

Students Teaching Students (2)

Creating a Picture Book for a Young Child

Advanced (Classes 11-12)

Intermediate (Classes 7-10)



Helping Others

(A Pestalozzi Approach)

(NB: The level of complexity and extent to which the points listed below are explored will vary according to the age and ability of the students doing this activity.)

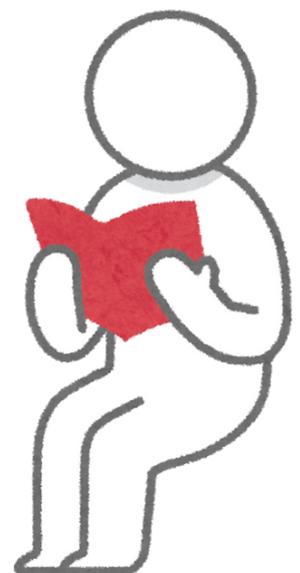
(NB: Before the lesson begins the teacher writes the points the students should consider when planning their books on the board. These are found underlined below.)

The facilitator tells the participants that they are going to design a picture book to help teach a younger learner (2-5 years old) and asks each participant to choose a young child to make a picture book for.

- Consider the age and ability of the child you have chosen
- Consider Pestalozzi's belief that children learn best if they are interested in what they are learning. Base your book on anything you know about that interests the child you have chosen to write a book for. If you do not know that child's interests find out by observing / talking to the child. If that is not possible remember back to what you liked and were interested in when you were the child's age
- Consider Pestalozzi's belief that children learn best from their own environment – from what is local and familiar to them. If you are going to introduce objects that are new to the child, make sure that they are linked to something in the child's own experience. For example: You may draw different fruits which the child knows about (familiar) but add some more fruits which the child has never seen before (unfamiliar); you might draw an aeroplane (unfamiliar) and illustrate it flying over the child's own village (familiar); or you might draw the child's friends (familiar) going on a journey to space (unfamiliar).

Materials Needed

- Paper and colouring pens for each student
- Material needed to bind the Information Packs, for example a hole punch and wool thread, or a stapler



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Continue

- Consider Pestalozzi's belief that children learn best from their own environment – from what is local and familiar to them. If you are going to introduce objects that are new to the child, make sure that they are linked to something in the child's own experience. For example: You may draw different fruits which the child knows about (familiar) but add some more fruits which the child has never seen before (unfamiliar); you might draw an aeroplane (unfamiliar) and illustrate it flying over the child's own village (familiar); or you might draw the child's friends (familiar) going on a journey to space (unfamiliar).
- Consider Pestalozzi's beliefs that children learn best about number and form by making comparisons between objects and that children learn to understand and then to talk and read about objects based on observation. Use as little writing and as much illustration as possible. Bring in opportunities for the child to make comparisons by including drawings of different numbers, sizes, shapes or colours of objects
- What do you want to achieve? (For example: Is your aim to teach about colours and shapes? Is your aim to tell a story and at the same time introduce some new information, such as what the life cycle of a butterfly is?)

The participants now write and illustrate their books, keeping them as simple as possible and considering the points given above.

Having completed their books, each participant reads the book he or she has made with the child, using the pictures to ask the child further questions and to teach the child.

The facilitator asks the participants in what ways their particular picture book was a useful teaching tool, what they would do differently next time and how useful they found preparing and using a teaching aid.

Pestalozzi introduced the use of picture books for teaching children, believing that, if real objects cannot be used, illustrations of them are the next best aid to teaching. He believed that children learn best if they are interested in what they are learning; that children learn best from their own environment - from what is local and familiar to them; that children learn best about number and form by making comparisons between objects; and that children learn best to understand and then to talk and read about objects based on observation

Pestalozzi also found that if students teach other students it is very effective because it causes both the students teaching and being taught to learn more quickly, helps students to become independent and leads to co-operation between the students.