

Circles (4) - Helping and being Helped in The Circles We Live In

Elementary (Classes 5-7) - Intermediate (Classes 7-10)

Becoming Good Citizens (Pestalozzi Approach)



The Circles We Live In Helping Oneself and Others Learning by Example

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'

Materials Needed

- A large sheet of chart paper
- Colouring pens for each pair of students

Example:



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.

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AI/Tech enhancements

Students to use a collaborative digital platform like Google Slides, Miro, or Jamboard:

- Create a shared “Circle Map” template for students
- Colour-code contributions (e.g., actions they take vs. support they receive)

AI Prompt Support (for students):

“List examples of ways people help in each circle: family, local community, country and the natural world.”

Students then compare AI examples with their own contributions to ensure a wider range of perspectives.

Why this matters?

- Helps build digital collaboration skills
- Helps students organise ideas visually
- Reinforces that AI can suggest patterns but should be checked against the human lived experience
- Opportunities to reflect on use of AI pros/cons

Students can use AI to generate mini scenarios related to each circle to help students bridge gaps between concepts and real-world understanding:

Example AI Prompt:

“Describe a short scenario where a young person helps their local community and how that action makes a difference.”

Students then:

- Compare AI scenarios to real local examples
- Discuss what was realistic or missing from the AI version
- Suggest how the scenario might look in their own community

Why this matters?

- Supports contextual thinking
- Bridges abstract concepts with real-world understanding
- Encourages critical thinking

