my town/community].”

Students should:

- Compare AI summaries to their lived experience
- Highlight where AI generalises or misses information
- Add evidence from conversations or direct observation

Teaching Opportunity:

Discuss:

- Why might AI not fully understand about small communities?
- What data does AI rely on?
- Whose voices might be missing?

Why this matters?

- This helps build critical literacy
- Digital literacy
- Encourages students to think about preconceptions and bias
- Encourages students to consider how AI/tech may be useful in the future to them and how it may negatively impact them

AI for Action/Project Planning

Students design a small intervention.

Prompt example:

“Create a simple action plan for a student-led project to improve recycling awareness in your community.”

Students then consider how they would:

- Adjust timeline and scope
- Identify local constraints
- Add real contacts and local names

Why this matters?

- This lesson session encourages students to observe reality and identify ways of taking action to solve real-world problems
- Implementing AI can help structure thinking, help draft plans and patterns
- It also gives students opportunity to explore the limits of AI for example does it understand the lived culture?, community relationships? and can it take the actions needed to solve the problem?