



Philanthropy (5)

Fundraising for Others

Advanced (Classes 11-12)

Intermediate (Classes 7-10)



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

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

Instructions to participants:

- 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.

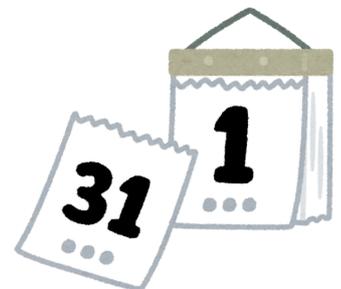
Materials Needed

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



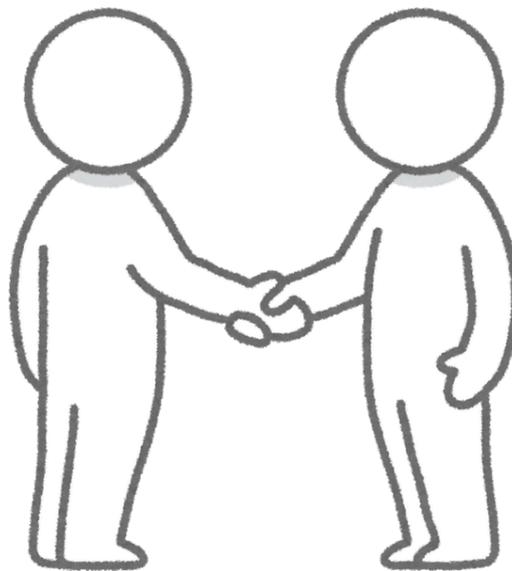


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Either individual groups or all the participants together decide how and where they will sell the calendars and what the calendars will be sold in aid of. Sales could ideally be in aid of a local philanthropic organisation / project which aims to combat 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**'.

The participants discuss the effect their deed has on others.



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.



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AI/Tech enhancements

After initial student brainstorming, students can use AI prompts:

“Summarise key environmental or social issues affecting small communities like ours.”

Then:

- Compare AI summaries with their own lived observations
- Identify what AI missed (local nuance, cultural context)
- Add interview findings or real examples

Why this matters?

- Strengthens research skills
- Encourages critical evaluation of AI generalisations
- Keeps lived experience central

Instead of paper only, students can:

- Use Canva, Google Slides or Adobe Express
- Incorporate student drawings and digital elements
- Add QR codes linking to further information or a donation page