

# Students Teaching Students (1)

## Teaching a Group of Young/Disabled Children (1)

Advanced (Classes 11-12)

Intermediate (Classes 7-10)



### Helping Others (A Pestalozzi Approach)

The facilitator and participants find a local group of young and/or learning-disabled children to work with.

The facilitator explains to the participants that they should prepare an activity to do with the children based on the following teaching method of Pestalozzi, which the participants discuss:

#### The Teaching of Number

**Teach arithmetic using real and familiar objects, for example peas, leaves, marbles or any other objects found in the home. Arithmetic includes grouping (addition and multiplication), separating (subtraction and division) and comparing (ideas of 'equal', 'greater' and 'smaller'). Figures are not used until children have a complete understanding of arithmetic as a result of using real objects.**

The teacher and students discuss the following points the students should consider when preparing their activity. The teacher lists each one on the blackboard, after discussing it:

- The age and needs of the children
- The importance of teaching so that the children learn by sense-impression and what that involves (Refer to the bold text at the end of this Teaching Idea)
- The importance of teaching that guides the children to learn for themselves rather than providing answers (Refer to the bold text at the end of this Teaching Idea)
- The importance of giving the children as much time as they need (Refer to the bold text at the end of this Teaching Idea)
- The aim of the activity (what it will teach the children)

#### Materials Needed

- Various materials depending on the chosen activity, for example tracing paper for learning to write'



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Continued

- Approximately how long the activity will take (NB: The participants should have extra ideas of what to do in case there is too much time and should be able to round the session off properly if they run out of time, even if they cannot finish their plan of activity)
- The materials they will need
- The students, working in pairs, prepare the activity and then use it with the children.
- After using the activity with the children, the students discuss what worked and what did not, and why.

**According to Pestalozzi 'sense-impression' is the direct impression made by the world on the external senses. It includes everything, whether physical or moral, that a child experiences and perceives through direct observation, personal experience and involvement, using his or her senses. As many of the senses as possible should be involved in learning. Anything being taught must be more than understood by the child; it must be engaged with totally; it must capture the child's full attention; and it must be internalised, ultimately leading to perception or inner understanding. This can be achieved through concrete experience - meaningful and living human activity with the child being encouraged to be explorative.**

**It follows that teaching in order to achieve 'sense-impression', and to help enable the child to use all his or her senses to understand whatever is being taught, needs to be carried out in the world outside the classroom as much as possible and using real objects, although picture books can be used as an alternative if the real object is not available.**

**Pestalozzi also wanted education to guide children to learn for themselves rather than provide the children with answers.**

**Pestalozzi emphasised the importance of allowing each individual enough time to learn and to fully understand what was being taught before moving on to something new.**

**According to Pestalozzi, the natural approach to learning combines number, form and language. Through active learning and direct and concrete experience, which engages the senses, children learn in these three areas. Teaching should include: (1) [Arithmetic] in which the child is taught to look at things as a unit, e.g., how many and what kind of objects; 2) [Form] to teach the child to recognize the appearance, form, or outline of objects; and (3) [Language] to ensure that the child knows all the words and names which describe the objects known to the child.**

**Pestalozzi believed that students learn well if they teach and are taught by each other. He also believed that people should take action to help others in their community, especially the disadvantaged.**