



classroom activity - me and others



Why some trees?

AGE	3 – 6 years old
VALUES	generosity
MATERIALS	story
TIME	30 minutes
GROUP SIZE	up to 20 children
OBJECTIVES	<ul style="list-style-type: none">• To develop in the children emotions and positive feelings towards the generous characters of the story.
METHODOLOGY	storytelling
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STEP BY STEP IMPLEMENTATION

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 facilitators. 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.

Step 1)

The facilitator 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 facilitator will explain what generosity is and how generous people act; S/he will also give examples of well-known people who are outstanding for this quality, or fairy-tale or cartoon characters.

S/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.

Step 2)

The facilitator will remind the children what has been said in the previous activities about generosity and how generous people act. Later s/he will read the story:

“Why some trees...” (Miss Florence Holbrook)

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.

Step 3)

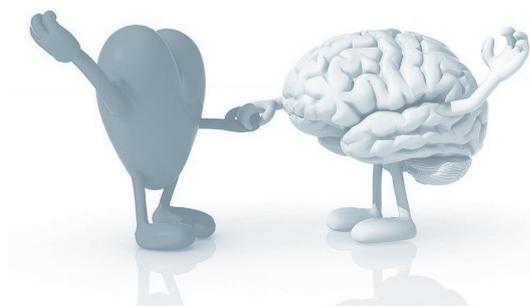
The facilitator will ask the children to talk about the attitude of the different trees and to make critical comments, using the following questions:

- 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?

CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
The children's answers to the questions showed a suitable analysis of the attitudes of the characters of the story.			
The children were identified with the positive attitudes of the characters of the story.			
The children reflected positive emotions towards the generous characters of the story.			
The children reflected negative emotions towards the egoistic characters of the story.			

It takes generosity to discover the whole through others. If you realize you are only a violin, you can open yourself up to the world by playing your role in the concert.” - Jacques-Yves Cousteau



Teachers' Selfcare tips and hints:

Provide clear expectations developing classroom rules. Keep your rules alive, a living document. Connect desired and undesired behaviors to the rules. Point out the positives, "I noticed everyone is working collaboratively. Wow! Everyone is being respectful."