

LESSON 1: Introduction to Generosity

AGES: 5-11
(Primary School)

TOTAL TIME:
45–60 minutes

Objectives



Students will be able to:

- Identify and name a range of emotions and connect them to states of well-being.
- Explain how care and empathy are the foundational elements of generosity.
- Practice choosing caring, empathetic, and generous responses to scenarios.

Guiding Questions

- What is the difference between care and empathy?
- How do the emotions we feel affect our well-being and the well-being of people around us?
- What does generosity look like in everyday life?

Materials



- Whiteboard or chart paper and markers
- Emotions Chart handout
- Scenario Cards handout

Differentiation Strategies

For younger learners (K–2):

- Use the emotion word handout.
- Focus on 2–3 scenarios rather than all five.
- Allow drawing as a form of response for the independent task.

For older learners (3–5):

- Consider providing a list of emotions instead of the emotion word handout.
- During independent/group practice, encourage full sentences and ask students to explain why their action shows generosity, not just kindness.
- Ask students to create their own scenario demonstrating care, empathy, and generosity.
- Challenge students to connect the lesson to a community issue they care about.

For students who need additional support:

- Pre-teach the key vocabulary before the lesson.
- Provide a printed list of emotion words for reference throughout.

Extension

- Before the next session, ask students to notice one real-world moment where they show care, empathy, or generosity. They can write down their observations and share them during the next session.
- Students can write or draw in a personal “generosity journal” to track acts of generosity they observe or participate in over time.
- Invite students to interview a family member about a time they showed generosity and share what they learned.

Where could this fit?



- **ELA:** Reflect on emotions shown by characters in read-alouds or independent reading.
- **Health:** Facilitate conversations about physical and mental well-being to help students understand mind-body connections.
- **Social Studies:** Explore how communities support one another and discuss fairness and equity.
- **After-school:** Make connections to what students are learning during the school day.
- **At home:** Connect with people in the community to hear their stories of generosity.

Introduction

- Tell students that today's lesson is about generosity. But to understand generosity, they first need to understand how people feel.
- Say: "Before we can show generosity, we need to understand emotions, both our own and other people's."
- Write the word "emotions" on the board. Invite students to call out any emotions they already know while you record them.
- Display the emotion chart and note any emotions that students have already generated.
- Invite students to briefly define each emotion and offer a real-life example. You do not need to cover every word—prioritize the ones students seem unfamiliar with.
- Model a think-aloud: "On a day when I feel overwhelmed, I might snap at someone I care about, even if they didn't do anything wrong. Sometimes our emotions affect the way we treat other people. It's important to be aware of both how we feel and how we make other people feel."
- Ask the group: "When you feel____, what might that look like to others?" Invite 2-3 students to share before moving on.



Direct Instruction

- Tell students: "Now that we have a shared set of emotion words, let's connect emotions to well-being." Write "well-being" on the board next to "emotions." Explain that well-being means feeling good.
- Explain the connection: "When we experience more positive emotions, we tend to have a higher state of well-being. This benefits us and the people around us. When we or others are struggling emotionally, our well-being is affected. That's when care and support matter most."
- Share that generosity is about helping others. Introduce the two core elements of

generosity: care and empathy. Explain that empathy is the ability to understand someone else's feelings.

- Say: "Generosity doesn't start with giving. It starts with caring about someone, and then being willing to understand what they feel. That's care and empathy working together."
- Refer back to the emotions chart.
- Ask students to choose an emotion, then turn and talk with a partner about whether that emotion leads to a positive or negative state of well-being.





Read aloud

Scenario Walk-Through

- Tell students: “I’m going to read some situations. We’ll think together about what emotions might be involved and how they affect well-being.”
- Hand out the scenario cards.
- Review scenario 1 and briefly model your thinking. For example: “When I hear that someone was 45 minutes late to school, I think they might feel embarrassed. That’s uncomfortable, so I’d say their well-being is in a negative state right now.”
- Read each scenario aloud and have students turn and talk to a partner about the emotions that might come up in each scenario. Encourage them to use empathy and share how each scenario might affect their well-being.

Optional: Have partners choose scenario cards to read and discuss together.

Scenarios

- **Scenario 1:** Your friend slept through their alarm and arrived 45 minutes late to school.
- **Scenario 2:** You ran for a student council position but lost the election.
- **Scenario 3:** Your friend finally nailed a skateboarding trick they’ve been practicing for weeks.
- **Scenario 4:** You’re finally feeling better after a sports injury and can go back to practice.
- **Scenario 5:** You are a new student and it’s your first day at a new school.

Guided Practice



- Revisit the student council election scenario (scenario 2).
- Present three self-care options: (a) Bake a cake, (b) Go to a friend’s house, (c) Spend some time alone.
- Ask partners: “If you were the student who lost the election, which self-care option would you choose and why? Is there something else you’d do?”
- After 2–3 minutes, bring the class back and invite one or two pairs to share.
- Ask: “How does showing care for yourself help your well-being?”
- Now revisit the late-to-school scenario.
- Present the response pairs below. Partners choose which response shows more empathy and explain why.

Less Empathetic	More Empathetic
“Why are you so late?”	“I’m glad you made it to school.”
“Well, somebody forgot to set their alarm.”	“Don’t worry about it, I’ve been late before too.”
“Why don’t you just go to bed earlier?”	“How have you been sleeping lately?”

- After partners discuss, ask the class: “What makes one response more empathetic than the other?” Take 2–3 shares.
- Invite students to share how responding with empathy shows care for others.
- Revisit the new student scenario (scenario 5)
- Say: “Generosity isn’t just giving things—it’s also sharing your time and your talents to help someone.”
- Present the time and talent options on pg4. Have partners choose one option from each category and discuss how it could help the new student.

Time	Talent
Sit with the new student at lunch	Help the new student with math after school
Play with the new student during recess	Give the new student a tour and introduce them to others

- Bring the class together. Ask: “How is offering your time or talent a form of generosity?” Make sure students can articulate that generosity doesn’t require giving a physical item.

Independent/Group Practice

- Say: “Now I want you to think about a real situation from your own life—or imagine one—where someone might need care, empathy, or generosity.”
- Ask students to respond to the prompt below in writing and/or drawing.



Independent Reflection Prompt

Think of someone who might be experiencing a difficult emotion right now. It could be a friend, family member, or classmate.

1. What emotion do you think they might be feeling?
2. How do you think that emotion affects their well-being?
3. What is one thing you could do with your time or talent to show care, empathy, or generosity toward them?

- Invite 2–3 students to share responses before moving into the reflection. Affirm any example where students connect emotions → well-being → action.

Reflection

- Bring the group together. Ask: “What’s the difference between care and empathy?” Invite students to share their responses.
- Ask: “What’s one way generosity is different from just being nice?” Listen for students to articulate that generosity involves action taken for others without expecting something in return.
- Reinforce the core idea: “Generosity starts on the inside. When we care about someone and take the time to understand how they feel, we are naturally moved to help.”
- Preview the next lesson: “Next time, we’ll look at how to spot real needs around us and start thinking about how we can respond.”
- Optional closing challenge: Ask students to notice one moment before the next class where they can show care, empathy, or generosity..



Handouts

- Emotion Chart
- Scenario Cards



Icons: SBTS; Flowicon; Gendis Studio; ARIPATUT DASUKI, Selot Lo from the Noun Project



Scenario Cards

Review each scenario. Think about what emotions might be involved and how they affect well-being.



Scenario 1: Your friend slept through their alarm and arrived 45 minutes late to school.



Scenario 2: You ran for a student council position but lost the election.



Scenario 3: Your friend finally nailed a skateboarding trick they've been practicing for weeks.



Scenario 4: You're finally feeling better after a sports injury and can go back to practice.



Scenario 5: You are a new student and it's your first day at a new school.



Emotions Chart

Use this chart to discuss emotions and understand how generosity affects well-being. Use the pictures to respond:

- How does being generous make you feel?
- How does receiving generosity make you feel?
- Tell a story about someone who felt an emotion that changed through an act of generosity.

Example emotions chart:



Nervous



Anxious



Overwhelmed



Annoyed



Angry



Jealous



Disappointed



Rejected



Sad



Depressed



Embarassed



Lonely



Confident



Optimistic



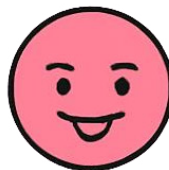
Hopeful



Excited



Energetic



Playful



Calm



Content