

ORIGAMI

Paperfolding in Special Education The Sensation of “Yes, I can!”



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Quotation (E. Herrigel)

“Origami is more than a finger practice, it’s an essential experience.”



History of Origami

- 2000 years ago - Chinese discovered the paper
- 1000 years ago - Japanese take over the idea of paper producing and lead the art of folding to perfection
- art of paperfolding in Europe began in the 17th century with folding napkins as decoration for dinner
- late 19th century: early pedagogies, like Pestalozzi and Fröbel detected the pedagogical use of folding paper
- ca. 1900: the Fröbel-Kindergarten came to Japan and Japanese discovered their own old tradition again
- Paperfolding spread under the new name “Origami” all over the world

Educational Approach

- 4 -9 years: best suitable age to train the following basic-competencies of development:
 - math, language, creativity, socialisation, technique
- fine-motor skills are the prerequisite to build language and cognitive thinking
 - skilled fingers make children intelligent
- experience with Origami as subject in schools:
 - getting familiar with geometry concepts
 - improving motor skills
 - enhancing the student’s self image and talent
 - understanding the importance of accuracy
 - learning to follow instructions
 - developing logical thinking
 - learning to concentrate
 - enhancing visual and spatial perception
- successful therapy-possibility for learning and attention disorders (LD/ADD)

Vocabulary

折紙 • Oru (jap) - to fold
• Kami (jap) - paper

- essential experience
Wesenserfahrung
- basic-competences
Schlüsselkompetenzen
- fine-motor skills
feinmot. Geschicklichkeit
- prerequisite
Voraussetzung
- spatial perceptions
räumliche Vorstellung
- learn-disorder (LD)
Lernbehinderung (LB)
- attentional-deficit-disorder (ADD) *ADS*



Sources and recommendations:

- Y. Joosten: Klug durch Origami, Humboldt
- M. G. LaFosse: Advanced Origami
- www.mastersoforigami.com
- www.papierfalten.de
- www.origami.co.il