

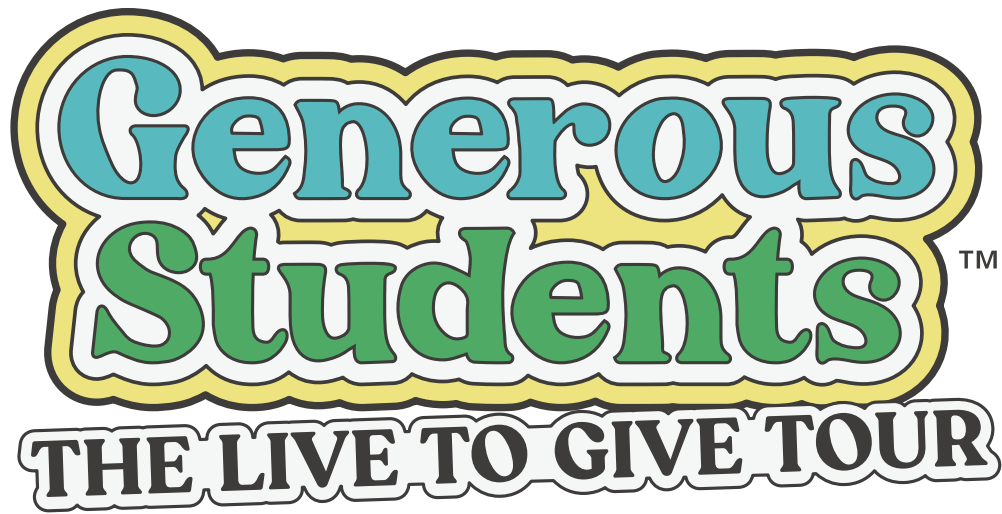
Generous Students™

THE LIVE TO GIVE TOUR



3RD GRADE • TEACHER GUIDE

CHRISTIAN SCHOOLS



GENEROUS STUDENTS™: THE LIVE TO GIVE TOUR

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Generous Students™ are — joyful, purposeful, kind, grateful world-changers!

Dear Teacher/Facilitator,

Welcome to Generous Students! This program is designed to transform the culture of your classroom by building hearts of Generosity in your students and providing practical tools for living a generous life.

Using The 7 Ways of Living Generously framework, you will discover a new language and approach that can be integrated into the daily rhythm of your classroom. Generous Students will impact discipleship, classroom management, and relationship building in a positive way.

Generous Students is designed by Christian educators for Christian educators. Our goal is to provide the perfect blend of biblically-based Social Emotional Learning (SEL), Christian character development, and high-quality learning materials. This program will enhance your Bible curriculum and support your school's core values.

Generous Students establishes clear expectations and standards for the way students treat one another while inviting parents/guardians to be part of the learning experience.

Generous Students will build a connected culture in your classroom. Students use their Generous Thoughts, Words, Time, Attention, Influence, Money, and Belongings to see and love others well. Our hope is that your classroom culture will shift and be transformed into an authentic community of Generosity. And we believe that you will be transformed as well!

Thank you for partnering with us to train up the next generation of givers! If you need support, please email our school partnership team at teachersupport@generousclassroom.com.

We're excited to have you with us on this tour. We're deeply grateful for your partnership.

— THE GENEROUS CLASSROOM™ TEAM

TEACHER GUIDE OVERVIEW



TEACHER TALK

All text shown in **bold** is provided as a teacher script. While this is a guide for easy implementation, you are welcome to go off the script. We encourage you to speak authentically from your personal experience.



TOUR STOPS AT A GLANCE

- **LEARN THROUGH STORY** engages students with a powerful narrative. Narratives have the unique ability to captivate an audience, create an emotional connection between the character and readers, and tell an amazing story. In this section, students will watch an engaging film that demonstrates how God uses Generosity to impact the world.
- **INVITE GOD'S WORD** reminds students they can invite God's Word to shape their lives. Learning about God's Truth builds a solid foundation of hope and truth in students' lives. It is the ultimate guide for leading a generous and transformed life. Scriptures have been carefully selected by the team at Generous Classroom. They are intentionally connected to each of The 7 Ways with engaging activities and real-life practical applications.
- **VENTURE TOGETHER** shows students how God designed us to live and grow in community! Before stepping out individually, students will grow in their Generosity journey together. Students will participate in collaborative learning activities that create connection, communication, and deeper understanding along each stop of THE LIVE TO GIVE TOUR.
- **EXPERIENCE GENEROSITY** closes each TOUR STOP with an invitation and opportunity to independently explore the world of Generosity. Students are challenged to step out of their comfort zone and put their learning into action immediately.



START WITH GRATITUDE

At Generous Students, we believe a grateful heart is the best place to start. Each adventure begins with a written GRATITUDE JOURNAL exercise. This allows students to experience the benefits of writing down what they are thankful for while building a habit of gratitude.



EXTRA STOP

Each of The 7 Ways of Living Generously could be studied for weeks. You'll find that rich classroom discussions are hard to stop because students are so inspired! This is why we provide an option that allows you to take each TOUR STOP a little further. Each EXTRA STOP is designed to give you quick and easy ways to continue the conversation and learning — especially when your class is extra passionate about a particular way of living generously.



SEL & COMMON CORE

GENEROUS STUDENTS: THE LIVE TO GIVE TOUR aligns with Social Emotional Learning competencies and also aligns with Common Core standards. See the Lesson Extensions in the Teacher Portal for standards alignment and enrichment activities for TOUR STOPS #1-#10.



PARENT ENGAGEMENT

THE TOUR GUIDE: A VIP Pass to Generous Students™ includes take-home pages located in the Teacher Portal. This resource is ideal for connecting with parents and giving them a tool to reinforce and practice The 7 Ways of Living Generously. These pages include ideas for continuing the Generosity conversation outside of school. Partnership with parents can transform families and bring a generous heart into the home.

TEACHER GUIDE OVERVIEW

MATERIALS

The majority of this program is low to no prep, but there are some items needed throughout the lessons to create a hands-on experience for your students. You will find a section that lists all of the materials needed in each lesson.

ICON GUIDE

Look for these icons throughout the Teacher Guide for tips and transitions:



CLASS DISCUSSION /
STUDENT RESPONSE



PARTNER ACTIVITY



TEACHER MODELS



CLASS GAME/ACTIVITY



START WITH GRATITUDE!



TEACHER SHOUT OUT



DISTRIBUTE/COLLECT ITEMS



STUDENT BOOKLET



TEACHER TIP



EXTRA STOP



STUDENT ACTIVITY



TOUR STOPS AT A GLANCE



TOUR STOP #1: WHAT IS GENEROSITY?

Page 1

- **ESSENTIAL QUESTION:** How can I be generous?
- **LEARNING TARGET:** I can give, share, and show I care without expecting anything in return.
- **LEARN THROUGH STORY:** Watch *What is Generosity?* Define Generosity. Learn what it means to live generously.
- **INVITE GOD'S WORD:** Reflect on Me + Jesus = Generosity. Read and interpret John 21:25. Design a Text Message of Generosity about a miracle.
- **VENTURE TOGETHER:** Complete the Class A-Z Generosity activity.
- **EXPERIENCE GENEROSITY:** Complete a Make Today Generous commitment card.
- **GENEROUS HABIT:** Gratitude.



TOUR STOP #2: GENEROUS THOUGHTS

Page 14

- **ESSENTIAL QUESTION:** What are Generous Thoughts and how do they affect my emotions?
- **LEARNING TARGET:** I can define Generous Thoughts and can begin to recognize that my emotions are linked to my thoughts.
- **LEARN THROUGH STORY:** Watch *I Like Bowties, Not Bullying*. Discuss the emotions and qualities of a generous leader. Explore empathy.
- **INVITE GOD'S WORD:** Read Romans 12:15-17. Differentiate between the words rejoice and mourn. Complete the Do You Feel What I Feel? experience.
- **VENTURE TOGETHER:** Practice how to use the Feel-Reveal-Heal tool. Identify, communicate, and grow through learning about thoughts and feelings.
- **EXPERIENCE GENEROSITY:** Complete the I See a Friend in YOU! activity to encourage classmates with kindness, love, and positive words.
- **GENEROUS HABIT:** Empathy and compassion.



TOUR STOP #3: GENEROUS WORDS

Page 26

- **ESSENTIAL QUESTION:** What are Generous Words and how can I use them?
- **LEARNING TARGET:** I can define Generous Words and I can choose careful words over careless words.
- **LEARN THROUGH STORY:** Watch *Generous Words*. Complete the Put Yourself in Their Shoes activity. Continue learning about empathy.
- **INVITE GOD'S WORD:** Read James 3:3-5. Identify words that spark love or spark hurt.
- **VENTURE TOGETHER:** Discuss and experience the power of careless words and Generous Words.
- **EXPERIENCE GENEROSITY:** Complete the You Are! activity to encourage someone in the community with Generous Words.
- **GENEROUS HABIT:** Encouragement.



TOUR STOP #4: GENEROUS MONEY

Page 38

- **ESSENTIAL QUESTION:** What are ways that I can be generous with my money?
- **LEARNING TARGET:** I can define Generous Money and choose to give, save, or spend.
- **LEARN THROUGH STORY:** Watch *I Like Bugshells*. Estimate the cost of various elements of everyday life. Get acquainted with money and the difference between needs and wants.
- **INVITE GOD'S WORD:** Read Proverbs 3:9-10. Examine the meaning of honor, wealth, and the best part of what we produce. Complete the God's Word — What I Heard activity.
- **VENTURE TOGETHER:** Explore the options to give, save, and spend. Practice choosing each of those options in the Help a Friend: Give, Save, or Spend? activity.
- **EXPERIENCE GENEROSITY:** Read *I Like Smiles*. Consider what personal item or experience can be given up so that money can be shared with others.
- **GENEROUS HABIT:** Invest and sacrifice.



TOUR STOP #5: GENEROUS TIME

Page 49

- **ESSENTIAL QUESTION:** How can I be generous with my time when I notice an opportunity?
- **LEARNING TARGET:** I can define Generous Time and choose to help others.
- **LEARN THROUGH STORY:** Watch *I Like Bike*. Define Generous Time and persistence. Consider ways to be helpful to the people around you.
- **INVITE GOD'S WORD:** Read the parable of the Good Samaritan in Luke 10:30-37. Reflect upon the Three N's of Generous Time.
- **VENTURE TOGETHER:** Practice Generous Time in the Draw Near and Neighbor Up! activity.
- **EXPERIENCE GENEROSITY:** Give Generous Time. Share the results in the Generous Exhibition Secret Mission report.
- **GENEROUS HABIT:** Awareness and persistence.



TOUR STOP #6: GENEROUS INFLUENCE

Page 62

- **ESSENTIAL QUESTION:** How can I be a Generous Influence at any age?
- **LEARNING TARGET:** I can define Generous Influence and have a positive impact on the lives of those around me no matter how old I am.
- **LEARN THROUGH STORY:** Watch *I Like Soccer Balls*. Define Generous Influence. Reflect on your personal passions in the What Lights Me Up activity.
- **INVITE GOD'S WORD:** Read 1 Timothy 4:12. Identify opportunities to positively affect others. Design a Generous Influence graphic novel sequence.
- **VENTURE TOGETHER:** Students will experience and reflect upon a teacher-led Influence Experience.
- **EXPERIENCE GENEROSITY:** Decide upon and execute a simple, class-wide Generous Influence idea that will positively impact the school.
- **GENEROUS HABIT:** Service.



TOUR STOP #7: GENEROUS ATTENTION

Page 73

- **ESSENTIAL QUESTION:** How can I practice Generous Attention on a daily basis?
- **LEARNING TARGET:** I can define Generous Attention and choose to be fully present.
- **LEARN THROUGH STORY:** Watch the *Awareness* film. Define Generous Attention. Participate in the Quick Skits activity.
- **INVITE GOD'S WORD:** Read Philippians 2:3-4. Learn and illustrate Generous Attention in a FLASH!
- **VENTURE TOGETHER:** Connect Scripture with empathy. Practice Generous Attention in a FLASH! through interviews.
- **EXPERIENCE GENEROSITY:** Complete a Generous Attention Action Plan.
- **GENEROUS HABIT:** Respect.



TOUR STOP #8: GENEROUS BELONGINGS

Page 85

- **ESSENTIAL QUESTION:** How can I be generous with my belongings?
- **LEARNING TARGET:** I can define Generous Belongings and give or share with joy.
- **LEARN THROUGH STORY:** Watch *I Like Fast Cars*. Explore the joy shared by both the giver and receiver when belongings are shared.
- **INVITE GOD'S WORD:** Read Acts 4:32. Illustrate what it would look like if the school embraced the lifestyle of joyful sharing.
- **VENTURE TOGETHER:** Compare pros and cons of sharing belongings within real-life experiences.
- **EXPERIENCE GENEROSITY:** Choose a personal item to share and offer it to someone to enjoy for the Choose Joy challenge.
- **GENEROUS HABIT:** Contentment.



TOUR STOPS AT A GLANCE

TOUR STOP #9: GENEROUS GOD

Page 96



- **ESSENTIAL QUESTION:** How is God generous with His grace?
- **LEARNING TARGET:** I understand that God is generous through His saving grace and that I am forgiven and loved.
- **LEARN THROUGH STORY:** Read The Parable of the Lost Son and illustrate the meaning of grace.
- **INVITE GOD'S WORD:** Read John 3:16. Reflect on a personal experience of receiving God's generous grace and forgiveness.
- **VENTURE TOGETHER:** Put together a Generous God Wheel that tells the message of salvation through Jesus.
- **EXPERIENCE GENEROSITY:** Using the Generous God Wheel, share the story of God's grace and forgiveness with a family member.
- **GENEROUS HABIT:** Belief and hope.

TOUR STOP #10: WHY GENEROSITY?

Page 106



- **ESSENTIAL QUESTION:** Why should I live generously?
- **LEARNING TARGET:** I can choose a generous life because I was created by a generous God.
- **LEARN THROUGH STORY:** Watch *Students, You Can Be Generous!* Reflect on what Generosity means and why Generosity matters.
- **INVITE GOD'S WORD:** Read 2 Corinthians 9:10. Complete the Scripture to Picture activity.
- **VENTURE TOGETHER:** Create a creative travel brochure for one of The 7 Ways of Living Generously. Show why Generosity is worthwhile and why others should visit and learn more about it.
- **EXPERIENCE GENEROSITY:** Present Generosity travel brochures and celebrate the completion of GENEROUS STUDENTS: THE LIVE TO GIVE TOUR!
- **GENEROUS HABIT:** Gratitude and Generosity.

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[illegible]



TOUR STOP #1

WHAT IS GENEROSITY?

OVERVIEW

ESSENTIAL QUESTION

How can I be generous?

LEARNING TARGET

I can give, share, and show I care without expecting anything in return.

GENEROSITY

To give, share, and show I care.

GENEROUS HABIT

- Gratitude.

OBJECTIVES

Students will:

- Build a habit of gratitude through writing.
- Watch the *What is Generosity?* film and discover different perspectives on Generosity.
- Define Generosity and discover that Jesus is the best example of Generosity.
- Read John 21:25 and identify examples of Jesus' Generosity.
- Design a text message reflecting what it would be like to witness Jesus' Generosity first-hand.
- Identify real-life and practical ways to demonstrate Generosity.

TEACHER PORTAL

Access the following TOUR STOP #1 materials:

- *What is Generosity?* film.
- What is Generosity? slide deck.
- TOUR GUIDE: A VIP Pass to Generous Students.



TOUR STOP AT A GLANCE

LESSON 1: LEARN THROUGH STORY

Define Generosity. Watch the *What is Generosity?* film. Learn what it means to live generously.

LESSON 2: INVITE GOD'S WORD

Read John 21:25. Identify examples of Jesus' Generosity. Design a text message reflecting what it would be like to witness Jesus' Generosity.

LESSON 3: VENTURE TOGETHER

Complete the Class A-Z Generosity activity.

LESSON 4: EXPERIENCE GENEROSITY

Identify real-life examples of Generosity.

UPON COMPLETION

Send the TOUR GUIDE home.





TEACHER TOUR PREPARATION

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

Welcome to Generous Students! We've prayed for you and are thrilled to partner with you in raising up a new generation of students who GIVE. One of the biggest misconceptions about Generosity is that it's all about giving away money. You will quickly discover our goal and hope at Generous Students for students to understand that Generosity is based on the truth of God's Word.

Generosity is a lifestyle and encourages a heart posture of readiness and willingness to give, share, and show you care. It's about so much more than giving away money!

Before you begin, it's important to get a sense of what your students already know about Generosity. Your students may have already met the Generosity Jungle friends in **GENEROUS STUDENTS: THE ADVENTURE STARTS WITH ME!** Jasper G the Generosity Giraffe and his fun animal friends taught them about The 7 Ways — including the Generosity Cheer. Whether they've been part of the program before or this is their first time experiencing Generous Students, **TOUR STOP #1** sets the stage for the rest of the tour.

As you begin your discussion around the meaning of Generosity, keep in mind that student perspectives and backgrounds will vary based on their family culture, life experiences, and exposure. If students don't know The 7 Ways of Living Generously yet, they will still be able to make personal connections when they learn about Generous Thoughts, Words, Time, Attention, Influence, Money, and Belongings. Be sure to draw their attention to these connections and highlight the moments when they demonstrate The 7 Ways in class without even realizing it!

Jot down a couple of words that come to mind when you think about the question you are about to ask your students: What is Generosity?

In this opening **TOUR STOP**, students are introduced to the most simple, clear, and meaningful example of Generosity — Jesus. It's that simple. When we look at the life of Jesus, the way He lived, and the way He interacted with others, we begin to truly understand what it means to live generously.

What captivates you the most about Jesus and His generous life on Earth?

Our hearts overflow with gratitude when we think about Jesus' life and love for us. That gratitude propels us toward a life of generous living. Throughout the Generous Students program, students will have the opportunity to build a habit and attitude of gratitude. Every lesson begins with **START WITH GRATITUDE**. Students will turn to the **GRATITUDE JOURNAL** at the end of their student booklet and write or draw three things they're grateful for.

Each **TOUR STOP** highlights a Generous Habit that students will begin to learn about and apply. While heart change is the ultimate goal here, these habits provide an observable behavior that students can regularly and repeatedly practice.

TEACHER TOUR PREPARATION (CONTINUED)

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

We encourage you to emphasize these Generous Habits as you move through the program. The first Generous Habit we will focus on is Gratitude. We encourage you to fill your classroom with gratitude as often as possible! The benefits and joy of practicing gratitude are well worth the effort!

When you teach from a heart and mindset absolutely captivated by God's Generosity, we believe THE LIVE TO GIVE TOUR will be life-changing for you as well as your students. Hold on to that amazing love as you begin this classroom-transforming experience!

Here are some things you can look forward to in TOUR STOP #1: WHAT IS GENEROSITY?

- Students will get creative as they imagine what it would be like to be an eyewitness to Jesus' Generosity. They will develop a text message chat about what that encounter would have felt like.
- Your class will work together to identify real-life and practical ways to show Generosity with the A-Z Generosity project.
- Finally, students will be charged to Make Today Generous! by committing to doing something generous and reporting back the following day.

We're not wasting any time — your students will put Generosity into action immediately!

The authenticity of Jesus' Generosity made people uncomfortable. We're okay with students feeling a little discomfort as they step into the unique purpose of Generosity that God has for each of them.

May you be blessed and amazed as you guide your students on this life-changing LIVE TO GIVE TOUR!

No page in the student booklet for this lesson.

LESSON 1

LEARN THROUGH STORY



INTRODUCTION & START WITH GRATITUDE



Teacher Talk is in bold text throughout the TOUR STOP.

★ LESSON PREPARATION

- Pass out student booklets and allow students to look through them.
- Access the *What is Generosity?* film.
- Access *What is Generosity?* slide deck.

INTRODUCTION

WELCOME!

Have you ever taken a tour? Maybe you've toured a historical landmark like the Statue of Liberty or a national park. Maybe you've toured a new school or had the opportunity to take a behind-the-scenes tour at an amusement park. Odds are, you had a tour guide to help you navigate and learn along the way.

You are invited to join THE LIVE TO GIVE TOUR, where we'll discover the wonder of giving, sharing, and caring.

The tour you are about to take is all about Generosity! We will be making 10 amazing stops that reveal The 7 Ways of Living Generously and more. Each small act of Generosity you share has the power to make a big difference in someone's life — from helping a friend with their homework to sharing a simple smile with a classmate.

We'll learn that Generosity isn't just about giving away money or stuff. It's about giving with our thoughts, words, money, time, attention, influence, and belongings.

I will be your guide as our class steps inside the world of Generosity. It's a world that will transform your life and empower you to give, share, and show you care — each and every day. We will start each TOUR STOP by shifting into a grateful mindset. Gratitude will accompany us each step of the way. So let's get started!

GRATITUDE JOURNAL

When it comes to Generosity, a grateful heart is the best place to begin. Each time we make a stop on THE LIVE TO GIVE TOUR, we'll START WITH GRATITUDE by thinking of something or someone we are thankful for.



Model how to complete the GRATITUDE JOURNAL with a personal entry.

Now it's your turn!

Who or what is something that you feel you couldn't live without?

Who makes you feel known, loved, and important?

What blessings has God put in your life that make you want to say, "Thank You"?

LESSON 1 (CONTINUED)

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

Studies show people who choose to think about what they're thankful for and tell others about it are healthier and happier. Gratitude is worth it, so let's make it a habit!



Direct students to complete their first GRATITUDE JOURNAL entry on the next available page in the back of their student booklet.

WHAT IS GENEROSITY?



Write this question on the board: WHAT IS GENEROSITY?

After allowing students time to think about what Generosity means to them, invite them to open their student booklets to page 3. Give students time to draw, write, and get their thoughts in their journals without a lot of prompting. This will allow you to get a clear picture of what Generosity means to each student at the outset of the Generous Students program.



- Have students share the short words or phrases they came up with.
- Write their responses on the board.
- If possible, use chart paper that can be saved and brought out at the end of the program!

It's amazing that there are so many great ways to describe what Generosity means in just one classroom! Let's see what some other perspectives are as we watch our first Generous Students film.

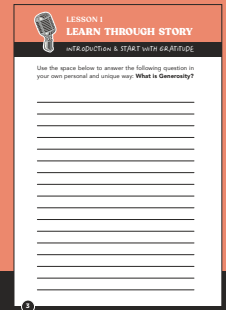


Play the *What is Generosity?* film.

Whenever we talk about Generosity on THE LIVE TO GIVE TOUR, we'll use the following definition:

Generosity: To give, share, and show you care.

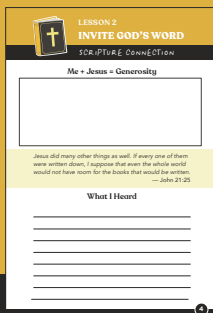
1. Who is one of the most generous people in your life?
2. In the film, Drew asks each person what they are thankful for and they all had incredible answers. What is something that you are thankful for today?
3. Drew mentioned The 7 Ways of Living Generously in the film. Which of The 7 Ways are you most curious about after watching this film?



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



LESSON 2

INVITE GOD'S WORD



SCRIPTURE CONNECTION



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

★ LESSON PREPARATION

No preparation required.



START WITH GRATITUDE!

JOHN 21:25



Instruct students to look at the equation on page 4 and work with a partner to discuss the meaning of it. Allow time for students to write what they believe this equation means before moving forward.

Me + Jesus = Generosity is a great way to think about Generosity!
Consider what world-changing things you can do when YOU choose to be generous and follow Jesus' lead. Let's break this equation down.

When we say — me — we are talking about ourselves as individuals along with our personal thoughts, feelings, and actions. Each one of us has the power to make different choices and decide how we want to live our lives.

When we say — Jesus — we are talking about Jesus' teachings and the generous way that He lived His life. He was a very special Person — God's one and only Son! He taught us all about compassion and giving.

When we say — Generosity — we are talking about turning our backs on being selfish and living with open-handed, big-hearted abundance. We can give and share what we have with others. This shows those around us how much we care about them!

So when we put Me + Jesus = Generosity all together — it means that by obeying Jesus' teachings and letting His love and kindness shine through us, we can become more generous. When we ask Jesus to change our hearts and we use Him as our guide and inspiration, we can find true joy in giving and being generous.

Me + Jesus = Generosity is a very meaningful equation. Looking at the life of Jesus gives us a glimpse into some radical and amazing examples of Generosity. Jesus was so generous sometimes it made people uncomfortable! He gave away so much of His life caring for others. And He expected His followers to do the same! Sometimes being generous stretches us!

In the New Testament, where we read and learn about Jesus' life on Earth, John writes:

LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION



Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.

— John 21:25

John finishes this chapter by letting us know that Jesus did so many things we can learn from — healing people, sharing the truth, sacrificing His time and energy for others — that the world couldn't contain all the books that would be written about Him, even if someone tried!

Can you imagine being that kind and generous?

As we explore Jesus' life and what the Bible says about Him, we can understand how Jesus embodies Generosity. We can learn from Him and follow His lead.

If you want to find out about something that has happened, how do you go about getting answers?

You might quickly search on your computer or send a text message to a friend. You might call or video chat with someone. Or you might talk to someone face-to-face and ask them questions about what happened.

When Jesus was living on Earth, there was a lot of excitement around His Generosity. People were eager to share the news about His amazing work, but it wasn't as easy to share and receive information as it is today.

A TEXT MESSAGE OF GENEROSITY

We're going to imagine that the people around Jesus had smartphones.

What kind of messages do you think they would have texted each other when they witnessed His Generosity?

Choose a story from the list provided, then read the story in your Bible.

Once you fully understand what happened in the story, imagine that you were among the people who were actually there. Imagine what you would want to tell your friends about Jesus' Generosity.

Fill out the text message chat in your student booklet from the perspective of that eyewitness. See how fast the message of Generosity could have spread!

LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION



REFLECT & RESPOND

Close your eyes and take a moment to reflect on what we have learned so far. Think about ways you can be generous today and in the future. When you're ready, open your eyes. Let's continue to spread kindness and Generosity to those around us.



PAUSE & PRAY

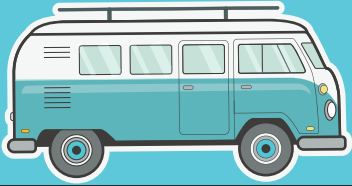
Dear Jesus, thank You for being our Generosity role model. You have shown us how to love and care for others without expecting anything in return. Help us to understand the importance of being kind and giving. We want to be like You. Amen.



Direct students to page 5 in the student booklet to complete the page titled A Text Message of Generosity.

STORIES OF JESUS' GENEROSITY

- Jesus heals a man with leprosy. (Matthew 8:1-4)
- Jesus calms the storm. (Matthew 8:23-27)
- Jesus heals a paralyzed man. (Matthew 9:1-7)
- Jesus heals in response to faith. (Matthew 9:18-26)
- Jesus feeds the 5,000. (Matthew 14:13-21)
- Jesus walks on water. (Matthew 14:22-33)
- Jesus heals a deaf man. (Mark 7:31-37)
- Jesus heals a man born blind. (John 9:1-12)
- Jesus invites the children to come to Him. (Luke 18:16)
- Jesus raises Jairus' daughter from the grave. (Mark 5:34)



LESSON 3

VENTURE TOGETHER

No page in the student booklet for this lesson.

DEEPER LEARNING IN COMMUNITY

★ LESSON PREPARATION

- Have printer paper/cardstock ready.
- Access the Alphabet Card slide in the Teacher Portal.



START WITH GRATITUDE!

A-Z GENEROSITY



The following activity can be done independently or in pairs.

- Assign each student a letter of the alphabet.
- Have them write their letter on their paper/cardstock/index card.
- Ask your students: **What is Generosity?**
- Continue interacting with your students, pulling out the deeper meaning of Generosity.

We know that Generosity means to give, share, and show we care without expecting anything in return. We've written texts as if we had witnessed and experienced Jesus' Generosity firsthand. We know that Jesus embodies Generosity.

Now it's time for you to think about what Generosity looks like, feels like, and sounds like in YOUR life. It's time for the A-Z Generosity activity.

You'll be assigned a letter of the alphabet. Your job is to come up with a practical way to demonstrate Generosity that starts with that letter. If something is practical, it means it is something that you could actually do.

For example, if you are assigned the letter D, you could donate old clothes to the church thrift store. If you have the letter R, you could recycle your family's cans and use the money to support a charity you feel passionate about.

Your job is to think generously, be realistic, and be creative. Make your letter and generous action clear. Then illustrate your letter with a visual or picture — similar to the alphabet cards you see on the screen.



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

No page in the student booklet for this lesson.

LESSON 3 (CONTINUED)

VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY

STAND UP & PAIR UP



- Once students have completed their Generosity letter, have them stand up and pair up.
- Have them share what their letters represent with each other.
- Go through a couple of rounds of pairing up so that students can move around, pair up with different classmates, and learn from one another.



If possible, post your students' A-Z Generosity letters in the classroom. This is a reminder of the many practical ways they can put Generosity on display. Throughout the program, have students connect each letter to one (or more!) of The 7 Ways of Living Generously.



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT

★ LESSON PREPARATION

- Have the TOUR GUIDE ready to be sent home.



START WITH GRATITUDE!

Our A-Z Generosity letters provide 26 practical ideas for ways we can give, share, and show we care. Our experience on THE LIVE TO GIVE TOUR is not just about learning and talking about Generosity — it's about living it out!

Jesus is our go-to example. He didn't just tell others how to be kind and generous — He was kind and generous! You've probably heard the saying that actions speak louder than words. This could not be more true when it comes to Generosity.

Take a few minutes to look over the A-Z Generosity letters our class designed and decide which one you'd like to do TODAY. Yes — TODAY! It might be something you want to do here at school, at home, or on the car ride to sports practice later.

What will you do TODAY to give, share, and show you care without expecting anything in return?

MAKE TODAY GENEROUS!

Partner up with another student and fill out your Make Today Generous! commitment card on page 6 of your student booklet. Tell each other about your plan. Explain what you plan to do, when you plan to do it, and who you will show Generosity to.

There will be time to meet with your partner tomorrow to share your experiences and let them know how it went. This will help you be accountable to each other. Being accountable means checking in with someone to make sure you do what you say you're going to do.



Be sure to schedule time for partners to connect tomorrow and share their experiences. This is a great opportunity for them to discuss the feelings that came up — both good and bad. Remind your students that while Generosity may be uncomfortable sometimes, it's worth it.



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



TEACHER TIP

Take a few moments with your students to discuss what it means when someone says, "Actions speak louder than words."



LESSON 4 (CONTINUED)

EXPERIENCE GENEROSITY

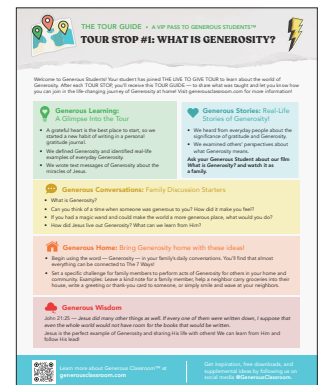
LIVE IT OUT

EXTRA STOP

- If the A-Z Generosity letters cannot be displayed in the classroom, create a book of the 26 letters and ask a parent volunteer to bind it. Have the book available for students to read during their extra time.
- Film each student holding up their letter for the A-Z Generosity activity while stating their Generosity idea.
- Have a tech-savvy student create a short film with the A-Z letters. Send it out to parents or show the film during chapel.

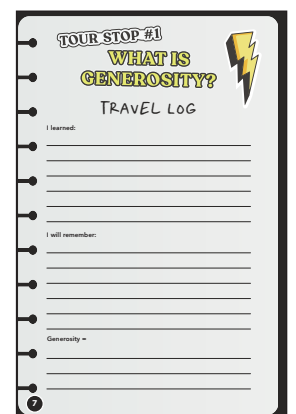


Send home the TOUR GUIDE for TOUR STOP #1: WHAT IS GENEROSITY? This can be accessed in the Teacher Portal.



TOUR STOP TRAVEL LOG

At the end of every TOUR STOP, students have the opportunity to log what they've learned. If time allows, direct students to complete this on page 7.



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TOUR STOP #2

GENEROUS THOUGHTS

OVERVIEW

ESSENTIAL QUESTION

What are Generous Thoughts and how do they affect my emotions?

LEARNING TARGET

I can define Generous Thoughts and can begin to recognize that my emotions are linked to my thoughts.

GENEROUS THOUGHTS

Use a thought in my mind to think something kind.

GENEROUS HABIT

- Empathy.
- Compassion.

OBJECTIVES

Students will:

- Build a habit of gratitude through writing.
- Watch *I Like Bowties, Not Bullying*. Identify the emotions and character qualities of the main character Joshua.
- Define Generous Thoughts and identify emotions that are associated with them.
- Read Romans 12:15-17 and differentiate between rejoicing and mourning.
- Practice how to use the Feel-Reveal-Heal tool for thoughts.

TEACHER PORTAL

Access the following TOUR STOP #2 materials:

- *I Like Bowties, Not Bullying*. film.
- Generous Thoughts slide deck.
- I See a Friend in YOU! bulletin board slips.
- *Bully Me* poem by Joshua.
- Do You Feel What I Feel? handout.
- TOUR GUIDE: A VIP Pass to Generous Students.



TOUR STOP AT A GLANCE

LESSON 1: LEARN THROUGH STORY

Define Generous Thoughts. Watch *I Like Bowties, Not Bullying*. Discuss the emotions and qualities of Joshua, the main character.

LESSON 2: INVITE GOD'S WORD

Read Romans 12:15-17. Differentiate between the words rejoice and mourn.

LESSON 3: VENTURE TOGETHER

Practice how to use the Feel-Reveal-Heal activity to identify thoughts and feelings.

LESSON 4: EXPERIENCE GENEROSITY

Complete the I See a Friend in YOU! activity to encourage classmates with kindness, love, and positive words.

UPON COMPLETION

Send the TOUR GUIDE home.





TEACHER TOUR PREPARATION

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

Today's culture bombards all of us with more conversations, news, music, messages, and relentless media than we can truly process. Now imagine trying to process all of those things as a child! Your students deal with that every day — much more than you did when you were their age.

Have you stopped to ask your students what thoughts are going through their minds?
What if you taught and empowered them to do this?

TOUR STOP #2 is all about Generous Thoughts. It invites students to reflect upon the thoughts they experience and to name the feelings and emotions that are connected to them. This is where we find the magic in blending SEL with biblical truth. With Generous Thoughts, students don't just recognize their emotions — they find that those emotions can change when they are rooted in God's love. They can seek wholeness and healing in God's Word.

Before our students begin to think generously about others, it's important for them to consider their thoughts about themselves.

What if recognizing God's good design is the foundational thought when students think about who they are?

Knowing, hearing, and believing that we are God's masterpieces, created in God's image — fully known and loved — is our Generosity starting point.

In this lesson, students meet Joshua, a boy who was unhoused who experienced bullying at school. Joshua shares the harsh reality of what it felt like to be called names. He was physically injured by students at his school. Joshua experienced thoughts and feelings of hopelessness and pain, but he allowed Generous Thoughts to change the outcome of his story.

God gave Joshua the courage to change his mindset. He allowed Generosity in and stepped into a leadership role, claiming, "I wanted to provide to others what I didn't really have."

Joshua's story is the anchor for TOUR STOP #2 and will be connected to each activity and discussion within the lesson. If you haven't yet previewed *I Like Bowties, Not Bullying.*, be sure to watch it.

Big thoughts and big emotions open the door to empathy. Watching this film will begin opening that door for your students. When they begin to understand the idea of putting themselves in other people's shoes — everything changes.

As your students take in Joshua's story, they may start to catch on that rejoicing and mourning are part of everyone's life experience. As they learn how to feel, reveal, and heal their thoughts, Generosity can transform each student's heart — and the entire culture of your classroom!

Take a moment to check in with yourself.

Where have your thoughts been taking you lately?
Do you find yourself thinking Generous Thoughts about yourself — full of kindness and hope?
Or are you stressed and anxious — full of doubt and worry?

TEACHER TOUR PREPARATION (CONTINUED)

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

In the space at the bottom of the page, jot down the thoughts taking up space in your mind over the last 24 hours. You might realize that your trains of thought are going in all different directions — some are running on a smooth track and others are in a wild runaway spiral.

Circle your thoughts that are rooted in God's love and God's Word and put an X next to the thoughts that are not.

Metacognition is when you think about what you think about. When you consider your thoughts and evaluate whether or not they're rooted in God's love and God's Word, you can let Generosity lead your mindset toward yourselves and others.

How can you take your X-marked thoughts and allow God's love to change the direction of those thoughts?
How can God's Word shape your emotions?

Anchoring yourself in His truth will help pave the way for today's interactions with your students.

You are loved. You have a purpose. God is surrounding you on all sides.

[illegible]



LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

★ LESSON PREPARATION

- Access the *I Like Bowties, Not Bullying* film.
- Preview the film before showing the class. See Teacher Awareness note below.
- Access Generous Thoughts slide deck.



START WITH GRATITUDE!



This film mentions a situation where a child faces physical bullying in the school building. Based on the culture in your classroom, decide if this is a good time to discuss bullying and how we should treat others. Tell your students how to seek out help from a trusted adult if they or someone they know is being treated this way.

If time allows, have a class brainstorming session about who might be a group of trusted adults that they can confide in. Please be sure to watch this film before showing it to your students. If you have sensitive situations in your classroom, decide the best route for this lesson. We fully believe that students will learn from this film and will be able to demonstrate the importance of empathy, but as the teacher in the classroom, you know your students better than we do.



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

INTRODUCTION



Begin by playing the film, *I Like Bowties, Not Bullying*. and stop at (1:16) after Joshua explains that he doesn't have any friends or anyone to talk to.

How do you think Joshua felt when he was facing a challenge without any friends or a trusted adult in the building?



Have students partner up to brainstorm the emotions Joshua might be feeling at this point in the film. Have them give specific reasons for why he was feeling those emotions. Examples: sad, hurt, upset, lonely, scared, and frustrated.



Play the rest of the film to the end.



Teacher Talk is in bold text throughout the TOUR STOP.

LESSON 1 (CONTINUED)

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

STOP & THINK

Joshua was facing a challenging time at school. Other students were bullying him because of his living situation. Sometimes when we are in a challenging season of life, we forget that we ALL have amazing characteristics, traits, and qualities that God has given us.

What are some positive qualities and character traits that Joshua shows?

(Resilience, determination, and being goal-oriented, patient, caring, compassionate, empathetic, etc.)

What are some emotions that he felt when he was tutoring students, speaking out against bullying, providing support, and being a friend to those around him?

(Happiness, joy, fulfillment, contentment, a sense of purpose, motivation, etc.)

Why do you think he felt positive emotions in a challenging situation?

God has given each of us the ability to have Generous Thoughts. Generous Thoughts come about when you use a thought in your mind to think something kind about yourself and others. They are little seeds of kindness and goodness that we plant in our minds.

When you want good things for your friends, family, and even people you may not know very well, you're having a Generous Thought. You might think — *I hope my friend has a fantastic day today!* or *I wish everyone could be happy and smile.* That's being generous with your thoughts.

Generous Thoughts also encourage us to be understanding and kind. If someone is feeling sad, you can think — *I understand how they feel and I hope they feel better soon.* That's showing empathy.

What does it mean to have empathy for others?

When we have empathy for others it means that we can understand and share the feelings and emotions that other people have. It involves putting yourself in someone else's shoes and seeing things the way they might see them.

Empathy is a powerful tool because it allows you to recognize and appreciate emotions and struggles that other people are going through, even if you haven't personally experienced them.

LESSON 1 (CONTINUED)

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

Who showed empathy for Joshua in this story?

Before we can be generous in our thoughts toward others, we have to start with our thoughts toward ourselves. Ask yourself two important questions as you start to consider what Generous Thoughts are:

How do I think about myself?

Do I have kind and generous thoughts about myself?

Sometimes we can be so critical of ourselves or are so focused on what we'd like to change about ourselves that we miss enjoying the person we truly are.

Joshua ends his *Bully Me* poem describing himself as "The wonderful, incredible, intelligent Me." Joshua chose to think Generous Thoughts about himself rather than focusing on the hardships that he was facing. Because of his Generous Thoughts, he was able to navigate his painful emotions. **Those painful emotions are hard to think about, aren't they?**

When you think generously about who you are and who God created you to be, your thoughts, choices, and words can build others up so that nobody around you feels the way Joshua felt.



Direct students to turn to page 9 in their student booklet to complete the Consider You activity.

Consider YOU — who you are deep inside.

Fill in the sentence blanks on the page with three Generous Thoughts you believe about who God made you to be and how God sees you.

The _____, _____, _____ Me.

EXTRA STOPS



Write a poem in the same format as Joshua's poem.



Write an encouraging letter to Joshua during this challenging time in his life.



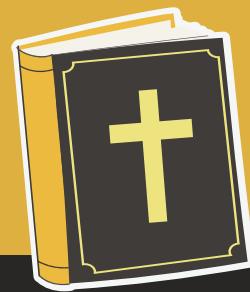
Write a letter to the kids who hurt Joshua, explaining how their words hurt him.





LESSON 2

INVITE GOD'S WORD



SCRIPTURE CONNECTION



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



TEACHER TIP

Extend this lesson by using one of the following strategies:

- Allow students to look up these definitions and illustrate what they mean.
- Allow students to turn and talk about the vocabulary words' definitions, then provide an example of each in a sentence.

★ LESSON PREPARATION

- Print copies of the Do You Feel What I Feel? handout for each student.



START WITH GRATITUDE!

ROMANS 12:15-17

In the New Testament, the Apostle Paul wrote to the Romans to encourage them in their faith. He wanted to teach them how to put their love into action. He gives very clear and easy-to-follow directions.

Rejoice with those who rejoice; mourn with those who mourn. Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited. Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone.

— Romans 12:15-17



Direct students to turn to page 10 in their student booklet to complete the What I Heard? activity.

What is Paul saying to the Romans in this scripture?

Let's start by identifying some of the words that Paul used in his letter.

Rejoice: To feel great delight and joy or very happy.

Mourn: To feel and/or show sadness and/or regret, very down.

Conceited: To be excessively proud of one's self.

Harmony: To relate to others in a cooperative and peaceful way.

Verse 15 tells us to be happy when other people are happy and to feel sadness when other people are sad. This means we should try to understand how other people are feeling and show them kindness and empathy.

Verse 16 reminds us that we should not think we are better than the people around us. We should be friendly to others even if they are different than us. We can be friendly to everyone.

Finally, in verse 17 we are told we should not repay anyone evil for evil.

What do you think that means?

It means that instead of seeking revenge on those who have hurt us, we should always respond in a helpful way. That means responding

LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION



with peace and harmony — loving others even when they hurt us. This can be tough to do. But forgiving others and practicing empathy and compassion, just like Jesus did, is a powerful and generous way to treat those around us.



Direct students to turn to page 11 in their student booklet to complete the Happy-Rejoice-Laugh and Sad-Mourn-Cry activity.

How did Joshua feel about the way he was treated at school?

DO YOU FEEL WHAT I FEEL?



Pass out the Do You Feel What I Feel? handout.

- Direct students to underline any feelings they've ever experienced about the way they're treated at school.
- Do not have students write their names on the activity.
- Instruct them to turn their page over when they're done or give it directly to you to maintain privacy.

Once all students have completed their sheet:

- Mix up their papers.
- Read the feelings that are underlined out loud.
- Note when specific feelings are underlined on all/most pages.
- Remind your students that we ALL experience both rejoicing and mourning, just like the Scripture says.

Remember, feelings are a normal part of being human. It's okay to talk about them with trusted adults or friends when you're feeling any of these emotions.

When we think of others and join in someone's happiness or sadness, our Generous Thoughts pave the way for love, friendship, connection, and harmony.

EXTRA STOP



Math Extension

- Have small groups graph a sample of the data from the Do You Feel What I Feel? handout.
- Students can share their results with the class.
- Direct them to include a suggestion for how to make the classroom environment more generous.



REFLECT & RESPOND

God's thoughts toward us are filled with love, kindness, and compassion. Take a moment and reflect. Who is someone you can have Generous Thoughts about? Who is someone that has shown you love, kindness, and compassion?



PAUSE & PRAY

Dear Jesus, thank You for Your wonderful thoughts toward us. Your goodness and love surround us every day. Show us how to turn our thoughts toward You. Remind us to think generously about ourselves and others. Help us to show the people around us kindness and compassion just like You do. Amen.

LESSON 3

VENTURE TOGETHER



DEEPER LEARNING IN COMMUNITY



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

★ LESSON PREPARATION

No preparation required.



START WITH GRATITUDE!

GENEROUS THOUGHTS

Generous Thoughts about others begin with Generous Thoughts about yourself. Believing what God says about you is the best place to start.

Based on Scripture — what does God say about you?

Do you think of yourself the same way that God thinks about you?

You can think of your thoughts like trains moving along train tracks. Just like a railway system with train tracks going in all different directions, your thoughts can do the same. Generous Thoughts are like a train on a smooth track headed somewhere great on a beautiful day.

Sometimes a thought gets started in your mind and it's on the wrong track, headed in the wrong direction. Sometimes a bad thought takes off like a wild runaway train. It makes you feel sad or mad or frustrated. And sometimes feelings are so big, it seems like you have no control over them.

What thoughts might Joshua have had when he was going to school on the harder days?

What thoughts and feelings have been riding through your mind's tracks lately?

Did you know that you can actually choose what you are thinking about?

We can shift our out-of-control trains of thought in a positive, uplifting direction.



Direct students to turn to page 12 in their student booklet for instructions on the Feel-Reveal-Heal activity.

LESSON 3 (CONTINUED)

VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY

FEEL-REVEAL-HEAL

Choose one of your thoughts. Try the Feel-Reveal-Heal method to identify your thoughts and feelings and get them back on the right track:

Feel

- What is my body feeling?
- Are my thoughts and feelings happy or sad?
- What emotion describes the way I feel inside?

Reveal

Make your big feelings and thoughts known to someone you trust. Say them out loud so you are not alone. Example:

- "Can we talk? I'm feeling ____."

Be sure to share your feelings with people that are encouraging, loving, and wise.

Heal

Getting your runaway thoughts on the right track can be done in many ways. Some helpful options include:

- Praying.
- Deep breathing.
- Replacing the runaway thought with a happier thought.
- Thinking about what you're grateful for.
- Writing in your journal.
- Finding a Bible verse that tells you the truth about who you are or who God is.

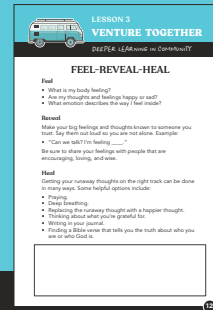
FEEL-REVEAL-HEAL ROLE-PLAY



- Partners will role-play how to use the Feel-Reveal-Heal method.
- One partner is feeling big emotions.
- The other partner is a trusted friend.
- After some discussion and practice, partners will present their role-play to the class so that students can learn from one another.

Optional Scenarios:

- Feeling nervous about a big test.
- Encountering a friendship problem on the playground.
- Having a disagreement with a close friend.
- Feeling misunderstood by family.
- Feeling frustrated with a sibling.
- Losing a game.
- Getting a bad grade.
- Feeling left out.
- Reading out loud in front of the class.



TEACHER TIP

If time allows, have students choose three of the emotions on their page and draw emojis that represent that emotion.

No page in the student booklet for this lesson.

LESSON 4

EXPERIENCE GENEROSITY



LIVE IT OUT



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

★ LESSON PREPARATION

- Print I See a Friend in YOU! bulletin board strips for each student.
- Access Joshua's Poem in the Teacher Portal.
- Have the TOUR GUIDE ready to be sent home.



START WITH GRATITUDE!

I SEE A FRIEND IN YOU!

Joshua's experience allowed him to overcome difficulty and find purpose. This started with his thoughts. In his poem, Joshua states, "I thought you saw a friend in me." Our Bible verse from Romans reminds us that we can find a friend in someone. We can also show others we care when we rejoice and mourn with them.

We're going to use the I See a Friend in YOU! note to encourage our classmates and share Generous Thoughts about one another. Kindness, love, and positive words are always a blessing to each of us. Let's live this out!



- Pass out the I See a Friend in YOU! slip to each student.
- Decide how to fill them out so all students are included.
- Provide more blank forms if needed.
- Encourage students to put their Generous Thoughts about classmates up on the board for all to see.

EXTRA STOP



- Use Generous Thoughts to introduce students to the Zones of Regulation tool provided. You will find a Zones of Regulation chart located in the Teacher Portal along with ways to implement this tool in your classroom.



- Have a classroom discussion about bullying and read Joshua's poem. Have students write a personal poem about how bullying makes them feel and what needs to happen to prevent and stop it.



- Post Joshua's quote in the classroom: "In the middle of difficulty lies opportunity." Refer to this quote when students are faced with challenges that might cause their thoughts to get on the wrong track. (Example: quizzes and tests, sports, grades, friendship conflicts, etc.)



- Read the article "Reflecting on the Past, Looking Toward the Future," which features an updated story of Joshua.¹

LESSON 4 (CONTINUED)

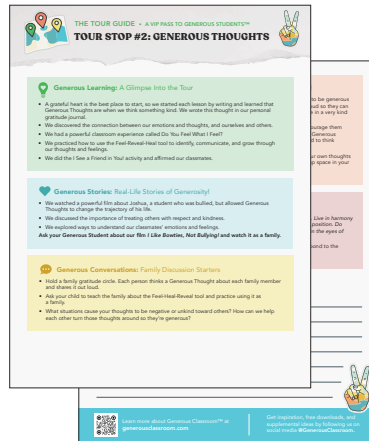
EXPERIENCE GENEROSITY

No page in the student booklet for this lesson.

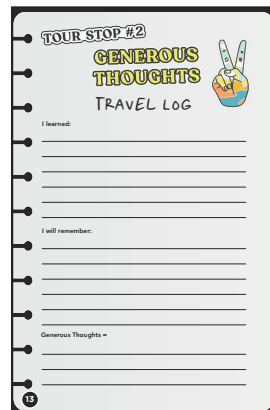
LIVE IT OUT



Send home the TOUR GUIDE for TOUR STOP #2: GENEROUS THOUGHTS. This can be accessed in the Teacher Portal.



TOUR STOP TRAVEL LOG
At the end of every TOUR STOP, students have the opportunity to log what they've learned. If time allows, direct students to complete this on page 13.





TOUR STOP #3

GENEROUS WORDS

OVERVIEW

ESSENTIAL QUESTION

What are Generous Words and how can I use them?

LEARNING TARGET

I can define Generous Words and I can choose careful words over careless words.

GENEROUS WORDS

Use the words that I say to make someone's day.

GENEROUS HABIT

- Encouragement.

OBJECTIVES

Students will:

- Build a habit of gratitude through writing.
- Watch the *Generous Words* film. Discuss ways to show empathy and compassion for Damien, the main character.
- Read James 3:3-5 and recognize that they get to decide what words will be formed and spoken every day.
- Classify careful and careless words and identify the impact they have on others.
- Encourage someone in the school community with Generous Words by focusing on their strengths and abilities in the You Are! activity.

TEACHER PORTAL

Access the following TOUR STOP #3 materials:

- *Generous Words* film.
- Generous Words slide deck.
- Print Sparking Love or Hurt and make copies for students.
- Print You Are! slips and make enough copies for each student.
- TOUR GUIDE: A VIP Pass to Generous Students.



TOUR STOP AT A GLANCE

LESSON 1: LEARN THROUGH STORY

Define Generous Words. Watch the *Generous Words* film. Discuss ways to have empathy and compassion for the main character, Damien.

LESSON 2: INVITE GOD'S WORD

Read James 3:3-5. Identify words that spark love or spark hurt.

LESSON 3: VENTURE TOGETHER

Discuss the power of careless words and Generous Words.

LESSON 4: EXPERIENCE GENEROSITY

Complete the You Are! activity. Encourage someone in the community with Generous Words.

UPON COMPLETION

Send the TOUR GUIDE home.





TEACHER TOUR PREPARATION

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

Most of us can recall a moment in elementary school when another child said something to us that we'll never forget. Oftentimes we remember painful words that cut deep more than affirming words that build us up. We all know the old saying — "Sticks and stones may break my bones, but words will never hurt me" — is inaccurate. Educators worldwide are leading classrooms with the deep hope that the elementary school years don't have to be synonymous with hurtful words and memories of those wounding moments.

All of the verbiage you use to encourage students to say things that are helpful, uplifting, kind, encouraging, and loving can be bundled together into one phrase — Generous Words. Generous Words show care, concern, and compassion for others. Generous Words spoken about oneself and spoken to others are life-giving and heart-filling.

Take a moment right now and think about your own story.

Who in your life has spoken life-giving and heart-filling words to you?

How did this person make you feel?

What Generous Words from God mean the most to you?

TEACHER TOUR PREPARATION (CONTINUED)

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

The power of words is real, isn't it? Generous Words are best taught through the modeling of adults in a child's life. Being a teacher is exhausting and can get the best of you sometimes. The assessments, report cards, school events, and daily grind are never-ending. Be encouraged and take heart by simply speaking to your students with Generosity in mind. You are making an impact in their lives. Model Generous Words with a kind "hello" in the morning, a steady and encouraging tone throughout the day, and by showing curiosity about your students' thinking and learning.

What we say and how we say it matters. There's a reason we read about the tongue over 100 times in Scripture — we will get this wrong on occasion. We all need God's help and grace, whether we're kids or grown-ups!

Step into TOUR STOP #3: Generous Words with this in mind — your students are still very much in the learning process. It's important to remember that kids need explicit teaching at different stages to learn what to say, how to say it, and when/when not to say things — all the nuances of language, words, and communication.

The film for Generous Words is a relatable story about Damien. He is a boy who experiences harsh treatment from peers and feels like he doesn't belong. Words spoken to him, about him, or typed on a device to him lead him to feel isolated. He feels rejected until one person stands in the gap and sees him. The film highlights the truth that our words can tear down or build up. Students will use Damien's story to practice empathy and compare words that spark love versus hurt. They will also identify the impact of careful and careless words spoken at school.

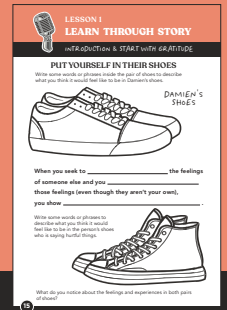
At Generous Students, we recognize that teaching, modeling, and coaching your students to become people who speak kind words is a 24/7 job. Our hope is that the stories, scripture, and student experiences in TOUR STOP #3: GENEROUS WORDS will open doors for rich discussion that sparks culture change in your classroom and heart change in your students.



LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE



★ LESSON PREPARATION

- Access the *Generous Words* film.
- Access *Generous Words* slide deck.



START WITH GRATITUDE!

INTRODUCTION



Begin by playing the *Generous Words* film to the end. Then, replay the film for students and pause at (:40) after the unkind boy says, "Sucks to suck."

You just heard Damien share, "I've always felt like I didn't belong, like I was invisible...[I] wondered why I can't just be normal...I've never felt good enough to fit in."

Is the phrase — Put yourself in their shoes — one that you've heard before?

This means to imagine what someone else is feeling and what they are going through. When you put yourself in someone else's shoes you are trying to understand their perspective and experience, even though it might be different from what you feel and experience.



Teacher shares a personal example.

Turn to page 15 in your student booklet. Write down some words or phrases to describe what you think it would feel like to be in Damien's shoes.



Allow time for class to complete activity in the student booklet.



Play the rest of the film (2:40). When it concludes, ask students:

What stood out to you?

Putting yourself in someone else's shoes is a way to practice empathy. When you seek to understand and share someone else's feelings (even though they aren't your own), you show compassion and empathy. We discussed this in TOUR STOP #1 — *Generous Thoughts* — too. Earlier you put yourself in Damien's shoes, then you saw how he was treated by his classmate.



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



Teacher Talk is in bold text throughout the TOUR STOP.

LESSON 1 (CONTINUED)

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

After seeing and hearing the way his classmate/teammate treated him, what do you think might be going on in that person's life?

What feelings or experiences might be going on inside of his mind and heart to say and do such hurtful things to Damien?

In the pair of shoes underneath Damien's, write some words or phrases to describe what you think it would be like in the other person's shoes.

The next stop on our LIVE TO GIVE TOUR is Generous Words. As we saw in this film, our words have power. This power can be used to lift up, build up, repair, and connect, or this power can be used to destroy, hurt, tear down, and break. The way you speak to and about others and yourself matters — this is what Generous Words are all about.

Generous Words are spoken when you use what you say to make someone's day.

Who has made your day better and brighter by speaking words that build you up?

EXTRA STOP



- Put students into groups of three and have them role-play what they can say to someone who is putting down another person.



- Create a list of realistic responses students can try if/when they observe bullying.



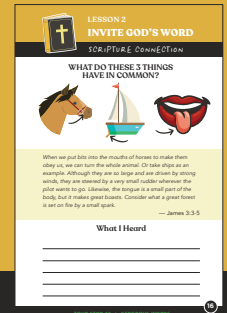
- If student maturity fits, write the following phrase on the board and discuss it — Hurt people hurt people. What does this mean? Do you agree or disagree?



LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION



★ LESSON PREPARATION

- Access photos in the Teacher Portal.
- Print Sparking Love or Hurt slips and make copies for each student.



START WITH GRATITUDE!

JAMES 3:3-5



Instruct students to turn to page 16, titled What Do These 3 Things Have in Common? Give students a couple of minutes to think about the question and then discuss it as a class.



Have students read the introduction and Bible verse in their journals.

James, Jesus' brother, wrote to Christians to encourage them to live in step with God's wisdom. He gave very clear guidance while also encouraging us to be extra careful about how we use our tongue to speak.

When we put bits into the mouths of horses to make them obey us, we can turn the whole animal. Or take ships as an example. Although they are so large and are driven by strong winds, they are steered by a very small rudder wherever the pilot wants to go. Likewise, the tongue is a small part of the body, but it makes great boasts. Consider what a great forest is set on fire by a small spark.

— James 3:3-5



Refer students back to What Do These 3 Things Have in Common? and use the visuals to connect the meaning from the passage in James. (The horse's bit makes it obey/go where we choose, the rudder steers the direction we choose, and the tongue speaks the words we choose.)

The tongue is one of the smallest organs in the human body.

What purpose does the tongue serve in the human body? (tasting flavor/ taste buds, eating food, swallowing, breathing, speaking, etc.)

Although our tongue's taste buds do something amazing each time we eat food, there's something even more powerful about our tongue. When James says the tongue — "makes great boasts" — it means that our words direct much of what happens in our lives, like our friendships and choices. That small, 2-3-inch organ in your mouth allows you to turn sounds from your vocal cords into words. Those words find a home in the ears and hearts of people around you.



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



TASTE TEST

Provide sweet, salty, bitter, and/or sour items — Hershey's Kisses, pretzel sticks, raw broccoli, and a Sour Patch Kid — for students to taste. Ask students to describe where on their tongue they taste the flavor of each item, then show a map of the tongue. Discuss the unique way God created our tongue to taste all kinds of foods and flavors.



LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION



REFLECT & RESPOND

Generous Words have the power to uplift and inspire those around us. Let's practice using these words every day, offering encouragement and compliments to others. Choose two people to speak Generous Words to today.



PAUSE & PRAY

Dear God, we want to speak words of hope and comfort like You do. Please help us use our words to be kind, caring, and generous to others. Forgive us for the hurtful words we have spoken in the past. Show us how to spread Your love and joy wherever we go. Amen.

Every day you decide what words you will form in your mouth and speak to others. It's so easy to get lazy with our words or forget the power they have on others. Words can build others up and give them life. They can fill the people around us with a warmth and kindness that helps them feel known, encouraged, inspired, and loved.

However, words can also do the opposite. We can use our tongues to say words that tear others down and hurt those around us. Our words can wound, and others may feel ignored, unimportant, hurt, and invisible.

James compares our words to a small spark that can cause a forest fire. A spark is something that sets off a reaction with sudden force. It has a very small beginning, but it can have a huge impact. Some sparks start reactions that are good and helpful. But other sparks can be destructive like a fire. Generous Words spark love. Destructive words spark hurt.

Words can be generous or destructive whether they are words spoken to us, words we speak about ourselves, or words we speak to others.

We recently saw how the words spoken to and about Damien affected him.



Direct students to turn to pages 17-18 in their student booklet for the Sparking Love or Hurt? activity.

Read through each word or phrase below from the film. Decide if these words spark love or spark hurt. Cut the words from your sheet, then paste them in or by the correct spark in your booklet.

- I don't belong.
- Loser.
- I believe in you.
- Nobody likes you.
- I can look past my inability and see my possibility.



Close with a prayer, and include a short reflection time within the prayer. Challenge your students to consider the words that come out of their mouths.

Are they sparking love and joy and purpose in others, or are they sparking hurt and tearing people down?

EXTRA SToP



The imagery of this Bible verse is powerful. Provide time for students to illustrate what James 3:3-5 looks like to them.



LESSON 3

VENTURE TOGETHER

No page in the student booklet for this lesson.

DEEPER LEARNING IN COMMUNITY

★ LESSON PREPARATION

- Index cards (enough for each student).



START WITH GRATITUDE!

TURN & TALK



Invite your students to turn to a partner to discuss these questions.

What Generous Words have been said to you recently?

How did someone recently spark love inside of you with the words they said?



Teacher models first.

James wrote about the power of words in the Bible. He said, "Consider what a great forest is set on fire by a small spark." Forest fires can be devastating. They burn millions of acres of land in the United States every year. When a fire hits, the Earth is charred and the vegetation dies. It can take over 70 years to recover from a forest fire.²

Though elements in nature can start a fire (lightning or heat from the sun), forest fires are most commonly started by humans who aren't careful. Someone might start a campfire too close to trees or carelessly throw a cigarette onto the ground. Either of these situations can send a spark into the surrounding area. When we're not careful with those sparks, we can cause disastrous damage.

The same goes for the way that we use our words. Little word sparks can cause huge damage. When Damien's teammate realized his careless words caused damage, he chose to write a note. He apologized and acknowledged the harm he had caused.

Once he said he was sorry, he could work toward repairing his relationship with Damien.

Unfortunately, careless words don't just disappear. An apology doesn't take away the feelings of isolation and rejection that powerful words can cause.

Just like charred land can take decades to recover, it can take a long time for someone to heal from careless and hurtful words. Repairing a relationship takes thoughtfulness and patience.



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

No page in the student booklet for this lesson.

LESSON 3 (CONTINUED)

VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY



The teacher shares a personal example of hurtful words in their own life. Then the teacher shares examples of careful and careless words that have been said or heard in the classroom or on the playground.



Pass out an index card to each student and have them label each side: careful and careless.

We've all said and/or heard careless words at school. Write down something you've said or heard at school that was careless, hurtful, or damaging on the side of your index card that is labeled careless.

Thankfully, we've also said and/or heard careful, Generous Words at school. Write down something you've said or heard at school that was kind, helpful, encouraging, and loving on the side labeled careful.

CAREFUL WORDS OR CARELESS WORDS?



- Have students write down nonspecific words or phrases (no names), then pass their index cards in.
- Once all cards have been collected, pass them back out to the students randomly.
- Have the class form a circle and read the careless side of their index card out loud one at a time.
- After each student has spoken, reflect on the power of careless words.
- Next, have students read the careful side of their index card out loud one at a time.
- Reflect on the power of Generous Words and the importance of using words carefully.
- Point out the power of repair that many of the careful words have. Collect the index cards when the activity concludes.

EXTRA STOP



Compare/contrast the scientific details and facts about the impact of sparks that cause wildfires and the impact of words.



TEACHER TIP

Cross-Curricular Connection: If time allows, use a close reading strategy to allow your students to learn more about forest fires and the destruction that they cause.



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT



★ LESSON PREPARATION

- Access You Are! slips from the Teacher Portal and make enough copies for each student.
- Have the TOUR GUIDE ready to be sent home.



START WITH GRATITUDE!



Show the *Generous Words* film. When the film concludes, ask your students:

How did Generous Words from someone else help Damien to see his worth?

Together, we're going to do what was done for Damien. We're going to help someone see his/her worth through Generous Words.

As a class, discuss and decide which person at the school they would like to encourage (an administrator, teacher, staff person, aide, etc.) and why.

You ARE!



- Give each student a You Are! slip.
- Have them write out specific words to encourage the person that was chosen.
- Once all the slips have been completed, put them in a jar, glue them on a sheet of poster board, or create a little booklet.
- Invite that special person to visit the class.
- Have a student give a summary of TOUR STOP #3 and what Generous Words are. Then present the You Are! gift of encouragement.

1. **How did it feel to share powerful words of Generosity and kindness?**
2. **What did you notice about our friend who received the encouragement?**



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

No page in the student booklet for this lesson.

LESSON 4 (CONTINUED)

EXPERIENCE GENEROSITY

LIVE IT OUT

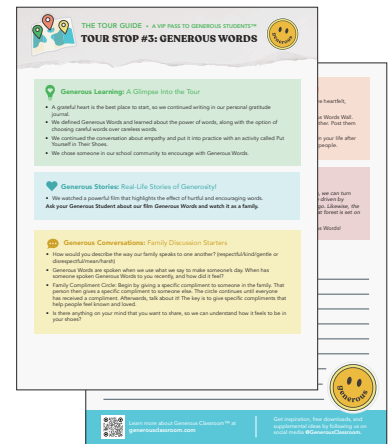
EXTRA STOP



Keep a list of people around the school that your class would like to encourage. Complete the You Are! Generous Words activity periodically throughout the school year. This can also be done within the classroom for each student, which is a great opportunity for students to affirm one another and receive Generous Words.

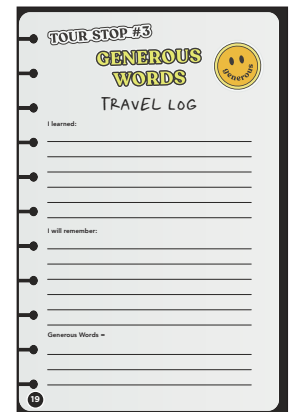


Send home the TOUR GUIDE for TOUR STOP #3: GENEROUS WORDS. This can be accessed in the Teacher Portal.



TOUR STOP TRAVEL LOG

At the end of every TOUR STOP, students have the opportunity to log what they've learned. If time allows, direct students to complete this on page 19.



[illegible]



TOUR STOP #4

GENEROUS MONEY

OVERVIEW

ESSENTIAL QUESTION

What are ways that I can be generous with my money?

LEARNING TARGET

I can define Generous Money and choose to give, save, or spend.

GENEROUS MONEY

Use my money, no matter how much, if there is a life I can touch.

GENEROUS HABIT

- Invest.
- Sacrifice.

OBJECTIVES

Students will:

- Build a habit of gratitude through writing.
- Watch the *I Like Bugshells*. film and discuss the attitude and mindset of the girls in the film who gave away the money they raised.
- Explore the cost of everyday items and identify needs and wants.
- Define Generous Money and identify how to give, save, and spend.
- Read Proverbs 3:9-10 and discuss ways to honor God with everything owned.
- Read *I Like Smiles*. and reflect on ways to save and donate money to make a difference in the lives of others.

TEACHER PORTAL

Access the following TOUR STOP #4 materials:

- *I Like Bugshells*. film.
- Generous Money slide deck.
- Give, Save, or Spend labels.
- TOUR GUIDE: A VIP Pass to Generous Students.



TOUR STOP AT A GLANCE

LESSON 1: LEARN THROUGH STORY

Define Generous Money. Watch *I Like Bugshells*. Discuss needs vs. wants.

LESSON 2: INVITE GOD'S WORD

Read Proverbs 3:9-10. Illustrate the ways we can honor God with money.

LESSON 3: VENTURE TOGETHER

Identify three ways to use money. Encourage a friend in the Help a Friend: Give, Save, or Spend? activity.

LESSON 4: EXPERIENCE GENEROSITY

Read *I Like Smiles*. by Danny. Reflect on ways to help others in the My Generous Money Challenge activity.

UPON COMPLETION

Send the TOUR GUIDE home.





TEACHER TOUR PREPARATION

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

Can an elementary student learn about money management? Absolutely! While we won't be inviting anyone to set up a 401K on this TOUR STOP, we will intentionally lay a foundation for students to become reflective and purposeful in how much they value their money and how tightly they hold on to it. This is a humbling reminder for givers at any age. Our scripture from Proverbs can refresh your heart and mind as you choose to give God the very best of what you have and who you are.

At Generous Students, we're amazed by the excitement and passion we see in students when it's time to raise money. Kids are such great examples of Generosity for us grown-ups. They see a need and they get to work, no matter what it takes.

The girls in the film *I Like Bugshells*. are no exception. (You may need to set aside a couple of minutes to introduce the cicada insect to your class so they understand the bug shell reference!) Giving clean drinking water to kids in Africa drives the Generosity and hard work of the young girls in this story.

They raised \$67.70! These generous girls chose to share all the money they made — instead of asking for a trip to the local toy store or ordering something from their parents' Amazon account. They sent all the funds that they raised to World Vision's Water Initiative.

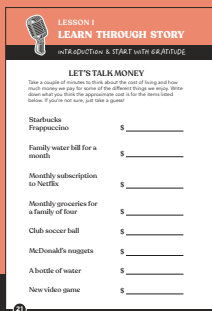
In this story, students will see that giving money away for the sake of helping others is not about how much they give — it's about the act of giving. Being generous with money is something we can all do at any age. It's simple — give my money, no matter how much, if there is a life I can touch.

The world's view of money couldn't be more opposite than the view that Scripture shares. Consider the specific culture your students are growing up in, the socio-economic status of the families in your class, and the unique trends and interests you've observed in your classroom. Use these elements to guide your discussion about our proverb as you challenge your students to choose a countercultural view of money. They can start embracing a different view now!

Another countercultural approach we'll take is managing money with intention, responsibility, and Generosity. You can do the Give, Save, or Spend activity with jars, boxes, or whatever practical resource you have on hand. This activity allows students to take the items home and put them to use. There is also an option for a teacher demonstration and student activity page if you don't want to send anything home.

TOUR STOP #4 ends with a great story about Generous Money called *I Like Smiles*. (This story might also need an explanation if you're not located in a snowy climate!) Our story is followed by an opportunity for students to find a connection between their skills and talents, some comforts they can give up, and opportunities to give.

Take a moment and imagine the seeds you're planting in the hearts of your students by teaching this truth. You never know what significant financial giving could result in their lives. This message of truth can form their identity as a giver and touch the lives of all the people they will reach — both now and in the future.



LESSON 1

LEARN THROUGH STORY



INTRODUCTION & START WITH GRATITUDE



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



Teacher Talk is in bold text throughout the TOUR STOP.



TEACHER TIP

Find a similar local landmark or well-known location that is three miles away from your school. Discuss what that walk would feel like to give students context and a deeper understanding of how much work is involved for the people in Africa to access water.

★ LESSON PREPARATION

- Access the *I Like Bugshells*. film.
- Access Generous Money slide deck.



START WITH GRATITUDE!

INTRODUCTION

Our next stop on THE LIVE TO GIVE TOUR is Generous Money. Giving away money is often a person's go-to idea of Generosity. But we've learned that a life full of Generosity is available to us. Generosity encompasses more than one way of giving. And you can choose a generous life whether you're in elementary school with a couple of dollars in your wallet, a teenager with a job, or a hard-working grown-up supporting an entire family.

Before we dig into how we can be generous with our money, let's get acquainted with money. Let's talk about the cost of some of life's necessities, along with some things you might enjoy buying.



Lead students through the Let's Talk Money activity on page 21 and ask any of the following questions after the activity.

1. Did anything surprise you about the cost of items on the list?
2. What needs are on the list (something required for survival)?
3. What wants are on the list?
4. As you stop and think about how much money is needed for your day-to-day living, how does it feel?

Water is a need for all people. Our bodies cannot survive without water. We're going to hear a story about some girls who decided to be generous with their money to help make water accessible and available to people who have to walk three miles to simply turn on a faucet. Let's watch *I Like Bugshells*.



Play film. (3:45)

LESSON 1 (CONTINUED)

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE



When the film concludes, ask your students the following questions:

What stood out to you?

What words would you use to describe the way the girls gave their money?



(This is an opportunity for a rich discussion about the way we can give, using words like open-handed, stingy, hesitant, resentful, hopeful, cheerful, etc.)

Generous Money is given when we use our money, no matter how much, if there is a life we can touch.



Close in prayer. Ask God to open your hearts as your class learns more about giving to others.



LESSON 2

INVITE GOD'S WORD



SCRIPTURE CONNECTION



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



TEACHER TIP

Your students have been building their habits and attitudes of gratitude. Challenge them to notice areas where they can express gratitude to others for the money spent on them. Saying thank you to parents, grandparents, and friends who have used their money for us in a generous way is a fantastic way to put gratitude into action.

★ LESSON PREPARATION

No preparation required.



START WITH GRATITUDE!

PROVERBS 3:9-10



Have your students find a partner and ask each other this question. Ask them to share specific examples.

What messages do you see and hear about money in the shows you watch, the books you read, and the music you listen to?



Teacher models with a specific example before students discuss together. Compare student responses with what God's Word says:

Honor the Lord with your wealth and with the best part of everything you produce. Then he will fill your barns with grain, and your vats will overflow with good wine.

— Proverbs 3:9-10 (NLT)

Let's look at two important words in this verse.

Honor: to show respect and acknowledge the value of something or someone.

Wealth: the money or anything of value that someone owns.

What is "the best part of what we produce"?

It is the greatest part of who we are and what we have.

Here is the same verse said another way:

Honor God with everything you own; give him the first and the best. Your barns will burst, your wine vats will brim over.

— Proverbs 3:9-10 (MSG)

Money is an important part of life. God purposely gives us gifts, talents, and passions that equip us to work and earn money. What we do with our money, how tightly we hold on to our money, and how much we care about our money makes a big difference in our lives. This passage in the Bible reminds us that there is one essential thing to keep in mind when it comes to our money: Honor God with it.

How does a student honor God with money?

LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION

GOD'S WORD — WHAT I HEARD

Reflect on Proverbs 3:9-10 and the conversation you had with your classmates. Then put these verses in your own words. Include an illustration to go with them.



Allow time for students to complete the What I Heard activity on page 22 in their student booklet.



TEACHER TIP

Train your students to read God's Word and reflect on the message they hear within each verse. Model how to do this and remind students that we won't always know exactly what the Bible is saying, but living in community allows us to learn, share our thoughts, and grow together!



REFLECT & RESPOND

As Christians, we are called to be generous. Being generous with our money allows us to live out God's Word and bless those in need. What are some ways you can be generous with your money?



PAUSE & PRAY

Dear God, please help us understand why it is so important to share our blessings and money with those around us. You have given us so much! Help us meet the needs of those around us and bless them. Thank You for always providing for us. Amen.

No page in the student booklet for this lesson.

LESSON 3

VENTURE TOGETHER



DEEPER LEARNING IN COMMUNITY



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

★ LESSON PREPARATION

- Print out the Give, Save, or Spend labels.



START WITH GRATITUDE!

GIVE, SAVE, SPEND

We know God's good design is for us to honor Him with our money and what we have. When we give Him the first of all we make and the best of what we have, we're always left with enough. He always provides for us! When we give, we find our hearts are filled with gratitude and joy. We have so many different opportunities when we receive or earn money.

What will we choose to do with it? We can narrow those options down to three important categories:

GIVE: First things first — give a portion back to God with a thankful heart.

SAVE: Be wise and responsible — the habit of setting money aside has tons of benefits!

SPEND: Enjoy what God has given you — choose to use your money for your needs and some wants.

Before you consider how this might look in your own life and wallet, let's practice the Give, Save, or Spend approach by helping out a student named Jack. Imagine Jack is your friend. He needs you to show him specific examples of how he can give, save, and spend his money.

Working with a partner, use your Help a Friend: Give, Save, or Spend? activity sheet. Cut out all the dollars with examples. Then discuss each dollar and decide which category it goes in. Paste each dollar in the correct jar.



Allow time for students to complete the Help a Friend: Give, Save, or Spend? partner activity.



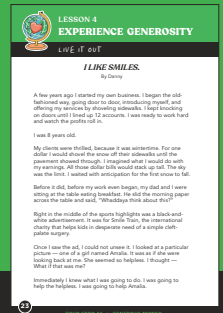
Choose your closing activity:

- Print out the Give, Save, or Spend labels and encourage students to place the labels on boxes, jars, or envelopes at home. Encourage them to try out the Give, Save, or Spend approach.
- Provide students with budget-friendly items that are available in class — like small boxes, jars, or envelopes. Each student will receive three of these items to decorate with the Give, Save, or Spend labels.



LESSON 4 EXPERIENCE GENEROSITY

LIVE IT OUT



LESSON PREPARATION

- Have the TOUR GUIDE ready to be sent home.



START WITH GRATITUDE!

As a student, your job in life right now is to be a kid and go to school. Though you don't make money yet, there will be a day when you have a job and you earn money to support yourself. While that seems far off, it's never too early to start developing responsible and generous habits with money.

Turn to page 23, and let's read aloud about how an 8-year-old boy earned money and shared it with people who needed it more than he did.

I LIKE SMILES. BY DANNY

A few years ago I started my own business. I began the old-fashioned way, going door to door, introducing myself, and offering my services by shoveling sidewalks. I kept knocking on doors until I lined up 12 accounts. I was ready to work hard and watch the profits roll in.

I was 8 years old.

My clients were thrilled, because it was wintertime. For one dollar I would shovel the snow off their sidewalks until the pavement showed through. I imagined what I would do with my earnings. All those dollar bills would stack up tall. The sky was the limit. I waited with anticipation for the first snow to fall.

Before it did, before my work even began, my dad and I were sitting at the table eating breakfast. He slid the morning paper across the table and said, "Whaddaya think about this?"

Right in the middle of the sports highlights was a black-and-white advertisement. It was for Smile Train, the international charity that helps kids in desperate need of a simple cleft-palate surgery.

Once I saw the ad, I could not unsee it. I looked at a particular picture — one of a girl named Amalia. It was as if she were looking back at me. She seemed so helpless. I thought — What if that was me?

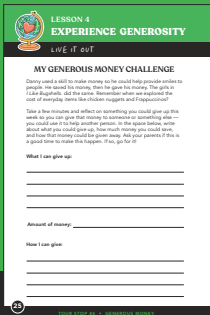
Immediately I knew what I was going to do. I was going to help the helpless. I was going to help Amalia.



START WITH
GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



LESSON 4 (CONTINUED)

EXPERIENCE GENEROSITY

LIVE IT OUT

The surgery cost \$250. My dad said he would match me dollar for dollar, so it was up to me to make \$125.

That winter it snowed. A lot. I didn't realize how hard the shoveling would be. It was so cold. Instead of sitting in my cozy house, I was standing in the snow up to my kneecaps trying to dig my way to the bottom. As soon as I got one sidewalk done, it would snow again. I didn't want to do it anymore. I wanted to be inside drinking hot chocolate. I thought about my dad and how maybe he could pay for the whole thing himself. But I knew he would tell me to keep going, and I knew he would be right.

Well, 125 sidewalks later, I had finally done it. It took the entire winter season. It took all my profits. It took everything.

When I got out that white envelope and smoothed the stamp over it, I felt so full. I knew there was one little girl who would have a smile on her face.

It's easier to live life trying not to see things. To think it's all about you. But it's not. There's a whole world out there. You just have to open your eyes and see it. There are opportunities all the time, but you only get one life.

Why not spend it making a difference on somebody else?

I close my eyes and picture Amalia smiling.

I am smiling too.

CLOSING

Danny could have worked hard all winter and saved for new clothes or a trendy gadget. The problem with buying things is that they fade with time. Giving a gift, on the other hand, sticks with us forever. Danny chose to do something life-changing with his money. Because he did, he has a story that will last.



Direct students to complete the My Generous Money Challenge activity on page 25 in their booklets.

LESSON 4 (CONTINUED)

EXPERIENCE GENEROSITY

LIVE IT OUT

EXTRA STOP



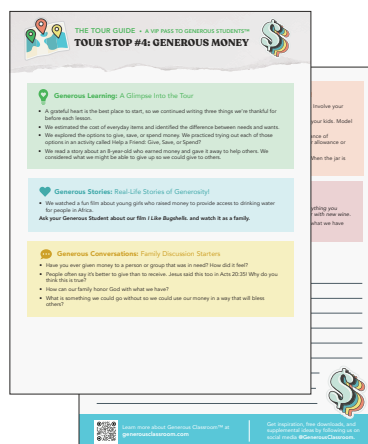
- Incorporate the importance of Generous Money into your math unit when teaching any standards that involve the value of money.



- If your school is currently collecting money for a service project, encourage students to consider giving some of their own money — not their parents' money — to donate.



Send home the TOUR GUIDE for TOUR STOP #4: GENEROUS MONEY. This can be accessed in the Teacher Portal.



TOUR STOP TRAVEL LOG

At the end of every TOUR STOP, students have the opportunity to log what they've learned. If time allows, direct students to complete this on page 26.



[illegible]



TOUR STOP #5

GENEROUS TIME

OVERVIEW

ESSENTIAL QUESTION

How can I be generous with my time when I notice an opportunity?

LEARNING TARGET

I can define Generous Time and choose to help others.

GENEROUS TIME

Use any moment in my day to put Generosity on display.

GENEROUS HABITS

- Awareness.
- Persistence.

OBJECTIVES

Students will:

- Build a habit of gratitude through writing.
- Watch the *I Like Bike*. film and consider the thoughts, feelings, and attitudes of the main characters.
- Define Generous Time and learn how to identify the Three N's — Notice, Near, and Neighbor.
- Read Luke 10:30-37 and discuss the ways The Good Samaritan was generous with his time.
- Identify opportunities to help others and discuss emotions associated with being generous with their time.

TEACHER PORTAL

Access the following TOUR STOP #5 materials:

- *I Like Bike*. film.
- Generous Time slide deck.
- TOUR GUIDE: A VIP Pass to Generous Students.



TOUR STOP AT A GLANCE

LESSON 1: LEARN THROUGH STORY

Define Generous Time. Watch *I Like Bike*. Identify moments in the day to be generous.

LESSON 2: INVITE GOD'S WORD

Read Luke 10:30-37. Identify the Three N's of Generous Time — Notice, Near, and Neighbor.

LESSON 3: VENTURE TOGETHER

Identify moments to be generous with time in the Draw Near and Neighbor Up activity.

LESSON 4: EXPERIENCE GENEROSITY

Discuss opportunities for being generous with time. Prepare for the Generous Exhibition Secret Mission.

UPON COMPLETION

Send the TOUR GUIDE home.





TEACHER TOUR PREPARATION

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

It's always inspiring to see people carry out random acts of kindness, isn't it? It's powerful when individuals take the time to do something helpful or special for someone they don't even know. We are reminded that the world is full of people who want to be kind and helpful.

At Generous Students, we intentionally remove the word — random — from this phrase. We want to teach young people what it means to be generous with their time. The generous life isn't random. It's intentional and purposeful. Generous Time is given when someone uses the minutes, hours, and moments in their day to give, share, and show they care.

How much time does it take to smile at someone you pass by in the cereal aisle at the grocery store?

Approximately one second.

How much time does it take to warmly say "thank you" to the custodian who takes out the trash in your classroom? Approximately two seconds.

How much time does it take to help your co-worker when you make an extra set of copies for her class?

You get the picture.

Today's students live in a distracted world. People spend their free moments looking down at a device or tuning out with headphones. They aren't paying attention to what is going on around them. They are on the go and moving quickly to get where they need to be next.

When you invite your students to slow down and look around — you are reminding them to take in what is happening in their surroundings. You are asking them to notice the people in their lives. Our modern culture is fast-moving and preoccupied. By asking your students to focus whole-heartedly on the world around them, it might feel like you're trying to teach them a foreign language!

But as they begin to look for opportunities to give, share, and show they care, they will begin to understand and experience the gift of Generous Time. In this lesson, we're keeping it simple — I can use my time to help others. Yes, it's your time. And yes, you can choose to use it for others!

Generous Time is given when we use any moment in our day to put Generosity on display.

Has there been a time when someone took a few minutes of their day to do something for you?

Who was it and what did they do?

How about a time recently when someone invested in your heart in a big way — maybe a mentor, coach, teacher, or friend?

Who was it and what did they do?

When you consider the impact these people have had on your life, isn't it exciting to think about equipping your students with the tools of Generous Time so that they can do the same for others around them?

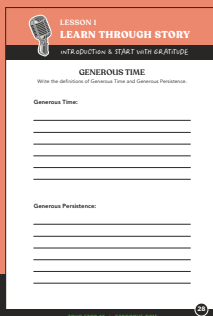
TEACHER TOUR PREPARATION (CONTINUED)

PREPARE YOUR HEART FOR THE JOURNEY AHEAD

Kids may think this area of Generosity is more of a grown-up thing, but that is a major misconception. In this TOUR STOP, you'll teach The Three N's — Notice, Near, and Neighbor. When young people simply look around and notice people, draw near to help them, and show love to others, it's a powerful thing! Use every opportunity to reinforce the idea of awareness. Encouraging your students to notice others around them is a crucial part of their learning.

Some of themes and ideas you'll come across in this TOUR STOP include persistence, The Good Samaritan, and how to help students push through their natural hesitation to help. You might find yourself saying the phrase — "Neighbor up!" — after this TOUR STOP. This phrase will empower your students to look around and notice a chance to be helpful to someone close by.

As you prepare to lead your class through this next way of living generously, take time to think about Generous Time yourself. Consider the people and places in your life that might just be the perfect starting point for you to notice, draw near, and be a good neighbor.



LESSON 1

LEARN THROUGH STORY



INTRODUCTION & START WITH GRATITUDE



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



Teacher Talk is in bold text throughout the TOUR STOP.

★ LESSON PREPARATION

- Access the *I Like Bike*. film.
- Access Generous Time slide deck.



START WITH GRATITUDE!

INTRODUCTION



Begin this lesson by watching the film *I Like Bike*. all the way through and ask students the following questions.

What stood out to you?

What does it mean to be persistent?

Can you think of a time when you were persistent?



Replay the film, stopping after the mom says, "You're right. It's in that part of town." (2:15)



Divide the class into three teams that represent the mom, the dad, and the children.

Put yourself in the shoes of the mom, dad, or children in the film.

What thoughts might be going through your mind at this point in the day?

Turn to a partner and share your thoughts from the perspective of the mom, the dad, or the children.



Discuss the various attitudes that might occur within the family (eager, frustrated, hesitant, bored, etc.).



Provide the following definitions for students to write in their booklet on page 28.

- Generous Time: Use any moment in my day to put Generosity on display.
- Persistence: To keep on trying, even when something is challenging.



Finish the film. (4:01)

The family in *I Like Bike*. used their time to help others. Generous Time can be given in any measure — in moments, minutes, hours, or days. It's about noticing something or someone who has a need and helping them.

LESSON 1 (CONTINUED)

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

When you think about the moments in your school day as a student, what are some helpful things you can do for the people you regularly interact with?

Use The Moments In My Day To Give Away page to jot down some ideas.



Direct students to complete the Moments in My Day To Give Away activity on page 29 in their booklets.

EXTRA STOP



History Connection: Incorporate the importance of Generous Time into your history unit when discussing any historical figures who were persistent in the way they gave their time in service of others.





LESSON 2 INVITE GOD'S WORD



SCRIPTURE CONNECTION



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have them complete their GRATITUDE JOURNAL by writing down three things they are grateful for.

★ LESSON PREPARATION

No preparation required.



START WITH GRATITUDE!

LUKE 10:30-37

In our film *I Like Bike.*, the mom was hesitant about getting bikes for the refugee family and said, "I'm sure someone else made sure the family had bikes by now."

When it comes to helping others, what would happen if we all said, "I'm sure someone else will ...?"



Provide some relatable examples for your students for a rich discussion.

In the New Testament, Jesus shares a parable that teaches us how to respond when we see an opportunity to help others. He shows us what He thinks about how we should use our time. Listen to what He says:

Jesus answered by telling a story. "There was once a man traveling from Jerusalem to Jericho. On the way he was attacked by robbers. They took his clothes, beat him up, and went off leaving him half-dead. Luckily, a priest was on his way down the same road, but when he saw him he angled across to the other side. Then a Levite religious man showed up; he also avoided the injured man.

"A Samaritan traveling the road came on him. When he saw the man's condition, his heart went out to him. He gave him first aid, disinfecting and bandaging his wounds. Then he lifted him onto his donkey, led him to an inn, and made him comfortable. In the morning he took out two silver coins and gave them to the innkeeper, saying, 'Take good care of him. If it costs any more, put it on my bill—I'll pay you on my way back.'

"What do you think? Which of the three became a neighbor to the man attacked by robbers?"

"The one who treated him kindly," the religion scholar responded.

Jesus said, "Go and do the same."

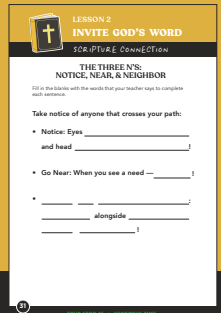
— Luke 10:30-37 (MSG)

Let's look back at some of the action words included in this parable.

LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION



Instruct students read the scripture on page 30 in their booklet and circle or underline the following action words: saw, angled, avoided, traveled, gave, lifted, made, gave, paid.

The priest and the Levite steered clear. However, the Samaritan gave time, attention, help, comfort, and money. Let's talk about this idea of steering clear.

What do you think it means?

Steering clear of others to avoid discomfort in a new situation is a normal response, but what do we give up when we avoid those new opportunities to help others?

The family in *I Like Bike*. could have steered clear. The dad could have simply avoided the newspaper headline and the article altogether. Or they could have had empathetic thoughts for the refugees whose bikes were stolen without acting on those thoughts. And they might have even said a prayer for them and then went on with their day.

But instead, their hearts went out to the refugee family — that moved them into action. They gave wholeheartedly with their ideas, money, time, joy, and patience. This all started with the dad asking his family a simple question, "What can we do about this?"

After they noticed the story, we see the family draw near and decide to do something about it. When they saw how excited the new American family was about their bikes, they realized that coming alongside these people as loving neighbors wasn't just about giving bikes. Giving that gift was all about experiencing a new kind of joy.

The Three N's of Generous Time are Notice, Near, and Neighbor.

Take notice of anyone that crosses your path:

- Notice: Eyes open and head up!
- Go Near: When you see a need — move!
- Be a neighbor: Come alongside those in need!



Direct students to complete The Three N'S: Notice, Near, & Neighbor activity on page 31 in their booklets and fill in the blanks with the answers above.

The family in *I Like Bike*. were invited on a giving adventure when they noticed a need, took action, and chose to come alongside others with kindness. They spent an entire day thinking, shopping, driving, and



LESSON 2 (CONTINUED)

INVITE GOD'S WORD

SCRIPTURE CONNECTION



REFLECT & RESPOND

The Good Samaritan was generous with his time. As Christians, we are called to follow Jesus and live like He did. He was generous with His time: healing, teaching, and serving. How can you be generous with your time?



PAUSE & PRAY

Dear God, help us to respond to others the way You do — with love and kindness. Open our eyes so that we see the needs of the people around us. Please show us how to share Your hope to the people we meet throughout the day. We want to be like You! Thank You for Your kindness toward us and for being so generous to us. Amen.

waiting so they could encourage another family. They gave hours of their time to act on a need they saw.

We can give a full day or more of Generous Time — just like The Good Samaritan and the family in the film. Generous Time can also be given in a simple moment. It doesn't take much time to bless others by noticing them, drawing near their need, and being a kind, helpful neighbor.

When Jesus shared this parable, He was asking the people in the crowd to respond like The Good Samaritan — with love and kindness. He was inviting them to go on a giving adventure — and He is inviting us to respond in the same way!

Look at your Three N's below. In the left column, write down all the ways The Good Samaritan showed Generosity using Generous Time. Now think of a time when you noticed something, you drew near, and neighbored up. In the right column, write down all the ways you showed Generosity by giving of your time.

How did it feel to be generous with your time?



Direct students to complete the Good Samaritan & Me activity on page 32 in their booklets and fill in the blanks with the answers above.



LESSON 3 VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY



★ LESSON PREPARATION

No preparation required.



START WITH GRATITUDE!

DRAW NEAR AND NEIGHBOR UP



Begin with a class discussion.

1. Have you ever noticed an opportunity to help others that you chose to pass up? What happened? (Example: helping my brother with his reading, picking up trash at the lunch tables, handing a stranger the dollar he dropped, playing with a classmate that looks lonely, etc.)
2. When you notice someone who could use your help, what kind of feelings do you have?

Being generous with your time comes naturally to some, but it might feel very challenging and daunting to others. Talking through the hesitations you have about sharing your time with others can be helpful.

How about brainstorming some comfortable and realistic options of how you can share your time effectively?

Today you'll work with a partner to think through a Generous Time opportunity and brainstorm creative ways you can give your time.

Working together, discuss how you can notice, draw near, and neighbor up when this Generous Time opportunity arises. Be ready to tell the class about your partner's plan!



Before releasing students to work in partners, share a personal example or story about a Generous Time opportunity that has happened in your life.



Then direct students to the DRAW NEAR & NEIGHBOR UP! partner activity on page 33 in the student booklet.



After giving students time to discuss their plans with their partners, gather as a whole class to share ideas and responses. This takes Generous Attention as they listen well to their partner during discussion time!



START WITH GRATITUDE!

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



TEACHER TIP

We've all had moments when we have passed up a Generous Time opportunity. Remind students that we're all a work in progress and that God's grace is abundant. Rather than remaining stuck in a place of feeling bad about something we didn't do — let's look forward with anticipation for what opportunity God will give us next!

LESSON 3 (CONTINUED)

VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY

EXTRA STOP



Have your students create a Generous Time advertisement using the following prompt:

Sometimes people need a little nudge to step out of their comfort zone and give their time! Pretend you just got hired to create an advertisement for Generous Time that encourages people to notice, draw near, and neighbor up. What slogan would you use? Come up with a fun advertisement that draws people in and motivates them to help others!



LESSON 4 EXPERIENCE GENEROSITY

LIVE IT OUT



LESSON PREPARATION

- Have the TOUR GUIDE ready to be sent home.



START WITH GRATITUDE!



Direct students to the Generous Exhibition Secret Mission activity on page 34 in the student booklet.

Try saying this five times fast — Generous Exhibition Secret Mission! An exhibition is something important that is put on display for people to see. We've discussed some opportunities that might allow you to put Generosity on display by helping others. As we wrap up our TOUR STOP at Generous Time, your job is to look for an opportunity to give of your time and help someone else. Open your eyes and pay attention to what's going on around you — or you might miss it!

Once you encounter an opportunity to help someone and use your time to do so, write a Generous Exhibition Secret Mission Report on page 34 and bring it back to school ASAP!

What I noticed:

How I went near:

How it felt to be a neighbor:

EXTRA STOP



Take your students out to recess and invite the youngest class in your school to join you. The sole purpose of this class exercise is to spread kindness, be helpful, and look for opportunities to be generous. Make sure that you get administrative approval beforehand. Before embarking on your kindness mission, have your students discuss how to use this time so that it's a blessing to the younger students. Brainstorm some specific plans.



Assign partners to the students in your class that are more introverted. Give them specific game ideas or questions to ask the little ones. Encourage your more outgoing students to be on the lookout for younger students who need someone to play with. Afterward, have your students complete a journal entry about how it felt to give their time. Follow up with a class discussion.



**START WITH
GRATITUDE!**

Play calming music for students to listen to during gratitude time.

Have students complete their GRATITUDE JOURNAL by writing down three things they are grateful for.



LESSON 4 (CONTINUED) EXPERIENCE GENEROSITY

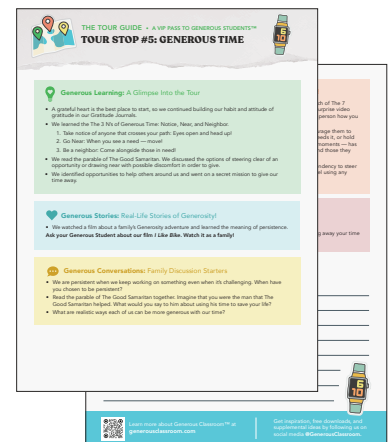
LIVE IT OUT



Write the following quote from the mom in *I Like Bike*. on the board: “Sometimes the need is so close that you miss it.” Discuss what this means and brainstorm needs in your classroom that could be missed if students aren’t paying attention.



Send home the TOUR GUIDE for TOUR STOP #5: GENEROUS TIME. This can be accessed in the Teacher Portal.



TOUR STOP TRAVEL LOG
At the end of every TOUR STOP, students have the opportunity to log what they’ve learned. If time allows, direct students to complete this on page 35.





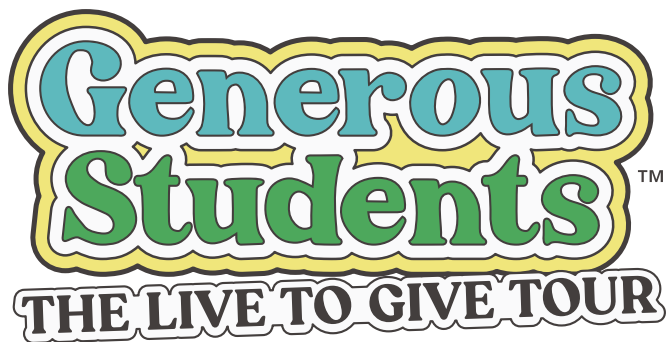
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Generous Students™

THE LIVE TO GIVE TOUR



3RD GRADE
CHRISTIAN SCHOOLS



GENEROUS STUDENTS™: THE LIVE TO GIVE TOUR

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TOUR STOP #6 • Page 36
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GENEROUS THOUGHTS

TOUR STOP #7 • Page 43
GENEROUS ATTENTION



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GENEROUS BELONGINGS



TOUR STOP #4 • Page 20
GENEROUS MONEY

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GENEROUS GOD



TOUR STOP #5 • Page 27
GENEROUS TIME

TOUR STOP #10 • Page 65
WHY GENEROSITY?



TOUR STOP #1

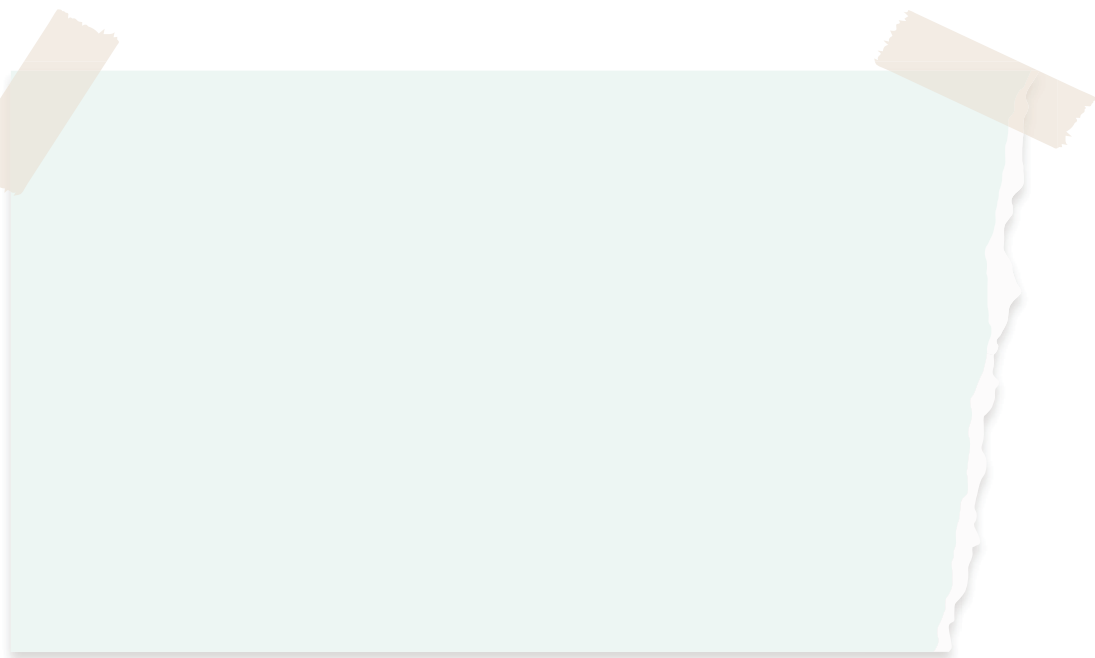
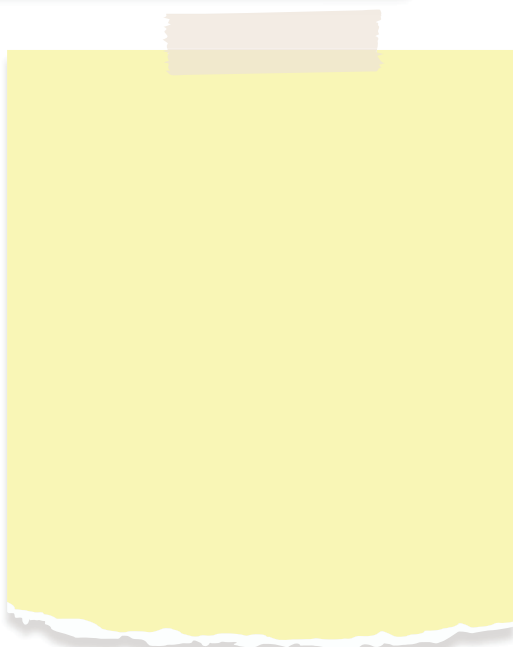


**WHAT IS
GENEROSITY?**

GRATITUDE JOURNAL

TODAY'S DATE

Write or draw three specific things you're thankful for today.

A large, light blue rectangular area with a torn right edge, held in place by two pieces of light brown tape at the top corners. It is intended for writing or drawing three specific things the user is thankful for today.An orange rectangular area with a torn bottom edge, held in place by a piece of light brown tape at the top center. It is intended for writing or drawing one of the three specific things the user is thankful for today.A yellow rectangular area with a torn bottom edge, held in place by a piece of light brown tape at the top center. It is intended for writing or drawing one of the three specific things the user is thankful for today.



LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

WELCOME!

Have you ever taken a tour? Maybe you've toured a historical landmark like the Statue of Liberty or a national park. Maybe you've toured a new school or had the opportunity to take a behind-the-scenes tour at an amusement park. Odds are, you had a tour guide to help you navigate and learn along the way.

You are invited to join THE LIVE TO GIVE TOUR, where we'll discover the wonder of giving, sharing, and caring.

The tour you are about to take is all about Generosity! We will be making 10 amazing stops that reveal The 7 Ways of Living Generously and more. Each small act of Generosity you share has the power to make a big difference in someone's life — from helping a friend with their homework to sharing a simple smile with a classmate.

We'll learn that Generosity isn't just about giving away money or stuff — it's about giving with our thoughts, words, money, time, attention, influence, and belongings.



LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

Use the space below to answer the following question in your own personal and unique way: **What is Generosity?**

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LESSON 2

INVITE GOD'S WORD

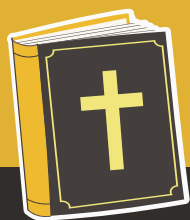
SCRIPTURE CONNECTION

Me + Jesus = Generosity

Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.

— John 21:25

What I Heard



LESSON 2


INVITE GOD'S WORD

SCRIPTURE CONNECTION

A TEXT MESSAGE OF GENEROSITY


Read a story about Jesus' Generosity. Then fill in the blank text messages.

← [Signal] [Wi-Fi] [Battery]

You won't believe this!
Jesus is at it again! 

Who is there?

What is happening?

 Wow! Jesus is nonstop with Generosity.
He's always giving, sharing, and
showing that He cares. What did His
Generosity look like today?



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT

MAKE TODAY GENEROUS
Living out Generosity starts NOW!

MY COMMITMENT

What I'll do:

When:

Who I will be generous with:

☐

Check this box when complete

How did it feel to give?

TOUR STOP #1

WHAT IS GENEROSITY?



TRAVEL LOG

I learned:

I will remember:

Generosity =



THE TOUR GUIDE • A VIP PASS TO GENEROUS STUDENTS™

TOUR STOP #1: WHAT IS GENEROSITY?



Welcome to Generous Students! Your student has joined THE LIVE TO GIVE TOUR to learn about the world of Generosity. After each TOUR STOP, you'll receive this TOUR GUIDE — to share what was taught and let you know how you can join in the life-changing journey of Generosity at home! Visit generousclassroom.com for more information!



Generous Learning: A Glimpse Into the Tour

- A grateful heart is the best place to start, so we started a new habit of writing in a personal gratitude journal.
- We defined Generosity and identified real-life examples of everyday Generosity.
- We wrote text messages of Generosity about the miracles of Jesus.



Generous Stories: Real-Life Stories of Generosity!

- We heard from everyday people about the significance of gratitude and Generosity.
- We examined others' perspectives about what Generosity means.

Ask your Generous Student about our film *What is Generosity?* and watch it as a family.



Generous Conversations: Family Discussion Starters

- What is Generosity?
- Can you think of a time when someone was generous to you? How did it make you feel?
- If you had a magic wand and could make the world a more generous place, what would you do?
- How did Jesus live out Generosity? What can we learn from Him?



Generous Home: Bring Generosity home with these ideas!

- Begin using the word — Generosity — in your family's daily conversations. You'll find that almost everything can be connected to The 7 Ways!
- Set a specific challenge for family members to perform acts of Generosity for others in your home and community. Examples: Leave a kind note for a family member, help a neighbor carry groceries into their house, write a greeting or thank-you card to someone, or simply smile and wave at your neighbors.



Generous Wisdom

John 21:25 — *Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.*

Jesus is the perfect example of Generosity and sharing His life with others! We can learn from Him and follow His lead!



Learn more about Generous Classroom™ at
generousclassroom.com

Get inspiration, free downloads, and supplemental ideas by following us on social media @GenerousClassroom.

TOUR STOP #2


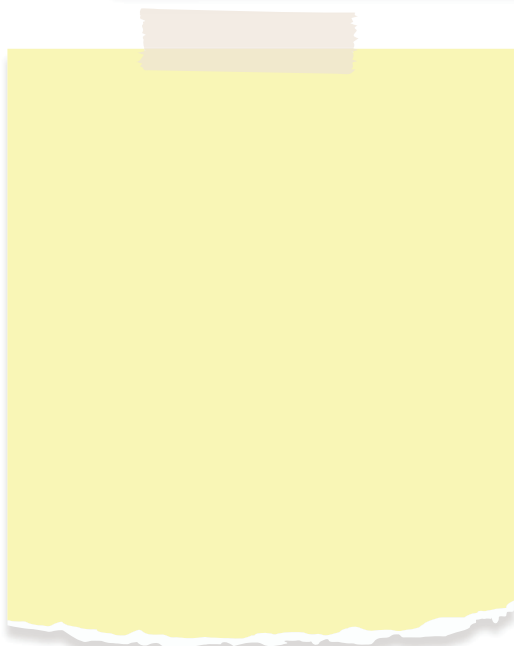
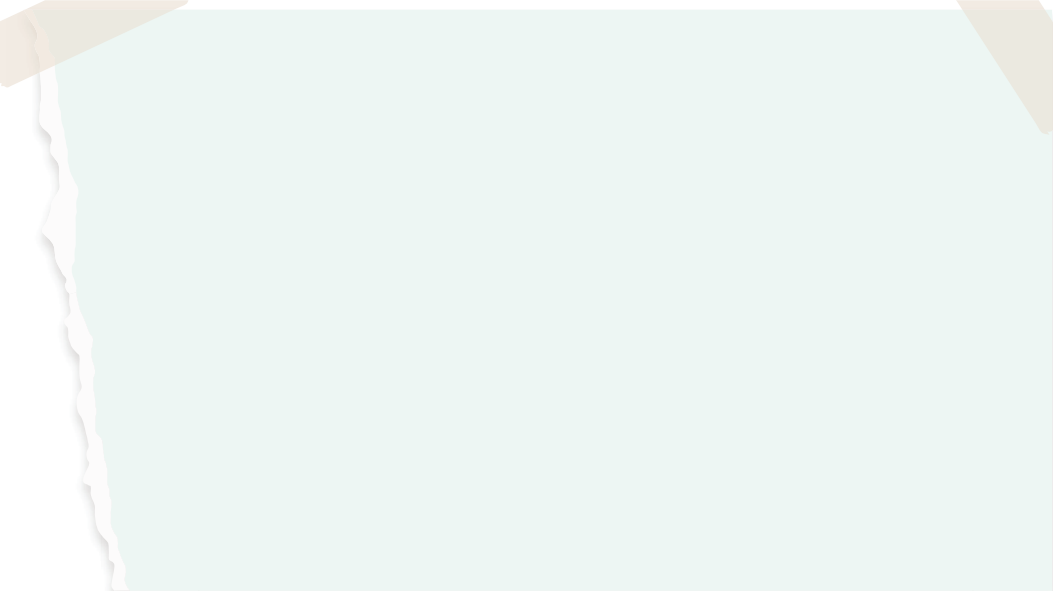


GENEROUS THOUGHTS

GRATITUDE JOURNAL

TODAY'S DATE

Write or draw three specific things you're thankful for today.





LESSON 1

LEARN THROUGH STORY

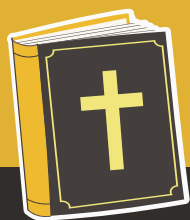
INTRODUCTION & START WITH GRATITUDE

CONSIDER YOU

Consider YOU — deep inside, who are you? Fill in the sentence below. Use three Generous Thoughts that you believe to be true about how God sees you and who He made you to be.

THE

ME.



LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION

HAPPY-REJOICE-LAUGH

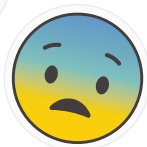
excited
confident
grateful
hopeful

proud
peaceful
joyful
inspired

SAD-MOURN-CRY

nervous
angry
frustrated
mad
lonely
guilty
anxious

gloomy
hopeless
miserable
worried
annoyed
hurt





LESSON 3

VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY

FEEL-REVEAL-HEAL

Feel

- What is my body feeling?
- Are my thoughts and feelings happy or sad?
- What emotion describes the way I feel inside?

Reveal

Make your big feelings and thoughts known to someone you trust. Say them out loud so you are not alone. Example:

- "Can we talk? I'm feeling ____."

Be sure to share your feelings with people that are encouraging, loving, and wise.

Heal

Getting your runaway thoughts on the right track can be done in many ways. Some helpful options include:

- Praying.
- Deep breathing.
- Replacing the runaway thought with a happier thought.
- Thinking about what you're grateful for.
- Writing in your journal.
- Finding a Bible verse that tells you the truth about who you are or who God is.

Do You Feel What I Feel?

Underline any feelings that you have felt during your time here at school.

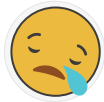


Happy



Grateful

Sad



Worried



Angry



Curious

Excited



Frustrated



Scared



Embarrassed

Nervous



Content



Confused

Jealous

Bored



Loved

Proud

Lonely



Surprised



Silly



From: _____

[illegible]

From: _____

[illegible]

TOUR STOP #2

GENEROUS THOUGHTS

TRAVEL LOG



I learned:

I will remember:

Generous Thoughts =



TOUR STOP #2: GENEROUS THOUGHTS



Generous Learning: A Glimpse Into the Tour

- A grateful heart is the best place to start, so we started each lesson by writing and learned that Generous Thoughts are when we think something kind. We wrote this thought in our personal gratitude journal.
- We discovered the connection between our emotions and thoughts, and ourselves and others.
- We had a powerful classroom experience called Do You Feel What I Feel?
- We practiced how to use the Feel-Reveal-Heal tool to identify, communicate, and grow through our thoughts and feelings.
- We did the I See a Friend in You! activity and affirmed our classmates.



Generous Stories: Real-Life Stories of Generosity!

- We watched a powerful film about Joshua, a student who was bullied, but allowed Generous Thoughts to change the trajectory of his life.
- We discussed the importance of treating others with respect and kindness.
- We explored ways to understand our classmates' emotions and feelings.

Ask your Generous Student about our film *I Like Bowties, Not Bullying!* and watch it as a family.



Generous Conversations: Family Discussion Starters

- Hold a family gratitude circle. Each person thinks a Generous Thought about each family member and shares it out loud.
- Ask your child to teach the family about the Feel-Heal-Reveal tool and practice using it as a family.
- What situations cause your thoughts to be negative or unkind toward others? How can we help each other turn those thoughts around so they're generous?



Generous Home: Bring Generosity home with these ideas!

- Be a model of Generous Thoughts for your child. As you observe opportunities to be generous and kind in the ways you approach situations or people, share your thoughts aloud so they can hear Generous Thoughts in action. Example: "That person is not speaking to me in a very kind tone, but I have no idea what they might be going through today."
- If your student is facing insecurity, friendship struggles, or discouragement, encourage them to reframe their thoughts with Generosity. Remind them to use the definition of Generous Thoughts to think kindly about themselves and others: Use a thought in my mind to think something kind.
- Being a parent can be a perilous journey, with so many ups and downs. Take your own thoughts to your Heavenly Father and pray for your child or any burdens that are taking up space in your thoughts. Let God's generous love and nearness lead you as a parent.



Generous Wisdom

Romans 12:15-17 — *Rejoice with those who rejoice; mourn with those who mourn. Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited. Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone.*

When we rejoice with those who rejoice and mourn with those who mourn, we respond to the people around us with empathy and Generous Thoughts!



NOTES & IDEAS



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TOUR STOP #3

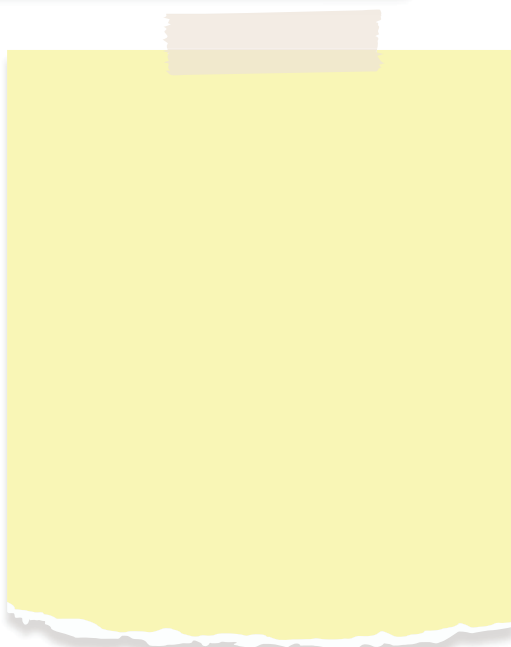
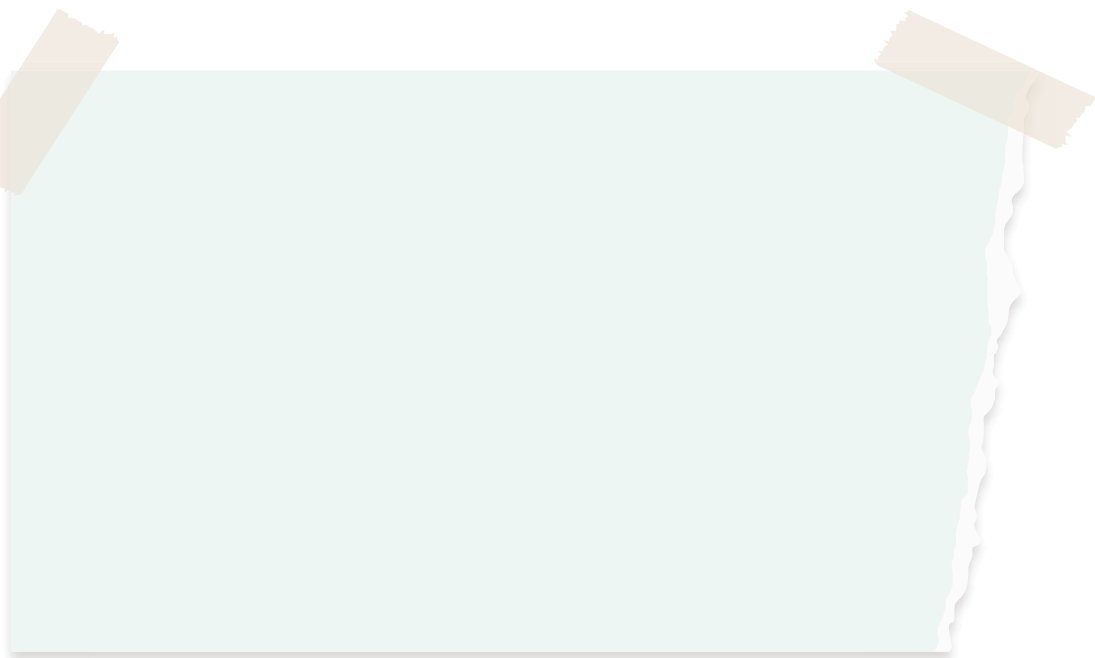


GENEROUS WORDS

GRATITUDE JOURNAL

TODAY'S DATE

Write or draw three specific things you're thankful for today.





LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

PUT YOURSELF IN THEIR SHOES

Write some words or phrases inside the pair of shoes to describe what you think it would feel like to be in Damien's shoes.



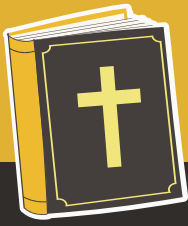
DAMIEN'S
SHOES

When you seek to _____ the feelings
of someone else and you _____
those feelings (even though they aren't your own),
you show _____ .

Write some words or phrases to
describe what you think it would
feel like to be in the person's shoes
who is saying hurtful things.



What do you notice about the feelings and experiences in both pairs
of shoes?

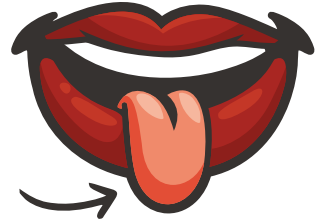
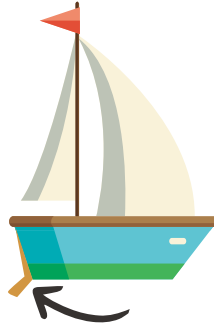


LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION

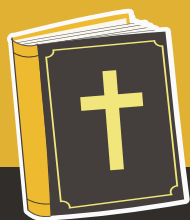
WHAT DO THESE 3 THINGS HAVE IN COMMON?



When we put bits into the mouths of horses to make them obey us, we can turn the whole animal. Or take ships as an example. Although they are so large and are driven by strong winds, they are steered by a very small rudder wherever the pilot wants to go. Likewise, the tongue is a small part of the body, but it makes great boasts. Consider what a great forest is set on fire by a small spark.

— James 3:3-5

What I Heard



LESSON 2

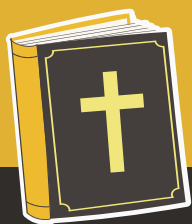
INVITE GOD'S WORD

SCRIPTURE CONNECTION

SPARKING LOVE OR HURT?

Read the words and phrases on the sheet your teacher gave you that share Damien's experience at school and on the baseball field. Decide if the words spark love or hurt, then cut and paste them into the Spark Love or Spark Hurt images.





LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION



Sparkling Love or Hurt?

Read the words and phrases below from Damien's experience at school and on the baseball field. Decide if the words spark love or hurt, then cut on the dotted lines and glue them into the Sparks Love or Sparks Hurt pages in your booklet.

I don't belong.

Loser.

I believe in you.

Nobody likes you.

**I can look past my inability
and see my possibility.**

Sparkling Love or Hurt?

Read the words and phrases below from Damien's experience at school and on the baseball field. Decide if the words spark love or hurt, then cut on the dotted lines and glue them into the Sparks Love or Sparks Hurt pages in your booklet.

I don't belong.

Loser.

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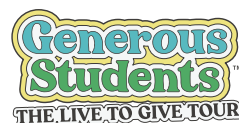
Nobody likes you.

**I can look past my inability
and see my possibility.**



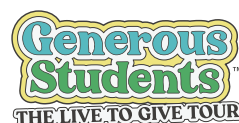
Dear _____ ,

You are _____



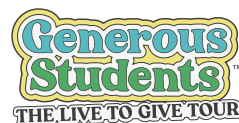
Dear _____ ,

You are _____



Dear _____ ,

You are _____



Dear _____ ,

You are _____



Generous Learning: A Glimpse Into the Tour

- A grateful heart is the best place to start, so we continued writing in our personal gratitude journal.
- We defined Generous Words and learned about the power of words, along with the option of choosing careful words over careless words.
- We continued the conversation about empathy and put it into practice with an activity called Put Yourself in Their Shoes.
- We chose someone in our school community to encourage with Generous Words.



Generous Stories: Real-Life Stories of Generosity!

- We watched a powerful film that highlights the effect of hurtful and encouraging words.

Ask your Generous Student about our film *Generous Words* and watch it as a family.



Generous Conversations: Family Discussion Starters

- How would you describe the way our family speaks to one another? (respectful/kind/gentle or disrespectful/mean/harsh)
- Generous Words are spoken when we use what we say to make someone's day. When has someone spoken Generous Words to you recently, and how did it feel?
- Family Compliment Circle: Begin by giving a specific compliment to someone in the family. That person then gives a specific compliment to someone else. The circle continues until everyone has received a compliment. Afterwards, talk about it! The key is to give specific compliments that help people feel known and loved.
- Is there anything on your mind that you want to share, so we can understand how it feels to be in your shoes?



Generous Home: Bring Generosity home with these ideas!

- Thank You Notes: Teach your kids how to write thank-you notes so they can share heartfelt, Generous Words with special people in their lives.
- Generous Words Wall: Find a place in your home that can be used as a Generous Words Wall. Encourage your family members to write positive, encouraging notes for each other. Post them on the wall for everyone to see.
- Model Generous Words by telling your kids what you appreciate about people in your life after you spend time with them. Let them see you speak Generous Words directly to people.



Generous Wisdom

James 3:3-5 — *When we put bits into the mouths of horses to make them obey us, we can turn the whole animal. Or take ships as an example. Although they are so large and are driven by strong winds, they are steered by a very small rudder wherever the pilot wants to go. Likewise, the tongue is a small part of the body, but it makes great boasts. Consider what a great forest is set on fire by a small spark.*

The words we use can either spark love or hurt. Choose to spark love with Generous Words!



NOTES & IDEAS



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TOUR STOP #3

GENEROUS WORDS



TRAVEL LOG

I learned:

I will remember:

Generous Words =

TOUR STOP #4

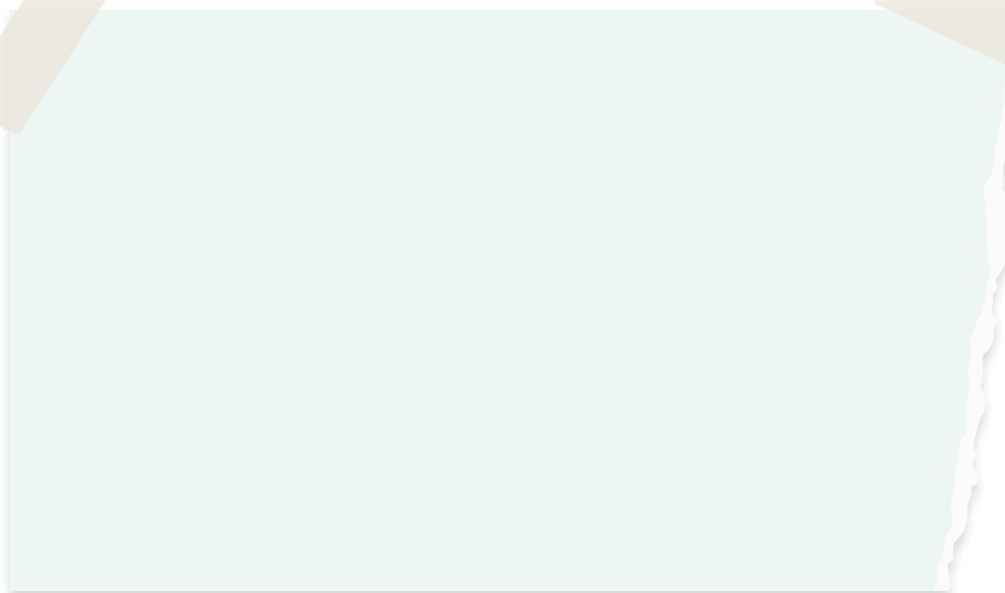


GENEROUS MONEY

GRATITUDE JOURNAL

TODAY'S DATE

Write or draw three specific things you're thankful for today.





LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

LET'S TALK MONEY

Take a couple of minutes to think about the cost of living and how much money we pay for some of the different things we enjoy. Write down what you think the approximate cost is for the items listed below. If you're not sure, just take a guess!

Starbucks

Frappuccino

\$ _____

Family water bill for a month

\$ _____

Monthly subscription to Netflix

\$ _____

Monthly groceries for a family of four

\$ _____

Club soccer ball

\$ _____

McDonald's nuggets

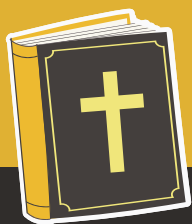
\$ _____

A bottle of water

\$ _____

New video game

\$ _____



LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION

Honor the Lord with your wealth and with the best part of everything you produce. Then he will fill your barns with grain, and your vats will overflow with good wine.

— Proverbs 3:9-10

What I Heard

Reflect on Proverbs 3:9-10 and the conversation you had with your classmates. Then put this verse in your own words. Include an illustration to go with it.



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT

I LIKE SMILES.

By Danny

A few years ago I started my own business. I began the old-fashioned way, going door to door, introducing myself, and offering my services by shoveling sidewalks. I kept knocking on doors until I lined up 12 accounts. I was ready to work hard and watch the profits roll in.

I was 8 years old.

My clients were thrilled, because it was wintertime. For one dollar I would shovel the snow off their sidewalks until the pavement showed through. I imagined what I would do with my earnings. All those dollar bills would stack up tall. The sky was the limit. I waited with anticipation for the first snow to fall.

Before it did, before my work even began, my dad and I were sitting at the table eating breakfast. He slid the morning paper across the table and said, "Whaddaya think about this?"

Right in the middle of the sports highlights was a black-and-white advertisement. It was for Smile Train, the international charity that helps kids in desperate need of a simple cleft-palate surgery.

Once I saw the ad, I could not unsee it. I looked at a particular picture — one of a girl named Amalia. It was as if she were looking back at me. She seemed so helpless. I thought — What if that was me?

Immediately I knew what I was going to do. I was going to help the helpless. I was going to help Amalia.



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT

The surgery cost \$250. My dad said he would match me dollar for dollar, so it was up to me to make \$125.

That winter it snowed. A lot. I didn't realize how hard the shoveling would be. It was so cold. Instead of sitting in my cozy house, I was standing in the snow up to my kneecaps trying to dig my way to the bottom. As soon as I got one sidewalk done, it would snow again. I didn't want to do it anymore. I wanted to be inside drinking hot chocolate. I thought about my dad and how maybe he could pay for the whole thing himself. But I knew he would tell me to keep going, and I knew he would be right.

Well, 125 sidewalks later, I had finally done it. It took the entire winter season. It took all my profits. It took everything.

When I got out that white envelope and smoothed the stamp over it, I felt so full. I knew there was one little girl who would have a smile on her face.

It's easier to live life trying not to see things. To think it's all about you. But it's not. There's a whole world out there. You just have to open your eyes and see it. There are opportunities all the time, but you only get one life.

Why not spend it making a difference on somebody else?

I close my eyes and picture Amalia smiling.

I am smiling too.



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT

MY GENEROUS MONEY CHALLENGE

Danny used a skill to make money so he could help provide smiles to people. He saved his money, then he gave his money. The girls in *I Like Bugshells*. did the same. Remember when we explored the cost of everyday items like chicken nuggets and Frappuccinos?

Take a few minutes and reflect on something you could give up this week so you can give that money to someone or something else — you could use it to help another person. In the space below, write about what you could give up, how much money you could save, and how that money could be given away. Ask your parents if this is a good time to make this happen. If so, go for it!

What I can give up:

Amount of money: _____

How I can give:

TOUR STOP #4

GENEROUS MONEY



TRAVEL LOG

I learned:

I will remember:

Generous Money =

TOUR STOP #5

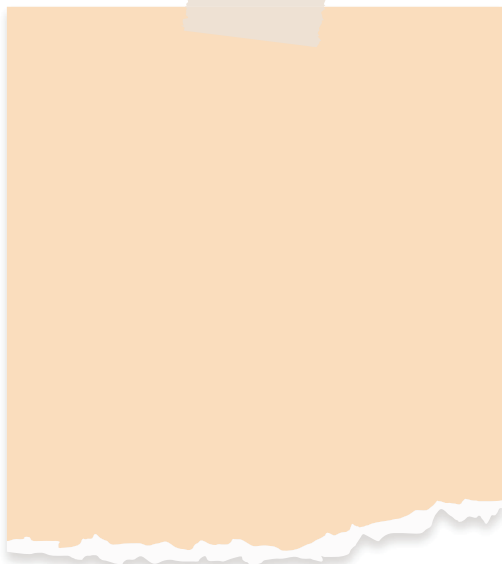
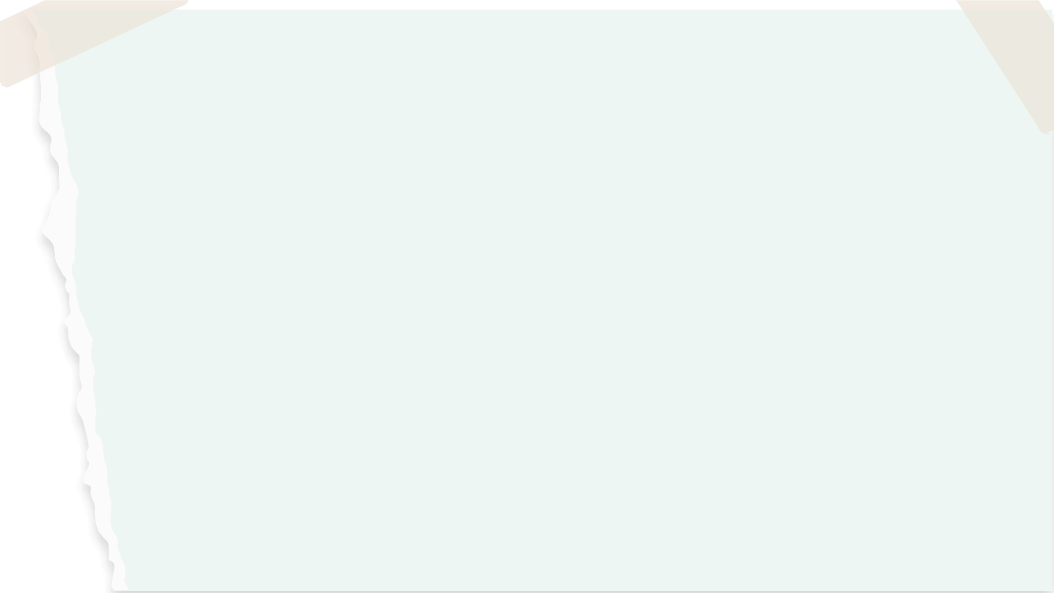


GENEROUS TIME

GRATITUDE JOURNAL

TODAY'S DATE

Write or draw three specific things you're thankful for today.





LESSON 1

LEARN THROUGH STORY

INTRODUCTION & START WITH GRATITUDE

GENEROUS TIME

Write the definitions of Generous Time and Generous Persistence.

Generous Time:

Generous Persistence:



LESSON 1

LEARN THROUGH STORY

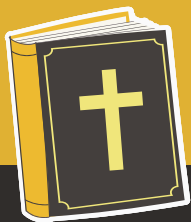
INTRODUCTION & START WITH GRATITUDE

MOMENTS IN MY DAY TO GIVE AWAY

What are helpful things you can do for the people you interact with regularly?

Example: Help my younger sibling put her shoes on before preschool.

[illegible]



LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION

Jesus answered by telling a story. "There was once a man traveling from Jerusalem to Jericho. On the way he was attacked by robbers. They took his clothes, beat him up, and went off leaving him half-dead. Luckily, a priest was on his way down the same road, but when he saw him he angled across to the other side. Then a Levite religious man showed up; he also avoided the injured man.

"A Samaritan traveling the road came on him. When he saw the man's condition, his heart went out to him. He gave him first aid, disinfecting and bandaging his wounds. Then he lifted him onto his donkey, led him to an inn, and made him comfortable. In the morning he took out two silver coins and gave them to the innkeeper, saying, 'Take good care of him. If it costs any more, put it on my bill — I'll pay you on my way back.'

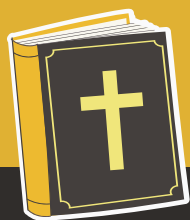
"What do you think? Which of the three became a neighbor to the man attacked by robbers?"

"The one who treated him kindly," the religion scholar responded.

Jesus said, "Go and do the same."

— Luke 10:30-37 (MSG)

What I Heard



LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION

THE THREE N'S: NOTICE, NEAR, & NEIGHBOR

Fill in the blanks with the words that your teacher says to complete each sentence.

Take notice of anyone that crosses your path:

- **Notice: Eyes** _____
and head _____ !
- **Go Near: When you see a need —** _____ !
- _____ :
_____ alongside _____
_____ !



LESSON 2

INVITE GOD'S WORD

SCRIPTURE CONNECTION

THE GOOD SAMARITAN & ME

Look at your Three N's below. In the left column, write down all the ways The Good Samaritan showed Generosity using Generous Time. Now think of a time when you noticed something, you drew near, and neighbored up. In the right column, write down all the ways you showed Generosity by giving of your time.

NOTICE

NEAR

NEIGHBOR

**GOOD
SAMARITAN**

ME

How did it feel to be generous with your time?



LESSON 3

VENTURE TOGETHER

DEEPER LEARNING IN COMMUNITY

DRAW NEAR & NEIGHBOR UP!

Your eyes are open, your head is up, and you are noticing things happening around you.

You might notice:

- An elderly woman struggling to put heavy groceries in the trunk of her car.
- Your neighbor raking a huge amount of leaves on her driveway.
- Your friend having a hard time with a math problem.
- Some trash on the ground by the lunch tables.
- Your friend having a hard time fitting everything into their backpack during pack-up time.
- A classmate dropping their pencil box and everything falls out.
- Design your own neighbor up moment. (optional)

Choose one of the situations and work together to decide how you would:

1. Draw near — How will you move? Where will you go?
2. Neighbor up — How can you come alongside? What could you say?



LESSON 4

EXPERIENCE GENEROSITY

LIVE IT OUT

GENEROUS EXHIBITION SECRET MISSION

Try saying this five times fast — Generous Exhibition Secret Mission!
An exhibition is something important that is put on display for people to see. We've discussed some opportunities that might allow you to put Generosity on display by helping others. As we wrap up our TOUR STOP at Generous Time, your job is to look for an opportunity to give of your time and help someone else. Open your eyes and pay attention to what's going on around you — or you might miss it! Once you encounter an opportunity to help someone and use your time to do so, write a Generous Exhibition Secret Mission Report below and bring it back to school!

What I noticed:

How I went near:

How it felt to be a neighbor:

TOUR STOP #5

GENEROUS TIME

TRAVEL LOG



I learned:

I will remember:

Generous Time =



THE TOUR GUIDE • A VIP PASS TO GENEROUS STUDENTS™

TOUR STOP #4: GENEROUS MONEY



Generous Learning: A Glimpse Into the Tour

- A grateful heart is the best place to start, so we continued writing three things we're thankful for before each lesson.
- We estimated the cost of everyday items and identified the difference between needs and wants.
- We explored the options to give, save, or spend money. We practiced trying out each of those options in an activity called Help a Friend: Give, Save, or Spend?
- We read a story about an 8-year-old who earned money and gave it away to help others. We considered what we might be able to give up so we could give to others.



Generous Stories: Real-Life Stories of Generosity!

- We watched a fun film about young girls who raised money to provide access to drinking water for people in Africa.

Ask your Generous Student about our film *I Like Bugshells*. and watch it as a family.



Generous Conversations: Family Discussion Starters

- Have you ever given money to a person or group that was in need? How did it feel?
- People often say it's better to give than to receive. Jesus said this too in Acts 20:35! Why do you think this is true?
- How can our family honor God with what we have?
- What is something we could go without so we could use our money in a way that will bless others?



Generous Home: Bring Generosity home with these ideas!

- Sponsor a child, animal, or community project through a nonprofit organization. Involve your child in the process from start to finish.
- Model generosity by paying for someone else's drive-thru bill when you're with your kids. Model how you can give and spend at the same time.
- It's never too early to teach your kids money-management skills and the importance of Generosity. Consider incorporating the Give, Save, or Spend approach into your allowance or money-management system.
- Keep a designated jar in your home where family members can place change. When the jar is full, decide together where you will donate the money.



Generous Wisdom

Proverbs 3:9-10 — *Honor the Lord with your wealth and with the best part of everything you produce; then your barns will be filled to overflowing, and your vats will bring over with new wine.*

When we choose to honor God with our money, we offer Him the first and best of what we have been given.



NOTES & IDEAS



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THE LIVE TO GIVE TOUR



WHAT IS GENEROSITY?

GENEROUS INFLUENCE



GENEROUS THOUGHTS

GENEROUS ATTENTION



GENEROUS WORDS

GENEROUS BELONGINGS



GENEROUS MONEY

GENEROUS GOD



GENEROUS TIME

WHY GENEROSITY?

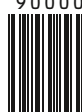


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