



Generosity is defined as the inclination or propensity of the spirit to place decorum before the utility and the interest, showing nobility, value and effort in difficult undertakings.

A generous person is noble and open-handed. It is necessary to educate this value in the young child, and the best way to do it is by the personal example of the educators.

There are many activities with the purpose of shaping this value in children that can be done with them, for example, animating them to be generous with others, or to share their toys in a game.

In order to foster the formation of this quality we can create multiple pedagogical activities or use different resources such as conversations, stories, anecdotes, dramatizations, puppets, pictures, songs, etc., through which we can reinforce the proposed objectives.

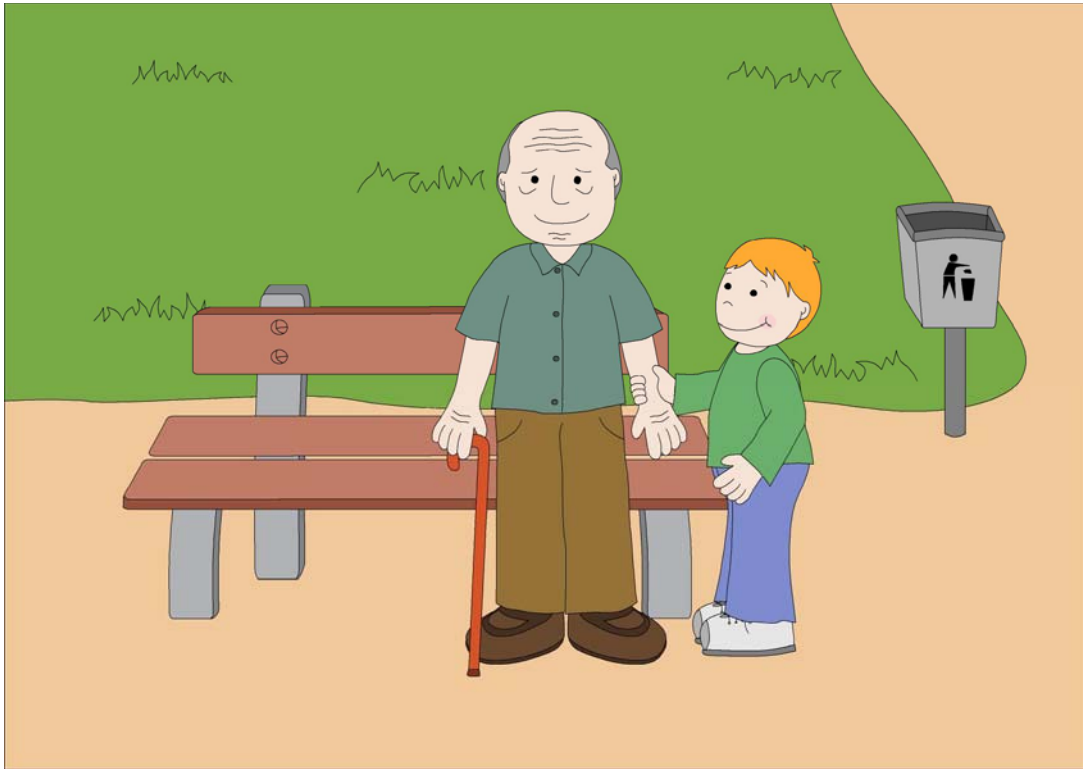
The understanding of what are good or bad actions in the others' performance are considered important for the formation of the little children. For this we must take advantage of certain situations that appear in the course of the day to make them observe these actions in others.

In this way they will know that they are generous when they are able to share their toys, sweets or to help each other, when they show certain tendency to give something of themselves.

The great emotional sensitivity of the child at this age must be used to structure the activities so that they always leave an affective lasting experience.

# Activity no 1

## “What are generous people like?”



### **Summary of the activity:**

First there will be a conversation with the children to find out what they know on generosity, and we will explain to them what it means to be generous; also we will give examples of generous people; later the educator will teach a poem about generosity, and will analyze it with them. Finally there will be a workshop to make gifts and to repair toys for children who need them.

### **Objectives:**

- To develop in the children some knowledge on generosity and how generous people act.

### **Procedures:**

- Conversation
- Explanation
- Questions and answers
- Practical Actions
- Recitation

**Material Resources:**

Materials to make gifts, such as: cardboards, temperas, colour paper, tapes, sticky tape, glue, clothes and ribbons for dolls, etc.

**Development of the activity:****1st Part**

The educator will explore through a dialogue the knowledge that the children may already have on generosity. He can use the following questions:

Can you tell me what generosity is?

Do you know how a generous person acts?

Have you met someone who is generous?

Can you tell me about any story character that is generous?

Based on the children's answers the educator will explain what generosity is and how generous people act; he will also give examples of well-known people who are outstanding for this quality, or fairytale or cartoon characters.

He will summarize this part by explaining to the children that generous people are not those who give what they don't need because they have it in abundance, but those who share what they have although it may be little, for example, if you have many sweets and give some to another child, that is a good action, but the true generous action would be, if you have only one and you share half of it with another child.

**2nd Part**

Here the educator selects a poem about generosity. After the children learn the poem, the educator will analyze its message with them.

**3rd Part**

The educator will invite the children to make gifts and to repair toys for the children who need them (for example the underprivileged social groups in the community).

Firstly he will talk with the children about the importance of making tokens to give to the children who need them, explaining to them that this is a good example of generosity.

Later he will demonstrate how to make a card, a marker or another token and will also show one or several models.

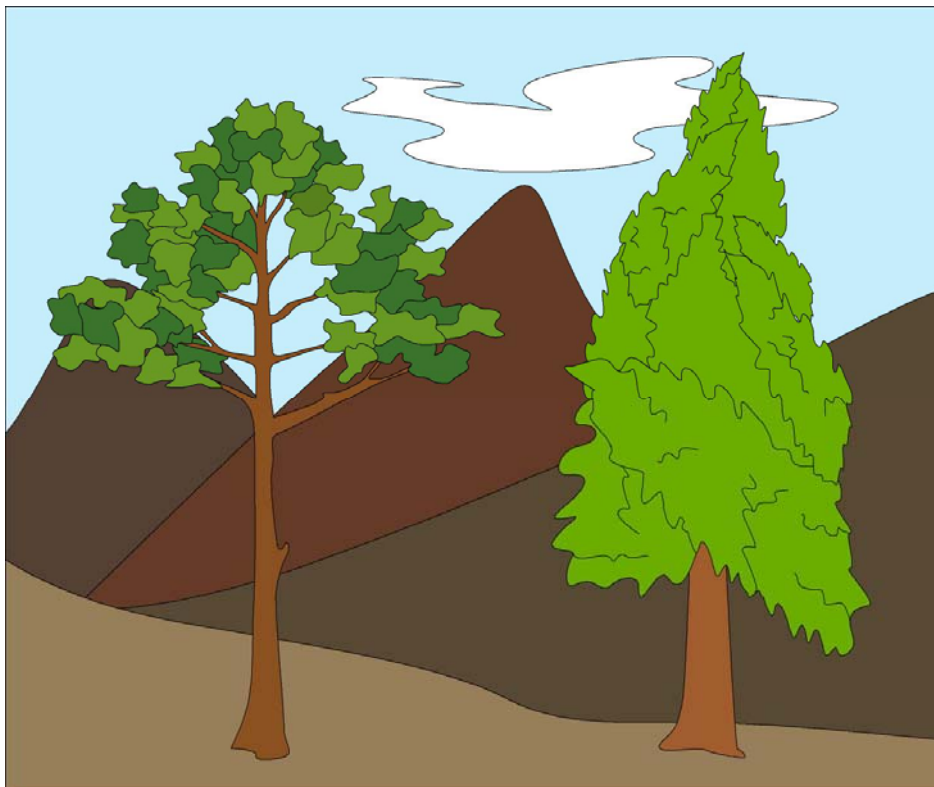
He will also show how to repair some of the collected toys, for example to replace an arm of a doll, to comb her hair and to put a ribbon on it, to put on new clothes, etc.

There will be a table prepared with the necessary resources for the preparation of tokens and the repair of toys, the latter will be done by the educator with the children's help.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
At the beginning of the activity they had some notions on generosity.			
They extended their knowledge on generosity and how generous people act.			
They showed interest in making gifts for other children.			
They showed interest in repairing toys for other children.			
Their knowledge on generosity has increased by the end of the activity.			

## Activity no 2

### "Why some trees?"



#### **Summary of the activity:**

The educator will tell a story to the children and later he will talk about the characters of the story.

#### **Objective:**

- To develop in the children emotions and positive feelings towards the generous characters of the story.

#### **Procedures:**

- Conversation
- Questions and answers

#### **Material Resources:**

Story pictures

## **Development of the activity:**

### **1st Part**

The educator will remind the children what has been said in the previous activities about generosity and how generous people act. Later he will read the story illustrated with pictures:

*"Why some trees..."*

*Once, long ago, it started to get very cold because the winter was approaching. All the birds that went away when this moment arrived in search of warmer places had already set off. There was only a poor little bird left who had a broken wing. The poor bird thought that if he did not find a place where to take refuge soon he would die of cold, he watched around and saw a group of trees that would surely give him shelter.*

*Jumping and fluttering when he could, he arrived at the forest and he found a tree that impressed him very much because it was huge and looked strong, it was an oak, the bird asked permission to take refuge between its branches until the arrival of the good weather. The oak told him, very angry, that if it let him, he would peck its acorns and it send him away in a rude way.*

*The little bird saw a beautiful tree with silver-plated leaves and white trunk, it was a poplar and he thought that it would give him refuge. He told his problem to it and the poplar sent him away telling him that he was going to stain its pretty leaves and its very white trunk.*

*There was a willow near there with its long branches hanging until the ground it seemed to the little bird that it would be a good house for the cold that was approaching. But just as the others it rejected him arguing that it never dealt with strangers and asking him to leave as soon as possible.*

*The little bird began to jump as he could with his broken wing without taking a fixed course, a fir tree saw him and it asked what had happened to him, the poor bird told it his story and the fir offered its branches to him telling him the places that were warmer with the sunshine. The bird explained to it that he would have to stay all winter long and the tree told him that in this way it would have company. The pine, which was near its cousin the fir, offered to protect him from the wind since its branches were bigger and strong.*

*The bird prepared a well protected place in the biggest branch of the fir and sheltered of the wind by the pine, he prepared himself to spend the winter. The juniper offered its berries and now the bird had plenty to eat and would not die of hunger.*

*The bird was very happy and he chatted with his new friends, while the other trees made contemptuous comments about them.*

*That night the North Wind began to blow strongly and coldly, it passed from tree to tree and their leaves were falling one after another one. Suddenly it turned and it went towards where the friends of the little bird were, the King of the Winds stopped him and told him that he could undress all the other trees except those that in a generous way had helped the bird.*

*The Wind of the North left them in peace and kept their leaves throughout the winter and since then it has always been like that.*

*Miss Florence Holbrook*

## 2nd Part

The educator will ask the children to talk about the attitude of the different trees and to make critical comments, using the following questions:

What did the oak tree say to the little bird?

What did the poplar tree say to the little bird?

What did the willow say?

Do you think the attitude of these trees was correct? Why?

What did the fir do?

What did the pine do?

Do you think the attitude of the fir and the pine was correct?

Could we say that the pine and the fir were generous? Why?

What would you do if you were in that forest and you found a little bird?

What would you do if a child asks you for a toy or a small snack?

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Their answers to the questions showed a suitable analysis of the attitudes of the characters of the story.			
They were identified with the positive attitudes of the characters of the story.			
They reflected positive emotions towards the generous characters of the story.			
They reflected negative emotions towards the egoistic characters of the story.			

## Activity no 3

### “What would you do?”



#### **Summary of the activity:**

We will create several situations and the children have the possibility to solve them demonstrating knowledge on how generous people act.

#### **Objectives:**

- To develop in the children positive feelings towards generosity.

#### **Procedures:**

- Conversation

#### **Material Resources:**

Pictures.



### **Development of the activity:**

#### **1st Part**

The educator will read several situations that occur in daily life, he will present pictures that reflect them and will ask the children:

What you would do?

- If you had only a sweet and your little brother, or a classmate asked for it.
- If you have toys and another child who does not have any asks you for one.
- If you see in the street a barefoot child because his parents cannot buy him shoes.
- If a child or an old person needs what you have.
- If you have some clothes, objects or another thing that another person needs and does not have any money to buy them.

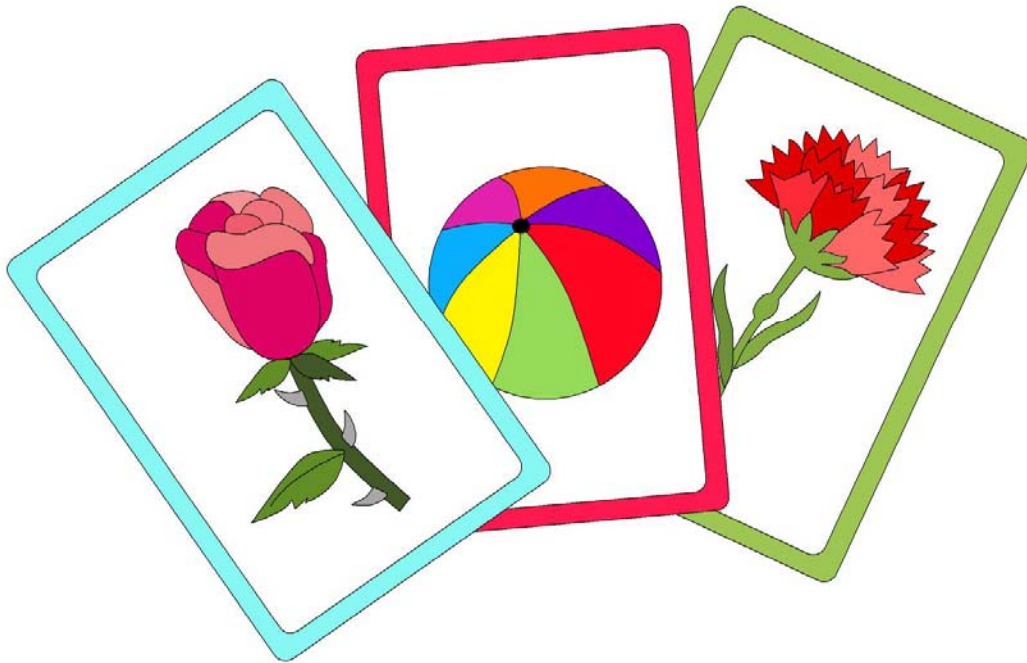
The educator can add all the situations that he finds suitable, as long as they are referred to the value that we are developing: generosity.

#### **2nd Part**

The educator together with the children will evaluate the solutions given, praising the good answers and clarifying the erroneous ones.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They knew how to give a generous solution to the situations presented.			
They needed help to solve the problems.			
Their answers denote that the value of generosity is being formed in the children.			
They praised the generous conducts of their companions.			

## Activity no 4 "Create a story"



### **Summary of the activity:**

This is a game. The children organized in groups of five will have to make up a story on generosity, based on real or fictional characters who characterize themselves for their generosity. Finally they will evaluate the best stories to reward them.

### **Objectives:**

- To develop in the children knowledge on generosity as a positive value.

### **Procedures:**

- Stories
- Questions and answers

### **Material Resources:**

Cards with drawings of a carnation, a ball, a rose, etc.

## **Development of the activity:**

### **1st Part**

The educator explains the activity to the children:

This is a game in which the children will form groups of 5, for this, they will look under their seats until they find a card with a figure on it.

Later the educator will ask the children to form groups: " We will make groups with the cards. Find the people with the same card as yours", and so they will form groups of 5, and all the children of the classroom will have to participate.

Now you will prepare a story on generosity and the group of children that makes the best story and answers the questions that are asked to them well will be the winner, if a group does not know the answer, it goes to another group, and if they answer it correctly, they will get the point.

### **2nd Part**

Once the children have been organized by groups the educator explains to them that among them they will make up a story on some person of the family, or neighbour, or person of the community that they know, or people of the school, or deeds that have happened to them and that show generous actions. It can also be fiction, invented by them in this moment.

### **3rd Part**

The educator invites the children to give their opinions on the stories to choose the best ones.

This evaluation of the stories will be guided by the educator who will tell the children that the best story is the one that:

- has been expressed with clarity.
- the main idea has been referred to generosity.
- the characters have had generous conducts.

The educator will guide them so that the prize is fair.

It is necessary that the work of all those that made an effort, although they have not been awarded, be recognized and stimulated.

Finally the winners will be rewarded with applause, pencils, story books, puzzles, etc.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They knew how to make the stories with clarity and coherence			
They reflected in their stories knowledge on how generous people act.			
They needed help to make the story.			
They helped each other in the accomplishment of the activity.			

## Activity no 5

### Critical experience for the evaluation of the block

### "You can be generous"



#### **Summary of the activity:**

In the activity the educator creates a situation to evaluate the results of all the activities made. For it he will use Solomon the puppet.

Solomon will talk with the children on generosity and later he will invite them so that in the course of the week they do some generous action; on a certain day that can be, for example, Friday and during several weeks, the actions that the children have made will be analyzed. A mural will be done to display the photos of the children who have carried out generous actions.

#### **Objectives:**

- To stimulate the children to carry out generous actions.

#### **Procedures:**

- Conversation
- Practical Actions

**Material Resources:**

The puppet, a mural and photos of the children.

**Development of the activity:****1st Part**

Solomon, the puppet, as always, greets the children and he begins with his well-known phrase: "I am Solomon, the wisest of the wise people"...., and as I know a lot, the Headmaster called me so that we talk about generous people and I am going to give several examples to you:

Santa Claus is a generous person because he distributes all over the world gifts to all the children who are good, who behave well.

- Do you know any generous person?
- Do you want to be like him?
- What would we have to do to act with generosity?

Solomon can help the children suggesting what they should do to put their photos in the mural.

**2nd Part**

I am going to give you some examples of generous actions that you could do:

- To share your toys with another child during the game.
- To be interested in knowing if there are some little neighbours, or any person, elderly or a child in the community that needs to be helped and if it is possible for you to do it.
- To take care of, to talk and to help your grandparents, your little brother, etc.
- To keep a sweet or a treat for your mother and your grandmother, when you go to a birthday party.
- To make tokens for your friends, group classmates, parents, grandparents, and other children.

Many other examples will be given, in order to tell the children what they can do, whenever it is within their reach.

**3rd Part**

The photos of those children that have had a generous performance will be put in the mural and thus, they will be stimulated publicly, so that all at school, including their parents, know the good actions of these children.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They carried out generous actions.			
They were disinterested in the activity.			
They were all the time interested in the activity			
They were indifferent about the activity; they did not show generous behaviours.			
They were touched when they saw their photos in the mural.			
They showed generous conducts in their daily activities.			