



Realism, Helping Others

Intermediate (Classes 7-10)

Advanced (Classes 11-12)



Independence (Pestalozzi Approach)

Instructions to Participants:

Students to discuss careers and categorise them by whether career involves working with people, things (or animals) or information. A volunteer lists the different careers in three columns ('People', 'Things' and 'Information') see presentation.

Divide students into groups of three and give each group a career from each different category, choosing careers students have completed work for in previous tasks.

(NB: the teacher should reassure each student that it does not matter if he or she is not in the group which has been given his or her career choice to research. It is important to find out about other possible careers.

Students to also discuss the different ways they could retrieve information (including the Internet, the library, interviews with local people and speakers who give talks about their careers).

Ask each group to gather information and find out as much as they can about each different career assigned to them.

Key things for students to find out include:

What qualifications do I need?

What experience do I need?

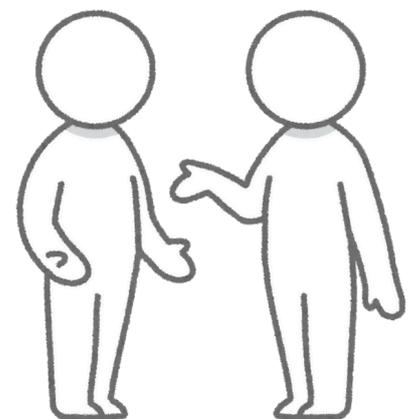
What opportunities are there to progress?

Materials Needed

- Question prompts
- Discussion prompts
- Recording sheet

Online Resources

- [Presentation](#)
- [Prompts](#)
- [Recording sheet](#)



Ideas for further discussion:

Discuss the reliance of the internet - how do we know the information is correct. Discuss interview approaches and how children may reach out to local businesses to arrange a meeting for this project.



Realism, Helping Others



Part 2

Intermediate (Classes 7-10)

Advanced (Classes 11-12)

Instructions to Participants:

Students to work in the same groups as in Part 1.

Children to present their findings to peers in a colourful, lively way with all they need to know about that career (see examples). This can be done digitally or with large paper.

(NB: The groups should be encouraged to use illustrations and brief notes in their presentations and to avoid too much detailed writing.)

The group should present their displays to the rest of the students.

(NB: For advanced students, who have made a career choice or who will soon make a career choice, many methods, in addition to interviews with working people and talks on careers by guest speakers, can be used.

Some examples are: field trips to job sites; paid or unpaid internships; job shadowing - accompanying people to observe their jobs; and mentoring - pairing a student with an adult who can guide him or her with career advice or decision.)

Ideas for further discussion:

Discuss the reliance of the internet - how do we know the information is correct.

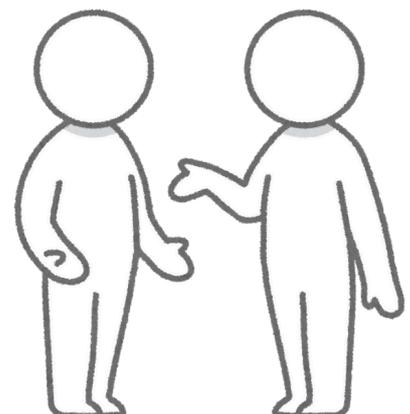
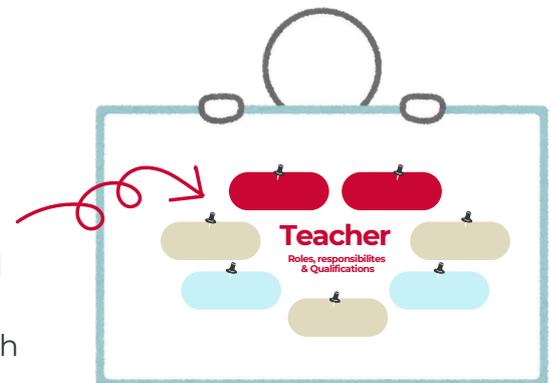
Discuss interview approaches and how children may reach out to local businesses to arrange a meeting for this project.

Materials Needed

- Access to internet/library
- Recording sheet

Online Resources

- [Presentation](#)
- [Prompts for interview](#)
- [Recording sheet](#)





Realism, Helping Others

Continued

Pestalozzi wanted education to be led by the students and be relevant to them. He also wanted education to help make us independent and able to think for ourselves, thus enabling us to help ourselves and others.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions'

