



Methodology book

Habit –	GENEROSITY
Activity/Game	“A generous deed”
Age /year of school	Primary school, 3rd grade
Duration	50 minutes
Resources and materials	An excerpt from Edmondo de Amicis’ Cuore, board, individual handouts, coloured pencils, paints, paintbrushes, paper
Specific description lesson plan step by step	<p>1. Catching students’ attention</p> <ul style="list-style-type: none"> - What is a person? - Do you believe that all people are identical? - What makes them different? - List a few physical features people may have. - List a few features that refer to the way people think and behave. <p>2. Presenting the topic of the lesson</p> <p>T lets Ss know that they will read a text in which they will find children who have different moral characteristics. Ss will read Edmondo de Amicis’ text, “A generous deed”, silently and will underline the unknown words. New vocabulary will be discussed in class; Ss will note down the explanations in their vocabulary organizer, then they will use the newly-acquired vocabulary in contexts of their own.</p> <p>3. Reading comprehension</p> <p>Game: “The question ball” T invites Ss to join in a game after they have read the text. Each student will write a question based on the text, on the sheet of paper the T has put on their desks. Then they will turn the sheet of paper into a paper ball. Call out one of your classmates’ name. Throw the ball to him. He/She will unfold it, will read the question and will answer to it orally.</p>

T invites Ss to talk about the characters of the text. What do you think about the boys' behavior? What would you have done if you had been in their shoes?

“My opinion” T asks students to express their opinion about the characters of the text filling in the two columns of the table and decide which are the positive and which are the negative characters of the text. Ss read their answers to the class.

T asks students to group themselves in two opposite corners of the classroom, according to their attitude towards Crossi's actions (for or against), while those who do not take any side will remain seated in their desks. Each group will try with arguments to convince the undecided students to join them. The group that has convinced the greatest number of students are the winners. T asks Ss to tell a similar deed to Garrone's if they have lived a similar experience.

4. Raising students' awareness on moral values

T asks Ss to identify Crossi's and then Garrone's physical and moral characteristics in the text. Ss are asked to define the moral value Garrone makes proof of through his sacrifice.

A. T asks students to do a matching exercise using red for negative moral features and green for positive moral features

Trust

Respect

Courage

Fear

Cowardness

Unkindness

Sincerity

negative moral features

positive moral features

B. T asks students to draw Garrone starting from this character's attitude towards the others. Ss draw Garrone's portrait in their activity books.

C. Should I share or not?

Start this game by saying your name and what you like sharing or not with other people. For example: “Ann shares her food with the others”.

Then the child will say his name and what he doesn't like sharing with the others. For example: “Tudor does not share his favourite blanket.”

Say 2-3 things and switch roles. The aim is to help the child understand that it is ok not to share all his things with the others and, at the same time to discover what he/she likes sharing.

D. Load your gifts with Love

What, you have never loaded your gifts with Love? Let me show you how this is done: The first step is to pick a gift, be it symbolic, and keep it next to your heart so that it can listen to your song.

	<p>The second step is to blow love all over it. The third is to pick up a good wish from behind your ear and put it in the gift.</p>
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