



The Adventure of Forgiveness

**A Guided Curriculum for Children Ages 6-8
(Grade 1 in the US, P3 in the UK)
within a Christian Context**

Robert D. Enright, Ph.D.

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The Adventure of Forgiveness: A Guided Curriculum for Children Aged 6-8

You are about to embark on a truly exciting adventure: you will help your students to forgive. We cannot think of a more worthwhile activity for them. Forgiving people who hurt us deeply can lift the weight of revenge that has been strapped to our backs for years. We have known people who have resented family members for 50 years. One man, whose father was very unkind to him when he was a child, had a recurrent dream for 22 years of his father chasing after him. He knew what he was going to dream about upon retiring nightly! Once he learned to forgive his father, that dream left. He inherited a sense of peace.

Forgiveness is like that. It has a way of cutting through our anger, disappointment, and resentment to give all involved persons a fresh start. As you forgive, you are set free from the prison of resentment. As you offer forgiveness to another, he or she has the chance to begin anew with you, trying to be more civil, more respectful, and more kind. Those around you benefit because you are less likely to carry your anger into other situations. You are less likely to displace your anger onto those who don't deserve such treatment.

Forgiveness is full of surprises. With about twenty-eight years of forgiveness research experience between us, we have seen remarkable improvements in the emotional health and well-being of children, adolescents, young and middle-aged adults, and the elderly as they learned to forgive. We have seen lives transformed.

Forgiveness, of course, has a long history, dating back to the oldest preserved record, which we find in the Hebrew text of Genesis. In that story, which has appeared both in modern day film and on Broadway, Joseph forgives his brother and half-brothers for selling him into slavery in Egypt. Some of the important themes in that story are as follows:

1. Joseph forgave unconditionally. He did not await repentance or an apology from his brothers. The same unconditional forgiveness is seen in another ancient story, that of the Prodigal Son in the Christian New Testament.
2. Joseph's forgiveness was not easy. He went back and forth from anger to mercy, to anger again. Forgiveness can take time and it certainly makes room for some initial anger toward the person who was (or people who were) unjust.
3. Joseph's forgiveness was filled with love. He did not just accept what happened or simply cast aside a gnawing anger. He wept and embraced his brothers, showing them lavish mercy. Again, this same theme resounds in the story of the Prodigal Son.
4. Joseph's forgiveness was life-giving for the ones forgiven. His forgiving was a gift that benefited all.

Forgiveness can be defined this way: When you are unjustly hurt by another person, you forgive when you struggle to give up the resentment (to which you are actually entitled because you were unfairly treated) and you strive to offer the offending one compassion, benevolence, and love (knowing that yours is an act of mercy and therefore not necessarily deserved by the person).

Forgiveness has three paradoxes embedded in it:

1. A forgiver gives up resentment even though the world might tell him or her to cling to the resentment. Why cast off the resentment? Common sense might say, “Be strong,” “Show your anger,” or “Don’t let the person get away with this!” A forgiver gives up resentment nonetheless.
2. A forgiver seems to be doing all of the giving and the offender all of the taking. After all, that person hurt you, so why should you give the gift of compassion, benevolence, and love? Is it not the offender’s turn to give to you, not the other way around? A forgiver gives these gifts nonetheless.
3. A forgiver, who reaches out to the other person with concern and care, often finds that he or she (the forgiver), is the one who is emotionally healed.

As you learn more about forgiveness, you will see that it is not always what it seems to be. Forgiveness is not something weak; instead, it is strong. Giving a gift to one who was unfair is a lavish act of love and mercy. Forgiveness does not make us a doormat, to be walked on by others. When we forgive, we can and should stand up for our rights.

Forgiveness is not the same as condoning or excusing. When we forgive, we do not find an excuse for another person’s actions. Instead, we label the other person’s actions as wrong. Forgiveness does not equal forgetting. We have observed many people forgive, and we can say that we have never—not once—seen anyone who forgets the offense. Yes, people may remember in new ways, but they do not develop a curious moral amnesia upon forgiving.

Forgiveness and reconciliation are not one and the same. When a person forgives, he or she unilaterally offers an end to resentment and acts with compassion and love. The other person might spurn this gift, but the gift-giver is the one who decides whether or not to give it. When two or more people reconcile, they come together again in mutual trust, since to reconcile is to trust the other person again. To forgive is to offer love, but not necessarily to trust the other person unless he or she resolves 1) not to offend in the same way again (within reason); 2) to repent; and 3) to offer recompense. One can forgive and then not reconcile if the other remains in his or her hurtful ways.

As you work with children on forgiveness, please keep in mind some basic issues to guard the children's rights and safety. Consider four ideas below:

1. Forgiveness is a choice of the forgiver. Teachers, parents, or anyone else should not demand that a child forgive someone. If a child does not want to forgive, we must respect that decision. This is what we mean when we say that forgiveness is a choice:

1. All people are free to choose or to reject forgiveness. Society, groups, or individuals must not force a person to engage in forgiveness. The person must willingly and freely choose the good of forgiveness. We realize that at times such a choice is painfully difficult and that the person needs some time to more clearly make such a choice.
2. When a person chooses forgiveness, that choice has to be a gift given freely from the heart. It should not be given because of external rewards, expectations, or pressure from others.

This is what we do **not** mean when we say that forgiveness is a choice:

- ✦ We do not mean by "choice" that this is some kind of superficial decision such as, "Should I have peas or carrots tonight?" This decision is superficial primarily because in the big picture, it almost doesn't matter which vegetable you choose. Because forgiveness is a moral virtue, it matters greatly whether we choose it or not.
- ✦ When we use the word "choice", we do not mean that we will leave the moral virtue of forgiveness entirely behind if today we are so angry that we refuse to forgive our neighbor for an injustice against you." In other words, it is not that we are choosing to leave forgiveness behind with our neighbor for all time with regard to this particular injustice. We may choose to come back to this issue when we are not so angry.
- ✦ When we use the word choose, we do not mean that the one who is considering forgiveness is exclusively deciding between 2 or more virtues. For example, we do not mean that if a person decides to seek justice against one's neighbor for this offense, then forgiveness can be put on the shelf. Forgiveness is not a dichotomous virtue in that the person is choosing one and only one virtue and if forgiveness is not the choice, then forgiveness is put far away in the closet.
- ✦ When we use the word choose, we are not suggesting that a choice against forgiveness is the only moral good and that forgiveness itself, once rejected, has somehow mysteriously lost its moral quality. Let us explain: some people do not realize that forgiveness is a moral virtue, but instead consider it to be some kind of morally-neutral behavior, which it is not. Every choice that involves a rejection of a moral virtue must be pondered carefully because all moral virtues are concerned with the good in this life. Whenever a moral virtue is rejected in a particular situation, such as rejecting patience, rejecting fairness, or rejecting forgiveness, the choice involves rejecting something that is morally good. Let us clarify further: If the person rejects forgiveness, but then has a different response of moral goodness, this in no way makes the person's behavior immoral. At the

same time, it may be a challenge for the person to realize that he or she, in rejecting an appropriate moral response, such as forgiveness, might mean that he or she is not living according to his or her best self.

- ✦ Finally, we come to a big picture issue. If a person chooses to reject forgiveness toward one's neighbor for any and all injustices by that neighbor and continues to choose against forgiveness for any injustice from any person, this itself could present a considerable moral dilemma for the person. To reject any moral virtue under all circumstances is to reject goodness.

2. Forgiveness does not mean that a child automatically enters into a relationship with a bully or anyone who is a danger to the child. Please remember that forgiveness and reconciliation are not the same thing.

3. Please avoid putting pressure on the class as children learn to forgive. Forgiveness is not like other subjects (e.g., math, science, etc.) where children get good grades for performing better than others. We should avoid making forgiveness into a competition. Try to get the children to enjoy this, again keeping in mind that it is their choice.

4. Even if a child does not want to forgive someone, you should decide whether or not it is appropriate for the child at least to learn about forgiveness. Understanding forgiveness is not the same as practicing it. A skeptic might say that this tactic is just a subtle way of getting a child to practice it. We disagree. When handled sensitively, you can encourage the child to listen and learn without the pressure to perform acts of forgiveness.

The Curriculum

We divided this forgiveness curriculum into three separate but related parts. In the first part (lessons 1-7), rather than concentrating on forgiveness per se, the children will be focusing on five of **the major ingredients involved in forgiving another person**: the ideas of inherent worth, moral love, kindness, respect, and generosity. These are explained below.

Inherent worth. This is the important idea that all people have deep worth and this is because they are people, members of the human family. This deep worth cannot be earned nor taken away. It is an essential part of each person. Within the context of forgiveness, it is akin to the idea that we are to love the offender, but dislike the offense. As children learn that all people have deep worth (even following injustice), they will be laying an important foundation for forgiving.

Moral Love. When we morally love someone, we love him or her unconditionally, despite his or her flaws. Certainly, someone who morally loves another can ask fairness of him or her. Yet, the one who morally loves has the other person's best interest at heart. Moral love is not a selfish or self-centered love. It has that lavish notion of love that Joseph showed to his brothers. Moral love underlies true forgiveness.

Kindness. When people are kind, they tend to be warm-hearted, concerned about the other person, and humane. People who practice kindness are laying the foundation for forgiving. Some people talk about the “change of heart” that occurs when someone forgives. The stony heart becomes the softened heart.

Respect. When someone shows respect, he or she regards the other person highly. Some people think that respect must be earned. We believe, following the great philosopher Immanuel Kant, that people possess intrinsic value to such a degree that we should respect all persons. We respect not because of what people *do*, but rather because of who they *are*. As children practice respecting all people, they make forgiveness easier in the future.

Generosity. To be generous is to give abundantly. It is a gift-giving that surprises and delights the recipient. If children can learn to be generous, they will be in a better position to understand what it means to give a gift of forgiveness to someone who hurts them.

To repeat, our intention in the first seven lessons is not to have the children understand or practice forgiveness, but instead to understand five of the important aspects of forgiveness.

The second part of this curriculum (lessons 8-12) is intended once again to introduce the above five ideas in the specific context of forgiveness. We are not asking children at this point to forgive anyone. Instead, we are asking them to *understand* inherent worth, kindness, moral love, respect and generosity all within the context of forgiveness. We do this through stories that illustrate these ideas.

Finally, in the third part of the curriculum (lessons 13-17), we ask the children to think about someone who has treated them unfairly. We then have them try to forgive that person by exercising the idea of inherent worth and the virtues of moral love, kindness, respect, and generosity toward that person. Part three is the practical component of the curriculum. The first two parts set the stage for actual forgiving.

Forgiveness encompasses more than the practice of inherent worth and the exercise of the virtues of moral love, kindness, respect, and generosity, but since this curriculum is based on the principles of developmental psychology, we wanted to start small, teach some of the basics, and keep it somewhat simple. We save the complexity and subtlety for later grades.

A word on our choice of curricular materials is in order. Our intent here is to make the exploration of forgiveness interesting and fun. One does not learn to play football by being thrust into highly competitive, serious situations too early. At first, it is sufficient for the children to run out onto the field on a warm afternoon, kick the ball around, and not yet worry about all the rules and regulations. It is the same with forgiveness. Its introduction should be somewhat light, free from lots of rules, and fun.

To that end, we have chosen many books and stories by Dr. Seuss, a true genius of children’s literature. As you read his stories you will be struck by his playfulness, his rhythmic use of the English language, and his fun. Yet, he has a serious side as he tells children about inherent worth, moral love, kindness, respect and generosity. The children might get so absorbed

with Dr. Seuss' fanciful creatures that they miss the underlying moral message. Our curriculum is intended to let those messages shine. If the children can begin to understand the five basics (inherent worth, moral love, kindness, respect, and generosity), if the children can begin to understand how those five basics are part of forgiveness, and if the children can practice forgiveness using these five basics, you as the teacher will have laid the foundation for a lifetime of forgiving. You will have done something very important for your children.

If you have any questions or concerns regarding the forgiveness lessons in this guide, please contact Robert Enright (rd.enright@yahoo.com).

Best Regards,

Jeanette A. Knutson
Robert D. Enright

Book and VHS/DVD List

Horton Hears a Who by Dr. Seuss

The Sneetches and Other Stories by Dr. Seuss

Horton Hatches the Egg by Dr. Seuss

Yertle the Turtle by Dr. Seuss

My Many Colored Days by Dr. Seuss

The Butter Battle Book by Dr. Seuss

The Tears of the Dragon by Hirosuke Hamada

Pumpkin Soup by Helen Cooper

DVD

The Grinch Who Stole Christmas/Horton Hears a Who by Dr. Seuss

Part One

**Learning About Inherent Worth, Moral Love, Kindness,
Respect, and Generosity Prior to Forgiveness**

Lesson One:
A Person Is a Person, Part One

Main Ideas

This is the first of three lessons in part one that will teach about the concept of inherent worth. As the students learn about inherent worth, they will be provided with an important foundation that will help them as they learn to forgive in later lessons.

What does it mean to say that all people have inherent worth? It means that *all people* are of great value (deep worth). They are ends in-and-of themselves. The deep worth of all people is not based on appearance, possessions, behavior, position in life, place of residence, or other such external differences. These differences certainly contribute to our unique personalities and lifestyles, but they do not determine value. A focus on differences may cause us to miss the fact that all people have deep worth.

How do we get inherent worth (deep worth)? It cannot be earned nor can it be taken away. All people have inherent worth (deep personal value) simply because they are people.

People are not on this earth to be used, manipulated, or disrespected. We are to treat each person as he or she is—a person of deep worth.

Lessons one through seven will provide a solid “forgiveness foundation” that will help the students as they learn to forgive in the later lessons.

General Objectives

The students will:

- ✚ Learn that *all people* have deep worth. A person is a person.
- ✚ Learn that *all people* are ends in-and-of themselves.
- ✚ Learn that inherent worth is not based on personal differences like appearance, possessions, behavior, position in life, place of residence, and so forth.
- ✚ Learn that inherent worth cannot be earned nor can it be taken away.
- ✚ Learn that all people have inherent worth simply because they are people.
- ✚ Learn that we are to treat all people as they are—people of great worth.

Behavioral Objectives

The students will:

- ✚ Listen to a story written by Dr. Seuss entitled *Horton Hears a Who*.
- ✚ Participate in a class discussion.
- ✚ Participate in the “A Person is a Person” activity.

Materials

Horton Hears a Who, written by Dr. Seuss
Chalk board and chalk

Procedures

The following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Introduce the forgiveness education curriculum. Tell the students, “Today you are being given a special opportunity to begin a journey that will teach you about *forgiveness*. When we forgive, we begin to see that a person who caused us an unfair hurt has *deep worth*. We begin to soften our hearts toward that person so that we are no longer angry with him or her for the unfairness. As we first begin our journey of *forgiveness*, we will not talk about forgiveness itself, but will learn about some of the things that can help a person to forgive. For example, in the first three lessons, we will talk about the importance of *seeing the worth* in all people. Then we will discuss *love* followed by a discussion of *kindness, respect and generosity*. After that, we will begin to talk about *forgiveness* itself. But, for now, let us turn to today’s lesson where we will talk about *seeing the worth in all people*.”
2. Introduce the lesson by telling the students that they will be listening to a story written by Dr. Seuss. Dr. Seuss was a popular children’s author in the United States who cared very much about children. He understood that the happiest children are those who can treat themselves and others well. Dr. Seuss wrote many books that are fun to read and that

teach us how to treat people well. We will be reading several of his books and watching one of his videos over the course of this year.

3. Introduce the book written by Dr. Seuss entitled *Horton Hears a Who*. You may want to orient the children to the primary lesson of this book by telling the students, “Listen for the words, ‘a person is a person, no matter how small.’ As you listen to the story, think about what Dr. Seuss may have meant by these words.” It may be beneficial to have the students sit on the floor around you as you read.
4. Conduct the class discussion. The questions can be found in the Discussion section.
5. Have the students participate in the “A Person is a Person” activity. See the Activity section for further instructions.
6. Conclude by summarizing the main points of the lesson.
 - What does it mean to say that all people have inherent worth? *It means that all people are of great value (deep worth). They are ends in-and-of themselves. This worth is not based on appearance, possessions, behavior, position in life, place of residence, or other such external differences. A focus on differences may cause us to miss the fact that all people have deep worth.*
 - How do we get inherent worth (deep worth)? *It cannot be earned nor can it be taken away. All people have inherent worth (deep personal value) simply because they are people.*
 - It is important that we treat all people as people of great worth.

Discussion Questions

1. What happened in today's story?
2. Throughout the story, Horton kept saying, "A person is a person, no matter how small." What do you think he meant? *A person is a person, no matter what he or she looks like, what he or she does in life, and so forth. People have deep worth because they are people.*
3. Did Horton seem to know the "Whos" before he heard them shouting out? Why do you think this?
4. Did Horton treat the "Whos" as people of deep worth? In what ways?
5. How could Horton have known that they were people of deep worth if he didn't know them? *He understood that all people have deep worth regardless of what they look like, where they live, what they can do, and so forth.*
6. Did it seem to matter to Horton that the "Whos" were very small? How do you know?
7. If size does not matter, what else **does not matter** when deciding whether a person has deep worth?

Activity

The teacher may decide whether or not to include an activity in the lesson.

A Person is a Person No Matter...

Objective

The students will list some of the factors that make “a person a person.” They will learn that all people have deep worth. They will learn that this deep worth is not based on physical appearance, possessions, career, or other external features. They will learn that people are ends in-and-of themselves and should be treated as people of deep worth.

Instructions

The teacher will write “A person is a person no matter...” on the board. As a class, the students will make a list of the things that do not matter when thinking about a person’s deep worth. The teacher may want to classify the various answers. For example, some children may focus on a person’s **possessions** (*money, house, and toys*); some children may focus on **physical features** (*height, weight, appearance*); some children may focus on **physical strength** (*health, athletic ability*); and some children may focus on one’s **role in society** (*fireman, business person, janitor*). If the students miss some of the categories, you may want to ask specific questions to help them gain a full understanding of the main ideas of the lesson. For example, if a person is very good looking, does he or she have deeper worth than someone who is not good looking? Why? Why not? If a person is a very healthy person, does he or she have deeper worth than someone who is sick or in a wheelchair? Why? Why not? If a person has lots of money, does he or she have deeper worth than someone who is very poor? Why? Why not? If someone is a mayor of a city, does he or she have deeper worth than a person who cleans things? Why? Why not? If someone is a star football player, does he or she have deeper worth than someone who cannot play the game? Why? Why not?

In a Christian Context

This section is for those teachers seeking ideas about inherent worth within their own Christian religious tradition. We present some general ideas followed by some specific scriptures. Teachers should feel free to use these sections as they wish.

General Ideas

All people are children of God. God sees that with regard to each one of us, “a person is a person.” God loves all people regardless of how they look, what they do in life, what they can or cannot do, the possessions they have, or their level of health. God does not show favoritism. All are precious and of great value in God’s sight.

Scripture

The following references may be used for thought and/or discussion to support the main ideas of the lesson.

Romans 8:16-18: The Spirit testifies with our spirit that we are God’s children. Now if we are children, then we are heirs—heirs of God and co-heirs with Christ, if indeed we share in his sufferings in order that we may also share in his glory.

Romans 2:11: God does not show favoritism.

Matthew 23:8: For you have only one Master and you are all brothers.

Sample Lesson

In today’s lesson, you learned through the story of *Horton Hears a Who* that “a person is a person” no matter how small. A person’s worth or value does not come from being powerful (position in life), wealthy (what they own, where they live), healthy, and so forth. Do you remember learning what it is that gives a person his or her worth? The Bible also teaches that all people are of value and that all people have deep worth. For example, in Romans 8:16-18 we are taught that “we are God’s children...heirs of God and co-heirs with Christ.” What do you think that means? Romans 2:11 teaches us that God does not show favoritism. Do you think that God loves the people who live in mansions more? Does he pay more attention to the prayers of people who are powerful and wealthy? Why? Why not? Matthew 23:8 says, “...you are all brothers.” What does this mean? As you can see, God teaches us that a person is a person! He reminds us through His word that all people have worth and that He loves all people regardless of where they live, what they do for a living, how much they own, or what they look like.

Evaluation of the Students

- Did the students listen to a story written by Dr. Seuss entitled *Horton Hears a Who?*
- Did the students participate in a class discussion?
- Did the students participate in the “A Person is a Person” activity?
- Did the students learn that *all people* have deep worth?
- Did the students learn that *all people* are ends in-and-of themselves?
- Did the students learn that inherent worth is not based on personal differences like appearance, possessions, behavior, position in life, place of residence, and so forth?
- Did the student learn that inherent worth cannot be earned nor can it be taken away?
- Did the students learn that all people have inherent worth (deep personal value) simply because they are people?
- Did the students learn that we are to treat all people as people of great worth?

EVALUATION OF LESSON ONE

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Two:

A Person Is a Person, Part Two

Main Ideas

In this lesson, the students will again learn about the concept of inherent worth apart from forgiveness. We will be discussing it in a different form from the first lesson.

Let us review the meaning of inherent worth, as learned in lesson one. Inherent worth means that *all people* are of great value (deep worth). They are ends in-and-of themselves. Worth is not based on our appearance, possessions, behavior, position in life, place of residence, or other such external differences. These differences certainly contribute to our unique personalities and lifestyles, but they do not determine our value. A focus on differences may cause us to miss the fact that all people have deep worth.

Inherent worth cannot be earned nor can it be taken away. All people have inherent worth (deep personal value) simply because they are people.

We are to treat all people as they are—people of great worth.

General Objectives

The students will:

- ✚ Learn that *all people* have deep worth.
- ✚ Learn that *all people* are ends in-and-of themselves.
- ✚ Learn that inherent worth is not based on personal differences like appearance, possessions, behavior, position in life, place of residence, and so forth.
- ✚ Learn that inherent worth cannot be earned nor can it be taken away.
- ✚ Learn that all people have inherent worth simply because they are people.
- ✚ Learn that we are to treat all people as people of deep worth.

Behavioral Objectives

The students will:

- ✚ Explore in a **concrete way** what is meant by the saying “A person is a person, no matter how small.”

- ✚ Participate in a class discussion.
- ✚ Participate in the “My Friend Horton” activity.

Materials

Horton Hears a Who, written by Dr. Seuss

Crayons, markers and scissors

A stuffed elephant (one for each child to keep, if available)

Procedures

The following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the lesson: *All people* are of great value (deep worth). They are ends in-and-of themselves. Inherent worth is not based on appearance, possessions, behavior, position in life, place of residence, or other such external differences. A focus on differences may cause us to miss the fact that all people have deep worth. Inherent worth cannot be earned nor can it be taken away. All people have inherent worth (deep personal value) simply because they are people. It is important that we treat all people as people of great worth.
2. Review the book entitled *Horton Hears a Who*. Ask the students briefly to recall the story with an emphasis on the saying that “a person is a person, no matter how small.”
3. Introduce the “My Friend Horton” activity. Show the students either an already-completed cut-out of an elephant that they can pretend is Horton, or, when available, a stuffed elephant. If you do not have stuffed elephants available for the children, please tell them that they will be drawing, coloring, and cutting out their own paper elephant, and that they will be making some costumes for their elephant to help them better understand that “a person is a person.”

*Note: Whenever possible, we encourage giving the children the gift of a stuffed elephant. We have found great benefits for the child when he or she can have a toy elephant to serve as a constant reminder of the message that “a person is a person.”

4. Have the students participate in the “My Friend Horton” activity. See the Activity section for further instructions.
5. Conclude the lesson by telling the students the following: We have talked about people being people **no matter**...what they wear, how healthy or unhealthy they are, their position is in life, and so forth. Now, let’s think about what it **means to say that a person is a person**. A person is a person because... he or she is of great value (deep worth). A person is an end in-and-of him- or herself. A person’s worth cannot be earned nor can it be taken away. All people have inherent worth (deep personal value) simply because they are people. We are to treat each person as he or she is—a person of great worth. *The students may add to your closing remarks.*

Activity

The teacher may decide whether or not to include an activity in the lesson.

My Friend Horton

Objectives

The students will learn to **see the deep worth of all people and recognize that they have worth simply because they are people** rather than judging them by such things as appearance, health, career, place of residence, and so forth. The students will draw pictures, color and cut out a number of items, dress the elephant (whether they have a stuffed animal or a paper cut-out) in the costumes, and participate in a class discussion.

Instructions

Ask each student to draw, color, and cut out a picture of an elephant. If stuffed animals are available, give one stuffed elephant to each child. Hold up the cut-out or stuffed elephant and say, "Let's pretend that this is Horton the elephant."

Next, the teacher will ask the students to draw a cape or piece of clothing, a hat, a mustache, a pair of glasses, a crutch, and a red heart. The students will cut out and set aside these drawings. Please feel free to expand the number and types of pictures that you will ask the students to draw for the activity.

It will be up to the teacher to decide how many items to include for the activity.

Once the students have finished drawing and cutting out their pictures, ask them which item they would like to put on their elephant first. The students will hold the item that they selected up to the picture or stuffed toy (*no glue or tape will be used*).

Ask the students, "How is your friend different from before you put the _____ on him? How is he the same? Does he have the same worth?" If each student is given a stuffed elephant, you may want to have them create a "home" for the elephant. A shoebox or other container may be decorated.¹

Continue the same procedure for each picture. Keep in mind that the students may require more discussion regarding the concepts surrounding the crutches. The idea that "a person is a person" (a person of deep worth) even if he or she has a limp, a sickness, or a permanent injury is quite abstract when compared with the idea that "a person is a person" even if he or she has a moustache or glasses. It may be helpful to have the children imagine that their elephant has a limp that will not go away. Then, ask if he is still the same person on the inside. Ask if he or she still has deep worth. Finally, ask the students to hold the "red heart" over Horton's left front side. Ask the students, "What makes your friend have deep worth regardless of changes in such things as glasses, crutches, hats, or capes?" *He is a person of deep worth because he is a person. He is an end in-and-of himself.*

*Note: It is **not** important that the students put every item on their stuffed elephant. It **is** important that the students understand the idea that while their friend looks different on the outside, he is still the same person with the same deep worth.

¹ The idea of "creating a home for the stuffed elephant" was taken from the following Northern Ireland teachers: Patricia Campbell, Grace Davin, Lynne Gilles, Barbara Johnston, Roisin McGrann, Jane Robinson, and Esme Spence.

In a Christian Context

As in lesson one, this section is for those teachers seeking ideas about inherent worth within their own Christian religious tradition. We present some general ideas followed by some specific scriptures. Teachers should feel free to use these sections as they wish.

General Ideas

God created us in His image. He has given us deep worth. This worth remains regardless of such things as where we live, what we wear, or what kind of a job we might have when we grow up.

Scripture

The following scriptures may be used for thought and/or discussion to support the main ideas of the lesson.

Proverbs 22:2: Rich and poor have this in common: the Lord is the Maker of them all.

Luke 12:15: Then he said to them, “Watch out! Be on your guard against all kinds of greed; a man’s life does not consist in the abundance of his possessions.”

Luke 12:22: Then Jesus said to his disciples: “Therefore I tell you, do not worry about your life, what you will eat; or about your body, what you will wear. Life is more than food, and the body more than clothes.

I Corinthians 3:16: Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you?

Luke 14:12-15: Then Jesus said to his host, “When you give a luncheon or dinner, do not invite your friends, your brothers or relatives, or your rich neighbors; if you do, they may invite you back and so you will be repaid. But when you give a banquet, invite the poor, the crippled, the lame, the blind, and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous.”

James 2:1-4: My brothers, as believers in our glorious Lord Jesus Christ, don’t show favoritism. Suppose a man comes into your meeting wearing a gold ring and fine clothes, and a poor man in shabby clothes also comes in. If you show special attention to the man wearing fine clothes and say, “Here’s a good seat for you,” but say to the poor man, “You stand there” or “Sit on the floor by my feet,” have you not discriminated among yourselves and become judges with evil thoughts?

Sample Lesson

In lesson one you learned that the Bible teaches that all persons have “worth” or “value” through the following lessons: we are all “God’s children” (Romans 8:16-18), “God does not show favoritism” (Romans 2:11), and “we are all brothers” (Matthew 23:8). Today we will again turn to the Bible to learn what it is that gives people their worth. We are told in Proverbs 22:2 that “Rich and poor have this in common: the Lord is the Maker of them all.” What does this mean to you? *God has made all people. Since God created all people we can be sure that He*

also loves all people—it doesn't matter whether the person is rich or poor. How many of you have “created” something that you are very proud of—like a picture or a story? How do you think you would feel if another person disliked your creation? How do you think God feels when one of His precious children, whom He created, is disliked? In Luke 12:15, 22, we are told that “a man’s life does not consist in the abundance of his possessions” and “life is more than food, and the body more than clothes.” What does this mean? What is God telling us about a person’s value? *It’s what is in the heart that is important. It is the good will of which all are capable that gives a person value.* Luke 14:12-15 continues to teach us that we should be kind and loving to ALL people—not just our families, friends, or rich neighbors. God wants us to see the good in all people! He teaches us that “you yourselves are God’s temple and that God’s Spirit lives in you” (1 Corinthians 3:16). Do you see God’s worth in you? Do you see God’s worth in other people? God’s Spirit lives in each of us. Does God’s Spirit living in a person give him or her worth?

Evaluation of the Students

- ◆ Did the students listen attentively to the review of the *Horton Hears a Who* story?
- ◆ Did the students draw pictures of an elephant (if no stuffed toys were available) and color and cut out the items for the “My Friend Horton” activity?
- ◆ Did the students actively participate in the group discussion?
- ◆ Did the students learn, in a concrete way, that a person’s worth *is not* determined by such things as outward appearance, personal possessions, patterns of behavior, position in life, or place of residence?
- ◆ Did the students learn that “a person is a person” because he or she is a person?

EVALUATION OF LESSON TWO

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Three:

A Sneetch Is a Sneetch

(Part Three of “A Person is a Person”)

Main Ideas

In this lesson we will again be looking at the idea of inherent worth, apart from forgiveness, with a new Dr. Seuss story entitled *The Sneetches*. Like *Horton Hears a Who*, this story will entertainingly teach the children the important message that all people have deep worth.

In this new book, Dr. Seuss indirectly teaches that a person’s inherent worth is not based on outward appearances, personal possessions, or other external features, nor is it based on those qualities that unite people as members of the human family.

People, in their humanity, all suffer physical, emotional, and psychological pain, all experience physical, emotional, and psychological joys, and all require the same basic physical, emotional, and psychological care. In addition, all persons share similarities in their physical make-up (eyes, nose, legs, arms, and so forth, etc.), in the ways in which their bodies function (blood circulation, respiration, digestion), in the expression of their emotions (love, anger, sadness), and in their ability to think and reason.

These similarities are important; however, they do not give a person his or her deep worth. People have worth because they are people, as mentioned in the previous two lessons.

General Objectives

The students will:

- ✚ Learn that a person's worth is not determined by such things as appearance, career, place of residence, and so forth.
- ✚ Learn that as members of the human family, all persons share some basic similarities in their physical, psychological, and emotional make-up and functioning, but these similarities do not give deep worth.
- ✚ Learn that all people have deep worth because they are people. Inherent worth cannot be earned nor can it be taken away.
- ✚ Learn that we are to treat all people as people of deep worth. This can change individual people and communities in a positive way.

Behavioral Objectives

The students will:

- ✚ Listen to a story written by Dr. Seuss entitled *The Sneetches*.
- ✚ Participate in a class discussion.
- ✚ Participate in the "I Can...My Body...I Love...I Enjoy" activity.

Materials

The Sneetches and Other Stories, written by Dr. Seuss

Chalk board and chalk

Procedures

The following procedures are to serve as guidelines for the teacher. As in lessons one and two, please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Conduct a review of lessons one and two. Remind the students that in the first two lessons they learned that “a person is a person.” This means that a person’s worth does not rest in such things as appearance, behavior, place of residence, or career. People have worth because they are people. We are to treat all people as people of deep worth.
2. Introduce the story written by Dr. Seuss entitled *The Sneetches*. It may be helpful to introduce the characters and summarize the main ideas of the story before reading the book.
3. Conduct the class discussion. The questions can be found in the Discussion section.
4. Have the students make a list entitled “I Can...My Body...I Love...I Enjoy.” Discuss the list as a class to emphasize the many ways in which people are similar. See the Activity section for further instructions.
5. Conclude by summarizing the main points of the lesson: People can differ greatly in such things as possessions, outward appearance, career, place of residence, and/or patterns of behavior. People share many similarities in feelings, thinking, and needs. People also share similarities in the way their bodies are put together and how they work. These differences and similarities do not give people deep worth. All people have deep worth simply because they are people.

Discussion Questions

1. What was your favorite part of the story? Why? *The ending, because all of the Sneetches joined together and saw that a “Sneetch is a Sneetch.”*
2. What was your least favorite part of the story? Why? *When the Star-Belly Sneetches would not let the Plain-Belly Sneetches join in their games, and so forth. It made the Plain-Belly Sneetches sad.*
3. What do you think the Star-Belly Sneetches saw when they looked at the Plain-Belly Sneetches? *They looked at their outward appearances and/or possessions. They focused on how the Plain-Belly Sneetches were different from themselves. How can you tell? They didn’t want to talk or play with them. They were unkind to the Plain-Belly Sneetches.*
4. What do you think the Plain-Belly Sneetches saw when they looked at the Star-Belly Sneetches? *They looked at their outward appearances and/or possessions. They focused on how the Star-Belly Sneetches were different from themselves. How can you tell? They were willing to pay a lot of money to look like the Star-Belly Sneetches. They thought that once they got the stars on their belly, they would be just as good as the other Sneetches.*
5. What do you think they learned at the end of the story? *A person is a person. We should treat all people as they are—people of deep worth.*
6. What does “a Sneetch is a Sneetch” mean? *It is not a star on the belly that makes a Sneetch have value. A Sneetch has value simply because he is a Sneetch.*
7. How were the Star-Belly Sneetches and the Plain-Belly Sneetches the same? *They all have two legs, two eyes, they like to play games, they need to eat, and so forth.*
8. How are you the same as your friends? How are you the same as your mom or dad? How are you the same as a brother or sister? How are you the same as your teacher? Do these similarities give you deep worth? Why or why not?
9. Do all people have deep worth? Why? Why not?
10. Do you have deep worth? Why? Why not?
11. How could individuals and communities be helped if all people chose to see people as they are—people of deep worth?

Activity

The teacher may decide whether or not to include an activity in the lesson.

I Can...My Body...I Love...I Enjoy

Objective

The students will list some of the things they can think, feel, or do; list specific characteristics of the human body (two eyes, two legs, the need to eat, etc.); and list the things, activities and people they love. The students will see that all people share many similarities. They will learn that these similarities do not give deep worth, but that they, as children, do have deep worth as a member of the human family.

Instructions

The teacher will write “I Can...My Body...I Love...I Enjoy” on the board. The students will list some of those things they can do, think, or feel (*get dressed, walk, remember, feel sad, and so forth*). They will list those things that make them a human being (*I have a heart. I have two eyes. I must eat to live. I breathe.*). The students will list their favorite things, people, or activities, and so forth (*I love my family. I enjoy eating. I enjoy playing games.*).

The teacher will write the children’s comments on the board. Discuss the things that the students share in common. It may be useful to go through the list and say, “How many of you can...How many of you have a body that...How many of you love...How many of you enjoy...? Then ask them if their parents, neighbors, brothers, sisters, and so forth share any of these similarities. Please remind the students that is not what they can do, what their bodies are like, what they love and enjoy, and so forth that give worth, but rather the fact that they are human beings, members of the human family.

In a Christian Context

Again, this section is for those teachers seeking ideas about inherent worth within their own Christian religious tradition. We present some general ideas followed by some specific scriptures. Teachers should feel free to use these sections as they wish.

General Ideas

The inherent worth of each person is a result of God’s great love for all. He has created us, blessed us all with a body, spirit and soul and given us each unique talents to glorify His name. We are united as God’s children in Christ.

Scripture

The following scriptures may be used for thought and/or discussion to support the main ideas of the lesson.

1 John 4:4: You dear children, are from God...

2 Corinthians 5:16: So from now on we regard no one from a worldly point of view...Therefore if anyone is in Christ, he is a new creation.

Galatians 3:26-29: You are all sons of God through faith in Christ Jesus, for all of you who were baptized into Christ have clothed yourselves with Christ. There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.

1 John 3:1-3: How great is the love the Father has lavished on us, that we should be called children of God! And that is what we are!

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students actively participate in the group discussion?
- ◆ Did the students participate in the “I Can...My Body...I Love...I Enjoy” activity?
- ◆ Did the students continue to learn that a person’s worth is not determined by personal differences?
- ◆ Did the students learn that as members of the “human family” all persons share some basic similarities?
- ◆ Did the students learn that similarities do not give deep worth, but that people have deep worth because they are people?

EVALUATION OF LESSON THREE

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Four: **The Power of Love**

Main Ideas

In this lesson, the students will learn about moral love. We will again use the story entitled *The Sneetches*. As in the previous lessons, the topic of forgiveness will not yet be discussed.

Love is defined by Webster's dictionary as a feeling of strong attachment, liking, or fondness for another person. The one who morally loves has the other person's best interest at heart. This kind of love is not selfish or self-centered. When we morally love people, we love them unconditionally, despite their flaws. Certainly, someone who morally loves another can ask for fairness.

It is important to acknowledge that while love is a feeling, it is also a thought and an action. And, it involves the decision to treat others with respect, kindness, and generosity. It is a giving of oneself for the benefit of others.

All people are worthy of love. A soft and loving heart can help us recognize the deep worth of all people. Loving persons can foster loving communities.

General Objectives

The students will:

- ✚ Learn the meaning of love.
- ✚ Learn how to think, act, and feel in loving ways.
- ✚ Learn that a softened heart filled with "moral love" can help a person more readily see the inherent worth in all people.
- ✚ Learn that all people are worthy of love.
- ✚ Learn that individual lives and communities can be changed through moral love.

Behavioral Objectives

The students will:

- ✚ Tell the story written by Dr. Seuss entitled *The Sneetches*.
- ✚ Participate in a class discussion.
- ✚ Participate in the “Love List” activity.
- ✚ Participate in the “A Loving Behaviors Collage” activity.

Materials

The Sneetches and Other Stories, written by Dr. Seuss

Magazines, scissors, glue, and construction paper

Bulletin board

Chalk board and chalk

Procedures

As you now know, the following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Briefly review the concepts learned in the first three lessons. Deep worth does not come from personal appearance, behavior, place of residence, position in life, or other differences. Deep worth does not come from the similarities that people share (body make-up, feelings, and so forth). People have worth simply because they are people. This deep worth cannot be earned or taken away. We must treat all people as they are—people of deep worth. Individual lives and communities can be changed for the better when we all treat others as people of deep worth.
2. Introduce today's lesson. Let the students know that they will be discussing the concept of love. Briefly share the meaning of moral love: It is a feeling of strong attachment, liking, or fondness for another person. The one who morally loves has the other person's best interest at heart. This kind of love is not selfish or self-centered. It is given unconditionally despite flaws (one can ask for fairness, however). Love is a feeling, but it is also a thought and an action. Respect, kindness, and generosity are offered in moral love. All people are worthy of love. A soft and loving heart can help us recognize the deep worth of all people. Moral love can help individuals and communities.
3. The students will tell *The Sneetches* story as you hold the book up and turn the pages for all to see.
4. Conduct a class discussion. The questions can be found in the Discussion section.
5. Have the class participate in the "Love List" activity. Further instructions can be found in the Activities section.
6. Conduct the "A Loving Behaviors Collage" activity. See the Activities section.
7. Once again, provide the students with an opportunity to tell a story about the Sneetches. This time, as the teacher turns the pages, the students will tell a story about Sneetches who have *love* in their hearts. Because they have love in their hearts, the Sneetches are able to look beyond each other's differences to see the other's value.

8. Have the students participate in the “A Loving Behaviors Collage” activity. Further instructions can be found in the Activities section.
9. Conclude the lesson by providing a summary of the main ideas. It is a feeling of strong attachment, liking, or fondness for another person. The one who morally loves has the other person’s best interest at heart. This kind of love is not selfish or self-centered. It is given unconditionally despite flaws (one can ask for fairness, however). Love is a feeling, but it is also a thought and an action. Respect, kindness, and generosity are offered in moral love. All people are worthy of love. A soft and loving heart can help us recognize the deep worth of all people. Moral love can help individuals and communities.

Discussion Questions

1. What is love?
2. What are some loving thoughts?
3. What are some loving feelings?
4. What are some loving behaviors?
5. Do you think the Star-Belly Sneetches showed love toward one another? Why? Why not?
They thought they were better than the Plain-Belly Sneetches. They were unkind.
6. Do you think the Plain-Belly Sneetches showed love toward one another? Why? Why not?
They called them names. They weren’t seeing their value as Sneetches.
7. What are some ways people have shown love for you? How did this make you feel?
8. What are some ways you’ve shown love for others? How do you think this made them feel?
9. Are all people—including you—worthy of love? Why? *Inherent worth.* Why not?
10. How might love change people? How might love change our classroom, school, places of worship, neighborhoods, and cities?

Activities

The teacher may decide whether or not to include an activity in the lesson.

Love List

Objective

The students will learn the ways we can think, act, and feel in loving ways. They will make a list of these ways.

Instructions

The students, together as a class, will make a list of how we can think, act, and feel in loving ways.

A Loving Behaviors Collage

Objective

The students will gather pictures of people who are demonstrating loving acts. The students will put their pictures together to create a bulletin board display.

Instructions

The students can either cut pictures from a magazine or bring (from home) pictures that demonstrate loving behaviors. The magazine pictures can be cut and pasted on construction paper. The home photos can be tacked, taped, or displayed in protective plastic. The pictures can be displayed on a bulletin board as a “Loving Behaviors” collage.

In a Christian Context

As you now know, in this section we present some general ideas for religious discussion followed by some specific scriptures. The theme of the ideas and scriptures below is moral love. Teachers should feel free to use these sections as they wish.

General Ideas

God has given all people the command to “love one another.” The Bible tells us to demonstrate this love through kind, generous, caring, compassionate, and merciful behaviors. By sending Jesus to earth, God gave us “light” instead of darkness. Jesus is the way, the truth, and the life. We can learn what it means to love and how to love through faith, by receiving God’s love, by getting to know Jesus, and by learning from his life.

Scripture

The following scriptures may be used for thought and/or discussion to support the main ideas of the lesson.

1 Corinthians 13:1-8, 13-14: And now I will show you the most excellent way...Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.

Romans 12:9: Be devoted to one another in brotherly love. Honor one another above yourselves.

Colossians 3:14: And over all these virtues put on love, which binds them all together in perfect unity.

1 John 4:7: Dear friends, let us love one another, for love comes from God...God lives in us and his love is made complete in us.

John 13:34, 35: A new commandment I give to you, that you love one another; as I have loved you.

Evaluation of the Students

- ◆ Did the students tell aloud *The Sneetches* story?
- ◆ Did the students actively participate in the discussion?
- ◆ Did the students participate in the “Love List” activity?
- ◆ Did the students participate in the “A Loving Behaviors Collage” activity?
- ◆ Did the students learn the meaning of love?
- ◆ Did the students learn how to think, act, and feel in loving ways?
- ◆ Did the students learn that a heart filled with love can help us see the deep worth of all people?
- ◆ Did the students learn that all people are worthy of love?
- ◆ Did the students learn that individual lives and communities can be changed through moral love?

EVALUATION OF LESSON FOUR

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Five:
Out of a Loving Heart Flows Kindness

Main Ideas

In this lesson the students will learn about kindness. They will learn the meaning of kindness, how to think, feel, and act with kindness, and the positive effects of kindness. As you may recall, kindness is one of our five important themes that can help a person to forgive. We are introducing kindness in part one so that when we get to the issue of kindness within the context of forgiveness in parts two and three, the children will already be familiar with it.

Kindness is defined as a demonstration of goodness and benevolence. Kindness can be shown through thoughts, words, and actions flowing from a loving heart. When people are kind, they tend to be warm-hearted, concerned about the other person, and humane. All people are worthy of kindness. Kindness given day after day can help people and communities.

General Objectives

The students will:

- ✚ Learn that soft and loving hearts can generate kindness.
- ✚ Learn the meaning of kindness.
- ✚ Learn that it is possible to show kindness with thoughts, words, and actions.
- ✚ Learn that all people are worthy of kindness.
- ✚ Learn that acts of kindness can make a difference in the lives of individuals and communities.

Behavioral Objectives

The students will:

- ✚ Listen to the story written by Dr. Seuss entitled *Horton Hatches the Egg*.
- ✚ Participate in the “Kindness from the Heart” journaling activity.
- ✚ Participate in the “Drama Game” activity.
- ✚ Learn how kindness can make a difference in the lives of individuals and communities.

Materials

Horton Hatches the Egg, written by Dr. Seuss

A blank notebook for each student to write in and draw on

Procedures

The following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. The one who morally loves has the other person's best interest at heart. It is a love that continues despite peoples' flaws (someone who morally loves can ask for fairness, however). Love is a feeling, a thought, and an action. Respect, kindness, and generosity are offered through moral love. All people are worthy of love. A soft and loving heart can help us recognize the deep worth of all people. Moral love can help individuals and communities.
2. Introduce today's lesson. Briefly share the meaning of kindness with the students: Kindness is defined as a demonstration of goodness and benevolence. Kindness can be shown through thoughts, words, and actions flowing from a loving heart. When people are kind, they tend to be warm-hearted, concerned about the other person, and humane.
3. Read the story entitled *Horton Hatches the Egg*. Tell the students that as they listen to the story they should watch for the ways in which Horton shows kindness to others.
4. Conduct a class discussion. The discussion questions are listed in the Discussion section.
5. Begin the "Kindness from the Heart" journaling activity. See the Activities section for further instructions.
6. Have the students participate in a "Drama Game." See the Activities section for further instructions.
7. Conclude by summarizing the main ideas of lesson. Remind the students that a soft and loving heart can generate kindness. When people are kind, they tend to be warm-hearted, concerned about the other person, and humane.

8. Kindness can be shown through thoughts, words, and actions of goodness and benevolence. Kindness given day after day can help people, schools, families, neighborhoods, and cities.

Discussion Questions

1. Let's take some time right now to discuss today's story. *Who* did we meet in today's story? Describe them (their appearances, behaviors, attitudes, and so forth).
2. What are some important things that happened in today's story?
3. Did any in the story show kindness? In what ways? *Horton was kind to Mayzie and the egg. He was kind to his friends.*
4. Why do you think Horton was able to be kind to Mayzie and to his friends? *He saw their deep worth. He had a soft and loving heart.*
5. Did you notice that Horton stayed at *being kind*. How do you think he was able to stay at being kind day after day?
6. Did any in the story show unkindness toward others? Please tell me about those unkind acts. *Mayzie left her egg. She lied to Horton and left him in a difficult situation. Horton's friends made fun of him.*
7. How did Mayzie's unkindness affect Horton? How did it affect her egg?
8. How did Horton's friends' unkindness affect Horton?
9. In what ways have people shown kindness to you? What do you do when others are kind to you? How does kindness make you feel?
10. What are some of the ways that you have shown kindness to others? How do you think your kindness makes them feel?
11. Are all people worthy of kindness? Why? Why not?
12. Are you worthy of kindness? Why? Why not?
13. What do you think would happen if we were all kind to one another day after day in this classroom? In our families? In our neighborhoods and cities?

Activities

The teacher may decide whether or not to include an activity in the lesson.

The “Kindness from the Heart” Journal²

Objective

The students will identify acts of kindness. They will also acknowledge and appreciate “kindness.”

Instructions

The students may either draw pictures of or write about the ways in which they have shown kindness toward others. They may also include pictures or writings about the acts of kindness that they have received or seen.

During the journaling activity, the students may listen to music (classical, favorite children’s tunes, or songs with a kindness theme).

*Note: The blank notebooks may be provided by each child’s family or by the school. If neither option is possible, the notebooks may be created by stapling blank sheets of paper together. It may be beneficial for the students to be given time on a daily or weekly basis to work on the “Kindness from the Heart” journals.

Drama Game

Objective

The students will dramatize acts of kindness and unkindness.

Instructions

The students should draw pictures that show kind acts or pictures that show how they feel when they are shown kindness. Any students who wish to participate in the “Drama Game” and act out kind and unkind behaviors should put their names in a box. Those students whose names are drawn will be given a kind or unkind behavior to act out for the class (See Activity Sheet 5A). The students who are watching will stand and hold up their pictures when a kind behavior is enacted. They will remain seated when unkindness is enacted.

*Note: The teacher may either tell the student what the kind or unkind behavior is that he or she is to act out or the student may be shown a picture of the behavior. See Activity Sheet 5A for a list of kind and unkind behaviors.

² The “Kindness from the Heart” journaling activity was inspired by Kathryn Woodson, a second grade teacher in the United States.

In a Christian Context

This section is for those of you who are looking for ideas about kindness within your own Christian religious tradition. As usual, we present some general ideas followed by some specific scriptures. Please feel free to use this section as you wish.

General Ideas

God has instructed that joy and happiness can be found through righteous living. A righteous life can be seen in the kindness that we allow to flow toward all people, regardless of their earthly possessions, outward appearance, or position in life. God asks us to be kind to all people, even those whom the world tends to forget.

Scripture

The following scriptures may be used to support the main ideas of the lesson.

Galatians 5:22: But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Galatians 6:9: Let us not become weary in doing good...let us do good to all people, especially those who belong to the family of believers.

Colossians 3:12: Therefore as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience.

Proverbs 19:17: He who is kind to the poor lends to the Lord, and he will reward him for what he has done.

Proverbs 3:27: Do not withhold good from those who deserve it, when it is in your power to act.

Luke 10:25-38: The parable of the Good Samaritan (a story demonstrating kindness).

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students actively participate in the discussion?
- ◆ Did the students begin working in their "Kindness from the Heart" journal?
- ◆ Did the students work cooperatively during the "Drama Game" activity?
- ◆ Did the students learn that a soft and loving heart can generate kindness?
- ◆ Did the students learn what it means to show kindness?
- ◆ Did the students learn that all people are worthy of kindness?
- ◆ Did the students learn how kindness can help people and communities?

EVALUATION OF LESSON FIVE

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Activity Sheet 5A

Examples of Kind Behaviors

- Say thank you to the other children for listening.
- Say thank you to the teacher for letting you dramatize kind and unkind behaviors.
- Straighten the books on a book shelf.
- Pick up a piece of paper from the floor.
- Straighten the top of a desk.
- Water a plant, if applicable.
- Feed a fish, if applicable.
- Give up your seat to another student.
- Ask another person if he or she is comfortable.
- Tell a person about something he or she has done well.
- Ask a person if he or she can see you well enough.
- Offer to help the teacher with some classroom tasks.
- Clean the chalkboard.
- Offer to clean the erasers.
- Share an object with another person.

Examples of Unkind Behaviors

- Pretend to step on a person's foot without saying excuse me.
- Tell a person to "be quiet" in a raised voice.
- Take an object from a person without asking.
- Throw a crumpled up piece of paper on the floor.
- Take a book off of a book shelf and leave it lay on the floor.
- Take out a game and leave it lay.
- Complain to the teacher about the drama activity.
- Ignore a person when he or she is asking for help.
- Insist on having the best seat in the classroom.
- Become bossy with your classmates as you try to assume the teacher's role.

Lesson Six: Respect for All

Main Ideas

In this lesson, the students will learn about respect. We will not discuss respect as it relates to forgiveness; instead, we will prepare the students for the lessons of forgiveness that will be taught in parts two and three. As the students practice respecting all people, forgiveness may become easier in the future.

When we show respect, we regard others highly. Some people believe that respect must be earned. We believe, following the philosopher Immanuel Kant, that people possess intrinsic value to such a degree that we should respect all people. We respect not because of what people *do*, but because of *who* they are (people of deep worth). We show respect for others when we treat them in the same way that we would like to be treated. All people are worthy of respect. Behaviors that demonstrate respect for others can more easily grow out of a loving heart that has learned to see the inherent worth in all people. It is not always easy to respect people, especially if they act in ways that hurt others. Yet, all people are the same in very important ways, thus all are worthy of respect.

Respectful attitudes and behaviors can positively affect people and communities (schools, families, neighborhoods, places of worship, cities, and so forth).

One way to learn about respect is to examine its opposite, *disrespect*. We have chosen a story entitled *Yertle the Turtle*, by Dr. Seuss, that cleverly shows the misfortunes that befall those who continually treat others with disrespect. A key for this lesson is to have the children realize that the opposite of disrespect (respect) has positive and uplifting consequences.

General Objectives

The students will:

-  Learn the meaning of respect.
-  Learn how to show respect.
-  Learn that all people are worthy of respect.
-  Learn how showing respect day after day can positively affect individuals and communities.

Behavioral Objectives

The students will:

- ✚ Listen to a story written by Dr. Seuss entitled *Yertle the Turtle*.
- ✚ Participate in a class discussion.
- ✚ Play the “Yertle the Turtle Says” game.

Materials

Yertle the Turtle, written by Dr. Seuss
Activity Sheet 6A

Procedures

Once again, we would like to remind you that the following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. In lesson five, the students learned that a soft and loving heart can generate kindness. Kindness can be shown through thoughts, words, and acts of goodness and benevolence. Acts of kindness given day after day can make a difference in the lives of people and communities (schools, families, neighborhoods, places of worship, neighborhoods, cities, and so forth).
2. Introduce today’s lesson. Tell the students that today they are going to learn about respect by examining its opposite, disrespect. To show respect is to treat others as we would like to be treated. All people are worthy of respect. To show disrespect is to treat others as objects to be manipulated. No one deserves disrespect.
3. Read the book entitled *Yertle the Turtle* to the students. Ask the students to watch for displays of disrespect as they listen to the story. Have the students carefully examine the consequences of disrespect.

4. Conduct a class discussion on disrespect and respect, together with their consequences. The questions can be found in the Discussion section.
5. Play “Yertle the Turtle Says.” Further instructions can be found in the Activity section.
6. Conclude by summarizing the main ideas of the lesson. We show respect when we treat others as people of deep worth and treat them as we would like to be treated. All people are worthy of respect. It does not have to be earned. Respectful behaviors often grow out of a loving heart. It is not always easy to show respect for people, especially if they act in unkind ways, but all people are the same in important ways and so are worthy of respect.

Discussion Questions

1. What does it mean to show respect? How can we show respect?
2. What is disrespect? How do we show disrespect?
3. What happened in our story?
4. Did any show respect for others in our story? In what ways?
5. Did Yertle treat the other turtles with respect or disrespect? How do you know?
6. What happened when Yertle continued to treat the turtles with disrespect?
7. How would you have felt if you were a turtle in Yertle’s kingdom? Why?
8. Do you think that Yertle *could* have shown respect for the turtles in his kingdom? What could he have done differently to show respect for the other turtles? .
9. How could Yertle have gotten what he wanted and still have shown respect for the other turtles?
10. In what ways have people shown respect for you? How did their respect make you feel?
11. How have you shown respect for others?
12. How do you think it makes a person feel when you treat them with respect? Why?
13. Are all people worthy of respect? Why? Why not?
14. Are you worthy of respect? Why? Why not?
15. What might our school be like if all people tried to treat everyone with respect *every* day? What might our other communities (families, neighborhoods, places of worship, cities, and so forth) be like if all people were truly respectful of one another *every* day?

Activity

The teacher may decide whether or not to include an activity in the lesson.

Yertle the Turtle Says³

Objective

The students will learn to identify behaviors of respect and disrespect. They will try to identify with the turtles in the pond who treated with disrespect. They will play a game in which there is one leader giving commands to the rest of the students.

Instructions

The person playing the role of Yertle the Turtle will be given examples of respectful and disrespectful behaviors. That person will always say, “Yertle the turtle says” before giving a command. The students will be asked to do things that show either respect or disrespect. If the students are asked to perform disrespectful acts, they should respectfully refuse. The commands can be fun and varied. *The teacher may want to help the students understand how they can respectfully refuse to perform a disrespectful act before beginning the activity.*

*Note: The person who plays the role of Yertle the Turtle could be selected by having the students draw a picture of a crown out of a box. For the drawing, place some blank, square pieces of paper into a box along with a picture of a crown. Or, the teacher may play the role of Yertle the Turtle. A description of the respectful and disrespectful behaviors can be found on Activity Sheet 6A.

In a Christian Context

Here we present respect within the Christian religious tradition. We present some general ideas followed by some specific scriptures. Teachers should feel free to use these sections as they wish.

General Ideas

In the teachings of the New Testament, Jesus instructs us to treat others as we would like to be treated. This is known as the “Golden Rule.” He taught us to respect those people who have authority over us (parents, rulers, elders). He also taught us to respect all people regardless of their age, gender, culture, socio-economic status, or religion. We can show respect for others through our love.

Scripture

³ “Yertle the Turtle Says” was inspired by a lesson plan written by Kyla Case. The lesson plan was found on the A to Z Teacher Stuff website.

The following scriptures may be useful for supporting the main ideas of the lesson.

Luke 6:31: Do to others as you would have them do to you.

Matthew 23:12: For whoever exalts himself will be humbled, and whoever humbles himself will be exalted.

Proverbs 20:28: Love and faithfulness keep a king safe; through love his throne is made secure.

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students actively participate in the discussion?
- ◆ Did the students play the “Yertle the Turtle” game?
- ◆ Did the students learn that all people are worthy of respect?
- ◆ Did the students learn how to show respect?
- ◆ Did the students learn how showing respect can positively affect individuals and communities?

EVALUATION OF LESSON SIX

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Activity Sheet 6A

Examples of Respectful Behaviors

- Say thank you to the other children for listening.
- Say thank you to the teacher for letting you play the “Yertle the Turtle” game.
- Straighten the books on a book shelf.
- Pick up a piece of paper from the floor.
- Give up your seat to another person.
- Ask another person if he or she is comfortable.
- Tell a person about something he or she has done well.
- Ask a person if he or she can hear you well enough.
- Offer to help the teacher with some classroom tasks.
- Share an object with another person.

Examples of Disrespectful Behaviors

- Pretend to step on a person’s foot without saying excuse me.
- Tell a person to “be quiet” in a raised voice.
- Take an object from another person.
- Throw a crumpled piece of paper on the floor.
- Take a book off of a book shelf and leave it lay on the floor.
- Take out a game and leave it lay.
- Complain to the teacher about the game.
- Ignore a person when he or she is asking for help.
- Become bossy with another person as you try to assume the teacher’s role.

***NOTE:** The examples of respectful and disrespectful behaviors that are listed on this Activity Sheet have been adapted from Activity Sheet 5A (kind and unkind acts).

Lesson Seven: Out of a Loving Heart Flows Generosity

Main Ideas

This is the last lesson in part one of the curriculum guide where the students learn about important foundational principles of forgiveness (inherent worth, love, kindness, respect, and generosity). Today the students will learn about generosity apart from forgiveness.

A generous person is a giving and sharing person. To be generous is to give abundantly. It is a gift-giving that surprises and delights the recipient. Generosity grows out of a kind and loving heart and can be seen in the giving and sharing of one's time, possessions, love, and kindness. To behave in a generous way can be life-giving, with the giver typically experiencing as much joy as the receiver. All people are worthy of receiving generosity.

As in the previous lesson on kindness, we introduce generosity by an examination of its opposite, self-centeredness or selfishness. To accomplish our goal, we introduce the children to the engaging story entitled *The Zax*, by Dr. Seuss. The characters of the story were so self-centered and selfish that neither side would budge when they met face-to-face on a narrow road. This lesson will teach the children that self-centered and selfish behaviors can be harmful, even destructive, while generous behaviors can have a positive effect on people and communities (families, schools, places of worship, neighborhoods, cities, and so forth).

General Objectives

The students will:

- ✚ Learn that generosity flows out of a loving and kind heart.
- ✚ Learn how to be a generous person.
- ✚ Learn that a generous person gives of his or her time, possessions, love, and kindness.
- ✚ Learn that all people are worthy of generosity.
- ✚ Learn the ways in which sustained acts of generosity can benefit individual people and communities (families, schools, places of worship, neighborhoods, cities, and so forth).

Behavioral Objectives

The students will:

- ✚ Listen to the story written by Dr. Seuss entitled *The Zax*.
- ✚ Participate in a class discussion.
- ✚ Participate in the “Our Generous Hearts” activity.
- ✚ Participate in the “Making a Difference” activity.

Materials

The Zax, in *The Sneetches and Other Stories*, written by Dr. Seuss

Chalk board and chalk

Bulletin board

Procedures

As was the case with the previous lessons, the following procedures have been included to serve as guidelines for the teacher. Please feel free to make adjustments to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. We ask that you please make certain that the objectives of the lesson are met so that the integrity of the lesson may be maintained.

1. Review the main ideas of the previous lesson. We show respect when we treat others as people of deep worth and treat them as we would like to be treated. All people are worthy of respect. It does not have to be earned. Respectful behaviors often grow out of a loving heart. It is not always easy to show respect for people, especially if they act in unkind ways, but all people are the same in important ways and so are worthy of respect. We can help people and communities when we treat others with respect day after day.
2. Introduce today’s lesson. Tell the students that today they are going to learn about generosity by looking at its opposites (self-centeredness and selfishness). Self-centeredness is shown through hoarding, taking and not giving to others, and by expecting others to continually do things for us. Generosity can be demonstrated through the giving of one’s time, possessions, love, and kindness.

3. Read the story entitled *The Zaks* to the students. Ask the students to watch for signs of generosity and selfishness (the opposite of generosity) as they listen to the story.
4. Conduct the class discussion. The questions can be found in the Discussion section.
5. Have the students participate in the “Our Generous Hearts” activity. Please see the Activities section for further instructions.
6. Conduct the “Making a Difference” activity. See the Activities section for further instructions.
7. Provide a summary of the main ideas to conclude the lesson. A generous person is a giving and sharing person. To be generous is to give abundantly. It is a gift-giving that surprises and delights the recipient. Generosity grows out of a kind and loving heart and can be seen in the giving and sharing of one’s time, possessions, love, and kindness. To behave in a generous way can be life-giving, with the giver typically experiencing as much joy as the receiver. All people are worthy of respect.

Discussion Questions

1. What happened in today's story.
2. As you know, the North-Going Zax and the South-Going Zax were having a problem in the story. What was the problem they were having?
3. What happened to the North-Going Zax and the South-Going Zax because of each person's selfishness?
4. Why do you think they were having this problem? *Each Zax was being selfish.*
5. What do you think the Zax should have done when they "came to a place where they bumped. There they stood. Foot to foot. Face to face?" *Moved out of the way, gone around, and shown generosity.*
6. What might have happened when the Zax met if someone had shown generosity? *They would have been able to continue on their way. Their hearts would have been happy.*
7. Has any person ever been selfish to you? What did you do? How did you feel?
8. Have people ever been generous to you? What did they do? How did you feel?
9. How did you act when you received generosity?
10. Have you ever been very generous to others? In what ways? How did it feel to be generous?
11. How did the other person act when you showed him or her generosity?
12. Are all people worthy of receiving generosity? Why or why not?
13. What do you think would happen in our school if all of us started to be very generous day after day?
14. What might happen in our communities (families, places of worship, neighborhoods, cities, and so forth) if people practiced generosity day after day?

Activities

The teacher may decide whether or not to include an activity in the lesson.

Our Generous Hearts

Objective

The students will think of all the ways they *have* shown generosity toward others. They will list all of the ways they *could* show generosity toward others. They will continue to learn how such acts of generosity might positively impact families, schools, communities, and even the world.

Instructions

The students will give examples of the ways in which they *have* shown generosity toward others. They will also give examples of the ways in which they *could* show generosity toward others. The teacher will write the list on the chalk board. The students will discuss how such generosity can positively impact families, schools, communities, and the world. The class may want to make a bulletin board with pictures to celebrate each student's generosity.

Making a Difference

Objective

The students will continue to learn what it means to be generous. They will list the ways that their class could positively impact their communities (schools, families, places of worship, neighborhoods, cities, and so forth). They will select one or more generous acts from their list that they would like to do as a class.

Instructions

The students will brainstorm all of the ways in which they could show generosity in their communities (schools, families, places of worship, neighborhoods, cities, and so forth). The teacher will make a list of the students' suggestions on the chalk board. Once the list is complete, the teacher and students will select one or more generous acts from the list that they would like to do (as a class). The "Making a Difference" class project may involve sharing of the student's time, possessions, love and/or kindness. The generosity can be extended toward friends, family members, or other people in their communities (schools, places of worship, neighborhoods, cities, and so forth).

Suggestions: The class might decide to make cards expressing love and thanks to family members, friends, and community and school leaders; perform service acts like picking up trash on the playground; partner with a classroom in your city or in another part of the world (the students in the two classrooms could become "pen pals"); visit a hospital or home for the elderly (sing songs, deliver cards); or adopt a "cause" such as "saving the rain forest."

Note: The teacher may want to make a bulletin board with pictures, drawings, and stories that will list and describe the various ways in which the class has demonstrated generosity.

In a Christian Context

This section is for those teachers seeking ideas about generosity within their own Christian religious tradition. The general ideas are followed by some specific scriptures. Teachers should feel free to use these sections as they wish.

General Ideas

God has asked us to be “Christ” for one another. Jesus gave of himself in every way. He gave of his time, his energy, his love, and his possessions. He taught, healed, and fed many people. He took the form of a servant for the sake of others, a tremendous act of generosity. We are to use our talents and gifts to help all people.

Scripture

As in the previous lessons, we have included some scriptures that may be used for thought and/or discussion to support the main ideas of the lesson.

Romans 2:6: God will give to each person according to what he has done.

Luke 12:33: ...give to the poor.

Proverbs 18:16: A gift opens the way for the giver and ushers him into the presence of the great.

Proverbs 11:24: A generous man will prosper, he who refreshes others will himself be refreshed.

Proverbs 22:11: A generous man will himself be blessed, for he shares his food with the poor.

Proverbs 21:13: If a man shuts his ears to the cry of the poor, he too will cry out and not be answered.

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students actively participate in the class discussion?
- ◆ Did the students participate in the “Our Generous Hearts” activity?
- ◆ Did the students participate in the “Making a Difference” activity?
- ◆ Did the students learn that a generous person gives of his or her time, possessions, love, and kindness?
- ◆ Did the students learn that all people are worthy of generosity?
- ◆ Did the students learn the ways in which sustained acts of generosity can benefit individual people and communities?

EVALUATION OF LESSON SEVEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Part Two

Learning about Inherent Worth, Moral Love, Kindness, Respect, and Generosity within the Context of Forgiveness

*Note: The children are not yet asked to forgive someone.

Lesson Eight: What Forgiveness is and What it is Not

Main Ideas

In this lesson, we will discuss what forgiveness is and what it is not. Later, the students will be asked to apply the messages of this lesson first to story characters (lessons 9-12) and then to their own lives (lessons 13-17), as they work toward forgiving the person who caused them an unfair hurt.

The following definition of forgiveness will serve as a guide for you as you teach the children to forgive: “When unjustly hurt by another, we forgive when we overcome the resentment toward the offender, not by denying our right to the resentment, but instead by trying to offer the wrongdoer compassion, benevolence, and love; as we give these, we as forgivers realize that the offender does not necessarily have a right to such gifts.”⁴ The person who forgives attempts to see the inherent worth of the one who hurt him or her, to extend moral love toward him or her, and to respond to the offender with the gifts of kindness, respect, and generosity.

Forgiveness is **not** excusing or condoning the person’s hurtful behavior. When we forgive, we do **not** decide simply to put up with the hurt, take the blame for the person’s behavior, pretend that we weren’t hurt by the person’s actions, or pretend that the person didn’t mean to cause us hurt. Forgiveness is **not** reconciliation. Reconciliation is the act of two people coming together to establish a relationship after they have separated. Forgiveness is a moral decision within the human heart that can bring us closer to reconciliation with the one who has hurt us. True reconciliation can only take place when both parties have a sincere desire to resume the relationship.

Forgiveness is **not** forgetting the hurt. It is remembering the hurt in a different way, through the eyes of forgiveness. Remembering the hurt can serve as a protection, to a certain degree, from similar future hurts.

When a person forgives, he or she may experience an improved relationship with the one who caused the unfair hurt, reduced anger and sadness, and greater levels of hope.

It is important to approach the subsequent lessons with the knowledge that **forgiveness is a choice**. Without a doubt, forgiveness is an important virtue that may have emotional, psychological, and physical benefits for the forgiver, as well as for the one being forgiven. Please see page 3 of this curriculum guide for a review of what we **do and do not** mean when we say, “Forgiveness is a choice.”

⁴ Robert D. Enright, *Forgiveness Is a Choice* (2001), p. 25.

General Objectives

The students will:

- ✚ Learn what forgiveness *is* and what it *is not*.
- ✚ Learn some of the benefits of forgiveness.
- ✚ Learn that forgiveness is **not** a grim obligation, but rather that it **is** a choice.

Behavioral Objectives

The students will:

- ✚ Listen to the story written by Helen Cooper entitled *Pumpkin Soup*.
- ✚ Participate in a class discussion.
- ✚ Participate in the “Forgiveness is...Forgiveness is Not...” activity.

Materials

Pumpkin Soup, written by Helen Cooper
Crayons and paper

Procedures

As in previous lessons, we have included a list of procedures to serve as guidelines for the teacher. Please feel free to alter the procedures, discussion questions, and/or activities if it will help you more effectively meet the needs of your students. It is important, however, that you continue to address each of the general and behavioral objectives of the lesson.

1. Review the main ideas of the previous lesson. A generous person is a giving and sharing person. Generosity grows out of a kind and loving heart and can be seen in such things as the giving of one’s time, possessions, affection, and helpful acts. All people are worthy of generosity. We can be generous and remain safe. Generosity given day after day can help people and communities.
2. Introduce the book written by Helen Cooper entitled *Pumpkin Soup*. This story teaches us that when we forgive, we become less angry toward a person who was unfair and we become

ready to give him or her gifts of love, kindness, respect, and generosity. When we forgive the person who caused us an unfair hurt, we may become less sad, less angry, and more hopeful. It is possible that forgiveness may help us to get along better with the one who hurt us, but it is also possible that a friendship may **not** continue with that person if he or she continues to be hurtful. *Pumpkin Soup* also teaches us that when we forgive, we do **not** make excuses for the person who hurt us, nor do we forget the hurt. Please keep in mind that forgiveness is a choice. **The students should be allowed to choose if and when to forgive (See page 3 of this guide).**

3. Conduct the class discussion. The questions can be found in the Discussion section.
4. Have the students participate in the “Forgiveness is...Forgiveness is Not...” activity. See the Activity section for further instructions.
5. Conclude by summarizing the main points of the lesson. When we forgive, we begin to feel less angry toward the person who hurt us and become ready to give a gift of love to him or her. Forgiveness can also help us feel less sad and more hopeful. Forgiveness can help us to get along better with the one who was hurtful. When a person forgives, it does **not** always mean that the two people come back together in friendship. Both people must sincerely want this. Forgiveness is **not** excusing or condoning the person’s behavior and it is **not** forgetting that we were hurt. **Forgiveness is a choice (see page 3 of this guide).**

Discussion Questions

At the beginning of the story, we learned that a bag-piping cat, a squirrel with a banjo, and a small singing duck were happily living in an old white cabin deep in the woods. They had a peaceful home until the duck decided that he wanted to be the one to stir the soup.

1. What happened then?
2. Do you think that Duck was being unfair to Cat and Squirrel? Why or why not?
3. Were Cat and Squirrel unfair to Duck? Why or why not?
4. When we forgive, we may feel less angry or resentful toward a person who was unfair. Did Cat seem to get rid of resentment (anger)? Did Squirrel seem to get rid of resentment (anger)? Did Duck seem to get rid of resentment (anger)? How can you tell?
5. When we forgive we see that the other person has deep worth. Did Cat see the deep worth of Duck? Why or why not?
6. Did Squirrel see the deep worth of Duck? If so, give some examples.
7. Did Duck see the deep worth of Cat and Squirrel? If so, give some examples.
8. Did the hearts of the animals seem to soften toward one another? How can you tell?
9. Did Cat and Squirrel make excuses for Duck's behavior? Did Duck make excuses for Cat's and Squirrel's behaviors?
10. Let's suppose that Duck continued to be unfair. What if he even got worse? Suppose he played tricks on and bullied Squirrel and Cat every day. Is it possible for Squirrel and Cat to forgive, but then **not** play with Duck if he continued to be unfair? Why do you say this?
11. Did Squirrel and Cat forget what Duck had done?
12. Do you think that forgiveness occurred for Cat? For Squirrel? For Duck? Why or why not?
13. What if Duck and Cat put pressure on Squirrel to forgive when he was not ready? How should Squirrel handle this? *He could say he's not ready and that he needs time.*
14. What happened as a result of the forgiveness? *Improved relationships, less anger, less sadness, etc.*

Activity

The teacher may decide whether or not to include an activity in the lesson.

Forgiveness is...Forgiveness is Not...

Objective

The students will draw pictures that show what forgiveness is and what forgiveness is not. The students will also write about what forgiveness is and what it is not.

Instructions

The teacher will give the students a piece of paper with the heading “Forgiveness is...” The students will write a word or two that describes what forgiveness is and then draw a picture showing what forgiveness is. On the bottom half of the same page will be the heading, “Forgiveness is Not...” The students will write a word or two telling what forgiveness is **not** and then draw a picture illustrating what forgiveness is **not**.

Note: The teacher should save each child’s picture so that they can be looked at in lesson fifteen. The teacher may want to make a display of the students’ work (bulletin board, etc.).

In a Christian Context

This section includes a Bible story for those teachers seeking ideas on how to discuss what forgiveness is and is not in the context of their Christian religious tradition. Please feel free to use this section as you wish.

General Ideas

The Bible repeatedly teaches us to forgive as we have been forgiven. Although the Bible does not give us an explicit definition of forgiveness or a step-by-step procedure telling “how” to forgive, we can learn the “what” and “how” of forgiveness by looking at the way some well-known Bible characters responded to unfair treatment. The stories of Stephen forgiving the people who stoned him, Paul forgiving the Roman soldiers who held him prisoner, and Peter forgiving the prison guard teach us about forgiveness.

Scripture

Acts 16:16-40

In this story, Paul and Silas were arrested and mistreated by the authorities of the Roman government because they were preaching about Jesus. Paul and Silas were Roman citizens, which meant that they were to be treated with goodness and kindness. Yet, the angry magistrate had Paul and Silas seized, stripped, brutally beaten, and thrown into the deepest, darkest place in the jail. It was probably scary! They had done nothing to deserve such terrible treatment! We

know that Paul was very angry about this treatment because at the end of the story we heard him forcefully tell the jailer that as Roman citizens they should have been treated with kindness and should not have been publicly beaten without a trial. They had a right to be angry and resentful! Nevertheless, the two disciples of Jesus overcame their resentment by praying and singing hymns. It seems that they were already in the process of forgiving because when the miracle happened and their chains were released, they immediately started to protect the guard by lovingly telling him not to hurt himself. It looks like their anger and resentment over their beating and jailing was giving way to a kind and generous forgiveness.

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students participate in the group discussion?
- ◆ Did the students participate in the “Forgiveness is...Forgiveness is Not” activity?
- ◆ Did the students learn what forgiveness is and is not?
- ◆ Did the students learn some of the benefits of forgiving?
- ◆ Did the students learn that forgiveness is a choice?

EVALUATION OF LESSON EIGHT

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Nine: The Gift of Forgiveness

Main Ideas

In the first lesson of part two, (lesson eight), the students learned what forgiveness is and what forgiveness is not. For the remaining lessons of this section (lessons 9-12), the students will learn about the topics of inherent worth, love, kindness, respect, and generosity, **as they relate to forgiveness**. In this lesson, we will focus especially on inherent worth as it relates to forgiveness.

People sometimes experience unfair and deep hurt. When a person has been unfairly hurt, it often becomes difficult for him or her to see the inherent worth of the person who caused the hurt. A once soft and loving heart can become hardened with anger and hurt when a person has been treated unfairly. Forgiveness is one healthy response to such unfair treatment. When a person is able to see the worth of the one who caused the hurt, then he or she becomes able to reach out to the offender with love, kindness, respect, and generosity, thus forgiving the person. Deep worth remains even after we have been treated unfairly.

Forgiveness is a gift that can benefit individual people and society.

General Objectives

The students will:

- ✚ Learn that when a person has been unfairly hurt, his or her heart can become hardened with anger.
- ✚ Learn that even when people are thinking unkind thoughts, behaving in unkind ways, or feeling unkind feelings toward others, they are still have deep worth.
- ✚ Learn that it is possible to think, act, and feel loving toward a person who has caused hurt by practicing forgiveness.
- ✚ Learn that we still have deep worth even after others treat us unfairly.
- ✚ Learn that forgiveness can benefit individual people and society.

Behavioral Objectives

The students will:

- ✚ Watch the DVD entitled *Horton Hears a Who*.
- ✚ Participate in a class discussion.

Materials

The *Horton Hears A Who* DVD

DVD player

Television

Procedures

As you recall, in lesson one the students learned about the virtue of inherent worth through the book entitled *Horton Hears a Who*. In this lesson we will use the same story in a different format (DVD rather than a book) to teach about inherent worth within the context of forgiveness. The students will learn the following message: Even when hurt by another person's unfair treatment, it is possible to see that person's inherent worth and to forgive. This is the first lesson in our curriculum that expressly focuses on forgiveness.

The following procedures are to serve as guidelines for the teacher. As in all previous lessons, please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. When we forgive, we become less angry (or sad) with a person who caused us an unfair hurt and we become able to give him or her the gift of love. Forgiveness can have the following benefits for the forgiver: less sadness, more hopefulness, and improved relationships with the one who hurt him or her. Forgiveness is **not** excusing the person's behavior, saying it was all right, or forgetting the hurt. When a person forgives the one who caused an unfair hurt, it does **not** always mean that the two people come back together in friendship. Both people must sincerely want this. **Forgiveness is a choice (see page 3 of this guide).**

2. Introduce today's lesson. Tell the students that today they are going to continue to learn about *forgiveness*. It is possible for a heart to become hardened with anger when a person has been unfairly hurt. Recognizing the deep worth of the person who caused the hurt can help us to forgive. Forgiveness can help the person who was hurt by helping him or her become less angry and sad. We continue to have deep worth even after we've been treated unfairly. We can forgive and remain safe. This idea will be discussed more in the Discussion section.
3. Ask the students if they remember the Dr. Seuss story entitled *Horton Hears a Who*. What was Horton's important message? *A person is a person. All people have deep worth.*
4. Introduce and show the *Horton Hears a Who* DVD. Ask the students to look for the ways that Horton shows forgiveness as they watch the story.
5. Conduct a discussion session with the students. The questions can be found in the Discussion section.
6. Conclude by summarizing the main ideas of the lesson. Remind the students that even when a person thinks, acts, and feels in unkind ways, he or she still has deep worth. Even when a person has been treated in unkind ways, he or she still has deep worth. The heart of a person who has been unfairly hurt because of unkind words or actions can become hardened with anger. It is possible to think, act, and feel loving toward a person who has hurt one through forgiveness. We can think, act, and feel loving toward a person who has been unfair without being put at risk to be hurt again. Forgiveness can benefit individual people and society.

Discussion Questions

1. What do you think the Wickersham Brothers and Kangaroo were thinking about Horton and the Whos? *Horton is foolish. They didn't seem to see his deep worth.*
2. Did the Wickersham Brothers and Kangaroo have deep worth even though they were thinking unkind thoughts?
3. How were the Wickersham Brothers and Kangaroo acting toward Horton and the Whos? What were they doing to Horton? What were they doing to the Whos?
4. How do you think the Wickersham Brothers and Kangaroo were feeling toward Horton and the Whos? *Angry. Frustrated. Confused.*
5. Did the Wickersham Brothers and Kangaroo have deep worth even though they were acting and feeling unfairly to Horton and the Whos?
6. What do you think Horton might have been thinking and feeling at first toward the Wickersham Brothers and Kangaroo? *Hurt. Angry. Frustrated. Unfairly treated.*
7. What would you have been thinking and feeling at first? Why?
8. What did Horton do when the Wickersham Brothers and Kangaroo were mean to him?
9. What would you have done? Why?
10. Did Horton still have deep worth even though the Wickersham brothers were unfair to him? Did the Whos still have deep worth even though they were treated unfairly? Why? Why not?
11. What did Horton do at the end of the story? *He forgave them.* What do you think he might have been thinking and feeling since he was able to act with kindness toward the Wickersham Brothers and Kangaroo? *He was able to see their deep worth, think kind thoughts, and feel love toward them.*
12. How do you think he became able to have kind and loving thoughts and feelings toward the Wickersham Brothers and Kangaroo? *Forgiveness. He saw the great worth in them because they are persons.*
13. How can a person forgive and remain safe?

A Reminder

You can think good thoughts about a person who continues to be unfair (see their inherent worth), but you still have to keep yourself safe. *To the teacher: an example might be that the*

child is civil and orderly while doing group work with a person who continues in unfairness at school, but refuse to be alone with him or her after school.

In a Christian Context

The Bible shows how forgiveness includes the important virtues of love, kindness, respect and generosity. We present some general ideas followed by some specific scriptures. Teachers should feel free to use these sections as they wish.

General Ideas

Forgiveness is at the heart of the Gospel. God forgives sins and expects us to forgive others. As God loves us by forgiving us, we are to accept that and then take that love into the world. When we forgive someone who has caused us hurt, we are seeing him or her as a child of God. When we forgive, we show kindness, respect, and generosity to the one who hurt us. Although all of this is not easy, God gives us the grace to forgive. We can pray to God, asking for the grace to forgive.

Scripture

The following Bible story may be used for thought and/or discussion to support the main ideas of the lesson.

Matthew 18:23-35: Please read the story of the “unforgiving servant.”

The king has mercy on the servant. He sees his inherent worth and forgives the servant’s debt. Once forgiven, the unforgiving servant now encounters someone who begs his forgiveness. The unforgiving servant does not see the inherent worth of the other person and so does not forgive him. Forgiveness is very important to the king. Once he finds out that his servant did not forgive, the king throws that servant into prison. A major message is that forgiveness is highly important to God.

Evaluation of the Students

- ◆ Were the students attentive as they watched the story?
- ◆ Did the students actively participate in the class discussion?
- ◆ Did the students learn that when a person is hurt, his or her heart can become hardened with anger?
- ◆ Did the students learn that all people have deep worth regardless of what they are thinking, doing, or feeling?
- ◆ Did the students learn that when a person practices seeing the inherent worth in those who are unfair, it becomes easier to think, act, and feel loving toward the offender, thus preparing him or her for forgiveness?
- ◆ Did the students learn that deep worth remains even when one has been treated unfairly?
- ◆ Did the students learn that forgiveness can be beneficial to both individuals and society?

EVALUATION OF LESSON NINE

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Ten:
Love and Kindness can Foster Forgiveness

Main Ideas

Lesson ten will instruct the children about the importance of love and kindness as they relate to forgiveness.

A person who has been unfairly hurt by another may not feel loving toward the one who hurt him or her. Unfair hurts can cause a person's heart to become hardened with anger and resentment.

A soft and loving heart can pave the way for forgiveness toward a person who has caused an unfair hurt. Kindness, as part of a soft and loving heart, can pave the way for forgiveness toward those who hurt us. Because kindness is one important aspect of forgiveness, and because forgiveness is now our focus, we will think about kindness in the context of forgiveness.

In this lesson, we will deviate from our usual pattern of presenting a story to teach the main ideas. Here, instead, we will use a song from the *Horton Hears a Who* DVD. We have added a special "forgiveness verse" to the end of the song to teach the students about kindness and forgiveness.

General Objectives

The students will:

- ✚ Learn that when hurt, it is not easy to feel kindness toward the one who hurt us.
- ✚ Learn that when hurt, it is not easy to demonstrate kindness toward the one who hurt us.
- ✚ Learn that forgiveness is the road back to a softened, loving heart.
- ✚ Learn that kindness can help us to forgive.

Behavioral Objectives

The students will:

- ✚ Learn the words and the actions to the song, "Be Kind to Your Small Person Friends."
- ✚ Participate in a class discussion.

Materials

The song entitled “Be Kind to Your Small Person Friends”

The *Horton Hears a Who* DVD and DVD player

Activity Sheet 10A

Procedures

As we have mentioned before, this section is intended to provide procedural guidelines only. Please feel free to adapt the material to your own style. To maintain the integrity of the curriculum, we ask that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. People have “value” even when they think, act, and feel in unkind ways. The heart of a person who has been unfairly hurt because of unkind words or actions can become hardened with anger. It is possible to see the deep worth of the person who caused the unfair hurt, thus paving the way for forgiveness. We can forgive and remain safe. Forgiveness can benefit individual people and society.
2. Introduce today’s lesson. Tell the students that when unfairly hurt, it is possible for a person to work on being kind toward the one who caused the unfair hurt, thus opening the door for forgiveness.
3. Please let the children know that kindness toward someone who refuses to change unfair behavior can come from the heart, but need not spill over into interactions that could put them at risk for further injury.

*Note: It is important for every child to use common sense in knowing where that boundary for behavior is. In our experience, most children know that boundary.

4. Conduct a class discussion. See the Discussion section for further instructions.
5. Teach the students the words and actions to the song entitled “Be Kind to Your Small Person Friends.”
6. Summarize the main ideas of the lesson. When a person has been deeply hurt, it is not easy to think kind thoughts, to feel kindness, or to act kindly toward the one who hurt him or her. A kind heart makes forgiveness possible.

Discussion Questions

1. Do you remember how Horton forgave the Wickersham Brothers and Kangaroo after they were so mean to him?
2. Did Horton show kindness? How?
3. Did Horton seem to have a soft and loving heart toward the Wickersham Brothers and Kangaroo? In what ways?
4. Have you ever been hurt by another person?
5. How did you feel *at first* toward that person when he or she hurt you? *Angry. Resentful. You wanted to hurt them back.* How did your feelings change in time?
6. Is it possible to think kind thoughts toward a person who has hurt you? Please tell me what some of those kind thoughts might be.
7. Do you think it is possible to feel kind feelings in your heart toward a person who has hurt you? What do kind feelings in the heart feel like? Please try to describe that for me.
8. Do you think that it is possible to behave in a kind way toward a person who has hurt you? What does it mean to behave in a kind way toward someone who has unfairly hurt you? Please give me some examples of kind behavior toward such a person.
9. Have you ever forgiven a person who hurt you? How do you know?
10. Is it sometimes wise to be careful in how you interact with someone who is very unkind to you and continues to be very unkind to you? What is the best way to be kind, yet careful with one who could still hurt you?
11. Imagine that everyone in our school was kind to everyone else—especially following unfairness. What do you think our school would be like?
12. Imagine that everyone in our other communities (families, place of worship, neighborhoods, and cities) was kind to everyone else. What do you think they would be like?

Activity

The “Be Kind to Your Small Person Friends” Song (*Horton Hears a Who* DVD)

Objective

The students will learn that when a person has been hurt by another, it is possible for him or her to learn to be kind and thus forgive that person.

Instructions

Play the song from the *Horton Hears a Who* DVD. The teacher may either teach the words from the song on the DVD or just have the students listen to the song while doing the actions. For the “forgiveness” verse, the teacher may either teach the students all of the words or the “key” words. The lyrics and actions to the song can be found on Activity Sheet 10A.

A Reminder

If you so choose, you can think kind thoughts and feel kind feelings toward someone who has hurt you. If you so choose, you can try to be kind to that person, but be sure to keep yourself safe if that person is so angry as to endanger your safety. *An example of kindness and remaining safe is this: The student might think about the strengths of the one who continues in unfairness (skilled in playing games or has been helpful in the past) and might feel compassion toward him or her, but then avoid interacting with him or her especially when alone.*

In a Christian Context

This section is for those teachers seeking ideas about kindness as part of forgiveness within their own Christian religious tradition. We present some general ideas followed by a suggested Bible story. Teachers should feel free to use these sections as they wish.

General Ideas

God is patient and kind to all of his creation and creatures. He is concerned for us and wants to see us develop, in our hearts, the kindness that He shows to us. Kindness is a vital part of love (“love is patient, love is kind...”). As God is sympathetic to us, we are to be sympathetic to others. As He treats us with grace and dignity, we are to treat others with a similar grace and dignity. Only through a heart softened by grace will we be able to accomplish what God asks of us. Being open to the development of kindness in one’s heart actually opens the door to forgiveness.

Scripture

The following Bible story may be used for thought and/or discussion to support the main ideas of the lesson.

Luke 15:11-32: the story of the Prodigal Son. As you read the story, please have the children make note of all the ways in which the father is kind to his younger son.

Evaluation of the Students

- ◆ Did the students actively participate in the class discussion?
- ◆ Did the students participate in the “Be Kind to Your Small Person Friends” song?
- ◆ Did the students learn that when one has been unfairly hurt by a person, it is not easy to demonstrate kindness toward the one who hurt him or her?
- ◆ Did the students learn what it means to be kind toward a person who has unfairly hurt him or her?
- ◆ Did the students learn the importance of kindness within the context of forgiveness?
- ◆ Did the students learn how to be kind within forgiveness and remain safe?
- ◆ Did the students learn about the importance of kindness for communities?

EVALUATION OF LESSON TEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Activity Sheet 10A

Be Kind to Your Small Person Friends

The italicized words in parentheses are the actions for the lyrics that directly follow. For example, the students will circle right while singing or listening to the words, "Oh, be kind to your small person friends."

(Join hands in a circle. Circle right) Oh, be kind to your small person friends.

Every "Who" may be somebody's mother.

(Circle Left) Be kind to any "Who" on every speck;

Any one of them may be your brother.

(Drop hands. Stop circling.) Oh, be kind to your small person friends,

(Put your arms up in the air and move as though floating.) As they float around from one place to another.

(Squat down low to make yourselves small.) Remember no matter how small,

(Walk from person to person shaking hands.) That a person is a person after all...

(Join hands in a circle. Circle right.) To forgive you need to be kind.

(Circle left.) To forgive you need to be loving.

(All walk to the center of the circle while holding hands. Raise arms toward one another on the word give.) To forgive you will need to give.

(Point to a person in the circle. Point to a second person in the circle.) For forgiveness helps both you and the other.

(Wrap arms around self and give yourself a hug.) So be kind to you both and forgive.

(Point to a person in the circle. Point to a second person in the circle.) For forgiveness helps both you and the other.

(Wrap arms around self and give yourself a hug.) So be kind and forgive.

For you and your sister and your brother.

Lesson Eleven: **Turning Tears into Love and Forgiveness**

Main Ideas

In this lesson, we will link moral love directly with forgiveness.

As we saw in lesson four, love is defined by Webster's dictionary as a feeling of strong attachment, liking, or fondness for another person. The one who morally loves has the other person's best interest at heart. This kind of love is not selfish or self-centered. When we morally love people, we love them unconditionally, despite their flaws. Certainly, someone who morally loves another can ask for fairness.

It is important to acknowledge that while love is a feeling, it is also a thought and an action. And, it involves the decision to treat others with respect, kindness, and generosity. It is a giving of oneself for the benefit of others.

When a person has been treated unkindly and unfairly by another, angry and hurt feelings can result. At those times, it becomes difficult to feel love toward the one who caused the pain. Exercising love in the face of angry feelings can help a person to truly forgive the offending one. Because it is different than reconciliation, forgiveness as love toward an unfair person will not put the forgiver at risk to be hurt by the same person again. People with loving hearts, who forgive, enhance the quality of life within communities.

General Objectives

The students will:

-  Learn that when a person has been hurt, anger can harden the heart.
-  Learn that love, in the context of forgiveness, has the power to soften a person's heart toward the one who hurt him or her.
-  Learn that forgiveness will not put a person at risk to be hurt again by the same person.
-  Learn that forgiveness can have a positive impact on individuals and communities.

Behavioral Objectives

The students will:

- ✚ Listen to a story entitled *The Tears of the Dragon*.
- ✚ Participate in a class discussion.
- ✚ Participate in the “Puppet” activity.
- ✚ Learn and sing the song entitled “Every Person Has a Heart.”

Materials

The Tears of the Dragon, written by Hirosuke Hamada
Crayons, paper, popsicle sticks, scissors and glue
Activity Sheet 11A (“Every Person Has a Heart” lyrics and actions)

Procedures

As you now know, the following procedures are to serve as guidelines only. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. Yet, to maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. When deeply hurt, it is not easy to think kind thoughts, to feel kindness, or to act kindly toward a person who causes an unfair hurt. A kind heart is the road to forgiveness. Kindness aids a person on the forgiveness journey.
2. Introduce today’s lesson which is centered on loving a person who has caused an unfair hurt.
3. Introduce and read the story entitled *The Tears of the Dragon*. Have the children pay particular attention to Akito’s love for the dragon, how the dragon is transformed by Akito’s love, and how the dragon then becomes more loving and forgiving.
4. Conduct the class discussion. See the Discussion section for further instructions.
5. Have the students do the “Puppet” activity. See the Activities section for further instructions.
6. Teach the lyrics and actions to the “Every Person Has a Heart” song. See the Activities section for further instructions.

7. Conclude the lesson with a summary of the main ideas. Remind the students that when a person has been hurt, anger can harden the heart. Love has the power to soften a person's heart, opening up forgiveness toward the one who caused the unfair hurt. Forgiveness will not put a person at risk to be hurt by the same person again. Forgiveness can have a positive impact on individuals and communities.

Discussion Questions

1. What is this story about?
2. Do you think you would have felt love at first toward the dragon? Why? Why not?
3. The dragon seemed to need love. Did Akito show love toward the dragon? How do you know this?
4. What did the dragon do at first when Akito approached him with love?
5. What did the dragon eventually do when Akito continued to show love toward him?
6. Did Akito's love change the dragon? How?
7. Once the dragon learned about love and received love, do you think he felt love toward the people who had been so cruel to him? How do you know?
8. Do you think the dragon forgave all of the people who had been so cruel to him? Why do you say this?
9. Once the dragon forgave the people, what gift did he give the community?
10. How is a river a gift to a community?
11. What lesson did the dragon teach to all of the people in the community?
Anger can be transformed into love. Love can help us forgive. As we forgive, we sometimes give wonderful and unexpected gifts—such as the dragon's river of tears—to those who have been unkind.
12. Think about the importance of being careful when showing love toward people you do not know very well. Was it safe for Akito to go see the dragon by himself?
13. How might Akito have shown love toward the dragon without putting himself in danger?
14. Like the dragon, do you have someone who has been unkind to you?
15. Might that person need love? Why or why not?
16. How can love be shown to a person who behaves unfairly without putting yourself in danger?
17. Do you think you could love a person through forgiveness who unfairly hurt you? Why or why not?
18. What if everyone in the school started to show much love to others—even those who have been unfair? What do you think our school would be like? What might our communities be like?

A Reminder

It is all right to love someone who has unfairly hurt you, but you must be careful to avoid being hurt over and over again by that same person. *You can feel good feelings about someone who continues to be unfair, but still not play with him or her at recess or seek him or her out as a playmate.*

Activities

The teacher may decide whether or not to include an activity in the lesson.

Puppet Activity

Objective

The students will learn the message of love and forgiveness by acting out the story with puppets on a stick.

Instructions

The teacher will have the students draw, color, and cut out a picture of the character that they will act out. The characters they can choose to draw are the town people, the mother, Akito, and the dragon. The teacher will read the story again. The students will stand with their puppets when the character is speaking.

Every Person Has a Heart

Objective

The students will learn the message of love and forgiveness. They will learn the lyrics and actions for the song.

Instructions

The teacher will teach the lyrics and actions to the “Every Person Has a Heart” song. See Activity Sheet 11A for further instructions.

In a Christian Context

The same pattern applies here as in the other lessons. We provide general ideas and specific scriptures for discussion with the children.

General Ideas

God is love. God freely gives us His love and asks us to take that love into the world. We are instructed to be like our Master. Jesus loved us while He was on this earth and He continues to love us now. By dying on the cross for us, Jesus showed great love and forgiveness. We are to love and forgive because Jesus loves and forgives us. Jesus loves even those who are difficult to love, like those who insulted and crucified him. We, too, are to try to love and forgive those who are unkind to us.

Scripture

The following scriptures may be used for thought and/or discussion to support the main ideas of the lesson.

Romans 5:8: ...but God proves His love for us in that while we were still sinners, Christ died for us.

1 John 4: 7-8: Beloved, let us love one another; for love is of God, and he who loves is born of God and knows God. He who does not love does not know God, for God is love.

1 John 15:9: As the Father has loved me, so I have loved you; abide in my love (*This is Jesus talking*).

1 Corinthians 3:16: Don't you know that you yourselves are God's temple and that God's Spirit lives in you?

1 John 4:11-12: Dear friends, since God so loved us, we also ought to love one another. No one has ever seen God; but if we love one another, God lives in us and his love is made complete in us.

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students actively participate in the class discussion?
- ◆ Did the students participate in the puppet activity?
- ◆ Did the students sing and act out the song?
- ◆ Did the students learn that a loving heart can open the door for forgiveness?
- ◆ Did the students learn that forgiveness will **not** put a person at risk?
- ◆ Did the students learn how to offer love in forgiveness and remain safe?
- ◆ Did the students learn that forgiveness can have a positive impact on individuals and communities?

EVALUATION OF LESSON ELEVEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Activity Sheet 11A

Every Person Has a Heart

The following lyrics will be sung to the melody of “Old McDonald Had a Farm.”

The actions that go with the lyrics have been put in parentheses immediately preceding the words they are to be acted out with.

Every person has a heart.

DON'T YOU THINK THAT'S GREAT?

And in one's heart

There can be love.

DON'T YOU THINK THAT'S GREAT?

(Wrap arms around self to give a hug.) With a hug-hug here, and a hug-hug there.

Here a hug,

There a hug,

Everywhere a hug-hug.

Every person has a heart.

DON'T YOU THINK THAT'S GREAT?

Every person has a heart.

DON'T YOU THINK THAT'S GREAT?

A stony heart

Can turn so soft.

DON'T YOU THINK THAT'S GREAT?

(Turn and wave.) With FORGIVENESS here.

And FORGIVENESS there.

Here forgive.

There forgive.

Everywhere we are to give.

Everybody has a heart.

DON'T YOU THINK THAT'S GREAT?

Lesson Twelve: The Battle Between Stinginess and Generous Forgiveness

Main Ideas

In lessons nine through eleven, we examined three of our five key ingredients to forgiveness within the context of forgiveness: inherent worth, kindness, and moral love. The other two, respect and generosity, will be covered here.

We have chosen Dr. Seuss' *The Butter Battle Book* for the following reasons: 1) it helps children learn from opposites. For example, the book portrays two communities showing great disrespect for one another. This teaches the children the value of respect, especially within the context of unfair and deep hurt; 2) the book incorporates the lessons of opposites in all of our five key areas of forgiveness: narrow-mindedness which shows the importance of inherent worth; hatred which shows the importance of love; unkindness which shows the importance of kindness; disrespect which shows the importance of respect; and stinginess which shows the importance of generosity. Please remember that in this lesson, we will only teach the lessons of respect and generosity.

The practice of respect and generosity, within the context of forgiveness, can uplift and restore lives and communities. Those who behave in opposite ways, showing disrespect and selfishness, can harm communities.

General Objectives

The students will:

- ✚ Learn that respect and generosity can help one to forgive.
- ✚ Learn that when a person has been unfairly hurt, the practice of respect and generosity can be difficult.
- ✚ Learn that a person can practice respect and generosity within forgiveness and remain safe.
- ✚ Learn that when a person who has been unfairly hurt begins to practice respect and generosity within the context of forgiveness, positive and healthy community relationships may return. Forgiveness becomes possible.

Behavioral Objectives

The students will:

- ✚ Listen to a story written by Dr. Seuss entitled *The Butter Battle Book*..
- ✚ Participate in the “Bread and Butter” activity.
- ✚ Participate in the “Peace Authors” activity.
- ✚ Participate in the “Caught You with a Softened Heart” activity.

Materials

The Butter Battle Book, written by Dr. Seuss
Bread, butter, knives and napkins (enough for each child)
“Caught You with a Softened Heart” certificates

Procedures

In this lesson we will focus on the practices of respect and generosity when we are unfairly hurt by another. The main ideas of this lesson will be taught in such a way that the students will actually be learning through opposites. For example, the children will learn about generosity by examining the stinginess of the characters in the story. Once this lesson is over, because of the messages presented in lessons 9-12, the children will be ready to use inherent worth, moral love, kindness, respect, and generosity when forgiving a person who has hurt them. We certainly do **not** expect the children to forgive anything deep or profound at this point. Instead, the subsequent lessons are meant as an introduction to their own forgiving.

The following are guidelines for the teacher. We would like you to make adjustments as you see fit. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. Remind the students that when a person has been unfairly hurt, the heart can become hardened with anger. As loving thoughts, actions, and feelings begin to emerge, even in the smallest of ways, forgiveness becomes possible. Forgiveness does **not** put a person at risk to be hurt again by the same person. It can have a positive impact on individuals and communities.

2. Introduce the book entitled *The Butter Battle Book*. Tell the children that today's lesson is about two communities that have different customs and beliefs. One group butters their bread on the top and the other group butters their bread on the bottom. Because the two groups focus on their differences, they do not see the deep worth that all people have as members of the human family. Review the meanings of *respect* and *generosity* before beginning today's lesson. Ask the children to look for places where the Yooks and the Zooks **could have** shown respect and generosity toward one another.
3. Read the story, *The Butter Battle Book*, to the class.
4. Conduct a class discussion. See the Discussion section for further instructions.
5. Have the students participate in the "Bread and Butter" activity. See the Activities section for further instructions.
6. Introduce the "Peace Authors" activity. See the Activities section for further instructions.
7. Introduce the "Caught You with a Softened Heart" activity. See the Activities section.
8. Conclude the lesson by summarizing the main ideas. When many people in a community begin to consistently show disrespect and stinginess toward others, bad things can happen. On the other hand, when many people in a community begin to consistently show respect and generosity toward others, good things can happen. The practices of respect and generosity can be difficult when a person has been unfairly hurt, but when that person begins to practice respect and generosity within the context of forgiveness, then positive and healthy relationships may return. Forgiveness becomes possible. People who forgive can help to bring about "forgiving communities."

Discussion Questions

1. What were the problems the Yooks and the Zooks were having?
2. How were the two groups behaving toward one another?
3. Were the Zooks showing disrespect toward the Yooks? How do you know? Were the Yooks showing disrespect toward the Zooks? How do you know? What is the opposite of disrespect? How might the Zooks and Yooks have shown respect toward each other?
4. Were the Zooks stingy toward the Yooks? How do you know? Were the Yooks stingy toward the Zooks? How do you know? What is the opposite of stinginess? *Generosity*. How might the Zooks and the Yooks have shown generosity toward one another?
5. What do you think the Yooks and the Zooks should have done to solve their problems?
6. Do you think forgiveness might have helped? Why? Why not?
7. Do you find it difficult to show respect toward a person who has hurt you? Why? Why not?
8. Do you find it difficult to show generosity toward a person who has hurt you? Why? Why not?
9. Do you think it would be possible to forgive a person who has deeply hurt you? Why? Why not?
10. What would you have to do if you were to forgive someone? *See their deep worth. Become willing to give love, kindness, respect, and generosity.*
11. Do you think that one or two people who begin to show respect and generosity within forgiveness could make a difference for a whole community? Why? Why not?

A Reminder

We have deliberately chosen to address the issues of respect and generosity only (not all five of our major themes).

It is all right to respect someone who has been deeply unfair to you, but sometimes you have to be respectful from a distance, especially if his or her behavior could injure you in some way. *The student could be cooperative in the classroom with the person who continues to be unfair, but decide not to go with him or her alone to a park or to a field to play.*

Remember that it is all right to be generous to someone who is unfair to you, but you must think about whether or not that person is a danger to you. If that person is dangerous, you can still be generous, if you so choose, but you don't have to interact with him or her. You can be generous from the heart while you keep your distance. *The student can loan a pencil to highly disruptive people or help them with a problem, but then decide not to sit with them at lunch or walk home with them from school.*

Activities

The teacher may decide whether or not to include an activity in the lesson.

Bread And Butter Activity⁵

Objective

The students will practice looking at the “inherent worth” of people who are members of a different community. They will practice thoughts, actions, and feelings of love, kindness, respect and generosity toward those who seem to be different than they are.

Instructions

The teacher will assign each student to be a member of either the Yook community or the Zook community. The teacher will give each student a slice of bread, a napkin or plate, and a plastic knife. They will then practice the customs of the community (Yooks or Zooks) to which they are assigned by buttering a slice of bread upside down or right side up. Each student may eat his or her slice of bread during the reading of the story. Following the story, the teacher may have the students *live out* a portion of the school day based on their membership as a Yook or as a Zook. The students will be asked to demonstrate the virtues of love, kindness, respect, and generosity toward people who do things differently than they do.

Suggestions: The teacher may assign the students to be a Yook or a Zook through the selection of playing cards, the colors of the student’s clothing, or the student’s birth month. The teacher may choose a way to distinguish the two groups by having them sit on opposite sides of the classroom for a portion of the day or by giving them a label to wear.

Continued on page 83...

⁵ The Bread and Butter activity was inspired by Kathryn Woodson and Carolyn Jenkins, teachers in the U.S.A. The lesson plan can also be found on the A to Z Teacher Stuff website, written by Kyla Case.

Activities Continued

The teacher may decide whether or not to include an activity in the lesson.

Peace Authors

Objective

The students will write, with the teacher's help, either an ending to the story or a whole new story. The students will demonstrate an understanding of the virtues of respect and generosity.

Instructions

The teacher may either hold the book up so that the class can see the pictures on the pages or make copies of certain "key pictures" (we will leave this up to the teacher to decide). The students will write new sentences for each picture that the teacher decides to show or copy.

*Note: You may either have the students write a new ending to the story or have them create a whole new story with characters who are able to demonstrate respect and generosity as they forgive.

Suggestions: If copies of pictures are made, write the new sentences below each picture and then make a bulletin board display to remind the students of some positive ways to solve conflict and disputes.

Caught You with a Softened Heart

Objective

The students will learn to see the deep worth of those in the classroom who cause them an unfair hurt and they will practice loving, kind, respectful, and generous behaviors toward that person, thus preparing themselves to forgive. **The students will learn how to demonstrate such virtuous behaviors without putting themselves in danger or at risk to be hurt again.**

Instructions

The teacher will acknowledge and reward (with a "Softened Heart" certificate) students showing loving, kind, respectful, and generous behaviors. The teacher may give students a "Caught You with a Softened Heart" certificate or "words of praise."

*Note: We realize that it is important for the children to demonstrate such virtues because of an intrinsic desire to do so, but we believe that this planned activity may reinforce the importance of such behaviors and provide encouragement for the children.

In a Christian Context

The same pattern applies here as in the other lessons. We provide general ideas and specific scriptures for discussion with the children.

General Ideas

Jesus came into this world in a way that was, for most people, entirely unexpected. Jesus entered the world in a lowly stable. He became a humble carpenter rather than a powerful king adorned with a crown and a beautiful robe. In some ways, Jesus' behavior was quite *opposite* from what many expected. He taught the messages of true generosity, respect, and forgiveness in unexpected ways: love your enemies, pray for those who persecute you, and show mercy rather than revenge to those who cause hurt.

The Zooks and the Yooks were neither respectful nor generous. They resemble those individuals in real life who spend more time looking at and hating their enemies than they do looking at, listening to, and loving Jesus. If the Yooks and the Zooks had spent more time listening to Jesus, they may have been able to show greater respect and generosity toward their "enemies." They may have seen that all—even those who have caused them unfair hurt—are children of God.

Scripture

Genesis 37-45

In these chapters of the Old Testament, we have the account of Joseph forgiving his brothers for selling him into slavery in Egypt. This is the oldest preserved account of forgiveness. As you read this remarkable story to the children, have them listen for descriptions of both respect and generosity as Joseph slowly begins the process of forgiving his brothers.

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students actively participate in the class discussion?
- ◆ Did the students participate in the "Bread and Butter" activity?
- ◆ Did the students participate in the "Peace Authors" activity?
- ◆ Did the students participate in the "Caught You With a Softened Heart" activity?
- ◆ Did the students learn that showing respect and generosity toward a person who was unfair can be difficult?
- ◆ Did the students learn that the practices of respect and generosity can help one to forgive?
- ◆ Did the students learn that one can practice respect and generosity within forgiveness and remain safe?
- ◆ Did the students learn that people who forgive can help bring about "forgiving communities?"

EVALUATION OF LESSON TWELVE

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

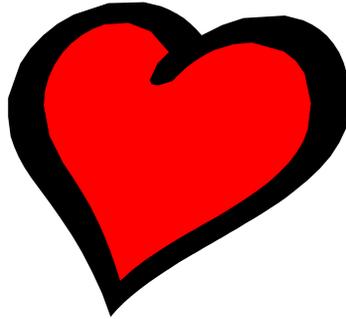
I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities, etc.:

The students did not respond well to the following ideas, discussion questions, and activities, etc.:

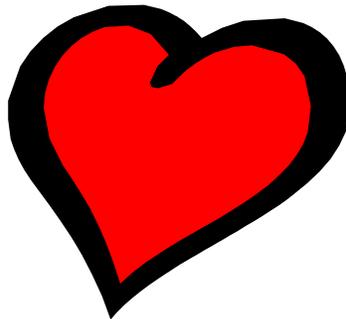
General Comments:

Caught You
with a Softened Heart!



Presented To: _____
Thank You from your Teacher and Classmates!

Caught You
with a Softened Heart!



Awarded To: _____
Thank You from your Teacher and Classmates!

Part Three

**Helping the Children to Forgive by Incorporating Inherent
Worth, Moral Love, Kindness,
Respect, and Generosity**

Lesson Thirteen:

Feelings

Main Ideas

In this lesson, we will focus our attention on helping the students develop an awareness of their *feelings* or *emotions*. All individuals typically experience a wide variety of emotions or “feelings” such as happiness, excitement, sadness, fear, and anger. Webster’s Dictionary defines an emotion as “an affective state of consciousness in which joy, sorrow, fear, hate, or the like is experienced; any agitated or intense state of mind, usually with concurrent physiological changes; that which brings about any intense state of feeling.” Emotions or feelings are a normal part of one’s humanity, can be pleasant or unpleasant to experience, and can produce positive or negative outcomes.

In this lesson, we will pay special attention to the emotion of anger since it is closely related to the process of forgiveness.

It is common for an individual who has been unfairly hurt to experience anger. According to Webster’s Dictionary, anger is a “violent, revengeful passion or emotion, excited by a real or supposed injury to oneself or others.” Anger that grows out of an unfair hurt can serve as a protection from further hurt in the short run, but if it is allowed to persist and grow, the angry person’s overall health, interpersonal relations, and those with whom he or she interacts may be hurt.

In this lesson, the students will learn about anger’s depth and duration. By depth, we mean that anger can vary from very light to very serious. By duration, we mean that anger might be momentary or it might last for hours, days, and in some cases, even years. Excessively deep and long anger needs to be changed so that it is not so deep or long lasting. These concepts are a preparation for the remaining lessons where the children will examine their own level of hurt toward a person who has treated them unfairly.

General Objectives

The students will:

- ✚ Learn that people experience a wide variety of emotions or feelings.
- ✚ Learn that one's emotions can be pleasant or unpleasant to experience.
- ✚ Learn that behaviors that flow from one's feelings or emotions can have positive or negative consequences.
- ✚ Learn about anger, its depth and duration.

Behavioral Objectives

The students will:

- ✚ Listen to a story written by Dr. Seuss entitled *My Many Colored Days*.
- ✚ Participate in a class discussion.
- ✚ Participate in the "Color My Feelings" activity.
- ✚ Participate in the "Picture the Person Who Hurt You" activity.

Materials

My Many Colored Days, written by Dr. Seuss
A blank sheet of paper and crayons

Procedures

In part one (lessons 1-7), we learned about the five important themes of inherent worth, love, kindness, respect, and generosity. When these particular virtues are practiced frequently and consistently, they may serve as a foundation for forgiveness.

In part two (lessons 8-12), inherent worth and the virtues of love, kindness, respect, and generosity were looked at *within the general context of forgiveness*. In these lessons, it was emphasized that when an individual has been unfairly hurt, the concept of inherent worth and the virtues of love, kindness, respect, and generosity can prepare the way for forgiveness.

In this section, part three (lessons 13-17), we will examine the process of *forgiveness within the context of the students' personal lives*. We will help the students learn to forgive a

personal hurt that they experienced recently through the use of stories, discussions, and activities. First, the children will begin to develop an understanding of emotions, particularly the emotion of anger, and then they will begin to apply this learning to their own situation of unfairness. At the end of this lesson, in particular, each child will *privately* identify a person who treated him or her deeply unfairly. **Please be sure that the child remembers this particular person and this particular hurt throughout the rest of the curriculum.** If the child was hurt on numerous occasions by this same person, it is important that the child remember **this specific hurt caused by the person (and not others).** This lesson is a major prerequisite for *learning to forgive*.

As was the case in sections one and two, the following procedures are to serve as guidelines for the teacher. We encourage you to make adjustments and/or improvements to the procedures, discussion questions, or activities if you believe that your students will be more effectively served by such modifications. Once again, we ask that any changes you make will continue to maintain the objectives of the lesson.

1. Review the main ideas of the previous lesson. When a person has been unfairly hurt, showing respect and generosity toward the one who caused the hurt can be difficult. When respect and generosity within the context of forgiveness is practiced, positive and healthy relationships may return. Forgiveness becomes possible. We can give respect and generosity within forgiveness and remain safe. People who forgive can help communities.
2. Introduce the book written by Dr. Seuss entitled *My Many Colored Days*. As with previous lessons, you may want to orient the children to the primary lesson of this book by telling the students that *emotions* or *feelings* are a natural part of being human. Some emotions such as happiness, joy, and love are pleasant. Some emotions such as anger, sadness, or hate can be unpleasant. Emotions in themselves are not necessarily good or bad, but they can cause us to behave in ways that are helpful or hurtful. In this lesson, we will especially focus on anger. Anger can range from very light to very deep; anger can vary from lasting a short time to lasting an extremely long time.
3. Conduct the class discussion. The questions can be found in the Discussion section.
4. Have the students participate in the “Color My Feelings” activity. See the Activities section for further instructions.
5. Have the students participate in the “Picture the Person Who Hurt You” activity.

6. Conclude by summarizing the main points of the lesson. People experience a wide range of emotions such as joy, love, sadness, and anger. Emotions can be pleasant and unpleasant. Emotions in themselves are not necessarily good or bad, but they can cause us to behave in ways that are helpful or hurtful. In this lesson, we will especially focus on anger. Anger can range from very light to very deep; anger can vary from lasting a short time to lasting an extremely long time. Anger is an especially powerful emotion. Anger caused by unfair hurt can protect us from further hurt (in the short run), but if we hold on to our anger and let it grow, our hurt could deepen. Anger that continues could hurt the person who is angry, his or her health, and other people.

In our next lesson, we will talk about your own anger. If you have a very deep and long lasting anger because of someone else's unfairness, you can lessen and maybe even get rid of that anger by forgiving the person who caused the unfair hurt.

Discussion Questions

1. What did you learn from this story? *There are many kinds of emotions.*
2. People have many different feelings or emotions. What are some feelings you have felt?
3. Can you describe happy feelings (what do you feel like inside)? What are angry feelings like? How do you feel when you are sad?
4. What are some *thoughts* you have when you are happy? What are some of the things you *do* when you are happy? How do you treat yourself? How do you treat others?
5. How do you *think* when you are sad? What are some things you *do* when you are sad? How do you treat yourself when sad? How do you treat others?
6. How do you *think* when you are angry? What are some things you *do* when you are angry? How do you treat yourself when you are angry? How do you treat others?
7. There is BIG anger. There is little anger. What are some things that might make you a little bit angry? What color do you think looks like a little bit of anger?
8. What are some things that might cause you to have a BIG anger? What color would show a BIG anger?
9. There is anger that lasts a short time and anger that lasts a long time. What are some things that might cause you to have anger that lasts a long time?
10. Do you remember when the Wickersham Brothers tied Horton up and tried to boil the “Whos” in the story, *Horton Hears a Who*? Do you think Horton had a right to be angry? Why or why not?
11. Do you think Horton might have had a BIG anger over what happened to him? Why or why not?
12. Is it possible that Horton’s anger could have lasted a LONG, LONG time? Why or why not?
13. Imagine that Horton had a very BIG anger that lasted for years and years. Do you think he would have been healthy or unhealthy with that BIG and LONG-lasting anger? Why?
14. How can one get rid of such BIG anger that lasts a LONG, LONG time? *Forgiving those who were unfair can lessen the amount of anger and how long it lasts.*
15. If you have a BIG anger that might last a LONG, LONG time, do you think it would be hard to forgive a person who was unfair to you? Why or why not? **We will discuss this more as you learn how to forgive.**

Activities

The teacher may decide whether or not to include an activity in the lesson.

Color My Feelings⁶

Objective

The students will draw a picture. They will become aware of the presence and degree of their own feelings, especially the feeling of anger.

Instructions

The students will draw a picture using their favorite colors. The teacher will ask the students, “How do you feel when you look at your picture? Does your picture make you feel happy? Why? Does your picture make you feel sad? Why? Does your picture make you feel angry? Why?” The teacher may have the students display the pictures for the class to see. You may want to ask the students if any of the drawings remind them of pictures in the Dr. Seuss story, *My Many Colored Days*.

Picture the Person Who Hurt You

THIS IS A MANDATORY ACTIVITY. IT SHOULD NOT BE SKIPPED.

Objective

The students will privately identify a person who caused an unfair hurt through a visualization exercise. **Please let the students know that this activity is to be completely private. They will not be discussing the personal hurt identified among themselves or with the teacher.**

Instructions

Begin the activity by saying, “Have you ever been treated very unfairly by someone? We’ve all had those times when we say to someone, ‘That’s not fair!’ I am not talking about the usual times that you think something is not fair. Instead, I am talking about a time when someone hurt you so deeply that you think it is one of the most unfair things that ever happened to you. ‘Someone who hurt you,’ does not necessarily mean someone who hit you or hurt you physically. I am talking about a time **someone made you angry or sad**. Now, please think about the time that someone was the **most unfair to you and about which you are still very angry**. Do you have a person and unfair hurt in mind? Even if this person was unfair to you ten times, think about **one time** that he or she unfairly hurt you.”

Then say, “Now, picture the person and the unfairness. Answer the following questions silently: Was it the morning, afternoon, or nighttime? Was it a cold or warm day? Were you inside or outside? Who was the person who was unfair? What was he or she wearing at that time? What did his or her face look like? What did he or she say? What did you do when the person was unfair? Were you sad? Angry? Unhappy? What did you say in return to the person?”

Conclude the exercise by saying, “Please remember this person and this unfair hurt. When I ask you to ‘Picture the Person Who Hurt You,’ that will always be your cue to remember this person and this unfair hurt. We will try to help you forgive this person.

Note* Please do the best you can with this activity. We realize that this may be the first time the students are asked to think in this way. We are planting seeds for future lessons and future years.

⁶ The “Color My Feelings” activity was inspired by Anthony Holter, Ph.D., a former teacher in the United States and a former graduate student at the University of Wisconsin-Madison.

In a Christian Context

In this, we include an example of how an important biblical character experienced a wide array of emotions, including anger. We also include some scriptures that can be used by the teacher to reinforce the main ideas of the lesson. Each teacher should feel free to use these sections as he or she wishes.

General Ideas

Many of the stories in the Bible demonstrate that it is common for people to experience a wide range of emotions. The Bible specifically mentions such emotions as fear, love, hate, jealousy, courage, and anger. The Bible teaches us that anger is an emotion that people can be expected to experience, but that we are **not** to hold on to our anger or cause harm to ourselves or others when angry.

Scripture

The following Bible story and scriptures may be used for thought and/or discussion to support the main ideas of the lesson.

Genesis 37-50: the story of Joseph.

It may be helpful for the teachers to emphasize the fact that Joseph is a person—just like us. Throughout his lifetime, he experienced many positive and negative situations and these experiences may have resulted in a wide array of emotions. For example, when Joseph’s father gave him a colorful coat, Joseph probably experienced happiness. He may have felt much love and gratitude toward his father and brothers. When his brothers turned on him by throwing him into a well and selling him into slavery, it is likely that he experienced great fear, sadness, and anger. After he was taken to Egypt as a slave, he became an honored and respected servant of Potiphar. Joseph may have felt happy and confident in his new home. But, when Joseph was falsely accused of a crime that he did not commit (by Potiphar’s wife) and thrown into a dungeon, he must have experienced fear, anger, and sadness. That was the third time he had been treated unfairly. He was thrown into a well, sold into slavery, and accused of a crime that he did not commit. Joseph learned to deal with the injustices he had experienced in a positive way. He learned to reduce his anger by “forgiving” the people who had hurt him so deeply. Conclude by letting the students know that they will learn more about Joseph’s forgiveness in the lessons that follow.

Psalm 103: 8- 9: The Lord is compassionate and gracious, slow to anger, abounding in love. He will not always accuse, nor will he harbor his anger forever.

Ephesians 4:26: In your anger do not sin. Do not let the sun go down while you are still angry.

Evaluation of the Students

- ◆ Did the students listen attentively to the story?
- ◆ Did the students participate in the group discussion?
- ◆ Did the students actively participate in the “Color My Feelings” activity?
- ◆ Did the students participate in the “Picture the Person Who Hurt You” activity?
- ◆ Did the students learn that experiencing a wide range of emotions is part of being human?
- ◆ Did the students learn that emotions can be pleasant or unpleasant?
- ◆ Did the students learn about anger, its depth and duration?

EVALUATION OF LESSON THIRTEEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Fourteen: Reducing Anger Through Forgiveness

Main Ideas

Unfair personal hurts can occur in the lives of all people. When such unfair personal hurts occur, anger is a typical and reasonable response. Anger, as a response to unfairness, can protect a person from further hurt in the short run, but if that anger *takes up residence* in the person's heart, if resentment develops, and if energy is spent seeking revenge, a deeper hurt may result. Such an anger, one that lingers and grows, can be destructive to a person's overall health, to others, and to his or her interpersonal relations.

Since the children have already examined anger in its depth and duration through their studies in the previous lesson, we are ready to have them explore their own anger within the context of unfair treatment. This is an important lesson in the child's own forgiving because it is the first lesson in which they are being encouraged to actually begin forgiving someone. Forgiveness starts with acknowledging anger, flows into a commitment to forgive, and eventually includes new thoughts and feelings toward the one who was unfair. Let us open the door to forgiveness by examining each child's depth and duration of anger toward the **one** person, identified in the "Picture the Person Who Hurt You" activity, for **one** particular incident.

General Objectives

The students will:

-  Learn that feelings of anger often result when we are treated unfairly.
-  Learn that a feeling of anger can protect a person from further hurt, but if the anger lingers and grows it can cause further hurt to the person.
-  Learn that seeking revenge because of anger is not a healthy response to personal hurt.
-  Learn that forgiveness can reduce anger and a need for revenge.

Behavioral Objectives

The students will:

-  Participate in a class discussion.

- ✚ Identify (privately) their level of anger regarding the unfair hurt that was identified in the previous lesson through the “Picture the Person Who Hurt You” activity.

Materials

Crayons and blank paper

Procedures

This will be a relatively short lesson in which we will ask the child to center on his or her own anger within the context of unfair treatment. We will be seeking to help the child answer the following questions: How angry are you? Do you see that excessive and enduring anger is unhealthy?

The following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. People experience a many different emotions. or feelings such as joy, love, sadness, and anger. Feelings can be pleasant or unpleasant. Emotions themselves are not necessarily good or bad, but can cause helpful or hurtful behaviors. Anger is an especially powerful emotion. Anger following unfairness can protect us from further hurt, but if it remains unchecked it can harm the angry person, his or her health and others.
2. Conduct a class discussion. See the Discussion section.
3. Have the students participate in the “Self Portrait of My Feelings” activity. See the Activities section for further instructions.
4. Conclude by summarizing the main points of the lesson. Feelings of anger often result when we are treated unfairly. Though anger can protect a person from further hurt, if the anger lingers and grows it can result in an even deeper hurt for the person. To seek revenge is not a healthy response to personal hurt. Forgiveness can help one to reduce anger and the need for revenge.

Discussion Questions

1. Did you know that BIG anger that lasts a LONG time can be hurtful to you? Why? *It can cause us to be unkind to others.*
2. Is it possible that BIG anger that lasts a LONG time might be harmful to your health? Why or why not?
3. When someone has BIG anger that lasts a LONG time, what persons could be hurt by that anger? *Family members, friends, teachers, and even the person who is angry might be hurt by someone's insensitivity, temper, and disrespect.*
4. Do you think that if we could forgive a person who was unfair that our anger might get smaller? Why or why not?
5. Do you think that if we could forgive a person who was unfair that our anger might last a shorter time? Why or why not?

*Note: Let the students know that in the next lesson they will be learning more about how to **forgive a person who caused them a big hurt.**

Activity

The teacher may decide whether or not to include an activity in the lesson.

A Self-Portrait of My Feelings⁷

Objective

The students will draw a self-portrait. They will color the inside of the picture to reflect their present feelings toward the person they identified in the “Picture the Person Who Hurt You” activity. Each student will think about how he or she is feeling with regard to the personal hurt that was identified in the last lesson.

Instructions

The teacher will ask the students to think about how they are feeling with regard to the hurt that was identified in the “Picture the Person Who Hurt You” activity. **The students will not be asked to share what the unfair hurt was or who caused the unfair hurt with the rest of the class.** Ask the students to think about that hurt as they answer *privately and silently* the following questions:.

How angry are you at that person for what he or she did?

Do you have a little anger or a BIG anger?

Has your anger lasted a little bit of time or for a LONG, LONG time?

Ask the students to *show how they are feeling toward that person* by coloring the inside of a picture that they have drawn of themselves. Please tell the students that if they are very angry, forgiveness can help them to feel less angry.

*Note: Before having the students complete this activity, briefly review the message of “feelings and color” from lesson 13.

⁷ The “Color My Feelings” activity was inspired by Anthony Holter, Ph.D., a former teacher in the United States and a former graduate student at the University of Wisconsin-Madison.

In a Christian Context

Each teacher may use the following Bible story to support the main ideas of this lesson. As with lesson thirteen, we have included the story of Joseph to illustrate how anger, caused by deep injustices, can be reduced through forgiveness.

Genesis 37-50: the story of Joseph.

As we learned in the previous lesson, Joseph experienced numerous unfair hurts in his life. We can imagine that he felt fear, sadness, anger, and even resentment as a result of these injustices. He was thrown into a pit and sold into slavery by his brothers. He was falsely accused of a crime and thrown into a dungeon. As the story unfolds, we see that he was able to forgive his brothers and thus reduce his anger towards them.

Evaluation of the Students

- ◆ Did the students participate in the group discussion?
- ◆ Did the students actively participate in the “A Self-Portrait of My Feelings” activity?
- ◆ Did the students learn that feelings of anger often result when we are treated unfairly?
- ◆ Did the students learn that anger can protect them from further hurt, but that prolonged anger can cause deeper hurt?
- ◆ Did the students learn that seeking revenge is not a healthy response to personal hurt?
- ◆ Did the students learn that forgiveness can reduce anger and the desire for revenge?

EVALUATION OF LESSON FOURTEEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Fifteen: Tell Me Again, “What is Forgiveness?”

Main Ideas

In this lesson, we will once again discuss what forgiveness **is** and what forgiveness **is not**. The information provided in this lesson will serve as a foundation for the final lessons of part three (lessons 16 and 17) where the students will learn to forgive the person identified in the “Picture the Person Who Hurt You” activity.

In lesson eight, you were introduced to the definition of forgiveness that formed your and the students’ thinking about the topic of forgiveness. Because that definition is central to the following lessons, it is being repeated here: “When unjustly hurt by another, we forgive when we overcome the resentment toward the offender, not by denying our right to the resentment, but instead by trying to offer the wrongdoer compassion, benevolence, and love; as we give these, we as forgivers realize that the offender does not necessarily have a right to such gifts.”⁸ Please recall the following clarifications of this definition from lesson eight: The person who forgives attempts to see the inherent worth of the one who hurt him or her, extends moral love toward him or her, and responds to his or her offender with the gifts of kindness, respect, and generosity.

Forgiveness is **not** excusing or condoning the person’s hurtful behavior. When we forgive, we do **not** decide simply to put up with the hurt, take the blame for the person’s behavior, pretend that we weren’t hurt by the person’s actions, or pretend that the person didn’t mean to cause us hurt. Forgiveness is **not** reconciliation. Reconciliation is the act of two people coming together to establish a relationship after they’ve had a separation. Forgiveness is a moral decision within the human heart that can bring us closer to reconciliation with the one who has hurt us. True reconciliation can only take place when both parties have a sincere desire to resume the relationship.

Forgiveness is **not** forgetting the hurt. It is remembering the hurt in a different way, through the eyes of forgiveness. Remembering the hurt can serve as a protection, to a certain degree, from similar future hurts. When a person forgives, he or she may experience an improved relationship with the one who caused the unfair hurt, reduced anger and sadness, and greater levels of hope.

We’d like to remind you that it is important to approach the subsequent lessons with the knowledge that **forgiveness is a choice**. Without a doubt, forgiveness is an important virtue that may have emotional, psychological, and physical benefits for the forgiver, as well as for the one being forgiven. **It is important, however, that the students are given the freedom to decide when and if they are actually ready to forgive the one who unfairly hurt them.** Sometimes individuals are just not ready to forgive. The students must not be forced to forgive anyone, but must be allowed willingly to move forward in their own time. Please see page 3 of this curriculum guide.

⁸ Robert D. Enright, *Forgiveness Is a Choice* (2001), p. 25.

General Objectives

The students will:

- ✚ Learn what forgiveness *is* and what it *is not*.
- ✚ Learn some of the benefits of forgiveness.
- ✚ Learn that forgiveness is a choice.

Behavioral Objectives

The students will:

- ✚ Participate in a class discussion.
- ✚ Participate in “Beginning to Forgive the Person Who Hurt Me” activity.
- ✚ Apply what they’ve learned about forgiveness to their personal situation.

Materials

Pumpkin Soup, written by Helen Cooper

Procedures

As in previous lessons, we have included a list of procedures to serve as guidelines for the teacher. Please feel free to alter the procedures, discussion questions, and/or activities if it will help you more effectively meet the needs of your students. It is important, however, that you continue to address each of the general and behavioral objectives of the lesson.

1. Review the main ideas of the previous lesson. It is common for people to experience feelings of anger when they have been unfairly treated. Although initial feelings of anger may protect, to a certain degree, the person from further hurt, an anger that lingers and grows often produces a deeper hurt. When we choose forgiveness rather than revenge, anger can be reduced.

2. Review the book written by Helen Cooper entitled *Pumpkin Soup* that you read to the children in lesson eight. We are not asking you to read the story to the children again, but rather to highlight important points of the story. Tell the children, “Through this story, we learned that when we become ready to forgive, we often have less anger toward a person who unfairly hurt us and we become ready to offer love, kindness, respect, and generosity. We saw that when Duck, Squirrel, and Cat forgave one another, they became friends again and were able to live happily together in the same house. It is important for us to remember that if a person continues to be unfair, we may not be able to continue a friendship with him or her. Duck, Squirrel, and Cat also taught us that when we forgive, we may become less sad, less angry, and more hopeful. We also learned that forgiveness does **not** mean that we make excuses for the person who hurt us or that we forget the hurt. **Forgiveness can help a person feel less angry and sad. You will be allowed to choose to forgive when, and if, you are ready.**
3. Conduct the class discussion. The questions can be found in the Discussion section. Use the student’s pictures from the “Forgiveness is...Forgiveness is Not...” activity in lesson eight to support the discussion.
4. Have the students participate in “Beginning to Forgive the Person Who Hurt Me” activity. See the Activities section for further instructions.
5. Conclude by summarizing the main points of the lesson. When we forgive, we overcome our resentment toward the person who hurt us and become ready to offer him or her a gift of love. When we forgive, we can become less angry, less sad, and have greater hopefulness. It does **not** always result in a repaired relationship. Both people must sincerely want to continue with the relationship. Forgiveness is **not** excusing or condoning the person’s behavior and it is **not** forgetting that we were hurt. As we learned in lesson eight, **forgiveness is a choice.** It is important that people are allowed to forgive those who cause them hurt when, and if, they are ready.

Discussion Questions

1. What is forgiveness?
2. When we forgive, do we make excuses for the person who hurt us?
3. When we forgive, do we forget the hurt?
4. When we forgive, do we always come back together with the person who caused the hurt?
Why? Why not? *Both people must sincerely want to continue a relationship. The person cannot continue to hurt us.*
5. What would you say if the person who hurt you told you that you had to forgive him or her?
6. What can happen for a person when he or she forgives?

Activity

The teacher may decide whether or not to include an activity in the lesson.

Beginning to Forgive the Person Who Hurt Me

Objective

The students will think back to the “Picture the Person Who Hurt Me” activity. They will reflect on a series of questions dealing with forgiveness, as it relates to their personal hurt.

Instructions

The teacher will ask the questions listed below. The students may discuss the questions orally or they may answer them silently. **The students will not disclose their personal hurt through the discussion. The discussion can be conducted while maintaining the students’ rights to confidentiality.**

Ask the students, “Do you remember when you thought about a time that someone was very unfair to you in the ‘Picture the Person Who Hurt You’ activity? We’re going to take a moment now to think about that hurt. We’re **not** going to discuss the hurt or the person who hurt you, but we are going to think about and talk about, if you’d like, some questions regarding that hurt.”

1. Do you think that what the person did to you was unfair?
2. How much anger do you have in your heart toward that person?
3. Have you made excuses for the person who hurt you? For example, have you said to yourself that they couldn’t help it or that they didn’t mean to hurt you?
4. Have you forgotten the hurt?
5. Are you ready to try forgiving that person?

In a Christian Context

This section includes a Bible Story for those teachers seeking ideas on how to discuss what forgiveness is and is not within the context of their Christian religious tradition. Please feel free to use this section as you wish.

General Ideas

As was discussed in lesson eight, the Bible repeatedly teaches us to forgive as we have been forgiven. The Bible does not give us an explicit definition of forgiveness nor does it give us the “steps to forgiving,” but it teaches us about forgiveness through the lives of important people in the Bible.

Scripture

The story of the prodigal son (Luke 15:11-31) may be used for thought and/or discussion to help students further understand what forgiveness is and is not. The son, who had caused his father a deep hurt by leaving home, living a careless life, and wasting his entire inheritance, was forgiven by his father. The father, who had a right to be angry with his son, did not demonstrate anger or resentment (he greeted his son with a hug and then planned a feast), saw that his son had good in him (he was more than his offense), and had a softened heart toward him (hugged him, wept when he saw him, and gave him gifts). We do not see evidence that he excused his son’s behavior or forgot what his son had done. Reconciliation did occur, but if the son had not changed, it is possible that they may not have been reunited.

Evaluation of the Students

- ◆ Did the students participate in the group discussion?
- ◆ Did the students participate in the “Beginning to Forgive the Person Who Hurt Me” activity?
- ◆ Did the students review what forgiveness is and is not?
- ◆ Did the students review some of the benefits of forgiving?
- ◆ Did the students continue to learn that forgiveness is a choice?
- ◆ Did the students apply what they learned about forgiveness to their own situation?

EVALUATION OF LESSON FIFTEEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Sixteen: **Seeing with New Eyes**

Main Ideas

When a person forgives, he or she begins to “see with new eyes.” This expression was first used by Lewis Smedes in his excellent book, *Forgive and Forget*. In essence, Dr. Smedes was using different language to express the idea that “a person is a person.” The purpose of this lesson is to help the children “see with new eyes” that a “person is a person” and that all people have deep worth, as they specifically focus on the one who caused an unfair hurt. The “new eyes” make possible a “new heart” that is soft and loving toward the one who was unfair.

Even if a child is angry because of an unfair hurt, he or she is still capable of seeing the deep worth of the person who caused the hurt. As the child begins to “see with new eyes,” he or she is preparing the way for a softer heart toward the person who caused the unfair hurt. After all, if a child can see the deep worth of the one who caused the hurt, then it is possible for that child to begin feeling love toward that same person.

This lesson is focused specifically on the child and the one who hurt him or her. The main theme is this: As you see with new eyes, you are more capable of love toward a person who has treated you unfairly.

General Objectives

The students will:

- ✚ Learn that when we forgive, we “see with new eyes” the person who hurt us.
- ✚ Learn that the person who caused the hurt has inherent worth.
- ✚ Learn that when we see the deep worth of the person who unfairly hurt us, our hearts can soften toward him or her.

Behavioral Objectives

The students will:

- ✚ Review the main ideas of the book entitled *Pumpkin Soup*.
- ✚ Participate in a class discussion.
- ✚ Participate in the “Seeing with New Eyes” activity.

Materials

Pumpkin Soup, written by Helen Cooper

A pair of sunglasses for each child

Procedures

As with the previous lessons, a list of procedural guidelines has been provided for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, and/or activities if you believe the changes will benefit the children. To maintain the integrity of the curriculum, we ask that you meet the objectives of the lesson.

1. Review the main ideas of the previous lesson. When we forgive, we reduce our anger toward the one who hurt us and extend love toward him or her. Forgiveness can result in less anger toward the one who caused the hurt, less sadness, and more hopefulness. It can also help us to get along better with that person. Forgiveness is **not** excusing or condoning the person's behavior, it is **not** the same as reconciliation (coming together in a friendship), and it is **not** forgetting that we were hurt.
2. Review the main ideas of the book entitled *Pumpkin Soup*. Duck, Cat and Squirrel all experienced a hurt. Anger resulted. As time went on, each of them became less angry and got rid of their resentment toward one another. They saw the deep worth in each other. They had feelings of love toward one another (softened hearts). They did not excuse the person's behavior and they did not forget the hurts. They experienced changes of heart.
3. Conduct the class discussion. The questions can be found in the Discussion section.
4. Have the students participate in the "Seeing with New Eyes" activity. See the Activities section for further instructions.
5. Conclude by summarizing the main ideas of the lesson. Forgiveness allows us to "see with new eyes," the person who hurt us. It allows us to see the person's deep worth and thus love him or her.

Discussion Questions

The discussion questions will center on pages 18 and 28 in the book *Pumpkin Soup*. Please note that the pages in the book are not numbered. We are calling page 1 the first page of text after the title page. We are referring to the picture page as page 2 (next to what we have labeled page 1). Please turn to page 18 after you have provided a brief summary of Squirrel's and Cat's deep sadness over their big fight with Duck. Hold up the picture on pages 17 and 18 for the students to see. Point out the tears in Squirrel's and Cat's eyes. Read the following passage on page 18, "We should have let him stir the soup," sniffled the Squirrel."

1. When Squirrel, through his tears, said, "We should have let him stir the soup," was he seeing Duck with new eyes? Did he see the deep worth of Duck? How do you know?
2. How was Squirrel *now* seeing Duck?
3. When Cat, through his tears, said, "He was only trying to help," was he seeing Duck with new eyes?
4. How was Cat *now* seeing Duck?
5. How is it possible that Squirrel and Cat went from yelling and spoon-tossing to Cat saying, "He was only trying to help?" *They knew that they had lost a friend. They realized that the fighting was not a wise thing to do. They knew there was a better way to see Duck.*
6. Please turn to page 28. After Squirrel and Cat began seeing Duck with new eyes, we began to see some different behaviors. What were they showing when they let Duck stir the soup? *They were showing him love.*
7. How is it possible to show love toward someone who was unfair?
8. Do you think that it is possible for you to begin "seeing with new eyes" those people who hurt you?
9. When you see with "new eyes," what does that mean? *We see that "a person is a person" no matter how unfair they are. We see their inherent worth.*
10. Do you think that it is possible to begin treating people who hurt you with love?
11. If we see with new eyes first, could that help us to show love toward those who hurt us?

Note* Each child will be given an opportunity to "see with new eyes" and feel love toward the person they identified through the "Picture the Person Who Hurt You" activity.

Activity

The teacher may decide whether or not to include an activity in the lesson.

Seeing With New Eyes⁹

Objective

The students will learn to “see with new eyes” the person that they identified in the “Picture the Person Who Hurt You” activity. **The children should not be asked to share their personal hurt aloud.**

Instructions

Introduce the activity by telling the children, “You will each be given (or, will make) a pair of “forgiveness glasses” (hold up a pair for the children to see). When we put our “forgiveness glasses” on, we will pretend to be like Horton, the elephant. We will see that even the person who hurt us has worth (identified in the “Picture the Person Who Hurt You” activity).”

The teacher will give each child a pair of “forgiveness sunglasses,” when available.

After each student has a pair of glasses, the teacher will say, “Picture the person who hurt you. Remember the hurt and how it felt. Were you angry at the time that the unfairness happened to you? Right after the person was unfair to you, did you think that he or she had worth? Did you feel love toward the person *right after he or she hurt you?*”

Then say, “Today, we are going to play a game of pretend. Take a look at your ‘forgiveness glasses.’ You are going to pretend that these glasses will help you see the world in a whole new way. Every time you put these ‘forgiveness glasses’ on, you will be reminded to see clearly that every ‘person is a person,’ no matter how small, no matter how tall, or no matter how much they have hurt you (we are not saying the unfair hurt is now all right).”

Tell the children, “We just finished thinking about the person you identified in the ‘Picture the Person Who Hurt You’ activity. Many of us may have been feeling angry or sad. Yet, we now have our new ‘forgiveness glasses’ that will help us to *see* the deep worth of the one who hurt us. With that in mind, please put on the glasses. Let’s now begin to see with new eyes. Let’s see the one who hurt us in new ways. How are you now seeing the person who hurt you?”

Allow for a class discussion of the seeing-with-new-eyes theme. Ask the following question: “As you begin seeing the deep worth of the one who hurt you because you are seeing him or her with new eyes? Does this help you feel more love toward the person? Tell me about this love.”

Following the discussion, the students may be given an opportunity to draw a picture of the person that expresses, for each child, the deep worth they are seeing in the person.

***Caution: If pipe cleaners are used, please make sure there are no sharp ends on the pipe cleaners. You may want to cover the ends with masking tape.**

⁹ Seeing with New Eyes is a term used by Lewis Smedes, *Forgive and Forget: Healing the Hurts We Don’t Deserve*. San Francisco, CA: Harper & Row.

In a Christian Context

This section been provided for those teachers seeking ideas on the topics of inherent worth and love within their own Christian religious tradition. Once again, teachers should feel free to use these sections as they wish.

General Ideas

We have provided examples of two separate Bible stories that illustrate the importance of “seeing with new eyes.” While neither story focuses on the issue of “seeing with new eyes” as a person *forgives*, both stories show the miraculous transformation toward kindness, wisdom, and love for Jesus when one begins to see differently, with “new eyes.” The teacher can bring both stories into the realm of forgiveness by saying something like this to the children: “Just as Saul had the scales fall from his eyes so that he could see more clearly, when you forgive it is like scales falling from your eyes so that you see with love rather than with anger and resentment.”

Scripture

Acts 9:1-20: the story of Saul being converted on the road to Damascus.

John 9:1-41: Jesus gives sight to a blind man.

Evaluation of the Students

- ◆ Did the students listen attentively to the teacher’s review of the story?
- ◆ Did the students participate in the group discussion?
- ◆ Did the students participate in the “Seeing with New Eyes” activity?
- ◆ Did the students learn that when they forgive, they become able to “see with new eyes” the person who hurt them?
- ◆ Did the students learn that when we see a person with new eyes, we see that he or she is a person of deep worth and become able to treat him or her with love?

EVALUATION OF LESSON SIXTEEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

Lesson Seventeen:

Giving the Gifts of Kindness, Respect, and Generosity

Main Ideas

In the previous lesson, the students learned that when they forgive, they “see with new eyes” the person who hurt them. This, then, helps them to feel love in their hearts toward that person.

In this lesson, the children will continue to focus on the one specific person who hurt them (the person they identified in the “Picture the Person Who Hurt You” activity). From the position of “new eyes” and a “softened heart,” the children will extend and deepen their forgiveness toward the person who hurt them by applying **kindness, respect, and generosity** toward him or her.

It can take some time, once a person begins to see the one who hurt him or her “with new eyes,” to respond to the other with the three-fold gift of kindness, respect, and generosity. Kindness toward someone who has hurt you is not always easy, but if you continue to work at “seeing with new eyes” and at loving the other, then the kindness is likely to emerge. Showing respect toward a person who has treated us unfairly is more likely once our hearts are softened. Generosity, as we’ve seen in lessons seven and twelve, is a lavish outpouring toward another person. Such gift-giving toward someone who has been unkind is quite courageous. As a person “sees with new eyes” and loves, the act of generosity is more likely to occur.

When the children get to this point in the forgiveness process, they will **not** all have the same deep expression of kindness, respect, and generosity, primarily because these virtues do not come easily and sometimes depend on how deeply or how long ago the person was hurt. As a teacher, then, you should be gentle with the students as you introduce this three-fold gift. Allow the children time to consider giving these (kindness, respect, and generosity) to the one who hurt them in their own way and at their own rate.

In our experience, even though a child might not be ready to give this three-fold gift to the injurer, it is distinctly possible that the child may be ready in a month, in three months, or even in a year. Therefore, we need to be patient with the children, always realizing that it is their choice *when* and *how* to give the gifts of kindness, respect, and generosity to those who have hurt them. When they are finally able to give the three-fold gift, they might be surprised at how freeing this can be. Forgiveness has a way of being a gift to the offender as well as to the one who willingly offers the gift.

Although this lesson is an end to the formal forgiveness curriculum, our challenge to you, as the teacher, is this: **How can you keep the idea of forgiveness in front of the children?** We end the Discussion section with questions aimed at keeping forgiveness alive for the children.

We congratulate you, the teacher, for bringing the children on this journey that is likely to bear fruit in unexpected places.

General Objectives

The students will:

- ✚ Learn that when they forgive, a softened heart can result in kindness, respect, and generosity toward the person who unfairly hurt them.
- ✚ Learn that forgiveness is a gift both for the forgiver and for the one being forgiven.
- ✚ Learn that they can take their knowledge of forgiveness into their communities (schools, families, and houses of worship).

Behavioral Objectives

The students will:

- ✚ Participate in a class discussion.
- ✚ Participate in the “Remembering to Forgive” activity.

Materials

The Book Entitled, *Pumpkin Soup*
Chalkboard and Chalk

Procedures

Please feel free to make adjustments and/or improvements to the following procedures, discussion questions, and/or activities. It is important that any changes you make will maintain the integrity of the curriculum.

1. Review the main ideas of the previous lesson. Forgiveness allows us to “see with new eyes” the person who hurt us. It helps us to see the person’s deep worth, thus allowing us to love the person more deeply.
2. Conduct the class discussion. The questions can be found in the Discussion section.
3. Have the students participate in the “Remembering to Forgive” activity. See the Activities section for further instructions.
4. Conclude by summarizing the main points of the lesson. As we spend some time forgiving another person, beginning to “see with new eyes,” and softening our heart in

love, it is possible to begin experiencing kindness, respect, and generosity toward the one who was unfair. As we learned in part two of the curriculum, the children must be careful not to put themselves at risk to be hurt over and over again, in similar situations, by the same person. Forgiveness can be a very freeing act, however, people must be allowed to forgive in their own time.

Discussion Questions

1. Do you remember how Squirrel, Cat, and Duck fought with each other in the story *Pumpkin Soup*? What were they fighting about?
2. When Squirrel gave up his job to Duck (hold up the picture on page 27 for the students to see), was Squirrel giving one of the forgiveness gifts of “kindness, respect, and generosity” to Duck?
3. What are some of the other gifts that Squirrel, Cat, and Duck gave to one another? *Squirrel and Cat searched for Duck (kindness and generosity), Duck showed Squirrel how to measure out the salt (kindness, respect, and generosity), Squirrel and Cat didn’t say a word when Duck slopped the soup out of the pot (kindness and respect), and they hugged (kindness).*

The teacher will say, “Now, I’d like you to ‘Picture the Person Who Hurt You.’ This will be the same person that you have been learning how to forgive for the past several weeks. Try to feel the love you could have toward that person. Try to feel kindness, respect, and generosity toward him or her.”

4. What act of kindness toward the person who hurt you, that he or she probably wouldn’t expect or might not even deserve, could you give that might bring him or her happiness? *Tell the person to have a nice day, help him or her clean up a mess, let him or her have a piece of your candy.*
5. How could you show respect to the person? Remember, he or she may not expect it and may not deserve it. *Let him or her go in front of you in line, listen to what he or she has to say, be polite, or be careful with his or her possessions.*
6. In what ways could you show generosity toward the one who hurt you? Again, he or she may not be expecting it and may not deserve it. *Draw a picture for the person. Give him or her a greeting card. Play a game (if it is safe to do so). Help him or her with a task.*

***Note: It is possible that the children may have a great deal to say on the topic of “giving the gifts of kindness, respect, and generosity” as this is a rather concrete area of discussion.**

Activity

The teacher may decide whether or not to include an activity in the lesson.

Remembering to Forgive

Objective

The students will list some of the ways that forgiveness can be kept on their minds and in their hearts in their communities.

Instructions

The teacher will conduct a brainstorming session with the children. The students will be asked to list, together as a class, the ways in which forgiveness can be kept alive in their communities (for example: schools, homes, and places of worship). As the children come up with ideas, the teacher will list them on the board. The teacher should feel free to decide whether to discuss all three (school, home, and places of worship), 1 or 2 of these, or to select other communities. Ask the students how they can remember to forgive and what they can do to forgive. The teacher should consider posting a list of the children's ideas to serve as a concrete reminder to persevere in forgiving.

In a Christian Context

This section is for those teachers seeking ideas about giving the gifts of “kindness, respect, and generosity” within their own Christian religious tradition. We present some general ideas followed by a specific scripture. Teachers should feel free to use these sections as they wish.

General Ideas

The Bible teaches us to forgive others as Jesus forgives us. As we are forgiven by God, He richly blesses us with the gifts of “kindness, respect, and generosity.” As we receive these gifts from God, we are blessed with peace, joy, wholeness, guidance, comfort, love, and salvation.

Scripture

The following scripture may be used for thought and/or discussion to support the main ideas of the lesson.

Colossians 3:12-15: Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity.

Evaluation of the Students

- ◆ Did the students participate in the group discussion?
- ◆ Did the students actively participate in the “Remembering to Forgive” activity?
- ◆ Did the students learn that as they begin to “see with new eyes,” and to soften their hearts with love, that it is possible to begin experiencing kindness, respect, and generosity toward the one who was unfair?

EVALUATION OF LESSON SEVENTEEN

Please indicate the date that this lesson was taught: _____

The following discussion questions and/or activities were especially meaningful because:

I would change the following activities and/or discussion questions because:

The students responded well to the following ideas, discussion questions, and activities:

The students did not respond well to the following ideas, discussion questions, and activities:

General Comments:

The Adventure of Forgiveness



You have successfully learned the lessons of:

Inherent Worth

Kindness

Respect

Generosity

Moral Love

Forgiveness

Presented to: _____

May you continue on your adventure of forgiveness.

Congratulations!