



# Observation 1 - In the Teaching Room

Foundation House / Elementary (Classes 5 - 7)



## Learning through Observation ( A Pestalozzi Approach)

### Learning from the Local

#### Instructions to students:

#### Materials Needed

- A sheet of blank paper
- A pencil for each student

The students play a game of 'I spy with my little eye'. The teacher starts, explaining that the thing 'spied' must be something that can be seen by all the students from where they are sitting.

For example 'I spy with my little eye something beginning with D'. Students take it in turns to guess what the thing is. For example, students ask, 'Is it a duster?' 'Is it a door?' until a student gets the correct answer, 'door', and the teacher says, 'Yes, it's a door.' The student who guessed the correct answer now starts the game again.

Each student chooses a single object he or she can see in the room or through the window and draws it.

The drawing should be as detailed as possible (For example it should be of the specific table the student can see rather than simply of a table).

Students look at each other's work and make sure they can recognise exactly what has been drawn.





## Observation 1 - In the Teaching Room

Continued

Pestalozzi believed that students learn best by observing their surroundings in detail and that by drawing, the child moves from having a vague perception of something to having a clear idea of it. Drawing causes people to notice details, even when they are not drawing, which they would otherwise overlook.

As a result they form a much more correct impression of things than they would otherwise. Refer to 'The Teaching of Number, Form and Language' in 'Examples of Pestalozzi's Method in Specific Subject Areas' in 'Section 4: Pestalozzi and Education'.





## Observation 2 - Describing and Drawing Local Areas

Intermediate ( Classes 7 - 10 )



**Learning through Observation ( A Pestalozzi Approach)**

**Learning from the Local**

### Instructions to students:

**NB: Two teachers or supervisors are required for this activity).**

#### Step 1

The teacher gives each student a pencil and a blank piece of paper. The students are divided into two groups, A and B. Each student in Group A is given a number 1-15 and each student in Group B is given a number 1-15.

**(NB: This is for a class strength of 30, so the number range will change for a class with more or fewer students).**

Groups A and B go outside to two different areas where there are plenty of different views of surrounding buildings or natural scenery.

Using half the piece of paper, each student writes a description of a chosen view, not stating any names of buildings or areas but describing them in detail.

#### Step 2

The students reassemble in the room where the descriptions from Group A are given to Group B and vice versa, with Student 1 of Group A swapping with student 1 of Group B etc.

Without consulting the students who wrote the descriptions, each student uses the other half of the paper to draw a picture based on the written description.

#### Step 3

Each student, keeping the paper with his or her own drawing, forms a pair, Student 1 of Group A with Student 1 of Group B etc.

Each pair visits both locations, with the student who did the drawing finding and showing the student who wrote the description the site the latter student had described. The students discuss the accuracy of the drawings and written descriptions.

### Materials Needed

- A sheet of blank paper
- A pencil for each student





## Observation 2 - Describing and Drawing Local Areas

Continued

**Pestalozzi taught his students to closely observe their surroundings. He used exercises of sense-impression and language to teach children to observe and to talk about their observations, recounting all the impressions they receive from the objects surrounding them.**

