

GENEROSITY – Lesson Plan

Value targeted: Generosity

Objective: Children can examine and compare the ways in which generosity can be expressed in everyday life.

Skill developed: Children compare everyday situations and argue why they consider an action generous or not.

INTRODUCTION FOR TEACHERS

This lesson can be used at any time during the year, but it is promoted for GivingTuesday, a day when communities around the world give and celebrate generosity in its visible and especially invisible forms: the time offered to others, attention, kindness, emotional support, shared ideas, volunteering, and care for the community.

Each year, GivingTuesday inspires people around the world to turn one day of generosity into a habit and a way of life.

For children, this lesson is an opportunity to discover that:

- we all have something to offer, regardless of age, resources, or experience;
- small gestures can have big effects;
- generosity creates stronger and more united communities;
- we can be generous not only with things, but also with our time, attention, and emotions.

After the lesson, encourage children to explore not only what generosity is, but also how they can contribute—concretely—to a better community in their classroom and school.

Start with this lesson, then get inspired by ideas for what you can do in your community for GivingTuesday, here: [kit de idei de generozitate](#)

YOUR ROLE AS A TEACHER

- Give each child the opportunity to ask questions and share real situations in which they showed generosity or received it.
- Make sure the rules of dialogue are respected: active listening, clear arguments, respect for different opinions.
- Guide children to notice not only the action, but also the intention behind it: Why do we help? What do we feel? What do others feel?

- Redirect the discussion when it drifts from the central theme: What does it really mean to be generous?
- Keep in mind:
Some children may confuse generosity with simple politeness or charity (only giving money or goods). Encourage them to explore the differences and expand their understanding: generosity is the voluntary and selfless offering of time, attention, kindness, care, or any other resources to help others, without expecting a reward.
- For grades I–II you may explore only individual generosity, based on students' questions generated during group work. For grades III–IV, we recommend gently steering the conversation toward collective and community generosity by including such questions in group discussions.

I. THE STIMULUS

Show students the 10 photographs attached to the lesson that illustrate different forms of generosity.

Invite them to look at the images quietly for 1–2 minutes, then ask:

- What do you see in the image? (we're looking for factual answers, such as: Two children are feeding birds on a winter day)
- What kind of gesture is this? Help? Kindness? Generosity? Something else?
- What would you like to know more about from what you saw? What question could we ask based on these images, one that doesn't have a single correct answer?

Children first formulate their own philosophical (open-ended) questions, write them in their notebooks, and read them aloud (as many students as possible).

If they need support, you may also offer a few example philosophical questions:

Can you be generous even if you don't have much?

Can you be generous without anyone knowing?

Is generosity only about giving things?

Is generosity a choice or an obligation?

Can you be generous with someone you don't know?

Can generosity be learned?

II. LEARNING STRATEGY – Look, Think, Wonder

Divide the class into groups of 3–4 students.

Each group chooses one page with 5 images and discusses:

- How are these situations similar? What do they have in common?
- How are they different?
- What makes them examples (or not) of generosity?
- Who gains something from the gesture? Who loses something?

Each group must formulate a sentence such as: “We believe that generosity is when... because...”

If groups need help, you can guide them with additional questions:

- What's the difference between helping and being generous?
- What's the difference between politeness and generosity?
- Are there gestures that seem generous but actually aren't?
- Is a small gesture just as valuable as a big gesture?
- Can you be generous with yourself?
- Can generosity change a community? How?

III. THE SOCRATIC CIRCLE

Arrange students in a circle and begin the whole-class discussion based on the statements created in groups.

When they present their sentence to the class, invite them to justify it using the images as “evidence.”

Keep a few possible questions at hand to deepen the conversation if needed:

Is generosity different from helping?

Is generosity always visible?

Is a gesture more generous if it costs you more?

Can words also be a form of generosity?

Are there gestures that seem generous but are not?

How can an entire class be generous together?

During dialogue, encourage students to use structures such as:

"I agree with... because..."

"I want to add something to what... said"

"I used to think..., now I think..."

IV. MONITORING AND EVALUATION OF LEARNING

Observe:

- Whether students explain why they consider an action generous and justify it with examples.
- Whether they participate in discussion while respecting dialogue rules.
- Whether they understand that generosity does not require money.
- Whether they distinguish between:
 - Factual questions: "What is the child doing?", "Where is this happening?"
 - Open/philosophical questions: "Why is it important to be generous?", "Can you be generous without giving things?"

V. FINAL REFLECTION

Guide the discussion using questions such as:

- What did you discover today about generosity?
- What is a form of generosity you rarely see around you but find important?
- Is there a type of generosity you didn't notice before this discussion?
- What generous gesture could you make today, without being asked?
- What would a classroom look like where everyone chooses to be generous every day?

Invite students to write in their reflection journals: *"Choose a generous gesture you want to do this week and write it in your journal."*

For grades III–IV, you may invite them to think about a collective generous act and write it in the journal: *"Describe a collective act of generosity— for your class or school— that you and your classmates could do together in December."*

[Link to images accompanying the lesson](#) (We recommend displaying them via projector and giving students 1–2 minutes to quietly process each page.)

Description of images:

1. Children planting a tree together.
2. A team of people cleaning litter in a park.
3. Two children feeding birds on a winter day.
4. A girl comforting her classmate at school.
5. An adult reading a story to children.
6. Volunteers serving food in a community center.
7. Several generations sharing a meal together.
8. A child giving a gift to an elderly person.
9. A child handing something to a classmate outdoors.
10. A family spending time together with a child in a wheelchair.

After the lesson, scan some of the students' questions and journal entries and upload them to the generosity ideas Padlet:

<https://asociatiechsoup.padlet.org/AsociatiaTechsoup/submission-request/7kQ0bNr0jx6WbNVy>

You may also use this lesson for the final lesson portfolio required for completing the course Critical Thinking & Ethics in Primary School. Children as Philosophers.