



# **Discovering Forgiveness**

**A Guided Curriculum for Children Ages 6-8  
(Grade 2 in the US, P4 in the UK)  
within a Christian Context**

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# Discovering Forgiveness

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## Discovering Forgiveness: A Guided Curriculum for Children Ages 6-8

Teaching is about giving life to our students in the form of relevant and exciting tools that they will use for a lifetime. Forgiving someone who was unjust, casting aside the bitterness that can become an unwanted companion, and recapturing emotional health are life-giving. Through this curriculum, you will be helping establish a foundation of forgiveness in your students. Many years from now, because we are in a world that is not always fair, some of your precious students may find themselves in unhappy marriages, or stifling jobs, or in other situations that cause them deep distress and unhappiness. We wish it were not so, but we also know the realities of this world. Your teaching the students about forgiveness now may help them adjust to that marriage or to deal with that tyrannical boss in ways that are life-giving and positive precisely because you took the time when they were quite young to lay the foundation of forgiveness for them. What you do now may make a major difference for some of your students in the distant future. You have the opportunity to give them the gift of forgiveness.

We cannot think of a more worthwhile activity for them. We know one child who was so angry with his father, who abandoned the family years before, that he could not sit still long enough to learn. He was angry, the teacher was frustrated, and the other students sensed the unhappiness that pervaded the classroom. The child had the courage to forgive and everyone benefited. The child's grades improved and he became quieter in a healthy, reasonable sense.

The practice of forgiveness can cut through our angers, disappointments, and resentments to give all involved a fresh start. As you forgive, you are set free from the prison of resentment. As you offer forgiveness to another, her or she has the chance to begin anew with you, trying to be more civil, more respectful, 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.

As we practice forgiveness, we learn that it is full of surprises. As educators and scientists who have studied forgiveness for decades, 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 thousands of years to the writing in Genesis where Joseph forgives his brother and half-brothers for selling him into slavery in Egypt. The New Testament tells the story of the Prodigal Son, who is unconditionally forgiven by his father, who runs to him, hugs him, and has a party in his honor. Why? The father forgives because he loves his son. Forgiveness is like that. It has a way of lavishing love on those who were unfair. Other ancient traditions, such as Buddhism, Hinduism, and Islam, all have positive stories of people forgiving others who acted unfairly. In fact, we have yet to encounter an ancient text that talks unfavorably of forgiveness. The wisdom of the ages suggests that forgiveness is worth exploring.

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:

A forgiver gives up resentment even though the world might tell him or her to cling to the resentment. Why cast off the resentment? Be strong.....show your anger....don't let the person get away with this! A forgiver gives up resentment nonetheless.

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 their turn to give to you, not the other way around? A forgiver gives these gifts nonetheless.

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, but strong. Giving a gift to one who was unfair is a lavish act of love and mercy. Forgiveness does not make us a door mat, 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 label the other person's actions as wrong; we do not find an excuse for that person's actions. Forgiveness is not equated with forgetting. Having scientifically studied forgiveness now for years, we can say that we have never—not once—seen anyone who forgets the wrong done against them when they forgive. Yes, people may remember in new ways, but they do not develop a curious moral amnesia upon forgiving.

Forgiveness and reconciliation are not the exact same. When a person forgives, he or she unilaterally offers an end to resentment and institutes 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. 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 not to offend in the same way again (within reason), repents, and offers 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:

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.

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.

Please avoid putting pressure on the class as children learn to forgive. This is not like math class or any other class where children get good grades for performing better and more 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.

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

### The Curriculum

The main point of this curriculum is to introduce the children to the “basics of forgiveness.” If some of the children were part of The Adventure of Forgiveness curriculum, then they will continue to explore and deepen in their understanding and practice of these basics. When we use that term---*the basics of forgiveness*---we are talking about the central foundation that will allow the children to build forgiveness skills as they develop through their lives. The basics of forgiveness include five issues: inherent worth, moral love, kindness, respect, and generosity. All of these are described in the section below entitled, The Structure of the Discovering Forgiveness Curriculum.

*The basics of forgiveness* are so important that we present them in both The Adventure of Forgiveness, which we recommend as the first primary-grade forgiveness curriculum, and Discovering Forgiveness before moving to deeper learning in more advanced grade levels. Thus, The Adventures of Forgiveness and Discovering Forgiveness share a common foundation for learning about forgiveness. At the same time, the Discovering Forgiveness curriculum is more subtle and requires more cognitive complexity from the students than The Adventures of Forgiveness curriculum.

Here lies the chief difference between the two curricula: The Adventures of Forgiveness curriculum relies mostly on the creative writing of Dr. Seuss whereas the Discovering Forgiveness curriculum relies on the equally creative and more multi-dimensional character development of Disney stories and DVDs. Dr. Seuss characters usually behave only with great goodness or badness, with little else in between. For example, consider the character of Horton the elephant in Horton Hears a Who. Horton is kind, patient, and forgiving. He has no anger or hatred within him. Now consider the hunting dog, Copper, in Disney’s The Fox and the Hound. Copper, like Horton, is a hero in his own story, but Copper is capable of anger and a sense of revenge before he finally forgives. Thus, while both characters offer similar positive social traits, Copper’s are won after he struggles with his less-morally-developed side. We see this kind of difference in most stories. In Dr. Seuss’ Yertle the Turtle, Yertle is completely consumed with greed and power. Even some of Disney’s more loathsome villains have positive

traits. An example is the wicked stepmother in Cinderella. Despite her cruelty toward Cinderella, she is attentive and kind to her own two daughters. In Dr. Seuss' The Butter Battle Book, the two main characters both build to a crescendo of anger and revenge without any humility or gentleness, whereas Disney's Dumbo shows a blend of humility and revenge.

The students in your classroom will meet characters who are not all bad or all good, but who have very human mixtures of the two. The children will learn that the world is not divided into the good people who forgive and the bad people who do not. Instead, they will see that we all are capable of anger at times and we all are capable of struggling to forgive. The children will learn that forgiveness does not come easily because we do not always feel like being good. Yet, it is that struggle to be good that makes us moral beings who make a difference in other people's lives.

The Structure of the *Discovering Forgiveness Curriculum*. As in the earlier curriculum, The Adventure of Forgiveness, we divided this forgiveness curriculum into three separate but related parts. The first part encompasses Lessons 1-7. Instead of concentrating on forgiveness per se, the children will be focusing on five of "the basics of forgiveness," those major ingredients involved in forgiving another person: the idea of inherent worth, and the virtues of moral love, kindness, respect, and generosity. These are explained below.

Inherent worth. This is the important idea that a person is a person no matter what he or she does. It is akin to the idea that we are to love the sinner, but hate the sin. As children begin to see beyond what people do to who they are (people of deep worth), 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, humane. People who practice being kind are laying the foundation for forgiving. Some people talk about the "change of heart" that occurs when someone forgives. The heart-of-stone becomes the softened heart.

Respect. When someone shows respect, he or she is highly regarding the other person. Some people think 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 persons. We respect, not because of what people *do*, but because of whom 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 to practice forgiveness, but to understand five of the important aspects of forgiveness.

The second part of this curriculum, Lessons 8-12, are intended to once again introduce the above five “basics of forgiveness” in the specific context of forgiveness. We are not asking children at this point to forgive anyone. Instead, we are asking them to *understand* how inherent worth looks in the context of forgiveness as described in stories. We ask children to understand kindness and moral love, respect and generosity all within the context of forgiveness. We do this through stories that illustrate these points.

Finally, in the third part of the curriculum, we ask the children to think about someone who has hurt 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. This third part is the practical part 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. This is a curriculum based on the principles of developmental psychology. We want to start small, start with some of the basics, and keep it somewhat simple. We save the complexity and greater 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 worry yet about all the rules and regulations. It is the same with forgiveness. Its introduction should be somewhat light, free of lots of rules, and fun.

For the reason above, we chose books and DVDs by the Disney Company because of their fun and their ability to teach the serious moral message. 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 life-giving for your children.

*Jeanette A. Knutson*  
*Robert D. Enright*

# **Part One**

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

# Lesson One:

## A Person Is A Person: Part One

### The Main Ideas Of The Lesson

*This lesson is the first of three that will teach about the concept of "inherent worth." In Part One, Lessons One through Three, the students will learn the meaning of inherent worth apart from forgiveness. We have written three lessons on the topic of inherent worth because of the important role it will play in helping the students learn to become forgiving individuals.*

*The term "inherent worth" refers to the deep value of all people. Inherent worth is a natural part of all people. It cannot be earned and it cannot be taken away. A person's deep worth is not based on outward appearance, personal possessions, position in life, place of residence, personality, or cultural group. All people have inherent worth (deep personal value) simply because they are people. We are to treat all people as people of deep worth.*

*People differ in a variety of ways. While a person's differences (personal appearance, possessions, career, place of residence, personality, or cultural group) do not determine his or her worth, these differences can be positive in that they give each person a unique quality and can enrich one's life.*

### General Objectives

#### **The students will:**

-  Learn that the worth of a person is not dependent on *personal differences* such as: physical appearance, possessions in life, career, place of residence, personality, or group membership.
-  Learn that a person's *inherent worth* is based on the fact that he or she is a person, a member of the human family.

- 🎨 Learn that a person’s worth cannot be earned and it cannot be taken away.
- 🎨 We are to treat all people as people of deep worth.

### **Behavioral Objectives**

#### ***The students will:***

- 🎨 Listen to the Walt Disney Productions story entitled, The Fox and the Hound.
- 🎨 Participate in a class discussion.
- 🎨 Participate in the “All People Have Deep Worth” activity.

### **Materials**

The Walt Disney book entitled, The Fox and the Hound  
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, and/or activities if it will help you to more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the general objectives of the lesson are met.

1. Introduce the Forgiveness Education curriculum by telling the students, “Today you will begin a journey that will teach you about *forgiveness*. When we forgive, we begin to see that the person who caused us an unfair hurt has *worth or value*. We begin to soften our hearts toward that person so that we are not angry at him or her for causing us a hurt. When we first begin this *forgiveness* journey, we will not be learning about forgiveness itself, but about the importance of *seeing the deep worth of all people and practicing love, kindness, respect, and generosity*. In the final lessons, we will begin to learn about *forgiveness* itself.”
2. Then, introduce the lesson by telling the students, “Today you will learn about the importance of seeing the *worth or value* in people by listening to the Walt Disney story entitled, The Fox and the Hound. This is the first of many fun Walt Disney

stories that you will be hearing as you learn about forgiveness this year. Today's story is about a dog named Copper and a fox named Tod. As you listen to the story, think about whether Copper and Tod were able to see the *worth or value* in each other. Were they able to see that a 'person is a person?'" **To the teacher:** By the phrase, "A person is a person," we mean that a person has worth regardless of how he or she looks, how healthy he or she is, where he or she lives, what his or her's personality is like, or to which group(s) he or she belongs. We ask that you please help the children gain a basic understanding of the meaning of the words *worth and value* before beginning the lesson.

3. Conduct the class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the "**All People Have Deep Worth**" activity. See the Activities Section for further instructions.
5. Conclude by summarizing the main points of the lesson. A person's worth or value is **not** based on: possessions, appearance, physical health, career, place of residence, personality, or group membership. A person's worth or value **is** based on the fact that he or she is a person. The deep worth of people cannot be earned and it cannot be taken away. We are to treat all people as people of deep worth.

### Discussion Questions

1. What is The Fox and the Hound about?

**To the teacher:** *After a brief discussion of the story, hold up the picture found on Page 8 of the book (a big tree, Copper the dog playfully laying with his feet on a root of the tree, and Tod the fox happily looking back at Copper). Ask the children if they remember when Big Mama told Dinky and Boomer, "It's very unusual for a fox and a hound to be so friendly. It just isn't done! But they do like each other."*

2. Why do you think that Big Mama thought it was unusual for a fox and a hound to be so friendly?
3. Why do you think that Copper the hound and Tod the fox liked each other? *They both liked to run and play. They lived close to each other. They were about the same age. They were nice to each other. They were similar in many ways.*
4. If hounds and foxes don't usually like each other, why were Copper and Tod able to think differently and still be friends? *They realized that people are important*

*regardless of who they are; A person is a person—a friend is a friend. It doesn't matter if one is a fox or a hound. All people have deep worth.*

5. Did it matter to Copper that Tod was a fox? How can you tell?
6. Did it matter to Tod that Copper was a hound? How can you tell?
7. Even though Copper and Tod liked each other very much when they were young, there came a point when Copper did not like Tod at all. Do you remember when that happened in the story? What happened for Copper to be so angry with Tod?
8. When Copper was very angry with Tod, do you think that Copper saw Tod as having deep worth? Why or why not?
9. Let's suppose that Copper, when he was very angry with Tod, did not see Tod as having worth or value. Even though Copper may have thought this way, did Tod still have worth and value? Why or why not? *A person's worth cannot be earned and it cannot be taken away.*
10. When Copper was very angry with Tod, what did Copper have to do to change his thinking about Tod and realize that Tod actually did have worth and value?
11. Copper and Todd were able to look beyond *who* each was and see that a "friend is a friend" and that a "person is a person" no matter if they are a fox or a hound. What else **does not matter** when deciding whether a person has worth or value?
12. Do all people have deep worth? Why or why not?
13. Do you have deep worth? Why or why not?
14. How should we treat all people? *As people of deep worth.*

### Activity

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

#### **All People Have Deep Worth**

##### ***Objective:***

The students will list some of the factors that give all people worth or that make a "person a person." They will learn that a person's worth is not based on physical appearance, physical health, possessions, career, personality, group membership or on any other external features.

##### ***Instructions***

The teacher will write "All People Have Deep Worth..." on the board. As a class, the students will make a list of those characteristics that **do not matter** and a list of those characteristics that **do matter** when determining a person's worth or value. The teacher may want to classify the various answers. For example, when discussing those things that do **not** matter, the teacher may write: **possessions** (*money, houses, toys, and so forth*); **physical appearance** (*height, weight, and looks*); **physical health** (*strength and*

*wellness*); **role in society** (*teacher, store clerk, and mechanic*); **personality** (*being angry or happy, being aggressive or peaceful*); or **group membership** (*Asian, American, Christian, Islamic*). When discussing those things that **do** matter, the teacher may write: **people have deep worth simply because they are people; they are members of the human family.** If the students miss some of the categories, the teacher may want to ask specific questions to help them gain a full understanding of the main ideas of the lesson. For example, the following questions may be asked: “If a person is attractive, does he or she have deeper worth than someone who is not attractive? Why? Why not? If a person is unable to walk, does he or she have deeper worth than someone who can walk? Why? Why not? If a person is wealthy, does he or she have deeper worth than someone who is very poor? Why? Why not? Does a person’s job give him or her deeper worth? Why? Why not? If someone is very good at playing sports, does he or she have more worth than a person who is not so good at sports? Why? Why not? If someone behaves unfairly, does he or she have less worth than someone who behaves fairly? Why or why not? **Please note that while the unfair behavior is not all right and must change, the person’s worth does not change.** If someone belongs to a group that you know little about, does he or she have less worth than someone who belongs to a group that you know a great deal about? Why or why not? If a person is able to have a loving heart and is able to choose goodness toward others, does he or she have greater worth? Why or why not? **Please note that having a loving heart and choosing goodness are deeply worthwhile behaviors, but do not change the deep inherent worth of the person.** All people have deep worth because they are people. They are members of the human family.

### Lesson One Within A Religious Context

The next two sections are for those teachers seeking ideas about inherent worth within their own Christian religious tradition. We present some general ideas followed by some specific Bible verses. Teachers should feel free to use these sections as they wish.

#### ***General Religious Ideas***

All people, as children of God, have *inherent worth*. God loves all people regardless of how they look, what they do for a living, their wealth or lack of it, where they live, their personality, or their group membership. All are precious and of great value in God’s sight.

#### ***Bible Verses***

The following Bible verses 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...

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

***II Corinthians 6:18*** I will be a Father to you, and you will be my sons and daughters.

**Romans 15:7** Accept one another, then, just as Christ accepted you, in order to bring praise to God.

### **Sample Lesson**

In today's lesson, you learned through the story of The Fox and the Hound that ***all people have deep worth***. A person's worth or value does not depend on his or her possessions, position in life, appearance, personality or cultural group. Do you remember learning what does give a person his or her worth? *A person has deep worth because he or she is a person. It cannot be earned. It cannot be taken away.* The Bible also teaches that all people have worth or value. Romans 8:16-18 teaches that "we are God's children...heirs of God and co-heirs with Christ." What do you think that means? Matthew 23:8 says, "...you are all brothers." II Corinthians 6:18 teaches, "I will be a Father to you, and you will be my sons and daughters." What do these verses mean? God is our Father. God is a perfect Father. Do you believe that God loves those sons and daughters that have great wealth more? Does he love tall people more? Does he love us even when we are sad or angry? Does he only answer the prayers of those people who are of a certain cultural group or from a certain city? As you can see, God teaches us that we are all his children...and, that he loves all of us! 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, what they look like, their personality, or the group to which they belong. God asks us to love and accept one another (Romans 15:7), "Accept one another, then, just as Christ accepted you, in order to bring praise to God."

### **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 "All People Have Deep Worth" activity?
- Did the students learn that a person's worth *is not* determined by individual differences?
- Did the students learn that a person's inherent worth *is* based on the fact that he or she is a person?
- Did the students learn that inherent worth cannot be earned. It cannot be taken away?
- Did the students learn that we should treat all people as people of deep worth?

**AN EVALUATION OF LESSON ONE**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## Lesson Two: A Person Is A Person: Part Two

### The Main Ideas Of The Lesson

*In this Lesson Two, the students will continue to learn about the concept of "inherent worth" apart from forgiveness. The idea of inherent worth is again discussed, in a different form than in Lesson One, because of its importance to the topic of forgiveness.*

*A person's inherent worth is based on the fact that he or she is a person, a member of the human family. It cannot be earned. It cannot be taken away. We are to treat all people as people of deep worth.*

*While differences in appearance, physical health, career, position in society, personality, and / or group membership may contribute to a person's individualism and to his or her quality of life, these differences do not ultimately determine one's worth. A focus on such external differences may actually cause us to miss those things that are important in determining a person's worth.*

### General Objectives

#### **The students will:**

-  Learn that a person's worth is **not** determined by outward appearance, physical health, personal possessions, position in life, place of residence, personality, group membership or by other factors that contribute to his or her unique qualities.
-  Learn that a person's worth is based on the fact that a person is a person.
-  Learn that a person's worth cannot be earned. It cannot be taken away.
-  Learn that we should treat all people as people of worth.

## Behavioral Objectives

### *The students will:*

- 🌈 Explore, in a **concrete way**, what is meant by the saying that a “person is a person” or that all people have deep worth.
- 🌈 Participate in a class discussion.
- 🌈 Participate in the “Has Anybody Seen My Copper (Tod)?” Activity.

## Materials

The Fox and the Hound, created by Walt Disney Productions

Crayons, markers and scissors

A Dog or Fox Stuffed Animal (One for each child to keep, if available)

## Procedures

We have included the following procedures to serve as guidelines for the teacher. If it will help you to more effectively address the needs of your students, please feel free to make changes to the lesson. To maintain the integrity of the curriculum, please make certain that the objectives of the lesson are met.

1. Review the main ideas of Lesson One. Tell the students, “A person’s worth does not come from the things we can see (how he or she looks, what he or she does, where he or she lives, whether he or she is angry, happy, calm, or demanding, or the type of group(s) to which he or she belongs). A person has worth because he or she is a person. We are to treat all people as people of deep worth.
2. Review the book from Lesson One entitled, The Fox and the Hound. Ask the students to think about *why* Copper the hound and Tod the fox were able to be friends despite their differences.
3. Introduce the “Has Anybody Seen My Copper (Tod)” activity. Show the students a picture of Copper the Hound or Tod the Fox or, when available, a stuffed animal that each student will be receiving. If you will be using the cut-out animal, please

let the students know that they will be drawing, coloring, and cutting-out their own paper animal—Copper or Tod. Tell them that they will be making some costumes for their “friend” (paper cut out or stuffed animal) to help them better understand that “a person is a person” and that all people have deep worth. Note\* We have found great benefits from giving each child the gift of a stuffed animal as it can be a constant reminder of the important message that all people have deep worth.

4. Have the students participate in the “Has Anybody Seen My Copper (Tod)?” activity. See the Activities Section for further instructions.
5. Conclude the lesson by telling the students: “We have talked about the idea that all people have deep worth no matter what he or she looks like, how healthy he or she is, where he or she lives, what he or she does in life, whether he or she is angry, sad, quiet, or active, or which group(s) he or she belongs to. We’ve also talked about the idea that all people have deep worth because they are people. This worth cannot be earned and it cannot be taken away. All people are to be treated as people of deep worth.

### Activity

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

#### **Has Anybody Seen My Copper (Tod)?**

##### ***Objectives:***

The students will learn that all people have deep worth. They will draw, color, and cut out a variety of items.

##### ***Instructions:***

Ask each student to draw, color, and cut-out a picture of a fox or hound **or** give a stuffed animal, when available, to each child. *The children will be allowed to keep the stuffed animal.* Next, the teacher will ask each student to draw and cut the pictures listed below.

**To the teacher:** Please feel free to vary the types of pictures (items 1-6, but not #7 below) that the students are asked to draw as long as the items selected still teach the lessons that a person’s value does not come from his or her possessions (wealth), place of residence, appearance, personality, physical health, or group. A person’s value is based on the fact that he or she is a person.

The selection of pictures are as follows:

1. A house.
2. Paper money.

3. Hats and head pieces of people from different countries (Asia, France, and an Arab country).
4. A moustache.
5. A pair of glasses.
6. A frowning face.
7. A red heart.

The students will color, cut-out, and set aside each picture.

*We will leave it up to the teacher to decide whether the students will have time to color and cut all of these items in one lesson.*

Once the students have drawn, colored and cut out all of the pictures, hold up the cut-out of Copper (Tod) or the stuffed animal and say, "Let's pretend that this is Copper the hound dog or Tod the fox." Ask the children which of the items (1-5) they would like to put on their animal first. The students will hold up (to Copper or Tod) the item that they selected (*no glue or tape will be used*).

Ask the students, "Is this hound dog (fox) now a different dog (fox) than before you put the...on him? Does he have more worth than before we put the...on him? Is he still Copper (Tod)? How do you know?" *The hat, money, or house didn't change who he is. It doesn't change his worth.* Have the students hold the "red heart" over Copper's (Tod's) left front side. Ask, if Copper's (Tod's) has greater worth if he is kind than if he is angry? *One's worth does not change because of feelings. Kindness is of greater value than anger, but a person's worth does not change based on feelings or behaviors.* Ask them, "What gives Copper (Tod) deep worth regardless of changes in such things as glasses, hats, houses, money, or group membership?" *He is a person. He is a member of the human family.*

Note\* It is **not** important that every item be given to Copper (Tod). It **is** important that the students understand the idea that while Copper (Tod) might be different on the outside, he still has deep worth.

### **Lesson Two Within A Religious Context**

As in Lesson One, the next two sections are for those teachers seeking ideas about inherent worth within their own Christian religious tradition. We present some general ideas followed by some specific Bible verses. Teachers should feel free to use these sections as they wish.

#### ***General Religious Ideas***

God sees us as people of deep worth because he created us in His image. He loves us. Our worth does not come from such things as where you live, what you wear, or what kind of a job you will have when you grow up, but from being children of God.

#### ***Bible Verses***

The following Bible verses 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.

**Ephesians 4:6** He rules everything and is everywhere and is in everything.

**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.

**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*), “we are all brothers” (*Matthew 23:8*), “I will be a Father to you, and you will be my sons and daughters,” (*II Corinthians 6:18*). We are also taught to, “accept one another, then, just as Christ accepted you, in order to bring praise to God (*Romans 15:7*).

In today’s lesson, the Bible again teaches us about the “value” of all people. In Proverbs 22:2, we are told, “Rich and poor have this in common: The Lord is the Maker of them all.” What does this Bible verse teach us about the worth or value of all people? *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.* In Luke 12: 15 and 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.” *People have worth because they are people.* Luke 14: 12-15 and Ephesians 4:6 continue to teach us that we should be kind and loving to all people. God wants us to see the deep worth in all people! If God’s Spirit lives in each of us, then how should you see every person? Do you see that as a child of God, you have worth? Do you see God’s worth in all people?

### **An Evaluation Of The Students**

- Did the students color and cut out the items for the “Where’s My Copper (Tod)” 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 his or her outward appearance, personal possessions, position in life, place of residence, personality, or group membership?
- Did the students learn that all people have deep worth because they are people?
- Did the students learn that all people have deep worth?

**AN EVALUATION OF LESSON TWO**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## Lesson Three: Though Different, We're All of the Same Human Family

### The Main Ideas Of The Lesson

*In this lesson, the students will again be learning about the topic of inherent worth, but with the help of a different fun and exciting Walt Disney story. Today's lesson will be taught with the help of Snow White and the Seven Dwarfs. Like The Fox and the Hound, this entertaining story will teach the important message that all people have worth or value.*

*As the students have already learned in Lessons One and Two, inherent worth is not based on such things as personal appearance, wealth, career, personality, behavior, or group membership. People have deep worth because they are people.*

*In this lesson, we will extend our discussion concerning inherent worth to include the similarities that all people share as members of the human family. People share similar experiences, feelings, and needs. All people are capable of thinking. All people share similarities in their physical make-up (eyes, nose, legs, arms, and so forth) and bodily functions (blood circulation, respiration, digestion, and so forth). Just as our personal differences are important and can enhance one's life, our similarities can enhance and enrich our lives. But, differences and similarities do not give deep worth.*

*This deep worth cannot be earned. It cannot be taken away. All people should be treated as people of deep worth.*

## General Objectives

### *The students will:*

- Learn that all people similar physical, psychological, emotional, mental, and social make-ups and needs.
- Learn that all people have worth because they are people, members of the *human family*.
- Learn that deep inherent worth cannot be earned. It cannot be taken away.
- Learn that we should treat all people as people of deep worth.

## Behavioral Objectives

### *The students will:*

- Watch Part I of the Walt Disney story entitled, Snow White and the Seven Dwarfs.
- Participate in a class discussion.
- Participate in the “One Big Family” activity..
- Sing and act out the “Snow White Lost in the Woods” song.

## Materials

The Walt Disney DVD (VHS) entitled,  
Snow White and the Seven Dwarfs  
DVD Player and Television  
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 to more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the general objectives of the lesson are met.

1. Review Lessons One and Two before introducing today's lesson. Tell the children, "In the first two lessons, you learned that "a person is a person" or that all people have deep worth. What does this mean? We know that there are many ways that people can differ. Here are some examples: 1. As you look around this room, you will notice all of the different *things* each of us own. I own a \_\_\_\_\_, \_\_\_\_\_ owns a \_\_\_\_\_. It's on his or her desk. Each of you probably own a variety of objects (bicycles, stuffed animals, games, clothing, and so forth). Each of us might own a jacket, but the cost and appearance of the jacket may be different. 2. We all look different. We may have different color eyes, different hair, or be a different size. 3. People can differ in what they do for a living. 4. We may all live in a different type of house. 5. People differ in their level of health. 6. We have different personalities. Some of us are quiet while others are active. 8. Different people belong to different groups (cities, neighborhoods, countries, and/or religions). These *differences* are important and help to make a person unique, but they do not give us deep worth.
2. Introduce Part One (Chapters 1 through 15) of the Walt Disney story entitled, Snow White and the Seven Dwarfs. Introduce the characters and summarize the main ideas of the story before showing Part I of the DVD. **To the teacher:** You may want to *describe* Chapter 7, Flight Through the Woods rather than showing it to the children. It may contain frightening pictures. We will leave it up to the teacher to decide whether it is appropriate for the children to view this chapter.
3. Conduct the class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the "**One Big Family**" activity. See the Activities Section for further instructions.
5. Introduce the "**Snow White Lost in the Woods**" activity. See the Activities Section for further instructions.
6. Conclude by summarizing the main points of the lesson. Tell the children, "In this lesson we learned that all people belong to the human family. We also learned about the many similarities that people share as members of the human

family. Do you remember what some of them were? *People have similar needs, are capable of being hurt, have bodies that look and function much the same, can think and reason, and share similar feelings.* Do people have deep worth because of these similarities? Why or why not? How should we treat all people? As *people of deep worth.*

### Discussion Questions

1. What happened in this story? What was your favorite part of this story?
2. What was your least favorite part of the story? Why? *When Snow White was given the poison apple and fell into a deep, deep sleep. The Seven Dwarfs and all of the animals were very sad.*  
***Do you remember when Snow White and the animals fell asleep in the Dwarfs' little home in the forest? The Dwarfs returned home from a day of work to find their home cleaned, the dishes washed, and soup cooking in the fireplace. They were confused. They were angry. They were frightened. Up the stairs they climbed...ready to protect themselves from a h-o-r-r-i-b-l-e monster. They pulled back the covers and lying there was a beautiful "girl!" Snow White awakened! They looked at her in surprise. She looked at them in surprise.***
3. What did Snow White do next?
4. What did Snow White see when she looked at each of the dwarfs? (*She saw their differences, but she also saw their worth.*) How can you tell? (*She guessed the names of each dwarf so we know that she was looking at their outward appearance and their behaviors. She talked with each of the little men in a very kind way. She understood that they all had feeling and that they had physical and emotional needs like all people.*)
5. What do you think the Dwarfs saw when they looked at Snow White? (*They looked at her outward beauty, they paid attention to the idea that she could cook for them, but they also saw her inner beauty.*) How can you tell? (*They were speechless when they first saw how pretty she was. They decided to let her live with them when they learned she could cook. They were very kind and protective of her. They understood that she was a member of the human family--with the same basic needs that all people have.*)
6. What do you think it means when we say, "Though different, we are all of the same human family?"
7. How were Snow White and all of the Dwarfs the same? (*They all have two legs, two eyes, they like to sing and dance, 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?
9. Do people have deep worth because they are like other people in many ways? Why or why not?
10. What gives people deep worth?
11. Do you have deep worth? Why or why not?

## Activities

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

### **One Big Family**

#### ***Objective:***

The students will list some of the things that people share in common as members of the human family. The students will see that all people have deep worth.

#### ***Instructions:***

The teacher will write: Every person who is part of this “One Big Family” on earth has...is... can do...think...and feel... on the board. The students will:

1. List specific characteristics that all people share as members of the human family. *All have a heart. All have two eyes. All must eat to live. All must breathe. All suffer. All have joy.*
2. List some of those things that all people can *do* (get dressed, play games), *think* (remember, problem solve) or *feel* (happiness, sadness, love).
3. List things or activities that all like or love (friends, family, community, rest, work, play).

Once the list has been completed, 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...?” Then ask them if their parents, neighbors, brothers, sisters, and so forth share any of these similarities. Finally, ask the students if these similarities give a person deep worth.

### **Snow White Lost in the Woods**

#### ***Objective:***

The students will continue to learn that people have worth because they are people, members of the human family.

#### ***Instructions:***

The students will sing and act out “Snow White Lost in the Woods.” See Activity Sheet 3A for more details.

### **Lesson Three Within A Religious Context**

Again, the next two sections are for those teachers seeking ideas about inherent worth within their own Christian religious tradition. We present some general ideas followed by some specific Bible verses. Teachers should feel free to use these sections as they wish.

#### ***General Religious Ideas***

God created all people and loves all people. The inherent worth of each person stems from that fact! He has blessed each person with a body, a spirit, and a mind. He has given each of us unique talents to glorify His name. We are all united as members of God's family through Christ.

#### ***Bible Verses***

The following Bible verses 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...

***Colossians 3:15*** Let the peace of Christ rule in your hearts, since as members of one body you were called to peace.

***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!

***James 2:1-4*** My brothers, as believers in our glorious Lord Jesus Christ, don't show favoritism...

***Ephesians 2:19*** You are members of God's very own family, citizens of God's country, and you belong in God's household with every other Christian.

### **An Evaluation Of The Students**

- Did the students watch Part 1 of the DVD?
- Did the students actively participate in the group discussion?
- Did the students participate in the "One Big Family" activity?
- Did the students sing and act out *Snow White Lost in the Woods*?
- Did the students learn some of the similarities that all people share?
- Did the students learn that all people have worth because they are people, members of the human family?
- Did the students learn that all people should be treated as people of deep worth?

**AN EVALUATION OF LESSON THREE**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## Activity Sheet 3A

### Snow White Lost in the Woods

This song will be sung to the tune of “The Farmer in the Dell.” The words to the song follow the actions, written in italics and put in parentheses.

*(Join hands and circle right while singing. Place one or more persons in the center to pretend to be Snow White. The persons forming the circle will pretend to be the Dwarfs.)*

**Snow White lost in the woods.**

**Snow White lost in the woods.**

**Abandoned by hate, but saved by love.**

**Snow White lost in the woods.**

*(While still holding hands and singing, walk to the center to closely surround Snow White(s) in a supportive way.)* **Along came the critters.**

**Along came the critters.**

**She was abandoned by hate, but saved by love.**

**Along came the critters.**

*(Return to a full size circle. Drop hands. Stand still. Continue singing.)* **Snow White found a home.**

*(Wave to the persons in the center of the circle while singing.. Those in the center should wave back to the persons forming the circle while singing.)* **Snow White met the**

**Dwarfs.**

*(Those in the center should hold their hands up to their eyes as they look at the people pretending to be the Dwarfs.)* **She saw their worth.**

*(Everybody in the center of the circle should wrap their arms around their body as if they were hugging themselves.)* **She acted in love.**

**Snow White saw their worth.**

*(The students forming the circle should hold their hands up to their eyes as they look at those in the center of the circle.)* **The Dwarfs saw her worth.**

*(Wrap your arms around your body to give yourself a hug.)* **The Dwarfs acted in love.**

*(Repeat hands to eyes.)* **They saw her worth.**

*(Repeat arms around selves.)* **They acted in love.**

**A happy home was formed.**

*(The people in the center join the big circle. Shake hands with one another. Join hands and continue circling while singing.)* **She valued Doc and Bashful.**

**She valued Happy and Sleepy.**

**She valued Sneezy.**

**She valued Dopey.**

**She valued Grumpy, too.**

## **Lesson Four:** **Love Never Ends**

### **The Main Ideas Of The Lesson**

*In Lesson Four, we will again be learning lessons from the story of Snow White and the Seven Dwarfs, but our attention will be shifting away from the topic of inherent worth to the virtue of moral love. As with Lessons One through Three, we will not yet be discussing the topic of forgiveness.*

*Love is defined by Webster's dictionary as "feelings of strong attachment, liking, or fondness for another person." We will, therefore, discuss moral love as a feeling, but we will also emphasize the fact that love involves a decision to treat others with respect, kindness, and generosity. It is a giving of oneself for the benefit of others. Love has the power to open a person's heart, thus enabling him or her to see the inherent worth in all. Loving persons can result in loving communities.*

### **General Objectives**

#### ***The students will:***

-  Learn that a soft and loving heart can help one to see the *worth* in all people.
-  Learn the meaning of "moral love."
-  Learn how to behave in loving ways.
-  Learn that all people, including each of the students, are worthy of love.
-  Learn that loving persons can create loving communities.

## Behavioral Objectives

### *The students will:*

- 🎨 Watch Part 2 of the Walt Disney story entitled, Snow White and the Seven Dwarfs.
- 🎨 Participate in a class discussion.
- 🎨 Participate in the “Love List” activity.
- 🎨 Participate in the “Fruit of Love Tree” activity.

## Materials

The Walt Disney DVD entitled,  
Snow White and the Seven Dwarfs  
A DVD Player and Television  
Chalk Board and Chalk  
Scissors, Glue, and Construction Paper

## 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, and/or activities if it will help you to 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. Tell the students, “In the first three lessons, you learned what gives a person *value or worth*. For example, you learned that a person’s worth does not depend on his or her appearance, physical health, career, residence, personality, behavior, or the group(s) to which he or she belongs. We know that all of these things are important. We know that they help to make each of us unique, but they do **not** determine our *worth*. We also learned that people share many similarities. For example, we share similar feelings, physical bodies, and experiences. We can all

think. Our similarities do not give us deep worth. We have deep worth because we are people. We are members of the human family. Our worth cannot be earned. It can never be taken away from us. We should treat all people as people of deep worth.”

2. Introduce today’s lesson. Let the students know that they will be discussing the virtue of “moral love.” Moral love is a feeling of warmth or fondness toward a person and a way of treating others with kindness, respect, and generosity.
3. Review Part 1 of the Snow White and the Seven Dwarfs DVD (Chapters 1-15).
4. Introduce and show Part 2 of the Snow White and the Seven Dwarfs DVD (Chapters 16-27). You may want to describe Chapter 21, The Poison Apple, rather than show it to the children if you believe the content would be disturbing to the children. We will leave this decision up to the teacher.
5. Conduct a class discussion. The questions can be found in the Discussion Section.
6. Have students participate in the “Love List” activity. Further instructions can be found in the Activities Section.
7. Have the students participate in the “Fruit of Love Tree” activity. Further instructions can be found in the Activity Section.
8. Conclude the lesson by providing a summary of the main ideas. Love is a feeling of strong attachment or liking for another person. Moral love is also a decision to treat others with kindness, respect, and generosity. We show that people have deep worth through love. All people are worthy of love. You are worthy of love. Loving persons can create loving communities.

## Discussion Questions

1. In what ways did Snow White show love toward the Dwarfs? *She cooked and cleaned for them. She didn't judge them. She didn't care if they were "grumpy."*  
How do you think her love made the Dwarfs feel?

***Think about this for a moment. Snow White cooked and cleaned and helped seven busy men. She did this day after day.***

2. Do you think it was sometimes hard for Snow White to show love toward the Dwarfs?
3. How could she continue to show love day after day even though it may have been difficult to do so? *She saw that they were persons even though it was hard work. She had to choose to be loving even if she didn't feel like it.*
4. In what ways did the Dwarfs show love toward Snow White? How do you think that made Snow White feel?
5. Think about the people who know you. How do they show their love for you? How does it make you feel when they show their love for you?
6. Think of a person you know. How do you show your love for him or her? How do you think it makes the person feel when you show love toward him or her?
7. Is it possible for you to show love toward someone you don't know very well—and, still be safe? In what ways might you show love and still be safe?
8. Have you ever shown love *toward* someone you didn't know very well? Who? *A store clerk, police officer, a worker at your church or school, or a new child in school.* In what ways were you able to show love and still keep yourself safe?
9. Are all people worthy of love? Why or why not? Is the Queen, who poisoned Snow White, worthy of love? Why or why not? How could someone show love toward the Queen and still be safe?
10. Are you worthy of love? Why?
11. Could a loving heart help one to see that a person has worth? How?
12. In what ways can "showing love" make a difference in the lives of individuals and communities?

## Activities

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

### **Love List**

#### ***Objective:***

The students will learn about the importance of moral love. The students will identify the ways in which love can be shown.

#### ***Instructions:***

The class will make a list of the various ways in which love can be shown toward one another. **To the teacher:** You may want to write the list on a chalk board or on a large sheet of paper as a continual reminder for the students.

### **The Fruit of Love Tree**

#### ***Objective:***

The students will continue to learn about the importance of moral love. The students will identify loving acts.

#### ***Instructions:***

This activity will involve the following steps:

1. The students will either create one large “fruit of love tree” as a class or they will each make a personal “fruit of love tree.”
2. The students will color and cut pictures of fruit.
3. The students will attach pictures of loving acts (tape or glue) to each picture of fruit.

**To the teacher:** The students may either cut pictures from a magazine (provided by the teacher or brought from home) or bring photographs from home that show loving behaviors. To protect the home photos, they can either be taped to the fruit or put in protective plastic.

4. *This step is optional.* The students will write about each loving act (one or two words) on a piece of paper. This piece of paper will be glued beneath the picture of a loving act.
5. The pieces of “love fruit” will be hung on the “fruit of love trees.”

**To the teacher:** If each student makes his or her own “fruit of love tree,” display all of the trees together to create a “Forest of Love” to symbolize the effects that love can have on an entire community.

## Lesson Four Within A Religious Context

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

### ***General Religious Ideas***

God has given all people the command to “love one another.” The Bible tells us that we are to express our love through kind, respectful, and generous behaviors. We are taught that Jesus is the way, the truth, and the light. We can learn how to love by getting to know Jesus and by learning how He lived and loved.

### ***Bible Verses***

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

***I Corinthians 13:1-8*** And now I will show you the most excellent way...Love is patient, love is *kind*...It always *protects* (it is generous), always trusts, always hopes, always perseveres. Love never fails.

***I Corinthians 13:13,14*** Faith, hope, love abide...but the greatest of these is love...Eagerly pursue and seek to acquire love.

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

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

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

***I John 4:7*** Dear friends, let us love one another, for love comes from God...

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

***John 15:12*** My command is this: Love each other as I have loved you...

## An Evaluation Of The Students

- Did the students watch Part 2 of the Snow White DVD?
- Did the students actively participate in the discussion?
- Did the students participate in the two activities?
- Did the students learn the meaning of love and ways to show love?
- Did the students learn that all people are worthy of love?
- Did the students learn how loving hearts can help individuals, families, schools, communities, and the world?

**AN EVALUATION OF LESSON FOUR**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Lesson Five:** **Kindness Flows From a Loving Heart**

### **The Main Ideas of the Lesson**

*In this lesson, the students will be learning about the virtue of kindness. There will not be a discussion of kindness within the context of forgiveness in this lesson.*

*Kindness is defined as a demonstration of goodness, benevolence, sympathy, and grace. It can be shown to others through thoughts, words, and actions. Kindness is a loving act that flows out of a loving heart.*

### **General Objectives**

#### ***The students will:***

-  Learn that a soft and loving heart can generate kindness.
-  Learn that kindness is goodness, benevolence, grace, and sympathy.
-  Learn that kindness is demonstrated through one's thoughts, words, and actions.
-  Learn that all people, including each student, 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:***

-  Watch the Walt Disney story entitled, The Adventures of Winnie the Pooh.
-  Make a list of the ways that kindness can be demonstrated.
-  Write in a "Cultivating Kindness" Journal.
-  Participate in the "Kindness Is Contagious" activity.
-  Participate in acts of kindness at school, at home, at church, and in one's own community.

- Identify how kindness can make a difference in the lives of individuals and communities.

### **Materials**

The Walt Disney DVD entitled,  
The Adventures of Winnie the Pooh.  
A DVD Player and Television  
A blank notebook for each student to write in and draw on.

### **Procedures**

The following procedures are to serve as guidelines. Please feel free to make any necessary changes if it will help you to more effectively meet the needs of your students. To maintain the integrity of the curriculum, we ask that you are careful to meet the objectives of the lesson.

1. Review the main ideas of the previous lesson. As you learned in Lesson Four, love is a feeling of liking or strong attachment toward a person. A soft and loving heart helps us to see the worth in others. The lives of individuals as well as entire communities can benefit from loving hearts.
2. Introduce today's lesson. Briefly share the meaning of kindness with the students.
3. Show Part One of the Winnie the Pooh DVD entitled, The Honey Tree. Ask the students to watch for acts of kindness in the story (Christopher Robin shows great kindness to Pooh).
4. Conduct a class discussion. See the Discussion Section.
5. Begin the "Cultivating Kindness" journaling activity. See the Activities Section for further instructions.
6. Have the students participate in a "Kindness Is Contagious" activity. See the Activities Section for further instructions.
7. Conclude by summarizing the main ideas of the lesson. Tell the students: "A soft and loving heart can generate kindness. Kindness can be shown through thoughts,

words, and actions of goodness, grace, and sympathy. You are worthy of kindness. All people are worthy of kindness. Acts of kindness can make a difference in the lives of individuals and communities.”

### **Discussion Questions**

1. What was today’s story about?
2. Who were your favorite characters? Why?
3. How did Christopher Robin treat Winnie the Pooh? (*Very kind*)
4. What does it mean to be kind?
5. How did he behave toward all of the animals in the Hundred Acre Forest?
6. Why do you think Christopher Robin was able to be so kind to Pooh and all of the animals?
7. Did you notice that Christopher Robin just kept on being kind no matter how many times Pooh needed him? Do you think it is OK to keep being kind over and over again?
8. How can someone keep on being kind day after day after day?
9. Can you think of a time when someone was kind to you? What did he or she do? How did his or her kindness make you feel?
10. What are some of the ways that you have shown kindness to your friends? Family? People whom you don’t know real well, but to whom you are safe to be kind? How do you think your kindness make others feel?
11. Have you ever had a chance to keep being kind to someone day after day after day?
12. What do you think would happen if we were all kind to one another in this classroom? In our families? In our city?
13. Is it possible for us to show this kindness day after day after day?

## Activities

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

### **The “Cultivating Kindness” Journal<sup>1</sup>**

#### ***Objective:***

The students will acknowledge and appreciate *kindness*. The students will learn ways to show 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 witnessed.

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

**To the teacher:** 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 “Cultivating Kindness” journals.

### **Kindness Is Contagious**

#### ***Objective:***

The students will dramatize acts of kindness and unkindness. The students will continue to learn the meaning of kindness.

#### ***Instructions:***

Ask each student to color and cut out a large happy face and a large frowning face. Students who wish to be actors or actresses in the activity may put their names in a box. Those students whose names are drawn will be given an example of a kind or unkind behavior to act out for the class. The students who are watching will hold up a happy face if it is a kind act and a sad face if it is an unkind act.

**To the teacher:** You may either tell the students what the kind or unkind act is that they are to act out or you may show them a picture of the kind or unkind act. See Activity Sheet 5B for a list of kind and unkind acts.

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<sup>1</sup> The “Kindness From The Heart” journaling activity was inspired by Kathryn Woodson, a second grade teacher in the United States.

## Lesson Five Within A Religious 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 Bible verses. Please feel free to use this section as you wish.

### ***General Religious Ideas***

God has instructed that we can find joy and happiness through righteous living. A righteous life can be seen in the kindness that we allow to flow to all people. God asks us to be kind to all people, even those whom the world tends to forget.

### ***Bible Verses***

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

### ***Ruth Chapters 1-4***

This is the story of Ruth, the kind and devoted daughter-in-law of Naomi.

The story begins with Naomi and her husband fleeing Bethlehem to escape a severe famine. While they fled to the country of Moab to seek better times, that is not what they found! When they were living in Moab, Naomi's husband and both of her sons died. Naomi and the two wives of her sons were left alone.

As the story proceeds, we see that Ruth continued to remain faithful to her mother-in-law even though her mother-in-law had nothing to offer her. She remained by Naomi's side caring for her and loving her. This kindness led to good things for Naomi, but it also resulted in good things for Ruth. A wealthy man and relative of Naomi's husband, Boaz, saw Ruth's love and kindness. Boaz returned Ruth's kindness. He gave her the privilege of gleaning grain in his fields with his own servant girls and promised that she would be protected. He said, "I've been told all about what you have done for your mother-in-law since the death of your husband—how you left your father and mother and your homeland and came to live with a people you did not know before. May the Lord repay you for what you have done..." (Ruth 2:11-12). Ruth's kindness was contagious! Eventually Ruth and Boaz married. Together they had a child named Obed. He was the father of Jesse, the father of David. This is the line of Jesus—savior of the world. The entire world, including each one of us, has benefited from Ruth's kindness.

**To the teacher:** You may want to tell the story of Ruth, Naomi, and Boaz rather than read it since it is quite lengthy.

### **An Evaluation Of The Students**

- Were the students attentive as they watched The Honey Tree?
- Did the students actively participate in the discussion?
- Did the students begin working in their “Cultivating Kindness” journal?
- Did the students work cooperatively during the “Kindness Is Contagious” 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, including each student, are worthy of kindness?
- Did the students identify the ways kindness can benefit individuals and communities?

**AN EVALUATION OF LESSON FIVE**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Activity Sheet 5B**

### **Examples of Kind Behaviors**

Say thank you to the class 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 person.

Ask a student or the teacher if he or she is comfortable.

Tell a person about something he or she has done well.

Ask the class if they can see you well enough.

Offer to help the teacher with some classroom tasks.

Clean the chalkboard.

Offer to clean the erasers.

Share something with another person.

### **Examples of Unkind Behaviors**

Pretend to step on a person's foot without saying excuse me.

Tell the class to "be quiet" in a raised voice.

Take something from another student.

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 student when he/she is asking for help.

Insist on having the best seat in the classroom.

Become bossy with the other students as you try to assume the teacher's role.

## Lesson Six: Respect For All

### The Main Ideas Of The Lesson

*The virtue to be discussed in this lesson is that of "respect." As with Lessons 1 through 5, the virtue of respect will be discussed apart from forgiveness.*

*Respect is demonstrated when we treat others as we would like to be treated.*

*As we learned in Lessons 1 through 3, all people have "value" and are thus worthy of respect. It is possible to cultivate thoughts, feelings, and behaviors of respect when one understands that all people are worthy of receiving respect.*

*Respectful attitudes and behaviors can positively affect individuals and communities.*

*One way to learn about respect is to examine its opposite, disrespect. We have chosen the Walt Disney story entitled, Dumbo to illustrate the concept of "disrespect" through the behavior of the other elephants who ridicule Dumbo.*

### General Objectives

#### **The students will:**

-  Learn that a loving heart can produce respectful attitudes and behaviors.
-  Learn the meaning and importance of respect.
-  Learn how to show respect.
-  Learn that all people, including each student, are worthy of respect.
-  Learn about the positive effects respect can have on individuals and communities.

## **Behavioral Objectives**

### ***The students will:***

-  Listen to the Walt Disney story entitled, Dumbo.
-  Participate in a class discussion.
-  List a number of reasons why all people are worthy of respect.
-  Identify various ways of showing respect for others.
-  Play the “Dumbo Does” game.

## **Materials**

The Walt Disney book entitled,  
Dumbo  
Activity Sheet 6A

## **Procedures**

Once again, we’d like to remind you that the following procedures are to serve as guidelines for you. Please feel free to make the necessary adjustments and/or improvements to the lesson if it will help you to 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 previous lesson in which the students learned that a soft and loving heart can produce kindness. We can show kindness through our thoughts, words, and actions. All people are worthy of kindness. Each student is worthy of kindness. Kindness can make a difference in the lives of individuals and communities.
2. Introduce today’s lesson. Tell the students, “Today you are going to learn about *respect* by learning about its opposite, *disrespect*. Do you know what it means to show respect? When we show respect for others, we treat them like we want to be treated. All people are worthy of respect. That means that each of you is worthy of being treated with respect. When we show disrespect

toward a person, we are **not** seeing that person's worth. We are **not** treating him or her like we want to be treated. No one deserves to be treated with disrespect."

3. Read the book entitled, Dumbo to the students. Ask the students to watch for signs of disrespect and respect as they listen to the story.
4. Conduct a class discussion about the concepts of disrespect and respect. The questions can be found in the Discussion Section.
5. Have the students play the game, "Dumbo Does." Further instructions can be found in the Activities Section.
6. Conclude by summarizing the main ideas of the lesson. Tell the students, "A soft and loving heart can help us treat others with respect. When we respect other people, we treat them like we want to be treated. You are worthy of respect. All people are worthy of respect. Respectful people can have a good effect on entire communities."

## Discussion Questions

1. What is the story of Dumbo about?
2. What does it mean to *show respect for someone*?
3. Did the other elephants treat Dumbo with respect or disrespect? How do you know?
4. Did the ringmaster treat Dumbo with respect or disrespect? How do you know?
5. Did the circus mouse treat Dumbo with respect or disrespect? How do you know?
6. How do you think it felt to be Dumbo?
7. In what way could the circus have had a good show and still have shown respect for Dumbo?
8. It is not always easy to show respect and to keep on being respectful. Throughout most of the story, was Dumbo respectful to others? How do you know?  
***Toward the end of the story, when Dumbo was flying around the circus tent, he deliberately showed disrespect. Note\* The teacher should hold up this page and point to the illustrations.***
9. In what ways was Dumbo showing disrespect?  
***I want each of you to notice that even very respectful people sometimes make mistakes.***
10. Who are some of the people you respect? Why do you respect them? How do you show your respect?
11. How do you think it makes a person feel when you treat him or her with respect?
12. Do all people deserve to be shown respect? Why? Why not?
13. Do you deserve to be shown respect? Why? Why not?
14. What would our school be like if all people tried to treat everyone with respect every day? What would our community be like if all people were truly respectful of one another every day?

## Activities

### **Dumbo Does<sup>2</sup>**

#### ***Objective:***

The students will learn to identify behaviors of respect and disrespect. They will learn to give themselves a voice by respectfully refusing to perform any disrespectful acts.

#### ***Instructions:***

The person who is playing the role of Dumbo will be given examples of respectful and disrespectful behaviors. The person leading the game (Dumbo) will perform a respectful or disrespectful behavior. The students will be asked if that behavior shows respect or disrespect. The commands can be fun and varied.

**To the teacher:** If the students are asked to perform disrespectful acts, they should respectfully refuse. You may want to discuss how a student would respectfully refuse to perform a disrespectful act.

Note\* The person who plays the role of Dumbo may be selected by having the students draw a picture of an elephant out of a box. For the drawing, place some blank, square pieces of paper into a box along with a picture of an elephant. Or, the teacher may play the role of Dumbo instead of selecting a child. The examples of respectful and disrespectful behaviors can be found on Activity Sheet 6A.

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<sup>2</sup> “Dumbo Does” was inspired by a lesson plan written by Kyla Case. The lesson plan was found on the A to Z Teacher Stuff website.

## Lesson Six Within A Religious Context

In the following sections, we will present some ideas for discussing the topic of respect within a Christian religious tradition. A general idea is presented, followed by some specific Bible verses. Please feel free to use these sections as you wish.

### ***General Religious Ideas***

Jesus is the teacher of the *Golden Rule* which states that we are to treat others as we would like to be treated. When we treat others as we would like to be treated, we are showing respect! We are to respect all people regardless of their age, gender, culture, socio-economic status, or religion.

### ***Bible Verses***

The following Bible verses 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.

## An Evaluation Of The Students

- Were the students attentive as they listened to the story?
- Did the students actively participate in the discussion?
- Were the students cooperative as they played the “Dumbo Does” game?
- Did the students learn what it means to show respect?
- Did the students learn how to show respect?
- Did the students learn that all people, including each student, have importance and are worthy of respect?
- Did the students learn how showing respect can positively affect individuals and communities?

**AN EVALUATION OF LESSON SIX**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## Activity Sheet 6A

### Examples of Respectful Behaviors

Say thank you to the class for listening.

Say thank you to the teacher for letting you dramatize respectful and disrespectful behaviors.

Straighten the books on a book shelf.

Pick up a piece of paper from the floor.

Give up your seat to another student.

Ask a person if he or she is comfortable.

Tell a classmate about something he or she has done well.

Ask the class if they can hear you well enough.

Offer to help the teacher with some classroom tasks.

Share something with another student.

### Examples of Disrespectful Behaviors

Pretend to step on a student's foot without saying excuse me.

Tell the class to "be quiet" in a raised voice.

Take something from another student.

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 student when he or she is asking for help.

Become bossy with the other students 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 taken from Activity Sheet 5B (kind and unkind acts).

## Lesson Seven: A Generous Person Because Of A Generous Heart

### The Main Ideas of the Lesson

*In this lesson, we will discuss the virtue of generosity. As with the previous six lessons, we will discuss this topic apart from forgiveness.*

*A kind and loving heart produces the fruit of generosity. A generous person is a giving and sharing person who willingly gives of his or her time, possessions, love, and kindness. All people are worthy of receiving generosity.*

*To behave in a generous way can be life-giving, with the giver typically experiencing as much joy as the receiver. Entire societies (families, schools, churches, neighborhoods, cities, and so forth) can be positively affected through the generosity of individuals.*

### General Objectives

#### **The students will:**

-  Learn that generosity flows out of a loving and kind heart.
-  Learn that a generous person gives of his or her time, possessions, love, and kindness.
-  Learn how to be a generous person.
-  Learn that all people, including each student, is worthy of being shown generosity.
-  Learn the ways in which sustained acts of generosity can benefit individual people and society.

## **Behavioral Objectives**

### ***The students will:***

- Watch Part Two (The Blustery Day) of the Walt Disney DVD entitled, The Many Adventures of Winnie the Pooh.
- Participate in the class discussion.
- Participate in the “Generosity Can Change Lives” activity.
- Decide on a class project that will exercise the students’ *generosity* muscles.

## **Materials**

The Many Adventures of Winnie the Pooh DVD

A DVD Player and Television

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, and/or activities if it will help you to 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. Tell the students, “When we show respect for others, we treat them in the same way that we would like to be treated. A loving heart that enables a person to see the *value or worth* in others can result in respectful behaviors and attitudes. All people, including each of the students, is worthy of respect. Respectful behaviors can have a good effect on individual people and on entire communities.”
2. Introduce today’s lesson. Tell the students, “Today we are going to learn about generosity. We show generosity when we give of our time, possessions, love, and kindness. The fruit of a loving and kind heart is generosity.”

3. Show Part Two (The Blustery Day) of the Winnie the Pooh DVD. Ask the students to watch for signs 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 “Generosity Can Change Lives” activity. Please see the Activities Section for further instructions.
6. Provide a summary of the main ideas to conclude the lesson. Generosity grows out of a kind and loving heart and can be demonstrated through the sharing of one’s time, possessions, love, and kindness. A generous person is a giving and sharing person. All people are worthy of being shown generosity. Each student is worthy of being shown generosity. Sustained generosity can have a positive effect on individuals as well as on entire communities.

### Discussion Questions

1. What happened in Part 2 of Winnie the Pooh entitled, The Blustery Day?
2. What does it mean to be *generous*?
3. Give me some examples of those times when Pooh, Piglet, or others showed generosity toward one another.
4. When Piglet offered his house to Eeyore, how did it make Eeyore feel?  
***Generosity can sometimes be difficult. Think of Piglet when he first offered his home.***
5. Did he seem happy and joyous or quiet and a little bit sad?  
***His generosity was mixed with some sadness.***
6. What happened to Piglet after he was so generous to Eeyore? *Winnie the Pooh showed generosity to Piglet by offering to let him live with him. Generosity spreads!*
7. Has anyone ever been generous to you? What did he or she do to show such generosity?
8. How did you respond when you received such wonderful generosity?
9. Have you ever been very generous to another person? What did you do to be so generous?
10. How did the other person respond when you showed generosity?
11. Are all people worthy of receiving generosity? Why?
12. Are you worthy of receiving other people’s generosity? Why?
13. What would happen in our school if all people were generous to one another day after day?
14. How could our community practice generosity?
15. What would happen if our entire community started behaving in a very generous way, day after day?

## Activity

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

### **Generosity Can Change Lives**

#### ***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 acts of generosity can positively impact families, schools, communities, and the world.

#### ***Instructions:***

1. The students will brainstorm, as a class, all of the ways in which they *have* shown generosity toward family, friends, church, school, community, or world.
2. The students will brainstorm, as a class, all of the ways in which they *could* show generosity toward family, friends, church, school, community, or world.
3. The students, with the help of the teacher, will select one or more generous acts from the list that they would like to do as a class. *This could be a class project.*

**To the teacher:** Make a list of the students' suggestions on the chalk board.

The class project may involve a sharing of the student's time, possessions, love and/or kindness. The generosity can be extended toward friends, family members, or any person with whom they are familiar. The generosity can also be extended to people in the schools, churches, neighborhoods, or around the world that they do not know, but who would be safe for them to show generosity towards.

Some examples of generous acts would be: Making cards that express the students' love and thanks to family members, friends, community, church, and school leaders; perform service acts like picking up trash on the playground; partner with a classroom in Belfast 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 to bring good cheer (sing songs, deliver cards); or adopt a "cause" such as "saving the rain forest."

*You 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.*

## Lesson Seven Within A Religious Context

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

### ***General Religious Ideas***

We can learn about generosity through looking at Jesus' life. He was generous 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 show love toward others through generosity. We can learn of God's generosity through looking at the fact that He gave His only Son to save the world.

### ***Bible Verses***

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

***John 3:16*** For God so loved the world that He gave His only begotten Son...

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

***Proverbs 11:24*** One man gives freely, yet gains even more; another withholds unduly, but comes to poverty.

***Proverbs 11:25*** 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.

## An Evaluation Of The Students

- Were the students attentive as they watched Part Two of the DVD?
- Did the students actively participate in the class discussion?
- Did the students participate in the "Generosity Can Change Lives" 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, including each student, are worthy of generosity?
- Did the students learn the ways in which sustained acts of generosity can benefit individual people and society?

**AN EVALUATION OF LESSON SEVEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Part Two**

### **Learning About Inherent Worth, Moral Love, Kindness, Respect, and Generosity in the Context of Forgiveness**

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

## Lesson Eight: What Forgiveness Is and Is Not

### The Main Ideas Of The Lesson

*In this lesson, the children will learn what forgiveness is and what it is not. As the students proceed through Part Two (Lessons 9-12), they will be asked to apply the messages learned here (Lesson 8) to the characters in the stories.*

*The following definition of forgiveness will serve as a guide for you as you proceed through the remaining lessons: "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."<sup>3</sup> To forgive a person who caused us an unfair hurt is to see his or her inherent worth, to extend loving thoughts, feelings, and actions toward him or her, and to respond to that person 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** simply put up with the hurt, blame ourselves for the person's behavior, pretend that we weren't hurt, or make excuses for him or her.*

*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 caused us hurt. True reconciliation can only take place when both parties have a sincere desire to resume the relationship.*

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<sup>3</sup> Robert D. Enright, Forgiveness Is a Choice (2001), p. 25.

## **The Main Ideas Of The Lesson Continued**

*Forgiveness is **not** forgetting the hurt. It is remembering the hurt in a different way, through the eyes of forgiveness. Remembering the hurt can possibly protect us from similar future hurts.*

*When a person forgives, he or she may experience reduced anger and sadness, greater hopefulness, and an improved relationship with his or her offender.*

*Forgiveness can help entire communities.*

*The remaining lessons of Parts Two and Three should be approached with the knowledge that "forgiveness is a choice."*

### **General Objectives**

#### ***The students will:***

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

### **Behavioral Objectives**

#### ***The students will:***

-  Listen to the story written by Charlotte Pomerantz entitled, You're Not My Best Friend Anymore.
-  Participate in a class discussion.
-  Participate in the "A Story About Forgiveness" activity.

## Materials

The book written by Charlotte Pomerantz entitled,  
You're Not My Best Friend Anymore  
Crayons and Paper

## Procedures

As in previous lessons, we have included a list of procedures to serve as a guideline for the teacher. Please feel free to alter the procedures, discussion questions, and/or activities if it will help you to 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. Generosity is the sharing of one's time, possessions, love, and kindness. A kind and loving heart can result in a generous person. A generous person is a giving and sharing person. All people, including each of the students, are worthy of being shown generosity. Sustained generosity can positively affect individuals as well as entire communities.
2. Introduce the book written by Charlotte Pomerantz entitled, You're Not My Best Friend Anymore. Tell the students, "This story will help you to see that when we forgive, we let go of our anger and resentment toward a person who has unfairly hurt us even though we have a right to it. Although the person who caused the hurt may not deserve it, we offer him or her love, kindness, respect, and generosity. We do **not** make excuses for the person who hurt us. We do **not** forget the hurt. Forgiveness *might* help us to get along better with the person who caused the hurt, but if he or she keeps on hurting us, it may **not** be possible for us to continue a relationship. **Forgiveness is a choice! We should never force or pressure anyone to forgive. We must allow people to forgive when and if they are ready. You will always be allowed to choose to forgive, if and when you are ready.**"

3. Conduct the class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the “A Story About Forgiveness” activity. See the Activities Section for further instructions.
5. Conclude by summarizing the main points of the lesson. Tell the students, “Do you remember what it means to forgive? **To the teacher:** Let the students share what they’ve learned. Then, review the following definition with the students, “Forgiveness is overcoming anger and resentment toward a person who caused an unfair hurt, even though the one who was hurt has a right to this anger and resentment. And, it is offering that person the gifts of love, kindness, respect, and generosity--even though he or she may not deserve such gifts.” Forgiveness is **not** excusing or condoning the person’s behavior and it is **not** forgetting that we were hurt. Forgiveness can help a person to get along better with the one who hurt him or her. But, when a person forgives, it does **not** always mean that the two people come back together. Both people must sincerely want to continue with the relationship. **Forgiveness is a choice. It is important that all people are allowed to forgive those who have unfairly hurt them, if and when they are ready.** Forgiveness can help people to feel less angry toward the one who hurt them. It can also help them to feel less sad and more hopeful.

## Discussion Questions

*We learned at the beginning of the story that Molly and Ben were the BEST of friends! Molly lived with her Mom and Dad on the ground floor of a big white house while Ben lived with his Father and Aunt on the top floor of the same big white house. They ate at the same table in school, did their homework together, played together, and sometimes, they even wore the same T-shirts. Ben's birthday was on June 5. Molly's birthday was on June 15. Because they were the BEST of friends, their families always planned one big party for both of them! This made them all very happy! But, one day something happened between Molly and Ben....*

1. Describe what happened between Molly and Ben.
2. How was Molly unfair to Ben?
3. How was Ben unfair to Molly?
4. How do you know that Ben and Molly were angry with one another? Did each have a right to his or her anger?
5. When we forgive, we get rid of resentment (anger). Did Molly get rid of resentment toward Ben? Did Ben get rid of resentment toward Molly? How can you tell?
6. When we forgive we see that the other person has "goodness." Did Molly see goodness in Ben? How do you know?
7. Did Ben see goodness in Molly? If so, give some examples?
8. Did the hearts of Molly and Ben soften toward one another? How can you tell?
9. Did Molly make excuses for Ben's behavior? Did Ben make excuses for Molly's behaviors? How do you know?
10. What if Molly would have continued to be angry with Ben? What if she had continued to treat him unkindly? Do you think that it would have been possible for Ben to forgive Molly if she had continued to be unkind, but then **not** talk with her or play with her? Why or why not?
11. If Ben had continued to be angry with and unkind toward Molly, do you think that it would have been possible to forgive him, but still not talk or play with him? Why or why not?
12. Did Molly ever forget what Ben had said and done? How do you know? Did Ben ever forget what Molly had said and done? How do you know?
13. Do you think that they forgave each other? What happened that makes you think this?
14. What if Molly or Ben tried to force the other to forgive before he or she was ready? How should he or she handle this? *He or she could say that they are not ready, that they need more time, and that they are free to choose if and when to forgive..*
15. What happened as a result of the forgiveness? *Their friendship returned. They were less angry. They felt happier.*

## Activities

The teacher may decide whether or not to include these activities in the lesson.

### **A Story About Forgiveness**

#### ***Objective:***

The students will continue to learn about and think about the meaning of forgiveness. They will draw pictures and write about what it means to forgive.

#### ***Instructions***

The students will write the following heading on a clean sheet of paper: *What does forgiveness mean to me?* The students will draw pictures and write short sentences below each picture to tell a story of forgiveness. The teacher can tell the students to:

1. Draw a picture of a person who has been unfairly hurt. Below the picture, tell what happened.
2. Draw a picture of the person after his or her anger gets less. Write a sentence or two telling how the person is feeling inside.
3. Draw a picture that shows the person who was hurt giving a gift of love, kindness, respect, and generosity.

#### **Sample Lesson:**

The student draws a picture of a person who is angry. Perhaps he or she is crying, stomping his or her feet, or yelling. Below the picture, the student writes, "Samuel's friend (John) said unkind things to him and wouldn't let him play ball on his team." In the second picture, Samuel is having fun reading a book. Below the picture, the student writes, "Samuel doesn't feel like yelling or crying anymore. He remembers that it hurt when John didn't let him play, but he is thinking about all of the times he and John have had fun playing together." In the final picture, Samuel smiles at John and invites him to play a game with him. Below the picture, the student writes, "Samuel is giving John a gift of love."

## **Lesson Eight Within A Religious 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 own Christian religious tradition. Please feel free to use this section as you wish.

### ***General Religious Ideas***

The Bible repeatedly teaches us to forgive as we have been forgiven. By studying the ways in which some of the famous Biblical characters responded to unfair treatment, we can learn the “what” and “how” of forgiveness.

### ***Bible Story and Verses***

#### ***Acts 16: 16-40***

Through this story of Paul and Silas being unjustly arrested and mistreated, we can learn what forgiveness is and is not. Paul and Silas were Roman citizens. As Roman citizens, they were to be treated with respect and goodness, but because the crowds disliked their sermons about Jesus, the magistrate had Paul and Silas seized, stripped, brutally beaten, and thrown into jail. They had not done anything to deserve such terrible treatment! Paul was very angry with this unfair treatment and he had a right to be angry and resentful. Nevertheless, the two disciples of Jesus overcame their anger and resentment by praying and singing hymns. When a miracle happened in the jail cell and their chains were loosed, it seems that they were already in the process of forgiveness because they showed compassion on the prison guard and protected him from hurting himself. Their anger and resentment was apparently being replaced with loving and kind forgiveness.

### **An 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 “A Story About Forgiveness” activity?
- Did the students learn what forgiveness is and is not?
- Did the students learn that forgiveness is a choice?
- Did the students learn some of the benefits of forgiving?

**AN EVALUATION OF LESSON EIGHT**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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**Lesson Nine:**  
**Forgiveness Can Occur When We See People's Worth**

**The Main Ideas of the Lesson**

*In the first lesson of Part Two, Lesson Eight, the students learned what forgiveness is and is not. In Lessons Nine through Twelve, they will apply this understanding of forgiveness to the characters in the stories as they learn about the topics of inherent worth, love, kindness, respect, and generosity. In this particular lesson, the students will learn about inherent worth, as it relates to forgiveness.*

*It is not uncommon for unfair hurts and/or injustices to occur in life. When such unfair hurts and/or injustices occur, it often becomes difficult for one 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. Yet, if a person who has suffered unfair hurt perseveres and attempts to see his or her offender as having worth, a soft heart can return. Forgiveness toward that person can occur.*

*It is important to remember that forgiveness is a healthy response. By attempting to see the "worth" of those who cause us hurt, we may be able to reach out in love, kindness, respect, and generosity, thus forgiving them.*

*We can see the deep worth of a person who was unfair without putting ourselves at risk to be hurt again by the same person. We do not have to enter into a relationship with a person who continues to be unfair.*

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

## **General Objectives**

### ***The students will:***

- Learn that a person's heart can become hardened with anger when unfairly hurt.
- Learn that a person has worth even if he or she thinks unkind thoughts, behaves in unkind ways, or feels unkind feelings.
- Learn that when a person practices forgiveness, it becomes possible to think, act, and feel loving toward one who has caused an unfair hurt.
- Learn that we can see the deep worth in a person within forgiveness without putting ourselves at risk to be hurt again.
- Learn that forgiveness can be beneficial to individual people and to entire communities.

## **Behavioral Objectives**

### ***The students will:***

- Watch the DVD entitled, The Fox and the Hound.
- Participate in a class discussion.

## **Materials**

The Walt Disney DVD  
The Fox and the Hound  
A DVD Player and Television

## **Procedures**

In Lesson One, the students were taught about the concept of inherent worth, apart from forgiveness, through the book entitled, The Fox and the Hound. In this lesson, the students will again learn about the topic of inherent worth, but it will be discussed within the context of forgiveness. Instead of the book, we will use The Fox and the Hound DVD to deliver the following message: Even when hurt by another person's

unfair treatment, it is possible to see his or her inherent worth and 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 to more effectively meet the needs of your students. To maintain the integrity of the curriculum, please make certain that the general objectives of the lesson are met.

1. Review the main ideas of the previous lesson. When we forgive, we become less angry with a person who has unfairly hurt us and more ready to give him or her a gift of love. When we forgive, we do not excuse the person's hurtful behavior. We do not pretend it never happened. We do not say that it was OK. Forgiveness can help us to become less sad, less angry, more hopeful, and can improve our relationship with the person who hurt us.
2. Introduce today's lesson. Tell the students, "In this lesson you will continue to learn about *forgiveness*. People sometimes unfairly hurt one another. When unfairly hurt, one's heart can become hardened with anger. If the person who was hurt becomes able to look at the *worth* of the person who hurt him or her, forgiveness may occur. Forgiveness does not put one at risk to be hurt again by the same person. People who forgive often become less angry, less sad, and more hopeful. Forgiveness can help entire communities.
3. Ask the students, "Do you remember the Walt Disney story entitled, The Fox and the Hound? What was the important message that you learned in this story?" *A person is a person. It's what's inside that counts.*
4. Have the students watch the DVD entitled, The Fox and the Hound. Ask the students to watch for the ways that the different characters in the story (Tod, Copper, Widow Tweed, and Amos) show forgiveness. **To the teacher:** You may want to describe what happens in Chapter 18, *The Hunter Seeks Revenge* and in Chapter 20, *Copper Saves Tod*. The content of these chapters may contain scenes that could be frightening or upsetting to the children. We will leave this decision up to the teacher.

5. Conduct a discussion 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 value and 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 the one who caused a hurt through forgiveness. We can see the deep worth of a person who was unfair and remain safe. Forgiveness can benefit individual people and society.

### Discussion Questions

*Do you remember when Chief was chasing Tod on the railroad tracks? A train was approaching on a high bridge. Tod was able to hide himself between the boards so that he wasn't injured, but Chief was forced off of the bridge. When Copper saw Tod looking over the railroad bridge from where Chief had fallen, he decided that Tod was to blame for Chief's injuries.*

1. What do you think Copper was thinking of Tod after Chief was injured?
2. Did Copper still have *worth* even though he was thinking unkind thoughts about Tod? Why or why not?
3. What were Amos and Chief thinking about Tod? How do you know? *Tod doesn't have worth.*
4. Did Amos and Chief have *worth* even though they were thinking unkind thoughts? Why or why not?
5. How were Copper, Amos, and Chief acting toward Tod? What were they doing to Tod?
6. How do you think Copper, Amos, and Chief were feeling toward Tod? *Angry. Frustrated. Copper was probably confused.*
7. What makes Copper, Amos, and Chief have value even though they were unfair to Tod?
8. What do you think Tod might have been thinking and feeling at first toward Copper? Toward Amos? Toward Chief? *Hurt. Angry. Frustrated. Unfairly treated.*
9. What would you have been thinking and feeling at first if you were Tod? Why?
10. What did Tod do when Copper was unkind to him? What did Tod do when Amos and Chief were unkind to him?
11. What would you have done? Why?

12. What did Tod 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 behave with kindness toward Copper? Toward Amos? *He was able to see that they have deep worth even though they behaved unfairly and he was able to feel love toward them.*
13. How do you think Tod managed to change his thoughts and feelings toward Copper, Amos, and Chief? *Forgiveness. He saw the great worth or value in them because they are persons.*
14. Did Tod see their deep worth, forgive, and remain safe? How?
15. Is it possible to see the deep worth of a person who was unfair, to forgive, and to remain safe? How?
15. How do you think communities could be changed through forgiveness?

### **A Reminder Regarding The Lesson**

Please let the students know that it is possible to *think* good thoughts about an unkind person (see his or her worth) and at the same time keep themselves safe from a bully.

*To the teacher: For example, a child may cooperate and associate with a bully at school, but avoid interacting with him or her when adults are not present.*

### **Lesson Nine Within A Religious Context**

In the following sections, we present some general ideas followed by a particular Bible story. Please feel free to use these sections as you wish.

#### ***General Religious Ideas***

The Gospel places a strong emphasis on forgiveness. We are instructed to forgive others just as God forgives us. When we forgive a person who caused an unfair hurt, we are seeing him or her as a child of God. When we forgive, we show love, kindness, respect, and generosity toward a person who unfairly hurt us. It is not always easy to forgive, but with God's grace, through prayer, we can forgive.

#### ***Bible Story***

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

#### ***Matthew 18:23-35***

In this story, the King shows mercy toward one of his servants as he sees the servant's inherent worth and forgives him of his debt. But, once forgiven, this servant does not show the same mercy toward a person that owes him money. He fails to see the inherent worth of the other and so does not forgive him. As we see in the story,

forgiveness is very important to the King. When the King finds out that the servant whom he forgave did not show the same forgiveness, he throws him into prison. A major message is that forgiveness is highly important to God.

### **An Evaluation Of The Students**

- Were the students attentive as they watched the DVD entitled, The Fox and the Hound?
- Did the students actively participate in a class discussion?
- Did the students learn that a person's heart can become hardened with anger when he or she has been unfairly hurt?
- Did the students learn that it becomes easier to think, act, and feel loving toward a person who has hurt them if they are able to see his or her *worth*?
- Did the students learn that all people are of value and have worth regardless of what they are thinking, doing, or feeling?
- Did the students learn that they can see the deep worth of a person through forgiveness and remain safe?
- Did the students learn that forgiveness can be beneficial to both individuals and society?

**AN EVALUATION OF LESSON NINE**

**Please indicate the date that this Lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Lesson Ten:** **Love Can Foster Forgiveness**

### **The Main Ideas Of The Lesson**

*In Lesson Four, we learned that love is defined as a feeling of strong attachment, liking, or fondness for another person. Moral love also involves a decision to treat others with respect, kindness, and generosity. In this lesson, we will link moral love directly with forgiveness for the first time. Once again, the students will be learning about forgiveness, but they will not be learning to forgive a person who caused them a personal hurt until Part Three.*

*As previously discussed, when unfairly hurt, angry and hurt feelings often result. At those times, it may become difficult to feel love toward the person who caused the hurt. Exercising love in the face of angry feelings can soften a person's heart thus making it easier for him or her to see the inherent worth of the person who caused the hurt. Forgiveness can then occur.*

*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, often enhance the quality of life within communities.*

*In this lesson, we deviate from our pattern of presenting a story. Instead, we will teach the main ideas of the lesson through the song entitled, When You're the Best of Friends. This song was featured in the movie seen in Lesson Eight, The Fox and the Hound.*

## General Objectives

### *The students will:*

- 🎨 Learn that it is not easy to *feel* love toward a person who has hurt us.
- 🎨 Learn that it is not easy to *show* love toward a person who has hurt us.
- 🎨 Learn that love can help a person to forgive.
- 🎨 Learn that forgiveness is the road back to a soft and loving heart.
- 🎨 Learn that forgiveness will not put a person at risk to be hurt again by the same person.

## Behavioral Objectives

### *The students will:*

- 🎨 Learn the words and the actions to the song, When You're the Best of Friends.
- 🎨 Participate in the class discussion.

## Materials

The song entitled, When You're the Best of Friends  
Activity Sheet 10A

## Procedures

As we have mentioned before, the following procedures are guidelines only. Please feel free to adapt the material to your own style. To maintain the integrity of the curriculum, we ask that you pay special attention to achieving the general objectives of the lesson.

1. Review the main ideas of the previous lesson. When a person has been unfairly hurt, his or her heart can become hardened with anger. People have value and worth even when they think, act, and feel in unkind ways. Seeing the inherent worth of a person who has caused an unfair hurt, though difficult, can pave the way for forgiveness. We can see the deep worth of a person who was unfair

through forgiveness and remain safe. All people—even our community—can benefit from forgiveness.

2. Introduce today’s lesson. Tell the students, “When you have been unfairly hurt by another person, there are ways that you can *safely* show love for him or her. This means that you can think loving thoughts, act in loving ways, and feel loving feelings without putting yourself in danger to be hurt again by the same person.”  
**To the teacher:** Discuss the importance of using lots of good common sense when deciding if and when it is safe to interact with those who have caused hurt. In our experience, most children know that boundary. Nevertheless, it may be useful to give specific examples of how the students can protect themselves from individuals who continually cause hurt. *For example, a student may think, feel, and show love (refrain from doing harm) toward a bully (someone who refuses to change aggressive and unkind behavior), but refuse to play with that person.* This could open the door for forgiveness.
3. Teach the students the words and actions to the song When You’re the Best of Friends.
4. Conduct a class discussion. See the Discussion Section for further instructions.
5. Summarize the main ideas of the lesson. When a person has been unfairly hurt, it is not easy to think loving thoughts, to feel loving feelings, or to act lovingly toward the one who was hurtful. A loving heart makes forgiveness toward a person who behaved unfairly possible. A person can have a softened heart toward one who caused an unfair hurt without putting himself or herself at risk for further hurt. It is not necessary for a person to play with, work with, or hang out with someone who continually causes hurt. Entire communities can benefit from forgiveness.

## Discussion Questions

Briefly review the main ideas of the story, The Fox and the Hound.

1. When Copper and Tod were very young, they loved each other. Describe a time when Copper seemed to lose his love for Tod. *When Copper thought Tod had caused Chief's injury as he fell from the railroad tracks.*
2. Did Copper's love for Tod return? How do you know? *He stood over Tod protecting him from Amos.*
3. Could we say that Copper was forgiving Tod when Copper protected Tod from Amos? How do you know? What is forgiveness?
4. Did Tod forgive Copper? Why do you think this? *It seems his anger got less. We see signs of love.*
5. When Tod was forgiving Copper, in what ways was he showing love toward him? *He protected him from the bear.*
6. Have you ever been hurt by other people?
7. How do you feel, at first, when you've been hurt? (*Angry. Resentful. You wanted to hurt him or her back.*)
8. Do you think it is possible to think loving thoughts toward a person who hurt you? Please tell me what some of those loving thoughts might be.
9. Do you think it is possible to feel loving feelings in your heart toward a person who hurt you? Please try to describe what loving feelings in the heart feel like.
10. Do you think that it is possible to behave in a loving way toward a person who hurt you? What does it mean to behave in a loving way toward someone who has unfairly hurt you? Please give me some examples of loving behaviors toward such a person.
11. When you show love toward someone who hurt you, are you practicing forgiveness?
12. Should you be careful how you play or work with someone who is often hurtful toward you? What is the best way to be loving, yet careful with a person who could hurt you?
13. Imagine that every person in our school showed love toward one another. What do you think our school would be like?
14. Imagine that every person in our city showed love toward one another. What do you think our community would be like?

## Activity

### **When You're the Best of Friends**

#### ***Objective:***

The students will learn that when a person has been deeply hurt by another, he or she can still have a soft and loving heart toward the one who caused the hurt thus making way for forgiveness. The students will learn the words and actions to the song, "When You're the Best of Friends."

#### ***Instructions:***

Play the song from the DVD entitled, The Fox and the Hound.

**To the teacher:** You may either teach the words from the song on the DVD or have the children just listen to the song while doing the actions. If you have the students learn the words, they may either learn all of the words to the song or just "key" words. The lyrics and actions to the song can be found on Activity Sheet 10A.

*Suggested Key Words or Verses: When You're the Best of Friends.*

*The words to the final verse would also be beneficial. They are as follows:*

*If hurt occurs, as it so often does. Keep seeing the worth in the other. Think loving thoughts, feel loving feelings, and a softened heart can return. This will pave the way for forgiveness...See Activity Sheet 10A.*

### **A Reminder Regarding The Lesson:**

If you so choose, you can think loving thoughts and feel loving feelings toward someone who has hurt you. If you so choose, you can even try to behave lovingly to that person, but be sure to keep yourself safe if that person is so angry as to endanger your safety. *[To the teacher: An example of loving and keeping one's distance is this: The student might think about the strengths of the bully (friendly, has helped him or her in the past) and might feel compassion toward the person, but then avoid interacting with him or her, especially when they are alone.]*

## Lesson Ten Within A Religious Context

The next two sections are for those teachers seeking ideas about love, as part of forgiveness, within their own Christian religious tradition. We present some general ideas followed by some suggested Bible verses. Teachers should feel free to use these sections as they wish.

### ***General Religious Ideas***

God loves all his children deeply. We can show love toward God by developing the same love in our hearts that He so generously gives to us. Love is a vital part of forgiveness. Jesus showed great love and forgiveness by dying on the cross for us. Just as Jesus gives His love to us, we are to give our love to others. Just as Jesus forgives us, we are to forgive others. This is difficult, but with the help of God, we can have soft and loving hearts toward those who unfairly hurt us, thus opening the door for forgiveness.

### ***Bible Story***

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

## An Evaluation Of The Students

- Did the students learn the words and actions to the song?
- Did the students actively participate in the class discussion?
- Did the students learn that when one has been unfairly hurt by a person, it is not easy to feel loving feelings toward the one who hurt them?
- Did the students learn what it means to think, act, and feel loving toward a person who has unfairly hurt them?
- Did the students learn the importance of love in the context of forgiveness?
- Did the students learn about the importance of love and forgiveness for entire communities?

**AN EVALUATION OF LESSON TEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## Activity 10A

### When You're the Best of Friends

The italicized words in parentheses are the actions for the lyrics that directly follow. The words for the song follow the italicized words in parentheses.

*(Join hands in a circle. Circle right)* When you're the best of friends  
Having so much fun together.

*(Circle left)* You're not even aware you're such a funny pair;  
You're the best of friends.

*(Drop hands. Stop circling.)*

*(Draw the corners of your mouth up in a smile.)* Life's a happy game,

*(While remaining in place, act silly—like a clown.)* You can clown around forever

*(Cover your eyes and turn your head from side to side as if to say no.)* Neither one of  
you sees your natural boundaries

*(Draw the corners of your mouth up in a smile.)* Life's one happy game.

*(Join hands in a circle. Circle right.)* If only the world wouldn't get in the way.

*(Circle left.)* If only people would just let you play.

*(Drop hands. Stop circling.)*

*(Lift hands at your side and shrug your shoulders.)* They say you're both being fools.

*(Shake your finger at others as if you're scolding.)* You're breaking all the rules.

*(Join hands in a circle. Circle right.)* They can't understand the magic of your  
wonderland.

When you're the best of friends

Sharing all that you discover.

When these moments are past

*(Circle left)* Will their friendship last.

Who can say

There's a way

Oh, I hope it never ends cuz you're the best of friends.

*(Wrap arms around self and give yourself a hug.)*

If hurt occurs, as it so often does.

Keep seeing the worth in the other.

Think loving thoughts, feel loving feelings, and a softened heart can return.

This will pave the way for forgiveness.

# **Lesson Eleven:**

## **Kindness And Forgiveness**

### **The Main Idea Of The Lesson**

*In this lesson, the children will learn about the importance of kindness, as it relates to forgiveness.*

*It is likely that a person who has been unfairly hurt may experience some difficulty being kind to the one who caused the hurt. Deep hurts have a way of hardening a person's heart with anger and resentment toward his or her offender, thus preventing kindness and forgiveness. A soft and loving heart can pave the way for kindness and forgiveness. Because kindness is one important aspect of forgiveness, and because forgiveness is now our focus, we will think about kindness within the context of forgiveness.*

### **General Objectives**

#### ***The students will:***

-  Learn that when hurt, kindness toward the one who caused the hurt is important, yet difficult.
-  Learn that kindness can help us to forgive.
-  Learn that kindness and forgiveness will not put a person at risk to be hurt by the same person again.
-  Learn that kindness and forgiveness can have a positive impact on individuals and communities.

### **Behavioral Objectives**

#### ***The students will:***

-  Watch the Walt Disney DVD or video entitled, Cinderella.

- 🎨 Participate in a class discussion.
- 🎨 Sing the song entitled, Kindness Is Great.

### Materials

The Walt Disney Productions DVD or Video  
Cinderella  
A DVD Player or VCR and a Television  
Activity Sheet 11B

### 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 to more effectively meet the needs of your students. Yet, to maintain the integrity of the curriculum, please make certain that the general objectives of the lesson are met.

1. Review the main ideas of the previous lesson. 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 kindness and forgiveness, toward the one who hurt him or her. 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.
2. Introduce today's lesson. Kindness toward a person who caused an unfair hurt can help one to forgive.
3. Introduce the Cinderella DVD or video. Please ask the children to pay special attention to Cinderella's kindness. Although her stepmother and stepsisters caused her unfair hurt, Cinderella was able to treat them with kindness. This helped her to forgive.  
*You may want to show only portions of the story if you feel it is too long. If you decide to show only portions of the story, we suggest you show Cinderella's unkind treatment at the beginning of the story through her attendance to the ball.*
4. Conduct the class discussion. See the Discussion Section for further instructions.

5. Teach the lyrics and actions to the Kindness Is Great song. See the Activities Section for further instructions.
6. Conclude the lesson with a summary of the main ideas. When deeply hurt, it is not easy to think, feel, or act with kindness toward the one who caused the hurt. A kind heart is the road to forgiveness. Kindness and forgiveness can benefit entire communities.

### Discussion Questions

1. What happened in the story of Cinderella?
2. In what ways did the stepmother and stepsisters unfairly hurt Cinderella?
3. How did Cinderella show kindness toward her stepmother and stepsisters?
4. Put yourself in Cinderella's shoes for a moment. If you were treated with such unkindness, do you think it would be easy for you to show kindness?
5. How is it possible that Cinderella was able to be kind when she was being treated so unkindly?
6. Do you feel the stepmother and stepsisters were worthy of such kindness? Why or why not?
7. Did Cinderella's kindness change her stepmother and stepsisters? Was Cinderella able to forgive them even though they did not change? How do you know?
8. What gifts did Cinderella receive because of her kindness and forgiveness?
9. What gift did Cinderella's kindness and forgiveness give to her community? *Her kindness led to the Prince loving her. The community got a loving and kind Princess.*
10. What lessons did Cinderella's community learn through her kind and forgiving behavior? *When unfairly hurt, kindness and forgiveness toward the one who caused the hurt can occur.*
11. Was it possible for Cinderella to show kindness and forgiveness toward those who were hurting her without putting herself in danger to be further hurt? How?
12. Have you ever been unfairly hurt by another person?
13. Is there a way you could show kindness and forgiveness to that person without putting yourself in danger? How?
14. Do you think you could show kindness and forgiveness toward a person who unfairly hurt you?
15. What if everyone in the school started to show much kindness and forgiveness to one another? What do you think our school would be like?
16. What would our community be like?

**A Reminder Regarding The Lesson:**

It is all right to be kind and forgiving toward someone who has unfairly hurt you, but you must be careful to avoid being hurt over and over again by that same person. *(To the teacher: You can feel kind feelings about someone who continues to be unkind, but still not play with them at recess or seek them out as a playmate.)*

**Suggested Activities**

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

**Kindness Is Great**

***Objective:***

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

***Instructions:***

Teach the lyrics and actions to the Kindness Is Great song.  
See Activity Sheet 11A for further instructions.

## Lesson Eleven Within A Religious Context

The same pattern applies here as in the other lessons. We have two sections, one with general ideas and one with specific Bible verses, to be used to teach the children today's message within a religious context. Feel free to adapt, as you wish.

### ***General Religious Ideas***

God is patient and kind to every person on earth even though we do not always behave the way the Bible teaches us to behave. We show our love for God when we treat all people with the same kindness that He continually shows us. With God's help, we can treat those who have hurt us with kindness. Kindness can open the door to forgiveness.

### ***Bible Verses***

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

God tells us in the Bible 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, even those who hurt us.

### ***Bible Verses***

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

***Galatians 6:9*** Let us not become weary in doing good...

***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.

## An Evaluation of the Students

- Did the students attentively watch the story?
- Did the students actively participate in the class discussion?
- Did the students sing and act out the song?
- Did the students learn that kindness can open the door for forgiveness toward a person who has caused unfair hurt?
- Did the students learn that kindness and forgiveness will not put a person at risk to be hurt by the same person again?
- Did the students learn that kindness and forgiveness can have a positive impact on individuals and communities?

**AN EVALUATION OF LESSON ELEVEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Activity Sheet 11A**

### **Kindness Is Great**

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 corresponding lyrics.

Kindness is for everyone.

**DON'T YOU THINK THAT'S GREAT!**

And when there's love

You can be kind.

**DON'T YOU THINK THAT'S GREAT!**

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

Here some kindness--

There some kindness--

Everywhere a bit of kindness.

Kindness is for everyone.

**DON'T YOU THINK THAT'S GREAT!**

Kindness is for everyone.

**DON'T YOU THINK THAT'S GREAT!**

An unkind heart

Can turn so kind.

**DON'T YOU THINK THAT'S GREAT!**

(Turn and wave.) With kindness here.

And FORGIVENESS there.

Here we're kind.

There we forgive.

Everywhere we are to give.

Kindness is for everyone.

**DON'T YOU THINK THAT'S GREAT!**

## Lesson Twelve: Respect and Generosity Can Promote Forgiveness

### The Main Ideas

*In Lessons Nine through Eleven, we examined three of our five key ingredients to forgiveness: inherent worth, moral love, and kindness. The other two, respect and generosity, will be discussed in this lesson.*

*When we show respect toward a person, we treat him or her as we would like to be treated. When we show generosity, we give of our time, possessions, love and kindness. Respect and generosity are two virtues that grow out of a loving and kind heart. When unfairly hurt by a person, it is not always easy to be respectful or generous to him or her, but if we persevere with respect and generosity, forgiveness may occur.*

*Respect and generosity will not put us at risk to be hurt again by the same person.*

*The practice of respect and generosity, within the context of forgiveness, can uplift and restore lives and communities.*

### General Objectives

#### **The students will:**

-  Learn that respect and generosity toward a person who has caused a hurt is not always easy, but worth the effort.
-  Learn that when a person who has been unfairly hurt begins to practice respect and generosity, forgiveness becomes possible.
-  Learn that respect, generosity, and forgiveness will not put a person at risk to be hurt again.

- Learn that people who are respectful and generous in the face of unfairness can create *forgiving communities*.

### **Behavioral Objectives**

#### ***The students will:***

- Watch Part Three of the Walt Disney DVD entitled, The Many Adventures of Winnie the Pooh.
- Participate in a class discussion.
- Participate in the “To Bounce or Not to Bounce” activity.

### **Materials**

The Walt Disney DVD entitled,  
Winnie the Pooh  
A DVD Player and Television  
“Caught You With A Merciful Heart” Certificates

### **Procedures**

In this lesson, our focus is on the practice of respect and generosity when unfairly hurt by another. Once this lesson has been concluded, each child will be prepared to use inherent worth, moral love, kindness, respect, and generosity toward forgiving someone who has personally hurt him or her (because of what the child has learned in Lessons Eight through Twelve). Through the efforts of this curriculum, we certainly do not expect the child to forgive anything deep or profound at this point. Instead, the subsequent lessons are meant to lay a foundation of forgiveness for the children.

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 general objectives of the lesson are met.

1. Review the main ideas of the previous lesson. It is not always easy to think, feel, or act with kindness toward a person who has caused an unfair hurt. Kindness can

help a person to forgive. Kindness and forgiveness will not put a person at risk to be hurt again by the same person. Kindness and forgiveness can have a positive effect on individuals and communities.

2. Introduce Part Three entitled, “Winnie the Pooh and Tigger Too” from the DVD, The Many Adventures of Winnie the Pooh. Ask the students to look for signs of respect, generosity, and forgiveness as they watch the story. To the teacher: You may want to review the meanings of the words respect and generosity before beginning the lesson.
3. Conduct the class discussion. See the Discussion Section for further instructions.
4. Have the students participate in the “To Bounce or Not to Bounce” activity. See the Activities Section for further instructions.
5. Provide a conclusion for the students by summarizing the main ideas of the lesson. It is not always easy to show respect and generosity toward a person who has caused an unfair hurt, but if we persevere forgiveness may occur. Good things can happen when many people in a community begin to consistently show respect, generosity, and forgiveness.

### Discussion Questions

*Let’s think about the events of this story. Rabbit was happily working in his beautiful garden when all of a sudden along came Tigger!*

1. What happened next in the story?
2. Why did Rabbit want to lose Tigger in the woods? *Rabbit was angry.*
3. When Rabbit had the idea to lose Tigger in the woods, was he showing show respect toward Tigger? How do you know? How might Rabbit have shown respect toward Tigger even though he was angry with him?
4. Was Rabbit generous toward Tigger when he wanted him lost in the woods? How do you know? How might Rabbit, when he was still angry, have shown generosity toward Tigger?
5. What would have been a respectful and generous solution to the problem?
6. Do you think Rabbit forgiving Tigger might have helped? Why? Why not?
7. As Rabbit continued being angry with Tigger, Rabbit seemed to want to punish him. He was punishing Tigger by having him never bounce again. Do you think Rabbit was showing respect or generosity toward Tigger by punishing him? Why? Why not?

## Discussion Questions Continued

*When people continue to be disrespectful and ungenerous, it has a way of spreading sadness around. Let's return to our story (see the DVD) where Rabbit insisted that Tigger should not bounce. I want you to notice something very important: Rabbit is the only one smiling. Everyone else is frowning. Disrespect, a lack of generosity, and an unforgiving attitude seem to spread sadness around.*

*Now, let's take a look at the part where Rabbit gives in, seems to forgive, and respects Tigger's right to bounce.*

8. What happens to the sadness of all those in the Hundred Acre Wood once Rabbit becomes respectful, generous, and forgiving? *Everyone starts smiling and dancing. Happiness spreads throughout the woods.*
9. What happened to Rabbit, in particular, when he became respectful, generous, and forgiving of Tigger? *He smiled for the first time in the story. He was happy for the first time.*
10. Do you think that one or two people who begin to be respectful, generous, and forgiving could make a difference for a whole community? Why? Why not? *As Rabbit forgave, the whole community started smiling and dancing.*
11. Do you sometimes find it difficult to show respect toward a person who has hurt you? Why? Why not?
12. Do you sometimes find it difficult to show generosity toward a person who has hurt you? Why? Why not?
13. Do you think it would be possible to forgive a person who has deeply hurt you? Why? Why not?
14. If you were respectful and generous toward someone who hurt you, how might that help you to forgive?
15. How could respectful, generous, and forgiving behavior help a community?

### A Reminder Regarding The Lesson:

In this lesson, only the issues of respect and generosity were addressed within the context of forgiveness (not all five of our major themes).

It is all right to respect someone who has hurt 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 with a person who continues to be aggressive in the classroom, 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 respectful and generous to someone who is very unfair to you, but be sure to think about whether or not that person is a danger to you. If

that person is dangerous, you can still forgive, if you so choose, but you don't have to interact with them. You can forgive from the heart while you keep your distance. *The student can loan a pencil to highly disruptive bully or help him with a problem, but the student can also decide not to sit with the bully at lunch or walk home with him from school.*

### **Activities**

#### **To Bounce or Not to Bounce**

***Objective:***

The students will learn about the importance of respect and generosity when forgiving. The students will write, with the teacher's help, a pretend letter (To Tigger from Rabbit).

***Instructions:***

Ask the students to pretend to be Rabbit. Each student will then write a sincere letter to Tigger letting him know that *bouncing* is a perfectly fine thing to do in the Hundred Acre Wood.

**To the teacher:** To help focus the students, you may want to write the following outline on the board:

1. As Rabbit, talk about your anger with Tigger (Remember you do have a right to that anger.)
2. Let Tigger know that you realize your anger got too deep and became revengeful.
3. Express sorrow and respect toward Tigger.
4. Show generosity toward Tigger.
5. Express forgiveness toward Tigger. This can include a sense of respect and generosity toward Tigger.

#### **Caught You With A Merciful Heart**

***Objective:***

As a culmination of Lessons Eight through Twelve, the students will learn to see the value of every person in his or her classroom and to practice loving, kind, respectful, generous, and forgiving behaviors when hurt, thus preparing them to forgive. The students will learn how to demonstrate such virtuous behaviors without putting themselves at risk to be hurt again.

***Instructions:***

**To the teacher:** You will actively recognize the students' loving, kind, respectful, generous, and forgiving behaviors. To do this, you may either give the student a "Caught You With A Merciful Heart" certificate or give him or her "words of praise." *We realize that it is important for the students to be loving, kind, respectful, generous, and forgiving because of an intrinsic desire to do so, but we believe that encouraging these virtues on a regular basis (with tangible rewards) will help the students recognize the importance of consistently practicing them.*

## **Lesson Twelve Within A Religious Context**

Once again the following two sections will provide the general ideas of the lesson and specific Bible verses that can be used for discussion with the children. Please feel free to adapt, as you wish.

### ***General Religious Ideas***

Jesus came into the world in a humble stable. He became a humble carpenter, not a powerful prince or king. In some ways, Jesus behaved in an opposite way to that which some people expected. He taught us the unexpected—that we are to love our enemies and pray for those who persecute us. These are true acts of generosity. We are to show mercy rather than revenge, a sign of respect and forgiveness.

### ***Bible Story***

#### ***Genesis 37-45***

In these chapters of the Old Testament, we have the account of Joseph forgiving his brothers. This is the oldest preserved account of forgiveness with a considerable amount of detail of one person forgiving another. As you read this story to the children, have them listen for descriptions of both respect, generosity, and forgiveness.

## **An Evaluation of the Students**

- Did the students attentively watch the DVD?
- Did the students actively participate in the class discussion?
- Did the students participate in the “To Bounce or Not to Bounce” activity?
- Did the students learn that the virtues of respect and generosity can be difficult to show toward a person who caused an unfair hurt?
- Did the students learn that the practice of respect and generosity can lead to forgiveness?
- Did the students learn that respect, generosity, and forgiveness will not put them at a greater risk of being hurt again?
- Did the students learn that people who forgive can create “forgiving communities?”

**AN EVALUATION OF LESSON TWELVE**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Part Three**

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

## Lesson Thirteen: What's This Thing Called "Feelings?"

### The Main Ideas Of The Lesson

*In this lesson, we will help the students develop an understanding of the great variety of "feelings" or "emotions" that all people experience on a regular basis. Such feelings include: happiness, excitement, sadness, fear, and **anger**, as well as many others. These feelings or emotions, that can be either pleasant or unpleasant, are a natural part of being human and can produce either positive or negative consequences. In this lesson, a special emphasis will be placed on the feeling of **anger** since it is closely associated with forgiveness.*

*According to Webster's dictionary, an emotion is "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."*

*Anger has been defined as a "violent, revengeful passion or emotion, excited by a real or supposed injury to oneself or others" (Webster's dictionary). Anger that results when a person has been unfairly hurt by another is known as "righteous anger." Righteous anger can protect a person from further hurt in the short run, but if he or she clings to the anger, an even deeper hurt may result. This abiding anger can undermine the person's overall health, cause damage to his or her interpersonal relations, and negatively impact his or her daily interactions with other people.*

## **The Main Ideas Of The Lesson Continued**

*In addition, this lesson will teach about the depth and duration of anger. Anger can vary in its depth from very light to very serious. Anger can last from a few moments to years! Excessively deep and long anger needs to be changed so that it is not so deep or long lasting.*

*These ideas will help you prepare your students for an examination of his or her own level of hurt toward someone who needs to be forgiven.*

### **General Objectives**

#### ***The students will:***

-  Learn that people often experience a wide variety of pleasant and unpleasant emotions or feelings.
-  Learn that there can be positive or negative consequences from the way we react to our “feelings.”
-  Learn about the *depth and duration* of anger.

### **Behavioral Objectives**

#### ***The students will:***

-  Listen to the story written by Michaelene Mundy entitled, Mad Isn't Bad.
-  Participate in a class discussion.
-  Generate a list of “feelings.”
-  Participate in the “Garden of Feelings” activity.
-  Privately identify a person who treated them in a deeply unfair way and with whom they are still angry.
-  Participate in the “Remembering a Person Who Was Unfair” activity.

## Materials

Mad Isn't Bad, written by Michaelene Mundy  
A Blank Sheet of Paper and Crayons

## Procedures

In Part One (Lessons 1-7), we learned about the important theme of inherent worth and the virtues of love, kindness, respect, and generosity. An important foundation for forgiveness is established when these virtues, along with the idea of seeing the inherent worth in others, are practiced frequently and consistently.

In Part Two (Lessons 9-12), these same concepts were examined within the context of forgiveness. As in Part One, the students were taught that when a person has been unfairly hurt, seeing the inherent worth in others and practicing love, kindness, respect, and generosity can prepare the way for forgiveness.

In this section, the process of forgiveness *within the context of the students' personal lives* will be examined. The children will be helped to develop an understanding of *emotions*, particularly the emotion of *anger*, and then they will be asked to apply this learning to their own situation of unfairness, if they are ready. Each child will *privately* identify a person who treated him or her deeply unfair at the end of this lesson. **We ask that you continue to focus each child on this self-identified hurt as he or she participates in the discussions and/or activities that follow in Lessons 14, 15, 16, and 17. Note\* Each child's self identified hurt should remain private.** If the child was hurt on a number of occasions by this same person, it is important that the child remember **this specific hurt (and not others)**. This lesson is a major prerequisite for "learning to forgive." As with previous lessons, the messages will be taught through a series of stories, discussions, and activities.

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, and/or activities if you believe that your students will be more effectively

served by your 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 individuals show disrespect and stinginess toward others, bad things can happen. Do you remember what happened when Rabbit took Tigger into the woods? What bad things happened because he was disrespectful to Tigger? When many people begin to consistently show respect and generosity toward others, wonderful things can happen. What good things happened when Rabbit began to show respect for Tigger?
2. You may want to orient the children to the primary message of this lesson 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, sorrow, or hate can be unpleasant. Emotions in themselves are neither good nor bad, but behaving in a certain way because of our feelings result in good or bad consequences! For example, when happy, we often treat others with kindness. When angry, we often hurt other’s feelings. In this lesson, we are going to pay special attention to the feeling of *anger*. Sometimes we are just a little bit angry and sometimes we are very, very angry. Sometimes we are angry for a short time (a few minutes) or sometimes we are angry for a long, long time (days, weeks, months, or even years).
3. Introduce the book entitled, Mad Isn’t Bad. Tell the students that you will be reading and talking about four different lessons from the book that teach about the feeling of anger.
4. Read the first section entitled, Mad Isn’t Bad to the children.
5. Conduct Part One of the class discussion. The questions can be found in the Discussion Section.
6. Read the section entitled, What Makes You Mad to the children.
7. Conduct Part Two of the class discussion. The questions can be found in the Discussion Section.
8. Read the section entitled, What Does “Mad” Feel Like to the children.
9. Conduct Part Three of the class discussion. The questions can be found in the Discussion Section.

10. Read the section entitled, Not So Good Ways to Let Out Anger to the children.
11. Conduct Part Four of the class discussion. The questions can be found in the Discussion Section.
12. Have the students participate in the “Garden of Feelings” activity. See the Activities Section for further instructions.
13. Ask the students to identify (privately) a person who treated them deeply unfair and with whom they are still angry.
14. Conduct the activity entitled, “Remembering a Person Who Was Unfair.” See the Activities Section for further details.
15. Conclude by summarizing the main points of the lesson. People experience a wide range of emotions such as joy, love, sadness, and *anger*. Our feelings or emotions can be pleasant or they can be unpleasant. Feelings themselves are neither good nor bad, but they can cause us to behave in either good or bad ways! When we have a feeling like love, good things can happen. Can you think of some examples? When we have a feeling like anger, bad things can happen. Can you think of some examples? *Anger* is an especially powerful emotion! When we have been unfairly hurt, anger can protect us from further hurt. But, if we keep that anger inside of us, it can grow and cause even more pain. Big anger that lives inside of us for a long, long time can make us sick, cause us to hurt others, and make it hard for us to get along with other people. In the next lesson, we will talk about your own anger. If you have very BIG anger and if you have anger that has lasted a long time because of someone else’s unfairness, forgiveness can help you to get rid of that anger.

## Discussion Questions

### **Part One, Mad Isn't Bad.**

1. We all can experience many different “feelings” inside. What are some of the feelings that you have experienced since you started your day today? *Happiness, sadness, anger, love, disappointment, etc.*
2. Which emotions feel good to you? *Happiness, love,, and so forth.*
3. How do you feel when you are happy? *Loving? You get a warm glow inside.*
4. Which emotions do **not** feel very good? *Sadness, disappointment, or anger.*
5. How do you feel when you are sad? How do you feel when you are angry? *Cold inside. Sadness can make us feel tired. Anger can make us feel energized (temporarily).*
6. Is it wrong or bad to *feel* angry? Is it wrong or bad to *feel* sad? Why? Why not? *No, because anger or sadness are just feelings. Feeling sad or angry for a short period of time is not harmful. It is the things we do when we feel angry or sad that are good or bad.*
7. Feelings can affect how we choose to behave. What are some of the things you “do” when you are happy? How do you treat yourself? How do you treat others?
8. How do you behave when you are sad? How do you treat yourself? Others?
9. How do you behave when you are angry? How do you treat yourself? Others?
10. Do you think that you can choose to behave well even if you are feeling sad or angry?
11. Is it possible for anger to protect you from further hurt?

### **Part Two, What Makes You Mad?**

1. What are some of the things that might make you angry?
2. There is BIG anger. There is little anger. What are some things that might make you a little bit angry?
3. What are some things that might cause you to have a BIG anger?
4. 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?
5. Why does it help to know the cause of your anger?

## Discussion Questions Continued

### **Part Three, What Does “Mad” Feel Like?**

1. What does it feel like to be angry? *When angry, you might feel like yelling, hitting, or running. You might feel more awake or like you could be really strong.*
2. Does anger really make you more awake or stronger? *No, eventually it makes us feel more tired. It can actually cause a person to lose energy when anger is held for a long time.*
3. Anger can make us feel like we have more energy inside us. Sometimes people talk about “letting off steam” when they talk about getting rid of anger. What are some safe ways for us to get rid of our anger or to “let off steam?” *Play a game of football. Sing a song. Talk to a friend. Forgive.*

### **Part Four, Not-So-Good Ways to Let Out Anger**

1. What are some ways that could be harmful to let our anger out? *Hitting others. Destroying property. Yelling unkind things at people.*
2. What are some good ways to let our anger out? *Talking with another person. Drawing a picture that shows how we feel.*

## Activities

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

### **My Garden of Feelings<sup>4</sup>**

#### ***Objective:***

Each student will draw a picture of a garden that reflects the way he or she is feeling. Each student will think about his or her feelings. The students will continue to learn about emotions or feelings.

#### ***Instructions***

The students will be asked to draw a picture of a flower, vegetable, or fruit garden. Before the activity begins, the teacher will say, “Today you are going to draw a picture of a garden. This garden will be a way for you to ‘show with a picture’ how you are feeling inside. For example, if the plants in your garden are all mixed together, scattered with weeds, and colored in browns, blacks, and other dark colors—perhaps, you are feeling sad, confused, or angry. On the other hand, if the flowers, vegetables, or fruit in your garden are neatly arranged with bright colors (blues, purples, or yellows), perhaps you are feeling happy, peaceful, or energetic. If you are feeling somewhere in between the pleasant feelings and the unpleasant feelings, your garden may be a mixture of brown, black, yellow, green, blue, and other colors.”

After each student has completed his or her picture, the teacher will say, “Please look at your picture. Look at the colors you used. Look at the way the plants have been placed in your garden. How were you feeling as you drew the picture of your garden?” The teacher may then say, “If you were feeling sad or angry as you drew your picture, please think of a person you can safely talk to about these feelings—and, then talk with that person”

**To the teacher: The students do not need to discuss their feelings with the class. They can just have time to look at their pictures and think about their feelings as you pose the questions.**

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<sup>4</sup> The “My Garden of Feelings” activity was inspired by Anthony Holter, a former teacher in the United States and a graduate student at the University of Wisconsin-Madison.

## Activities Continued

### **Remembering a Person Who Was Unfair**

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

#### ***Objective:***

The students will privately identify a person who caused an unfair hurt.

#### ***Instructions***

**Begin the activity by telling the students that the following activity is to be strictly private. They will not be discussing among themselves or with you the personal hurt that they identify.**

Begin the activity by saying, “Have you ever been treated very unfairly by someone? All people, regardless of who they are, have those times when they’ve been treated unfairly. Do you remember ever saying to someone, ‘That’s not fair?’ When I ask you about being treated unfairly here, I am not talking about the usual times when you might say, ‘That’s not fair!’ Instead, I am talking about a time when someone hurt you so deeply that you thought it was one of the most unfair things that ever happened to you. When I say, ‘Someone who hurt you,’ I do not necessarily mean someone who hit you or hurt you physically. I am talking about **someone who hurt you inside and made you angry and sad**. I’d like you to think about the time when someone was ‘the most unfair to you’ and about which you are still very angry. Do you have a person and an unfair situation in mind? Even if this person was unfair to you many different times, I want you to think of just one time, in particular.”

Then say to the children, “Now, close your eyes. Try to remember the situation. Here are some questions to help you: Did the unfair hurt happen in the morning? Did it happen in the afternoon? Did it happen at night? 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 was your reaction to what the person did? Were you sad? Were you angry? Were you unhappy? What did you say in return to the person?”

Conclude the exercise by saying, “Please remember this person and this situation because we will be coming back to it for the next several lessons. When I ask you to ‘Remember the Person Who Was Unfair,’ that will always be your cue to remember this person and this unfair hurt. As we go through the rest of the lessons, we will be learning how to forgive this person.

## Lesson Thirteen Within A Religious Context

In the following sections, we include an example of how an important Biblical character experienced a wide array of emotions, including anger. We also include some Bible verses that can be used by the teachers to reinforce the main ideas of the lesson. Teachers should feel free to use these sections as they wish.

### ***General Religious Ideas***

Many of the stories in the Bible demonstrate that it is common for people to experience a wide range of feelings such as fear, love, hate, jealousy, courage, and anger. We are taught in the Bible that at times we will be angry, but that we are **not** to cause harm to others in our anger or to allow that anger to abide in our hearts.

### ***Bible Verses***

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

***Psalm 103: 8 & 9*** The Lord is merciful and gracious, slow to anger and plenteous in mercy and loving-kindness. He will not always chide or be contending, neither will He keep His anger forever or hold a grudge.

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

***Genesis 37-50*** This is 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 life-time, 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 coat of many colors, 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. When 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 the wife of Potiphar) and was 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 in a positive way with the injustices he had experienced. 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 are to follow.

### **An Evaluation Of The Students**

- Did the students listen attentively when the sections of the book were read?
- Did the students participate in the group discussions?
- Did the students actively participate in the “Garden of Feelings” 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 that feelings are neither good nor bad, but that good or bad things can result from the ways in which we react to our feelings?
- Did the students learn that anger is an emotion that can serve as a protection, but that an abiding anger can become destructive to one’s health, to his or her relationships, and to the welfare of others?
- Did the students privately identify a deep personal hurt?
- Did the students participate in the “Remembering the Person Who Was Unfair” activity?

**AN EVALUATION OF LESSON THIRTEEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## **Lesson Fourteen:** **Forgiveness Can Set You Free From Anger**

### **The Main Ideas Of The Lesson**

*In this lesson, we will discuss **anger** within the context of each student's unfair hurt that was privately identified in the "Remembering the Person Who Was Unfair" activity (Lesson Thirteen).*

*In the day-to-day course of interacting with other people, unfair and personal hurts can and often do occur. Anger is a typical and natural response to such hurts. This type of anger is known as a "righteous anger" and can serve to protect a person from further similar hurts. If that anger "takes up residence" in the person's heart, if feelings of anger become common, if resentment develops, and if he or she seeks revenge, an even deeper hurt may occur. This type of anger can be destructive to a person's overall health, to others, and to his or her relationships. Forgiveness can help to reduce such anger.*

*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 **one** person who hurt him or her for **one** particular incident.*

*Since the students were given an overview of anger in the previous lesson, they are now prepared to explore the level of anger they have toward the person who caused them an unfair hurt. This is the first lesson in which we are encouraging the children to actually begin forgiving the person who unfairly hurt him or her.*

## **General Objectives**

### ***The students will:***

- Learn that unfair hurts can produce feelings of anger.
- Learn that a person has a right to feel angry when hurt.
- Learn that feelings of righteous anger can protect a person from further similar hurts.
- Learn that when anger lingers and grows, it can be destructive to the person, to others, and to his or her relationships.
- Learn that seeking revenge is not a healthy response to personal hurts.
- Learn that forgiveness can reduce a person's anger and the need for revenge.

## **Behavioral Objectives**

### ***The students will:***

- Listen to a selection of essays from Michaelene Mundy's book entitled, Mad Isn't Bad.
- Participate in a series of class discussions.
- Participate in the "My Forgiving or Frowning Face" activity.
- Identify (privately) their level of anger regarding the unfair hurt that was identified in the previous lesson through the "Remembering the Person Who Was Unfair" activity.

## **Materials**

Mad Isn't Bad, written by Michaelene Mundy  
A Blank Sheet of Paper and Crayons

## **Procedures**

This lesson has been designed to help each child think about the depth and duration of his or her anger within the context of an unfair hurt. For example, the

children will think about how angry they are. They will also think about whether their anger has been excessive or enduring. This will be a relatively short lesson.

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, and/or activities if it will help you to 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. Remind the students that people experience many different feelings! Ask the students to recall some of the *emotions or feelings* that were discussed in the previous lesson (joy, love, sadness, and **anger**). Feelings can be pleasant or unpleasant. Feelings in and of themselves are neither good nor bad, but they can cause us to behave in good or bad ways! Feelings like love and happiness can cause good things to happen. We might help a person carry a heavy load, say a kind word, or give him or her a hug. Feelings like anger can sometimes cause bad things to happen. When we become angry, we might talk mean or break things. The emotion or feeling that we read about and discussed the most in Lesson Thirteen was *anger*. As you know, anger is an especially powerful emotion that often occurs when we've been unfairly hurt. It can help protect us from being hurt over and over again in the same way, but if we let that anger stay inside of us and grow, it could cause us even more pain. BIG anger that lives inside of us for a LONG, LONG time can make us sick, cause us to hurt others, and make it hard for us to get along with other people.
2. Ask the students to think about the personal hurt that they identified through the "Remember the Person Who Was Unfair" activity. **Remember that this is a private exercise. The students will not be asked to discuss their unfair hurt with the class.**
3. Read the Why You Need to Let Out Your Anger section from the book entitled, Mad Isn't Bad.
4. Conduct Part One of the class discussion. Questions can be found in the Discussion Section.

5. Read the You Can Choose What To Do section from the book entitled, Mad Isn't Bad.
6. Conduct Part Two of the class discussion. Questions can be found in the Discussion Section.
7. Read the Get Help From Caring Adults section from the Mad Isn't Bad book.
8. Conduct Part Three of the class discussion. Questions can be found in the Discussion Section.
9. Conduct Part Four of the class discussion. Questions can be found in the Discussion Section. **To the teacher:** We will not be reading the final section entitled, Forgiving Others—and Yourself of the Mad Isn't Bad book. We will avoid this section because it actually covers too many ideas, not directly relevant to this particular lesson. For example, the author first discusses the child being an offender and needing forgiveness from God, others, and oneself. Then, the discussion turns to a situation in which the child and another must give and receive forgiveness. Finally, there is a reiteration of how to handle anger. We prefer to stay focused on teaching the child to forgive.
10. Have the students participate in the “My Forgiving or Frowning Face” activity. See the Activities Section for further instructions.
11. Conclude by summarizing the main points of the lesson. Ask the students, “How do you feel when somebody treats you unfairly?” *Angry*. Then tell the students, “Yes, and anger can often protect us from being hurt again in the same way. We have a right to feel angry when someone hurt us. Yet, if we keep that anger inside of us, it can result in an even deeper hurt. When we try to get revenge on a person who hurt us, it can make us feel sick, hurt other people, or hurt our relationships. Forgiveness can help us to feel less angry toward a person who causes us hurt.”

## Discussion Questions

*Do you recall the hurt you identified in the “Remembering the Person Who Was Unfair” activity? As we discuss the following questions, please think about this hurt.*

### **Part One, Why You Need to Let Out Your Anger**

1. How angry are you at the person who treated you unfairly?
2. Do you have a right to be angry with the person?
3. How is it possible that feeling angry, in the short run, might actually protect you against someone’s unfairness?
4. Do you have little anger or BIG anger?
5. Has your anger lasted a little bit of time or for a LONG, LONG time?
6. Did you know that BIG anger that lasts a LONG time can be unhealthy for you?
7. Why do you think BIG anger that lasts a LONG time might be unhealthy?

### **Part Two, You Can Choose What to Do**

*It is true that we can all choose how to respond to unfair hurt. Think about the way you responded to the person when he or she was unkind to you.*

1. What was your response to the person who hurt you?
2. Did your response make you feel *better* inside or *worse* inside? Why?
3. What are some ways that revenge can be bad for both you and the one who hurt you?
4. What are some positive ways to deal with the anger that occurs when we are hurt?
5. When we have BIG anger that lasts a Long time, who is hurt by that anger?  
*Family members, friends, teachers, and even oneself might be hurt by someone’s insensitivity, temper, and disrespect.*

### **Part Three, Get Help From Caring Adults**

*Think of an adult that you can talk to about your feelings and who can help you when you have been hurt.*

1. How does this person handle his or her feelings of anger?
2. Have you talked to an adult about this hurt that we’ve been thinking about? How did it make you feel? Was he or she able to help you feel a little less angry?

### **Part Four, Forgiving Others**

1. Have you considered forgiving the person who hurt you?
2. Do you think that if you considered forgiving the person who hurt you, then the amount of anger that you have might lessen?
3. Do you think that if you considered forgiving the person who hurt you, then the anger would last a shorter time?

**To the teacher:** In the next lesson we will continue to talk about how to **forgive the one person who caused you a big hurt. This is the person who you thought about in the “Remembering the Person Who Was Unfair” activity.**

## Activities

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

### **My Forgiving or Frowning Face**

#### ***Objective:***

Each student will think about how angry he or she is with the person who caused the unfair hurt in the “Remembering the Person Who Was Unfair” activity. The student will then draw a picture that reflects his or her level of anger.

#### ***Instructions***

The teacher will ask the students to think about how angry they are with the person who caused the hurt that was privately identified in the “Remembering the Person Who Was Unfair” activity. The students will draw a picture of their own face, reflecting their level of anger or peace regarding the hurtful event and the person who caused the hurt. For example, if one child is deeply angry, then he or she might draw a big frown on a red face to reflect anger. Another child who is feeling forgiving might draw a big smile that shows a sense of feeling well. If a child is still a little sad, but is becoming a little bit happy, maybe he or she will portray a face that is neither frowning nor smiling. **To the teacher:** This picture will **not** be shared with the rest of the class.

## **Lesson Fourteen Within A Religious Context**

The teachers may use the following Bible story to support the main ideas of this lesson. As with Lesson Twelve, we have included the story of Joseph to illustrate how one can reduce anger caused by deep injustices through forgiveness.

### ***General Religious Ideas***

**Genesis 37-50** As we learned in the previous Lesson Thirteen, 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 thus reducing his anger towards them. **To the teacher:** You might want to point out to the child that forgiving did not seem to come easy to Joseph. At first, even though his heart started to soften, Joseph's anger dominated. He went back and forth between a softened heart and a hardened heart. Eventually, the softened heart won!

### **An Evaluation Of The Students**

- Did the students participate in the group discussions after listening to the readings from the Mad Isn't Bad book?
- Did the students actively participate in the "My Forgiving or Frowning Face" activity?
- Did the students learn that feelings of anger often result when we are treated unfairly?
- Did the students learn that they have a right to such anger?
- 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?

**AN EVALUATION OF LESSON FOURTEEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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## Lesson Fifteen: Another Look At the Meaning of Forgiveness

### The Main Ideas Of The Lesson

*In this lesson, we will once again discuss what forgiveness is and is not. The information provided will serve as a foundation for the rest of the lessons in Part Three (Lessons 16 and 17) where the students will learn to forgive the person, previously identified in the “Remembering the Person Who Was Unfair” activity.*

*In Lesson Eight, you were introduced to the definition of forgiveness that would guide you as you proceeded through the remaining lessons. Because that definition is so central, we repeat it 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.”<sup>5</sup> 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 their 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 to: simply 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.*

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<sup>5</sup> Robert D. Enright, Forgiveness Is a Choice (2001), p. 25.

## The Main Ideas Of The Lesson Continued

*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 person who hurt him or her, reduced anger and sadness, and greater hopefulness.*

*Please remember that it is important to approach the subsequent lessons with the knowledge that "forgiveness is a choice." Although 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 vitally important that the students are given the freedom to decide when and if they are actually ready to forgive the one who unfairly hurt him or her. Sometimes individuals are just not ready to forgive. The students must not be forced to forgive anyone, but must be allowed to willingly move forward in their own time.*

## General Objectives

### *The students will:*

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

## Behavioral Objectives

### *The students will:*

- 🌈 Participate in a class discussion.
- 🌈 Participate in “Thinking Back...Looking Ahead” activity.
- 🌈 Apply what has been learned about forgiveness to their personal situations.

## Materials

You're Not My Best Friend Anymore, written by Charlotte Pomerantz

## Procedures

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

6. Review the main ideas of the previous lesson. It is common for people to experience feelings of anger when they have been unfairly treated. We have a right to feel angry after being unfairly hurt. These initial feelings of anger may provide some protection from being hurt again by the same person, but an anger that lingers and grows may produce a deeper hurt for the person. When we choose forgiveness rather than revenge, anger can be reduced.
7. Re-tell the book written by Charlotte Pomerantz entitled, You're Not My Best Friend Anymore. This book was read to the children in Lesson Eight.

Following the review, tell the students, “Through this story we learned that when we forgive, our anger toward the one who unfairly hurt us gets less and we offer him or her love, kindness, respect, and generosity. Molly and Ben forgave one another. They became friends again and were able to happily continue their friendship. I want you all to remember that if a person continues to be unkind to you, you may not be able to continue a relationship with him or her. If you remember, Ben and Molly became less sad, less angry, and more hopeful. This is something that can happen when we forgive! Ben didn’t forget that Molly was unkind. Molly didn’t forget that Ben was unkind. Forgiveness is not forgetting that we were hurt. Ben and Molly didn’t make excuses for one another. Forgiveness is not making excuses for the person who hurt us. Ben and Molly didn’t say that what the other did was OK. Forgiveness is not saying that unkind behavior is OK. Remember that ***Forgiveness is a choice***. It is important that we never force anyone to forgive and that they are allowed to forgive when and if they are ready. It is important that you are never forced to forgive. You will be allowed to choose to forgive when and if you are ready.”

8. Conduct the class discussion. The questions can be found in the Discussion Section. Use the student’s pictures from the “A Story About Forgiveness” activity in Lesson Eight to support the discussion.
9. Have the students participate in “Thinking Back...Looking Ahead” activity. See the Activities Section for further instructions.
10. Conclude by summarizing the main points of the lesson. When we forgive, we overcome our resentment toward the person who hurt us and offer him or her a gift of love. Forgiveness can result in less anger, less sadness, and greater hopefulness for the forgiver. It does **not** always result in a repaired relationship. If reconciliation is to occur, then both people must do their part to have a fair 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? *We give up our anger toward someone who hurt us and offer the gift of love.*
2. When we forgive, do we make excuses for what the person did?
3. When we forgive, do we pretend that there was no hurt or unfairness?
4. When we forgive, do we forget the hurt?
5. 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.*
6. What would you say if the person who hurt you told you that you had to forgive him or her?
7. What are some of the benefits of forgiveness?

## Activities

The teacher may decide whether or not to include these activities in the lesson.

### **Thinking Back...Looking Ahead**

#### **Objective:**

The students will think back to the hurt they identified in the “Remembering the Person Who Was Unfair” 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. **To the teacher: 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 ‘Remembering the Person Who Was Unfair’ activity?” Then say, “We’re going to take some time 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 would 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 the person couldn’t help it or didn’t mean to hurt you?
4. Have you forgotten the hurt?
5. Are you ready to try forgiving that person?

## **Lesson Fifteen Within A Religious 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 Religious 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 we can learn these things by studying the ways important people in the Bible responded to unfair treatment.

### ***Bible Story and Verses***

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.

## **An Evaluation Of The Students**

- Did the students participate in the group discussion?
- Did the students participate in the “Thinking Back...Looking Ahead” 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?

**AN EVALUATION OF LESSON FIFTEEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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**Lesson Sixteen:**  
**“Seeing With New Eyes” As We Look Through the**  
**Forgiveness Window**

**The Main Ideas Of The Lesson**

*The purpose of this Lesson Sixteen is to help the children see that even the one who unfairly hurt them has worth. When we become able to see the person who hurt us in a new way, “with new eyes,” our hearts can become soft and loving toward him or her.*

*When a person forgives, he or she begins to “see with new eyes” or to look at the one who hurt him or her in a different way. The expression, “see with new eyes” was first used by Lewis Smedes in his book entitled, Forgive and Forget. In essence, Mr. Smedes was teaching the lesson that “a person is a person.” Even when a child is angry, he or she is still capable of seeing the deep worth of the one who hurt him or her. After all, if a child can see the deep worth in the one who hurt him or her, it becomes possible for that child to begin feeling love toward him or her.*

*We can forgive and remain safe.*

**General Objectives**

***The students will:***

-  Learn that when we see that a person has worth, our hearts can soften toward him or her, thus making way for forgiveness.
-  Learn that the person who caused the hurt is capable of good. He or she has both strengths and weaknesses. He or she has inherent worth.
-  Learn that when we forgive, we “see with new eyes” and have a new focus of love toward the person who hurt us.

## Behavioral Objectives

### *The students will:*

- 🌈 Review the main ideas of the book entitled, You're Not My Best Friend Anymore.
- 🌈 Participate in a class discussion.
- 🌈 Participate in the “Looking Through the Forgiveness Window” activity.

## Materials

You're Not My Best Friend Anymore, written by Charlotte Pomerantz  
A Window in the Classroom

## Procedures

As with the previous lessons, a list of procedural guidelines have 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, please make certain that the objectives of the lesson are met.

1. Review the main ideas of the previous lesson. When we forgive, we reduce our anger toward the one who hurt us and offer love. Forgiveness can result in less anger toward the one who caused the hurt, less sadness, and more hopefulness. It can help to improve one's relationship with that person. Forgiveness is **not** excusing or condoning the person's behavior, it is **not** the same as reconciliation (coming together in a relationship), and it is **not** forgetting that we were hurt.
2. Review the main ideas of the book entitled, You're Not My Best Friend Anymore. Ben and Molly both experienced a hurt. Anger resulted. As time went on, they became less angry and got rid of their resentment toward each other. They saw the deep worth in each other. They saw the other person in a new way. They had renewed feelings of love toward one another (softened hearts). They

did not excuse the person's behavior, they did not forget the hurt, they did not pretend that what happened did not hurt, and they did not come back together out of grim obligation. They each experienced a change of heart.

3. Conduct the class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the "Looking Through the Forgiveness Window" 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" or to look at the person who hurt us in a new way. It allows us to see the person's worth and thus to love him or her.

### **Discussion Questions Based on the Book, You're Not My Best Friend Anymore**

***Do you remember when Ben and Molly had a fight? It was a big fight about the kind of tent that they should buy with the money they had saved. Molly wanted a pup tent. Ben wanted an umbrella tent. They said unkind things to one another. Ben was angry. Molly was angry. They didn't talk for four days...***

1. What was one of the first signs that Ben again saw Molly's worth? *He said, "My father wants to know when you're having your birthday party."*
2. Was it easy for Ben to see Molly's worth? How do you know? *No. He didn't talk to her again until after the party, but he had a gift for her.*
3. What were the first signs that Molly was seeing Ben's worth after they fought?
4. Was it easy for Molly to see Ben's worth? *No. She didn't talk to him again until after the party even though she had bought a gift for him.*
5. How was Ben seeing Molly by the time the party was over? How do you know?
6. How was Molly seeing Ben by the time the party was over? How do you know?
7. How is it possible that Ben and Molly went from yelling and refusing to talk to giving the other a special gift? *They realized that the other was more than his or her unfairness regarding the tent. They saw the other's deep worth.*
8. Please turn to the page that shows Ben and Molly sleeping in their sleeping bags. After Ben began to see Molly with new eyes, what was he showing when he said that he was willing to have a pup tent? What was Molly showing when she said she was willing to have an umbrella tent? *Love. Forgiveness.*
9. How is it possible to show love and forgiveness for someone who was unfair?
10. Do you think that it is possible for you to begin "seeing with new eyes" those people who hurt you?
11. When you "see with new eyes," what does that mean? *We see the person's worth. We see that "a person is a person" no matter how unfair they are.*
12. If we see with new eyes first, might that help us to show love and forgiveness toward those who hurt us?
13. How could you begin treating people who hurt you with love and forgiveness?

14. How could you begin treating people who hurt you with love and forgiveness and still be safe?

### Activity

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

#### **Looking Through the Forgiveness Window**

##### ***Objective:***

The students will learn to “see with new eyes” the person they identified in the “Remembering the Person Who Was Unfair” activity.

##### ***Instructions***

The teacher will introduce the activity by telling the children, “When we look through the ‘Forgiveness Window,’ we will see ‘with new eyes’ the person we identified in the “Remembering the Person Who Was Unfair” activity. We will see him or her in a loving way. We will see that he or she has worth.”

The teacher will then say, “Think about the person who hurt you. This is the hurt that you thought about in the “Remembering the Person Who Was Unfair” activity. Try to remember the hurt. How did it feel? Right after the person was unfair to you, did you think that he or she had worth at that point in time? Did you feel love in your heart toward the person *right after he or she hurt you?*”

The class will then go over to the “Forgiveness Window.” You may want to say something like this, “Do you see this window? We are going to play a game of pretend. We are going to pretend that this window can help you to see the world in a whole new way. Whenever you look through this window, you will be reminded that you are now able to clearly see that all people have deep worth, no matter how much they have hurt you.”

Now tell the children, “We have just finished thinking about a person who has hurt us unfairly. Many of you may have been feeling angry, sad, or disappointed. Yet, we now have our new ‘forgiveness window’ that will help us remember the ‘worth’ in the one who hurt us. Without the window, our gaze can be too narrow. Our gaze can be too small. Without the window, we only see within this classroom. We may not realize that there is a great big world out there with a beautiful sky and puffy white clouds. It is the same when we use the forgiveness window. When someone has hurt us and we don’t use the forgiveness window, we live in a much smaller world of anger, resentment, and unhappiness. When we use the forgiveness window, we realize that the person who hurt us is much greater than what he or she did to us. He or she has great worth. We see way beyond our small, angry worlds. With that in mind, please look through the window. Let’s 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 class discussion of the seeing-with-new-eyes theme. Add this question to the discussion: “As you begin seeing the worth in the one who hurt you because you are seeing him or her with new eyes and in new ways, does this help you feel more love and forgiveness toward the person? Tell me about this love and forgiveness.”

**To the teacher:** You may want to have the children draw a picture of the person that expresses, for each child, the worth in the person who hurt him or her. If the classroom does not have a window that can be used as a “Forgiveness Window,” have the class make a pretend window out of paper.

### **Lesson Sixteen Within A Religious Context**

The following sections have been provided for those teachers seeking ideas on the topic 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 Religious Ideas***

We have provided the Bible verses telling two separate Bible stories illustrating the theme of “seeing with new eyes.”

#### ***Bible Verses***

The Bible teaches us about the importance of “seeing with new eyes” through the lives of important Bible characters. The story of Saul being converted on the road to Damascus and of the blind man receiving sight show the miraculous transformation toward love and forgiveness that can occur as one begins to see differently. You 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.” Please note that neither story focuses on the issue of “seeing with new eyes” as one *forgives*.

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

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

### **An 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 “Looking Through the Forgiveness Window” activity?
- Did the students learn that when they forgive, they become able to “see with new eyes” or to look at the person who hurt them in a new way?
- Did the students learn that when we see a person with new eyes, we see the deep worth of the person?

**AN EVALUATION OF LESSON SIXTEEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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**Lesson Seventeen:**  
**As We Forgive, We Give The Gifts of Kindness,**  
**Respect, and Generosity**

**The Main Ideas Of The Lesson**

*In Lesson Sixteen, the students learned that when they forgive, they “see with new eyes” the person who hurt them. They see their offender in a new way with love in their hearts. From the position of seeing with “new eyes” and a “softened heart,” the children in this lesson will extend and deepen their forgiveness toward this person by applying kindness, respect, and generosity toward him or her.*

*In this lesson, the children will continue to focus on the one specific person who caused them an unfair hurt (the person they identified in the “Remembering the Person Who Was Unfair” activity). The children will be encouraged to see this person with “new eyes” and with a “softened heart,” thus opening the door to forgiveness by applying kindness, respect, and generosity toward him or her.*

*After the children begin to see the one who hurt them “with new eyes,” it may take some time to respond to him or her with the three-fold gift of kindness, respect, and generosity.*

*Kindness toward a person who has hurt you is not always easy, but if you continue to work at “seeing with new eyes,” and at loving him or her, then the kindness is likely to emerge.*

*A softened heart makes respect possible toward a person who has treated us unfairly.*

## The Main Ideas Of The Lesson Continued

*The gift of generosity, a lavish outpouring toward another person, is courageous when given toward someone who has been unkind. As a person “sees with new eyes” and loves, the act of generosity is more likely to occur.*

*At this point in the forgiveness process, you may find that the children vary greatly in their desire and ability to express kindness, respect, and generosity.*

*Some people struggle more than others with the gift giving aspect of forgiveness. These virtues do not always come easily and being ready to give them sometimes depends on how deeply or how long ago the person was hurt. We ask that you allow the children plenty of time to consider giving the gifts of kindness, respect, and generosity to the one who hurt them in their own way and in their time.*

*We have learned through many years of experience that even though a person may not initially be ready to give this three-fold gift, he or she may be ready to give it in a month, in three months, or even in a year. Therefore, it is very important 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 both to the offender and to the one who willingly offers the gift.*

*This lesson brings us to the end of the Discovering Forgiveness curriculum. We extend the following challenge to you: How can you keep the idea of forgiveness in front of the children while they are at school, at home, and in church? The Discussion Section asks questions aimed at keeping forgiveness alive for the children in these three important environments. Congratulations! You have successfully led the children on a forgiveness journey that is likely to bear fruit in unexpected places.*

## **General Objectives**

### ***The students will:***

- Learn that when we love and forgive, we often become ready to give the gifts of kindness, respect, and generosity.
- Learn that forgiveness is a gift for the forgiver and for the one being forgiven.
- Learn that we can take our knowledge of forgiveness into the school, the home, and the church for the good of those within these communities.

## **Behavioral Objectives**

### ***The students will:***

- Participate in a class discussion.
- Participate in the “Here Forgive...There Forgive” activity.

## **Materials**

The Book Entitled, You're Not My Best Friend Anymore by Charlotte Pomerantz  
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 in a new way. It allows us to see his or her 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 “Here Forgive...There Forgive” activity. See the Activities Section for further instructions.

4. Conclude by summarizing the main points of the lesson. As we forgive a person who caused us an unfair hurt, as we begin to “see with new eyes,” as we see him or her in a new way with a softened heart, we begin to experience kindness, respect, and generosity toward him or her. Please emphasize the following lessons that were learned in Part Two of this 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 is a choice; forgiveness can be a very freeing act, but we must allow the children to become ready to forgive in their own time.

### **Discussion Questions**

1. Do you remember how Ben and Molly were angry with each other in the story You're Not My Best Friend Anymore? What were they angry about?
2. When Molly gave the sleeping bag to Ben, was she giving the gift of “kindness, respect, and generosity” to Ben?
3. What are some of the other gifts that Molly and Ben gave to one another?  
*Now, I'd like you to “Remember the Person Who Was Unfair.” This will be the same person whom you have been working toward forgiving 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, that the person who hurt you probably wouldn't expect or might not even deserve, could you give that might make him or her happy? *Tell the person to have a nice day or help him or her clean up a mess.*
5. How could you show respect for 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. Politely listen to what he or she has to say. Be careful with his or her toys or 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 card. Play a game (if it is safe to do so), or help him or her with a task.*

**To the teacher:** 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.

## Activities

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

### **Here Forgive...There Forgive**

#### ***Objective:***

The students will list some of the ways that forgiveness can be kept on their minds and in their hearts at school, at home, and in church.

#### ***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 at school, in their homes, and at church. As the children come up with ideas, the teacher will list them on the board. The teacher may want to make three separate columns with the headings: School, Home, and Church. First, the teacher will ask the students how they can remember to forgive and what they can do to forgive **in school** with their classmates. Second, the teacher will ask the students to think about the ways they could be reminded to forgive **in their homes** with their families. Finally, the teacher will ask the students to list ways they can be reminded to forgive **in their churches**. The teacher should consider posting a list with the children's ideas as a concrete reminder for them to persevere in forgiving.

## Lesson Seventeen Within A Religious Context

The next two sections are 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 Bible verse. Teachers should feel free to use these sections as they wish.

### ***General Religious Ideas***

The Bible teaches us the importance of forgiving. As God forgives, He blesses us by responding to 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.

### ***Bible Verses***

The following Bible verse 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.

## An Evaluation Of The Students

- Did the students participate in the group discussion?
- Did the students actively participate in the “Here Forgive...There Forgive” activity?
- Did the students learn that when they “see with new eyes” the person who hurt them and as they begin to see their injurer in a new way with love, that it is possible to begin experiencing kindness, respect, and generosity toward the one who was unfair?
- Did the students learn ways to keep forgiveness ever present in their lives?

**AN EVALUATION OF LESSON SEVENTEEN**

**Please indicate the date that this lesson was taught: \_\_\_\_\_**

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

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

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

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

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**General Comments:**

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