



Careers (4)

Jobs and the Ballon Game

Intermediate (Classes 7-10)



Holistic education

Either: The participants review the different jobs listed in the previous **Teaching Idea 'Jobs and What They Involve'** and list the different jobs named on the blackboard. The facilitator asks each participant to list the five jobs they consider to be the most important. The facilitator then asks each participant to read out his or her list and the facilitator puts a tick, beside the jobs read out, on the list on the blackboard. A separate list is made of the five jobs with the most ticks.

Or: The facilitator makes a list of the following jobs - a doctor, a farmer, a priest, a teacher and a vet.

The participants discuss the importance of the five jobs, especially in terms of Head, Heart and Hands.

The facilitator divides the participants into groups of five and, drawing the hot air balloon picture on the blackboard or displaying it on the wall, explains that the hot air balloon is carrying five people with the jobs listed to start a new life on a desert island. However, the balloon is too heavy and two of the five people will have to leave the balloon.

Instructions to Participants:

- Decide which three jobs should stay and which two jobs must go
- Be ready to justify your choices to the rest of the participants
- Elect a spokesperson to explain your choices to the rest of the participants

Each group presents its decision to the rest of the participants.

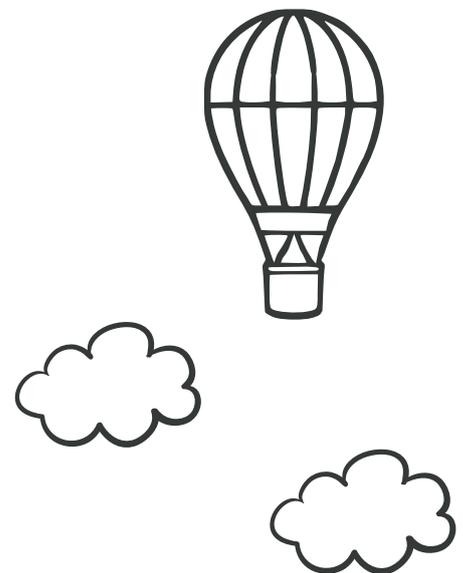
For information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions'.

Materials Needed

A drawing of a hot air balloon

Online Resources

Presentation: includes Talk promise and prompts for discussion to further support students.





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Pestalozzi believed that any kind of charitable giving is useless unless because it makes the recipient even more dependent, unless that gift is in the form of an education which enables a person to help himself or herself and in turn others. He provided a vocational education, teaching the practical skills most likely to be useful and relevant to his students upon becoming adults. He taught students the skills necessary for independence and believed that students should take control of their learning to as great an extent as possible.