

Values Held by Pestalozzi (1)

Songs (1)

Intermediate (Classes 7-10)

Foundation House / Elementary (Classes 5-7)



Overview

(A Pestalozzi Approach)

The facilitator writes the definition of 'Values' on the blackboard - 'Principles or standards of behaviour; one's judgement of what is important in life'. The facilitator and participants brainstorm values and a student lists some of the values held by them on the blackboard.

The participants brainstorm songs or poems or pieces of writing they know which express values and note whether any of the values expressed are the same as any of the values they had listed previously and whether any of the values expressed are values they know Pestalozzi held (refer to the 'Pestalozzi's Values' sheet).

The facilitator plays a song to the participants, which celebrates values – choosing one which expresses at least some of Pestalozzi's values. (A good example of such a song is 'The Greatest Love of All' by Whitney Houston.)

The participants pick out values from the song and note whether any of the values expressed are the same as any of the values they had listed previously and whether any of the values expressed are values they know Pestalozzi held.

The facilitator asks participants to bring any songs expressing values that they have recordings of into the following session, along with any musical instruments they can play.

Materials Needed

- Any musical instruments played by students in the group and any percussion instruments available
- CD player and recording device
- Marker pens, two large sheets of paper and blu-tack
- A copy of the 'Pestalozzi's Values' sheet



Pestalozzi introduced music into the primary school curriculum because he believed that it was an aid to moral education. He believed that the most important thing about it is the positive effect it has on people's feelings and the way simple music can cause happiness and bring about a feeling of benevolence. Pestalozzi's students were taught lots of songs and encouraged to sing.

Values Held by Pestalozzi (1)

Songs (1)

continued



Overview (A Pestalozzi Approach)

The facilitator plays any songs the participants have brought with them which express values and the participants discuss what values expressed in the songs are common to values held by Pestalozzi.

The participants brainstorm values held by Pestalozzi (refer to the 'Pestalozzi's Values' sheet). A participant lists them on a sheet of paper displayed on the wall. The students discuss the values.

The participants brainstorm song-writing techniques, for example use of a chorus, rhyme and repetition and a student lists these on a second sheet of paper displayed on the wall.

The facilitator asks the participants, working in pairs or groups of three, to write a song expressing some of Pestalozzi's values and making use of some song-writing techniques. The participants can either make up their own tunes for their songs or set them to other songs' tunes, and accompany themselves on any instruments they play. (NB: Pairs or groups can present their songs as poems if preferred.)

The participants practise their songs or poems and, when ready, record them. They may also decide on movements to go with their songs, teach them to other participants and sing them as part of a show or presentation to a wider audience.

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Pestalozzi Values

- Love (which includes truth and morality) is the most important human power and nothing can work properly without it
- It is important to have an all-round education of the Head, the Heart and the Hands. Only as a result of a good education, that is, an education of the head (leading to the ability to understand the truth), the heart (leading to morality and feelings of love), and the Hands (that is the ability to take practical action) can we make any real change to improve society and the world
- It is important that education teaches us how to be independent and how to help ourselves. Education must therefore be relevant, teaching us how best to look after ourselves
- We must fight for liberty and equality for all and for the reform of society. We should not simply talk about doing good but take action to do good - we should be good citizens and help others
- Only if we have the desire to help others and the will to put that desire into action can we truly help others. So, our inner natures must be made better and we must become moral beings in order to be able to improve our external circumstances
- Every individual human being has the right and the ability to learn, including groups of people who are usually discriminated against - the poor, the disabled and girls
- A human's strength lies in character not in possessions. Relative poverty (not extreme poverty) is a good thing because it forces people to use their own strengths and so to develop their morality
- We should not make judgements until we fully understand whatever it is we are judging. We must learn to be independent in our opinions and to respect everyone and everything
- We learn by example; how someone is treated influences how that person treats others
- The home (especially the mother or someone who fulfils the role of the mother) is the most important basis for a moral person
- Pestalozzi put others first. On his monument it is written that 'He did everything for others, nothing for himself!'