



Literacy

The Disadvantages of Not Being Able to Read

Intermediate (Classes 7-10)



Independence (A Pestalozzi Approach)

NB: It is important that the facilitator neither mentions nor explains about the Welsh words until the game has been completed.)

The facilitator shuffles the white card sets so that the Welsh and English cards are mixed together with the Welsh set randomly distributed amongst the English sets. The cards are turned face-down and equally distributed amongst the participants.

(NB: participants must not yet turn their cards over.) The facilitator keeps the set of coloured cards.

Materials Needed

- Access to local organisations
- Access to the local library and to the Internet

Instructions to participants:

- When the facilitator holds up a coloured card, see if you have the word for that colour written on one of your cards. If you do, hold that card up, call the colour (for example 'Black') and then put the card aside. You should hold up only one card at a time
- When you have called the colour for all the cards in your hand, call out that you have finished. You will be given a sweet and you have to go and stand at the back of the room
- The game continues, with the facilitator holding up each colour more than once, until all the participants' cards are used (or as many as the participants can use).
- The facilitator asks the participants to turn their cards face-up so that they can see all the colour names and the game begins. (NB: If participants complain at this point that they have cards with words they cannot understand, they should be told that this is part of the game and will be explained later.)





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The Disadvantages of Not Being Able to Read - continued

Once as many of the participants as can read their cards have had a sweet and gone to the back of the room, the facilitator explains that the cards the participant cannot read are written in the Welsh language (the language of Wales, one of the countries which make up the UK, and explains the meanings of each.)

The facilitator asks participants who could not read their cards to explain how they feel. Their responses may include feelings of frustration and anger. They probably felt unfairly treated and perhaps this made them feel like cheating. Those participants who have not yet had a sweet are now given one, the facilitator explaining that Pestalozzi believed in equality for everyone.

The facilitator asks the participants to consider the unfair effects of illiteracy and how many times they need to be able to read in a day. What do they need to be able to read? How would their lives be different if they were unable to read?

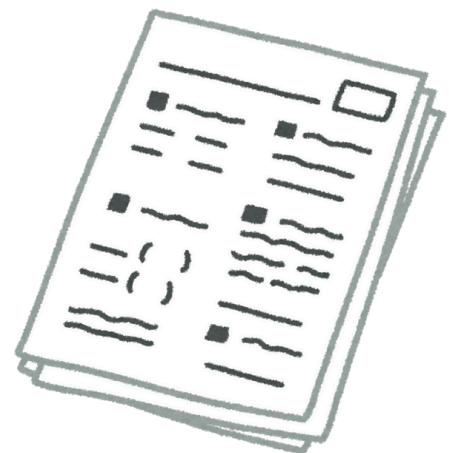
Participants to discuss the effects of illiteracy and the importance of an education of the Head, Pestalozzi's beliefs and his struggle for equality for all.

Materials Needed

A sheet of blank paper, pencils and colouring pens for each participant

English and Welsh Colours

Black = Du Blue = Glas
Green = Gwyrdd Grey = Llwyd
Orange = Oren Purple = Porffor
Red = Coch White = Gwyn
Yellow = Melyn



Pestalozzi hated to see children being exploited, treated like slaves by, for example, local farmers who forced them to work without giving them an education. Pestalozzi believed that children should be given an all-round education, which includes an education of the Head as well as of the Heart and the Hands. This is in order to overcome one of the main problems in society; inequality caused by illiteracy, with the poor staying poor because they cannot read or write. Pestalozzi saw that such inequality could lead to people committing crime