



Circles (6) - Pestalozzi's Own Circles

Intermediate (Classes 7-10)

Foundation House/ Elementary (Classes 5-7)



Becoming Good Citizens

The Circles We Live In

Learning to help ourselves (Pestalozzi Approach)

The facilitator divides participants into groups of five (NB: This Teaching Idea is intended for revision about Pestalozzi and should be used only with participants who are familiar with the **Pestalozzi biography: 'The Life of Johann Heinrich Pestalozzi'**).

Instructions to participants

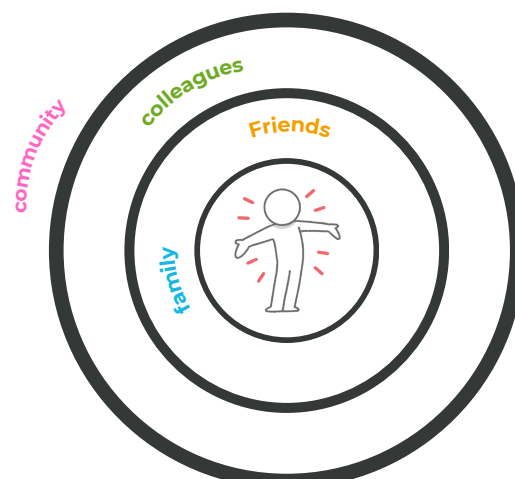
- Draw Pestalozzi at the centre of a large piece of paper and draw around him the circles he lived and/or worked in, giving each circle a title
- Add the names of people / the groups of people he knew, or did something for, or influenced, or who did something for him in each different circle
- Beside the name of each person or group of people write what Pestalozzi did for that person or group and/or what they did for Pestalozzi
- Elect a spokesperson to feedback to the rest of the participants

Materials Needed

- Large sheets of white drawing paper and colouring pens for each group of 5 students
- Blu-tack

The spokesperson from each group displays the information the group has and gives a short presentation on one of the circles on the sheet.

Pestalozzi wrote about the circles we live in, which include the family, neighbours, the local community, work or profession, the state and country and the circle of nature. Pestalozzi thought it is very important that we all become good citizens, helping each circle we live in to function well by helping each other as much as possible. He also believed that we learn by example, so if somebody does something helpful for us, we are much more likely to do something helpful for someone else; if someone is kind to us we learn to be kind to others.





Circles (6) - Pestalozzi's Own Circles

Intermediate (Classes 7-10)

Foundation House/ Elementary (Classes 5-7)

AI/Tech enhancements -

Digital Circle Mapping Tools

- Instead of drawing on paper, students use an interactive tool like Miro, Jamboard, Canva, or Google Slides to create their circle maps digitally
- To enhance students mapping tools students could add hyperlinks, images, short videos, or audio reflections to each circle to enrich understanding of people, systems, and relationships.

Why this matters?

- Builds digital literacy and organisation skills.
- Encourages deeper connection to content beyond static paper.
- Mirrors real-world digital communication skills.

AI Scenario Exploration Suggestion

- Use AI to generate what-if scenarios for a circle. Examples:
- “What might the circles of someone in a climate-focused profession look like in 2035?”
- “How might digital communities change the circle of neighbours?”

Students modify their maps and compare human vs AI visions.

Why this matters?

- Stimulates creative, future-oriented thinking.
- Helps students challenge assumptions and consider multiple possibilities.
- Opportunity for students to explore AI opportunities and pitfalls
- Opportunity to discuss safety & Ethical Considerations

Important Safety & Ethical Considerations

When integrating AI tools into this activity, please ensure you discuss guidance on safe, responsible AI use:

- Ensure students are not entering personal/student data into AI tools
- Teach students AI limits and biases, AI outputs are generalisations, not truth - always fact check and compare
- Ensure teacher/adult supervision at all times, and critical evaluation of AI outputs is encouraged throughout activity.