



The Joy of Forgiveness

**A Guided Curriculum for Children Ages 9-11
(Grade 3 in the US, P5 in the UK)
within a Christian Context**

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The Joy of Forgiveness: A Guided Curriculum for Children Ages 9-11

First of all, we wish to thank you for being in service to the children whom you teach. No more honorable profession exists than yours because you are helping the next generation become strong for life. Forgiveness is one of those tools that, when understood properly and used judiciously, can help people to lead better lives and have enhanced relationships. Forgiving someone who was unjust gives the child the opportunity to cast aside bitterness and to become stronger emotionally.

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. Our scientific studies show the importance of helping children learn about forgiveness. For example, a school counselor in Wisconsin in the United States helped particularly angry children in early secondary school to forgive. Not only did the students' emotional health improve, but their grades in their academic subjects also improved. We saw similar results in South Korea. In Belfast, Northern Ireland, we saw anger begin to melt away from Primary 3 (first grade in the United States) children who, relative to the rest of their classmates, were high in anger at the beginning of the study. Forgiveness helped them settle emotionally.

The practice of forgiveness can cut through our angers, disappointments, and resentments to give all involved a fresh start. As people forgive, they are often times set free from the prison of resentment. As people offer forgiveness to another, they have the chance to begin anew with the offending person, trying to be more civil, more respectful, more kind. Those around the forgiver benefit because a forgiver is less likely to carry anger into other situations. A forgiver is less likely to displace anger onto those who don't deserve such treatment.

As we practice forgiveness, we learn that it is full of surprises. Having scientifically studied forgiveness since 1985, 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 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. We disagree. When handled sensitively, you can have the child listen and learn without the pressure to perform acts of forgiveness.

The Earlier Curricula for 6 through 8-Year-Old Children

The main point of curricula for 6-8-year-old children (The Adventure of Forgiveness and Discovering Forgiveness) was to introduce the children to the "basics of forgiveness." 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 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 what they are like inside themselves, 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.

Our intention in the first half of both of these earlier curricula was *not* to have the children understand or to practice forgiveness, but to understand the above five aspects of forgiveness. In both cases, we used children's stories to illustrate the concepts. We used different stories in Discovering Forgiveness (a slightly more advance curriculum) than in The Adventure of Forgiveness to bring about this learning. We used more complex ideas in Discovering Forgiveness than in The Adventure of Forgiveness to challenge the students at their appropriate developmental level.

The second part of both of these earlier curricula was intended to once again introduce the above five "basics of forgiveness" *in the specific context of forgiveness*. We did not ask children at this point to forgive anyone. Instead, we asking them to *understand* how inherent worth looks in the context of forgiveness as described in stories. We asked the children to understand kindness and moral love, respect and generosity all within the context of forgiveness. We again did this through stories that illustrate these points.

Finally, in the third part of the curricula, we asked the children to think about someone who has hurt them unfairly. We then had 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 subtlety for later grades.

Our intent was 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.

The Curriculum for the 9-11-Year-Old Children

The Joy of Forgiveness curriculum might be described as our most tender-hearted effort to date on behalf of the children. We say this because of its emphasis on moral love in forgiveness. We have taken the one virtue from the earlier curricula-----*that of moral love*----and have emphasized throughout the lessons that as people forgive, they are actually lavishing love onto the offending person. We chose moral love among the five basic concepts from the earlier curricula because it is the central moral principle in forgiving and therefore perhaps the most important. It is also the most difficult and challenging.

This idea, that to forgive is to love, is common in the world of academic scholarship where forgiveness is examined in depth. For example, the brilliant writer C.S. Lewis, who was born and raised in Belfast, wrote that if we are to forgive, then we are to exercise the virtue of love. It surely is not simple to offer love to someone who was unfair. Mr. Lewis knows this. He quips that we all think forgiveness is a lovely idea.....until we ourselves have something to forgive. Then the idea of forgiving is met with howls of protest. Yet, it is in this struggle to love the offending person that true growth as a person may be realized for the forgiver.

For example, in one of our scientific studies in Taiwan, we tested a group of people, all of whom reported that they definitely were not angry with an offender who deeply hurt them. We then divided the people into two groups: those who chose the principle of moral love to forgive their offender and those who deliberately chose not to try to love their offender. Our results showed that those people who deliberately did not choose the moral principle of love upon forgiving were actually harboring angry. They had higher blood pressure when recounting what the offender did to them; they had tighter facial muscles; they were more uncomfortable when recounting what the offender did. They were angry. On the other hand, the people who tried to love their offender were more relaxed, with more even blood pressure, and appeared more comfortable.

As your children learn about forgiveness-as-love, as they consider the possibility of loving those who hurt them, they may be growing as persons. They may be developing and maturing in an ethical sense. In our opinion, they may be advancing as civilized people who can make a difference in their close relationships and in their communities as the years pass and they enter adulthood.

No one who studies moral love claims that it is easy. In fact, it is difficult. That is why we saved its deeper examination until now. Aristotle in examining moral love (*agape*, in Greek) said that it is perhaps the most difficult kind of love to offer others because we are trying to serve others with that love. Other forms of love, such as between a mother and child (*storge*, in Greek), or between siblings (*philia*), or between romantic partners (*eros*) are less demanding because each person reaps a direct and obvious benefit. Agape sometimes asks us to serve the other person even if it is painful. Other philosophers and theologians have echoed Aristotle's wisdom. Thomas Aquinas, Gene Outka (in his book, Agape, An Ethical Analysis), Lewis Smedes (in his book, Forgive and Forget), Rabbi Charles Klein (in his book, How to Forgive When You Can't Forget), L. Gregory Jones (in his book, Embodying Forgiveness) all discuss the challenges of loving those who hurt us. Yet, each knows the beauty of doing so.

As in the earlier curricula (The Adventure of Forgiveness and Discovering Forgiveness), we primarily teach the concepts of forgiveness and moral love (that we call *lavish love* in the curriculum) through stories. We chose the kind of stories that should appeal to children ages 8 or 9 through 11. As in the earlier curricula, we basically have three parts to the curriculum (that we do not label as Parts 1-3 as in the earlier curricula): First, we introduce the children to the concept of lavish love. Second, we introduce them to the idea of lavish love *in the context of forgiving*. Third, we give the children the opportunity to *apply their learning to forgiving someone who has hurt them*. Again, the emphasis is on lavish love as they explore forgiveness.

As in the earlier curricula, we constantly alert you as the teacher to potential dangers of forgiveness without proper understanding. For instance, a child might forgive a fellow student who is behaving in a bullying way, but then not interact with that student if he or she is dangerous. In other words, a child can forgive and then not reconcile. A child should not be pushed into applying lavish love toward any offender if this makes the child uncomfortable. A child who forgives can and should strive for fairness. The mistake is to think in an “either-or” way---either I can forgive or I can seek justice, but I cannot do both. Surely, you can and so can the children. Even when a child tries to love, anger can remain. We encourage you not to try for perfection here, but to enter the challenge that forgiveness can include lavish love. Throughout the lessons, we remind you, the teacher, of the potential complications or misunderstandings about forgiveness so that you can teach with accuracy and confidence. As you teach, please remember that we are here to answer questions you have and to help with any concerns whatsoever. We are here to serve you as you serve the children.

If the children can begin to understand moral love, if the children can begin to understand how lavish love is part of forgiveness, and if the children can gently consider the practice of forgiveness in this way, then you as the teacher will have laid the foundation for a lifetime of forgiving. Yours is valuable work.

Jeanette A. Knutson
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Lesson One: What It Is Like To Forgive

The Main Ideas Of The Lesson

This is the first of fifteen lessons in this Forgiveness Education Curriculum. In each of the lessons, through a series of stories, discussions, and activities, the students will study a topic or virtue relevant to the concept of forgiveness. In the first six lessons, the students will learn: 1) about the inherent worth of all people; 2) how to show that people have worth; 3) the meanings of moral love (agape), family love (storge), and friendship love (philia); 4) how to demonstrate these loves, and; 5) the importance and benefits of each. In the final nine lessons, the students will learn: 1) what forgiveness is and is not; 2) how to give lavish love in forgiveness; 3) the reasons for forgiving; 4) how to forgive, and; 5) the possible impact of forgiveness on people and communities.

Today the students will learn about forgiveness. In particular, they will learn that forgiveness always begins with an unfair hurt, leads to a lessening of resentment, and results in a softened heart (a giving of love) toward the person who caused the hurt. A person who has forgiven often becomes willing to give the three-fold gifts of forgiveness toward his or her offender--kindness, respect, and generosity.

It is possible that some of the children will have received forgiveness instruction through our Forgiveness Education Curriculum when they were in earlier primary grades. Other students may be experiencing forgiveness education for the first time. We believe that each child, regardless of his or her previous experiences with forgiveness education, will be able to proceed through the lessons in this curriculum with success.

General Objectives

The students will:

- ❑ Learn that forgiveness always begins with an unfair hurt.
- ❑ Learn that when a person forgives, he or she chooses to see the worth of the person who caused an unfair hurt.
- ❑ Learn that as a person forgives, resentment and anger toward the person who caused the unfair hurt may fade.
- ❑ Learn that as a person forgives, a soft and loving heart toward the person who caused the hurt often emerges.
- ❑ Learn that as a person forgives, he or she may become ready to give the three-fold gifts of kindness, respect, and generosity.

Behavioral Objectives

The students will:

- ❑ Listen to the story written by Dr. Robert Enright entitled, Rising Above the Storm Clouds.
- ❑ Participate in a class discussion.
- ❑ Participate in the “Forgiveness Is Like...” activity.

Materials

Rising Above the Storm Clouds, Written by Dr. Robert Enright
A Square Piece of Fabric for Each Child
Fabric or Regular Markers

Procedures

The following section includes a breakdown of the recommended procedures for teaching this lesson. Please feel free to make adjustments to the procedures,

discussion questions, and/or activities if these changes will more effectively meet the needs of your students. We ask that you are careful to fulfill the general objectives of the lesson.

1. Introduce the Forgiveness Education curriculum. Tell the students, “Today we are beginning a journey of *forgiveness*. On our *forgiveness journey* we will meet some interesting characters, have talks about the thoughts, feelings, and behaviors of storybook characters, play games, sing songs, make pictures, and most importantly—learn about forgiveness! Some of you may have learned about forgiveness through the Dr. Seuss stories when you were in P3 and through the Disney stories when you were in P4. It is possible that some of you will be learning about forgiveness for the first time! Whether or not you have learned about forgiveness in the past, this will be an exciting journey for you. In today’s lesson you will be learning that forgiveness always begins with an unfair hurt. You will learn that when one forgives, the resentment and anger begin to fade and the heart begins to soften toward the person who caused the hurt. The person who is forgiving often becomes ready to give the gifts of kindness, respect, and generosity toward his or her offender.”
2. Introduce the book written by Dr. Enright entitled, Rising Above the Storm Clouds.
3. Conduct the class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the “Forgiveness Is Like...” activity. See the Activities Section for further instructions.
5. Conclude by summarizing the main points of the lesson. Forgiveness always begins with an unfair hurt. As we forgive, we begin to see that the person who caused the unfair hurt has worth. The anger begins to fade and our hearts begin to soften toward that person. This often allows us to become ready to give the three-fold gifts of kindness, respect, and generosity toward the person who hurt us.

Discussion Questions

1. What was this story about? *Forgiveness*
2. Why was Ezzie angry with Freddy B.? Did Ezzie have a right to be angry with Freddy B.? Why or why not? *Freddy B. was rough with her when he tried to wipe the jelly off of her and he said mean words to her. Ezzie had a right to be angry with Freddy. He treated her unfairly.*
3. Why was Freddy B. angry with Ezzie? Did Freddy B. have a right to be angry with Ezzie? Why or why not? *Ezzie said mean words to Freddy. He had a right to be angry with Ezzie. She treated him unfairly.*
4. What did Ezzie and Freddy B. do and say when their father said, “What is it like to forgive?” Why do you think they acted this way? *They didn’t like the idea. They may have thought it would be excusing the other’s behavior. They may have thought it would be unfair.*
5. What did Freddy B. think forgiveness was like? *Eating a liverwurst sandwich with mustard and onions on pumpernickel bread.* What did Ezzie think forgiveness was like? Why do you think they thought this? *Falling in a mud puddle and landing on a slimy frog.*
6. Think about a time when you were unfairly hurt. Shortly after you were hurt, did you like the idea of forgiving the person who hurt you? Why? Why not?
7. In today’s story, Mr. McLumen said, “Forgiveness is like getting in the plane, taking off, and rising above the storm clouds until you are bouncing gently on big white cotton ball clouds with the blue sky and sun ahead of you all day.” Close your eyes and pretend that you are in a plane rising above the storm clouds—bouncing gently on big white cotton ball clouds with the blue sky and sun ahead of you. How does it feel to imagine this? *It feels quiet and light inside.*
8. Mr. McLumen also told Freddy B. and Ezzie, “Forgiveness is like two butterflies, newly hatched from their dark cocoon world, sharing a flower together. You know how they change dramatically from their cocoons into glittering, sparkling colors? Well, forgiveness is like that. When you forgive your thoughts change about the one who hurt you. You now see the sparkle in the other.” What do you think this means? *You see the person’s worth. You see the good in the person.*
9. Some of you may have learned about forgiveness in P3 and/or also in P4. In P3, the Dr. Seuss story, Horton Hears a Who taught that “A person is a person.” In P4, the story The Fox and the Hound taught a similar message that “It’s what’s inside that counts.” What do we mean when we say, “A person is a person.” What do we mean when we say, “It’s what’s inside that counts?”
10. Do you think that Mr. McLumen was telling Ezzie and Freddy B. that all people have worth—even those who cause unfair hurts? How can that be?
11. Mr. McLumen told Freddy B. and Ezzie that when we forgive, we keep on loving the person even though we don’t like what he or she did. Is it possible to keep on loving a person when he or she has been unkind? How?

12. Mr. McLumen also said, “Forgiveness is like the cat gently sharing and the dog graciously accepting a warm spot by the fireplace...” This shows kindness. How can we give the gift of kindness to a person who has caused us hurt—and, be safe?
13. Do you remember what else Mr. McLumen said forgiveness is like?
14. What other gifts does a person give when he or she forgives? *Respect and generosity*
15. What do you think might have happened if Mr. McLumen forced Freddy B. and Ezzie to forgive? Would that have been a good thing to do?
16. What would you say to a person who tries to push you to forgive before you are ready?
17. What do you think “forgiveness is like?”

Activity

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

Forgiveness Is Like...

Objective:

The students will think about what forgiveness is like. They will then draw a picture of what they think forgiveness is like.

Instructions

Using the lesson as a guide, we ask you to help the children create a quilt square that tells a story of “what forgiveness is like.” These squares, along with the squares the children will make in Lesson Seven (a forgiveness symbol), will be sewn together into a “forgiveness quilt” that the children have designed. You may ask parents and other volunteers to work with the children to sew the squares, decorated with markers, together or you may ask them to sew the squares together apart from the children’s help. The strips of fabric used to connect the fabric squares together can be scraps of cloth from the children’s homes (possibly from clothes with special meaning to the children).

To begin the lesson, the teacher will tell the students, “Forgiveness always begins with an unfair hurt. When we have been hurt, it is natural to be angry with the person who caused the hurt. Oftentimes, as we try to see the worth in the person who caused the hurt, our anger settles and our hearts begin to soften toward him or her. As our hearts begins to soften, the anger and resentment toward that person often continues to fade. We may then become ready to give the gifts of kindness, respect, and generosity to the one who caused our hurt. It is important for you to remember that the decision to forgive is a personal decision. A person should never be forced to forgive or be shamed into forgiving.”

The teacher will say, “After hearing the story, Rising Above the Storm Clouds, you were asked the following question. ‘What is forgiveness like?’ What were some of your answers to this question?” After the discussion, the teacher should give each student a square piece of fabric and fabric markers. We will leave the size of the square up to you and your students. We have seen quilts with decorated fabric squares ranging in size from 4 to 12 inches. The fabric should be of a texture and color appropriate for drawing on. The students may bring the fabric from home or the teacher may provide the fabric.

Tell the students they are going to draw a picture on the piece of fabric that will tell the story of what they think forgiveness is like. The pictures will be saved and eventually sewn together to create a "Forgiveness Quilt." Ask them to complete the following: 1) write "Forgiveness is like..." on the piece of fabric with a fabric marker; 2) draw a picture illustrating what forgiveness is like. It may be helpful to attach the fabric to a piece of cardboard to hold the fabric steady as the children write and draw their pictures. Note* Allow class time for each student to share his or her picture with the rest of the class. Display the students' pictures on a bulletin board to create a "Forgiveness Is Like..." presentation. The fabric pictures will be saved and, as mentioned above, sewn together to create a "Forgiveness Quilt."

This quilt activity is important because it is an opportunity for the students to learn to work together cooperatively as a team and to give a lasting gift, symbolic of love and forgiveness, to the school and community. The "Forgiveness Quilt" will also be a lasting example of the goodness that people share. Following are two examples of how "quilt making" has helped people heal, memorialize those lost, express thankfulness, and provide individuals with an opportunity to join together in support: 1) The quilts made in New York City following the September 11 attack on the World Trade Center (hanging in the church that stood less than 100 hundred yards from the World Trade Center and was the site of nine months of relief work); 2) The Hospice organization which provides care for the dying and is a refuge for the terminally ill uses quilts to help people heal from the loss of loved ones by memorializing the person on a quilt patch.

We want to create a peace quilt focused on forgiveness that unites those that have been through the forgiveness program (teachers, parents, and children). The forgiveness quilt will serve as a lasting reminder for subsequent generations of students. They will see what the students have experienced.

We recommend that you invite parents and other volunteers to help the students sew the quilt squares together. This can be partially done in class so that the students have an opportunity to help or the volunteers can sew the children's squares together independently. Each student will make 2 quilt squares (Lesson One: What Forgiveness Is Like and Lesson Seven: A Symbol of Forgiveness. After the final forgiveness lesson, you, the teacher, and the students may invite the parents and other volunteers to a forgiveness quilt dedication. See Lesson Fifteen.

*Alternate Activity: Instead of fabric squares, have the children draw their pictures on blank pieces of white paper. String the pictures together with yarn to make a paper quilt. To do this, first punch holes with a paper punch around each child's entire picture about one inch from the edge of the sheet of paper. Next connect all of the pictures by threading yarn through the holes.

Lesson One Within A Religious Context

The following two sections have been provided for those of you who are looking for ways to teach about the virtue of forgiveness within the context of the Christian tradition. General ideas followed by a Bible story have been provided. Please feel free to use these sections as you wish.

General Religious Ideas

The Bible teaches that forgiveness is extremely important. In Jesus' Sermon on the Mount (Matthew 5-7), he makes it clear that we are to forgive those who unfairly hurt us as God forgives us.

Bible Story

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

I Samuel 18-31 and II Samuel 1:17, II Samuel 9

The story of David and King Saul captures the essence of unconditional forgiveness. David first gained the approval and respect of King Saul through his courageous battle with Goliath. As time passed, David continued to serve the King by leading his soldiers in victorious battles and soothing the King with his beautiful music. The citizens of Saul's empire grew to love and admire David. One day King Saul heard the people say, "Saul has killed his thousands, but David his tens of thousands." Saul became enraged with anger and jealousy. Perhaps he was feeling a lack of love as he saw the great love the people had for David. Despite Saul's change of heart and behavior, David remained faithful. David's continued faithfulness and loyal service did not soften King Saul's heart. He was consumed with jealousy and anger. This anger and jealousy led him to try numerous times to kill David. With the help of Jonathan, Saul's son, David fled for his life, moving from place to place as he hid in caves like a criminal. Saul's treatment of David was grossly unfair and unjust. In more than one instance, David spared Saul's life as he was being pursued. David demonstrated the virtues of respect, generosity, kindness, and love in the face of Saul's unjust behavior. He trusted God to deal justly with Saul and to deliver him from danger.

Genesis 30-47

The story of Joseph forgiving his brothers and half-brother.

Sample Lesson

The story of David and King Saul's relationship covers many chapters in the Bible. The teacher may want to read sections of this story (*I Samuel 18-31 and II Samuel 1:17, II Samuel 9*) aloud to the children or the children may take turns reading aloud as the story is discussed. Some questions the teacher may want to ask the children are: 1) Did David experience an injustice (an unfair hurt)? If so, what was it? 2) Do you think that David experienced anger or sadness? Why do you think this? 3) Do we have any signs that David's anger may have been fading toward Saul? 4) Was David able to see King Saul as a person of worth? How do you know? 5) What were some signs that David was willing to offer King Saul love? 6) Did David give the three-fold gifts of forgiveness (kindness, generosity, and respect) to Saul? In what ways did he give these gifts?

An 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 “Forgiveness Is...” activity?
- Did the students learn that forgiveness often begins with seeing the worth or value of the person who caused the hurt?
- Did the students learn that, with forgiveness, a soft and loving heart helps anger and resentment fade toward a person who caused an unfair hurt?
- Did the students learn that when a person forgives, he or she often becomes ready to give the three-fold gifts of kindness, respect, and generosity?

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:

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

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

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

General Comments:

Lesson Two: All Persons Are Valuable

The Main Ideas Of The Lesson

In this lesson the students will learn about inherent worth or personhood. A clear understanding of this concept will prepare them to become forgivers. In this lesson, the concept of inherent worth will be discussed apart from forgiveness.

A person's inherent worth is not based on outward appearances, personal possessions, or other external features, but rather on those qualities that unite people as members of the human family.

All people experience both pain and joy, require the same basic physical, emotional, and psychological needs, and share similarities in physical make-up (eyes, nose, legs, arms, etc.), body functioning (blood circulation, respiration, digestion), emotional expressions (love, anger, sadness), and cognitions (thinking and reasoning).

A person's inherent worth is based on the internal qualities of the heart, the mind, and the will. While all people are not perfectly good, all people are capable of goodwill.

A person has value simply because he or she exists.

We affirm a person's worth and demonstrate our understanding that a person has worth when we love him or her. In Lessons Three through Six, we will discuss the virtue of love in great detail.

General Objectives

The students will:

- ❑ Learn that the worth of a person is not dependent upon personal differences like physical appearance, possessions in life, career, residence, personality, or group membership.
- ❑ Learn that all people have worth as members of the *human family*.
- ❑ Learn that a person's worth *is* based on the internal qualities of the heart, mind, and will.
- ❑ Learn that all people hold the promise of goodness and are, therefore, of worth.
- ❑ Learn that a person has worth simply because he or she exists.

Behavioral Objectives

The students will:

- ❑ Watch or hear the story entitled, The Velveteen Rabbit
- ❑ Participate in a class discussion.
- ❑ Participate in the “Desktop Buddy” activity.
- ❑ Participate in the “The Seeds of Love” activity.

Materials

The Rabbit Ears Productions and Random House Home Video DVD Entitled,
The Velveteen Rabbit
or Listen to the Book Entitled,
The Velveteen Rabbit
Author: Margery Williams
A DVD Player and Television
A Small Container, Potting Soil, and Seeds
Activity Sheet 2A
An Empty Container, Scraps of Fabric and Paper, Pipe Cleaners, and Glue

Procedures

In this section, we have included a series of procedures that will serve as guidelines for you, the teacher. Please feel free to make changes to this lesson if you feel the children will be better served by the changes. To maintain the integrity of the curriculum, we ask that you pay careful attention to the objectives of the lesson.

1. Review the main ideas of Lesson One. Forgiveness always begins with an unfair hurt. When we begin to forgive, we begin to see that the one who caused us an unfair hurt has value. That person is more than what he or she did! Our anger begins to fade. We begin to soften our hearts toward the one who caused the hurt and our anger fades even more. Often, as we move through the forgiveness process, we become ready to give the three-fold gifts of kindness, respect, and generosity toward the offender. Forgiveness can quiet our anger, make us feel light and joyful, and open the door to peace with the one who caused the hurt. Forgiveness is a choice! It is a choice that leads to good things, but all people must be allowed to make the choice when and if they are ready.
2. Introduce today's lesson. Tell the children, "Today we are going to discuss the idea of inherent worth. If we say that all people have an inherent worth, we mean that all people have value or worth built right into them. What gives a person worth? *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 is due, in part, because he or she is a member of the human family. What do all human beings share? We have similar needs, are capable of being hurt, have bodies that look and function much the same, can think and reason, and have similar feelings.* Tell the students, "A person's worth or value **is** based on the heart (the ability to love, feel sadness, joy, pain, and so forth), the mind (the ability to think and reason), the will (the ability to choose how to treat others and how to behave), and the ability to actually *do* good. When we see a person's worth or value, we look beyond what a person does to seeing who a person is. A person has worth because he or she is an existing human being. We show that others have worth by loving them.

3. Introduce The Velveteen Rabbit DVD or book. Tell the students, “The story of the Velveteen Rabbit is about a young boy who received a brown and white stuffed animal in his Christmas stocking. The stuffed animal he received was a *Velveteen Rabbit* with real thread whiskers and ears lined with pink sateen. When the boy first saw the stuffed rabbit, he was very excited. But, in the midst of all the Christmas excitement, the rabbit was tossed aside in a heap of other gifts. His new friend, the Velveteen Rabbit, was put on a shelf with many other toys. Forgotten, the rabbit was filled with sadness and shame. He began to compare himself to the other toys in the cupboard. He told himself that he was worthless because he wasn’t a mechanical, modern, or expensive toy. But, then one day the rabbit’s life began to change. Let us now watch (listen to) the story to see how and why the Rabbit’s life began to change. Please pay special attention to the ways in which the young boy shows that the rabbit has worth or value.
4. Show the DVD or read the book entitled, The Velveteen Rabbit. This story will again be used in Lesson Three. You may want to show the DVD in one lesson (2 or 3) and read the book for the other lesson (2 or 3).
5. Conduct the class discussion. The discussion questions can be found in the Discussion Section.
6. Have the students participate in the “Desktop Buddy” activity.
7. Have the students participate in the “The Seeds of Love” activity. See the Activities Section for further instructions.
8. Conclude the lesson by summarizing the main ideas. A person’s worth or value does not depend on external differences or similarities. Differences such as material wealth, personal traits, group membership or place of residence do not give a person worth. The ways in which we are similar (physical and emotional needs, possibility of being hurt, similar bodies, and an ability to think, reason, and experience feelings), like differences, certainly serve to make a person unique, but do not give *worth*. A person’s worth or value is based on a person’s ability to love, think, reason, choose how to behave, and *do* good. As we see a person’s worth or value, we look beyond what a person does to seeing who a person is. A person has worth or value simply because he or she is exists. We show that a person has worth by loving him or her.

Discussion Questions

In today's story, we watched as a deep friendship developed between a boy and his Velveteen Rabbit.

1. How did the Velveteen Rabbit's life with the young boy begin?
2. Did the Velveteen Rabbit seem happy? Why? Why not? *He was lonely. The boy didn't play with him. He felt less important than other toys in the cupboard.*
3. Do you think that the Velveteen Rabbit felt he had worth or value? How do you know? *No. He compared himself to the fancier toys and put himself down.*
4. What did the rabbit think gave a person his or her worth? *He thought a person's appearance and what he could do gave worth. A person had worth if he or she was mechanical, fancy, new, and so forth.*
5. Do you believe the young boy saw the rabbit's worth or value? Why? Why not?
6. Do people get their worth from what they own? Do they get their worth from how they look or what they wear? From their health? What they do? Where they live? How likeable they are? What group they belong to?
7. What do you think gives people worth? *They are a member of the human family, have a kind and loving heart, have a mind, and are capable of goodwill.*

At one point, the nanny brought the rabbit out of the cupboard. The boy was delighted to have his bunny with him again. From that point on, they were together all of the time.

8. How did the bunny's attitude about himself change? Why do you think this happened? *He was loved.*
9. How did the boy's attitude about the rabbit change? Why do you think this happened?
10. Did the rabbit actually become more valuable? *He actually became less valuable in a material or worldly sense because he became worn and dirty. Despite his outward appearance, the boy loved him more. The rabbit then loved himself more, too.*
11. Have you ever been in a situation where you felt neglected and ignored? How did this make you feel? Did you feel valuable? Were you still valuable even though you were being ignored?
12. Have you ever neglected or ignored a person? Why? Why not? Did you see his or her worth?
13. How do you think this made him or her feel?
14. In what ways can we show a person that we see his or her worth? *Love him or her.*

In the next three lessons, we will be discussing the virtue of love. We will talk about three different types of love (lavish love, friendship love, and family love) and discuss how the different loves are often shown.

Activities

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

Desktop Buddy

Objectives:

The students will continue to learn that all people have worth and are worthy of love. The students will make a little rabbit that can sit on their desktop.

Instructions:

The teacher will begin the activity by writing on the board, “A person is a person because...” As a class, the students will discuss what gives a person his or her worth. What makes a “person a person?” Following the discussion, the students will decorate an empty can so that it looks like the Velveteen Rabbit who had something missing (some of his fur). The objective here is to make the rabbit with something missing (an ear, an eye, or whiskers, for example). They will wrap the empty can with paper and glue ears, whiskers, feet, and a tail to the can. **Remind each student to deliberately make the rabbit incomplete.** The student will either write the following on the can or on a banner that can be attached to the can, “A person is a person no matter what.” Each student may either keep the rabbit on their desk or they may take it home. The Desktop Buddy will serve as a reminder of the message that *a person is a person no matter what.*

Note* The teacher may want to send a note to the parents or guardians asking them to save an opened can for their child. Inform them that the children will be working with these cans and ask them to remove or cover any sharp edges.

Seeds of Love

Objectives:

The students will learn how the concept of inherent worth is central to the virtue of love. They will plant a seed, care for it, nourish it, and watch it grow. They will learn the ways in which a planted seed that sprouts and grows into a plant can symbolize inherent worth and love.

Instructions:

1. The teacher will show the students soil and some seed(s) and then ask the following questions:
 - a. If we want this seed to grow into a plant, what’s the first thing we need to do?
Plant the seed in the soil.
 - b. How does the soil help the seeds sprout and grow? *The soil feeds and waters the seed.*
 - c. How can we care for the seed so that it will grow into a healthy plant? *Feed it. Provide sunlight. Water it. Nurture it.*
2. Show the students a young plant and ask:
 - a. Can we stop caring for the seed once the seed has sprouted and is growing into a young plant? Why? What must we do? *No. Continue to feed it by giving it fertilizer and sunlight, water it, and nurture it.*
3. Show the students a well developed plant. Ask the students the following questions:
 - a. Do we need to continue to care for a plant that is fairly big, is growing well, and is fairly healthy?

- b. What must be done to help this plant continue to grow and remain healthy?" *Continue to feed it by giving it fertilizer and sunlight, water it, and nurture it.*
4. The teacher will then summarize for the children what a small seed needs to grow into a healthy plant: A seed must be planted in good soil (surrounded with good soil), fed, watered, provided with sunlight and given tender loving care in order for it to sprout and grow.
5. Discuss with the children how the growth of a seed is similar to the growth of a person. ***When individuals are planted in a home with loving and caring people, fed, given water, provided a healthy and positive environment, and given tender loving care, they will also develop and grow.***
6. Ask the students, "How do we show that a person has worth?" *We love him or her.*
7. Finally, tell the students, **"Think of this seed as a person. Think of the soil as a person's home. Think of the plant food and water as the food and water we need as people. Think of your plant's spot in a sunlit window (plant light) as a person living in the environments of the classroom, school, neighborhood, and/or community. Think of the tender loving care that you will be giving the plant as the tender loving care given to a person by family, friends, neighbors, teachers, and other people who care about them. All of the things you are going to do for your seed (plant) to help it grow shows that you see the seed's (plant's) value.**
- a. What might happen to the plant if it was no longer valued? *The food, water, sunlight, and tender loving care might be removed. It would no longer grow and thrive.*
- b. What might happen to a person if he or she were no longer valued?
8. As we care for our seed (plant), think of this seed as a person. We want to nurture, care for and love the person.
- Note * The students will pour potting soil into a small container and plant a seed or a seedling in the container (the type of seed or seedling is up to the teacher and students). We suggest a plastic or styrofoam cup, empty can, or small milk carton. The students will care for the plant by watering it, feeding it (if necessary), making sure it has sunlight, and nurturing it. **Some children's plants may not grow as healthy looking as others. Please point out that each plant, regardless of what it looks like, has been loved in a similar way and each still has value to the one who is raising it.**
- *We will continue the "Seeds of Love" activity in the next lesson.*

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 created human beings in His image. We are His children. The Bible teaches that God is greatly concerned with the state of our hearts and how we treat one another. God cares deeply about every aspect of our lives, but he is less concerned with our

appearance, career, place of residence, personality, and group membership than with our internal condition.

Bible Verses

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

Ephesians 1:5 ...He predestined us to be adopted as his sons through Jesus Christ...

Psalms 149:4 For the Lord takes delight in his people...

Hebrews 2:11 Both the one who makes men holy and those who are made holy are of the same family.

James 2 This Chapter is entitled, "Favoritism Should Not be Shown."

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

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

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.

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

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

Sample Lesson:

The teacher may want to review with the children the main concepts of the lesson as the Bible verses are read and discussed. The main concepts are: 1) A person's worth does not come from physical appearance, possessions in life, career, residence, personality, or group membership. 2) Membership within the *human family* gives worth. 3) The internal qualities of the heart, mind, and will give a person worth. 4) All people have worth because they hold the promise of goodness. 5) A person has worth simply because he or she exists. For example, the teacher may say, "We learned in today's lesson that a person's worth does not come from external features or personal characteristics. The Bible teaches us that we should not show favoritism in James Chapter 2 (read all or parts of the chapter). What do you think God means when he says we should not show favoritism? In addition, Proverbs 22:2, I John 4:4, and Galatians 3:26-29 support the idea that whether rich or poor, Jew or Greek, slave or free, male or female... we are all children of God and one in Christ. Today we learned that just being a part of the human family gives worth. What does it mean to be a part of the human family? Romans 15:7 teaches, 'Accept one another, then, just as Christ accepted you, in order to bring praise to God.' What do you think God means in Ephesians 1:5 when he

says, ‘He predestined us to be adopted as his sons through Jesus Christ...?’ Psalms 149:4 and Hebrews 2:11 also speak of membership in the human family through Christ. How are we members of the human family? As members of the human family through Christ, how should we live?

An Evaluation Of The Students

- Did the students watch the DVD or hear the book entitled, The Velveteen Rabbit?
- Did the students participate in the “Desktop Buddy” activity?
- Did the students participate in the “Seeds of Love” activity?
- Did the students learn that the worth of a person is not dependent on *personal differences* such as: physical appearance, possessions in life, career, residence, personality, or group membership?
- Did the students learn that all people have worth because they are members of the *human family*?
- Did the students learn that a person’s worth *is* based on the quality of his or her heart, mind, and will?
- Did the students learn that inherent worth is based on the fact that all people are capable of goodwill?
- Did the students learn that we can show that we see a person’s worth by loving him or her?

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:

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

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

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

General Comments:

Lesson Three: Lavish Love Can Make Us Whole

The Main Ideas Of The Lesson

In Lesson Two, inherent worth, an important building block of forgiveness, was discussed. In this lesson, we will discuss a topic that goes to the very core of the concept of forgiveness, the virtue of love. When a person forgives, he or she is choosing to love a person who caused an unfair hurt. He or she is choosing to see the worth of a person who has caused an unfair hurt, to forego revenge, and to offer compassion, benevolence, and love.

Today's lesson will introduce the names of four loves [the original Greek names are agape (a ga' pay), storge (store gee' where the gee rhymes with "bee" and the "g" is silent), philia (feel' ee a), and eros (air' chs)], provide a brief description of each, and teach, in depth, on the virtue of agape or moral love.

In Lesson Four, the students will learn about false love or pseudo-love. In Lessons Five and Six, the students will study storge and philia. There will not be a lesson on eros or romantic love. As the students learn about each of the loves, they will also learn how agape love serves as the core of the other two loves, storge and philia. Without the deep qualities of agape love or moral love, parental love and friendship love might be somewhat superficial. The concept of moral love will be taught apart from the virtue of forgiveness in this lesson.

Agape or moral love, first of all, acknowledges that all people have worth. With agape love, people are not valued simply because they can bring pleasure or because of their personal characteristics, lifestyles, or possessions. They are valued and loved because they are people! The focus is not on oneself.

The Main Ideas Of The Lesson Continued

It is on the other. The question is asked, "How can I be of service to this person?" Seeing others' worth and giving of ourselves are intimately connected in that when we give of ourselves, we demonstrate that others have worth.

We become capable of demonstrating moral love as we are loved. Love can come to us from many sources: family, friends, relatives, a teacher (s), a leader (s) in the church and community, or a divine being.

Agape or moral love is demonstrated through patience (accepting a person as he or she is and allowing him or her time to grow, work through problems, and change), kindness, generosity, humility (seeing the worth in another person and being willing to give another person's needs a priority: not being easily offended), courteous behavior, self-sacrifice, and gratitude. To love deeply and fully, we must be willing to acknowledge the truth about ourselves (recognize our strengths and weaknesses), our circumstances (we do not deny or pretend), and others (their strengths and weaknesses) and avoid keeping a record of wrongs.

We love with words, tangible gifts, thoughts, and behaviors. We demonstrate love through restraint (refraining from thinking harsh thoughts, performing unkind behaviors, and withdrawing gifts,), and temperance.

Agape love allows individuals to feel both secure and free! It is an unconditional love that does not abandon a person when he or she is less than perfect. It corrects when correction is needed thus helping a person to grow and bring forth his or her best qualities. It does not attempt to control "who" a person is, what he or she wants to do in life, or where he or she wants to go. Agape love sets individuals free!

General Objectives

The students will:

- ❑ Learn the names, pronunciations, and definitions of the four forms of love (agape, storge, philia, and eros).
- ❑ Learn the characteristics of *agape* love.
- ❑ Learn how to show *agape* love.
- ❑ Learn that we can demonstrate *agape* love through our words, tangible gifts, thoughts, and behaviors.
- ❑ Learn the benefits of *agape* love.

Behavioral Objectives

The students will:

- ❑ Listen to all or parts of the book or DVD entitled, The Velveteen Rabbit.
- ❑ Participate in a class discussion.
- ❑ Participate in the “The Seeds of Love” activity.
- ❑ Participate in the “Love Can Make Us Whole” activity.
- ❑ Participate in the “Song Fest” activity.

Materials

The Book or DVD Entitled ,
The Velveteen Rabbit
A CD by Ziggy Marly and the Melody Makers Entitled,
Give a Little Love
Author: Margery Williams
Activity Sheets 3A and 3B

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 be careful to meet the objectives of the lesson.

1. Review the main ideas of Lesson Two. Worth or value does not depend on external differences or on similarities. Differences such as material wealth, personal traits, group membership or place of residence and similarities (physical and emotional needs, possibility of being hurt, similar bodies, and an ability to think, reason, and experience feelings) serve to make a person unique, but do not give worth. All people (including each of us) have worth or value because of their ability to love, think, reason, choose how to behave, and *do* good. As we see a person's worth or value, we look beyond what a person does to seeing who a person is. All (including us) have worth or value simply because they are people. We show that others have worth by loving them.
2. Introduce today's lesson. You, the teacher, may want to let the students know that there are four types of love and that three of these loves will be studied, in depth, in this Forgiveness Curriculum. **A clear understanding of the virtues of love will help the students be better prepared to forgive people who hurt them.** There are four types of love that were first described by philosophers such as Aristotle in ancient Greece: *agape* (a ga' pay), *storge* (store gee' where the gee rhymes with "bee" and the "g" is silent), *philia* (feel' ee a), and *eros* (air' ohs). *Agape love*, which we will call "lavish love," is freely given to all people, regardless of the circumstances. *Storge* is the love that parents have for their children. It is a love that, when joined with *agape* or lavish love, protects, nurtures, corrects, teaches, and disciplines. *Philia*, the love between friends, is a love that when joined with *agape* love provides for fun, companionship, and a shared understanding of life. Finally, *eros* is the type of love between a husband and wife or between a romantic couple. The students will discuss *agape*, at length, in this lesson. *Philia* and *storge* will be discussed in detail in Lessons 5 and 6, respectively.

Agape love is at the core of all loves! If all people were to understand how to love with a lavish love (agape) and if they would bring this lavish love into their families and friendships, then their relationships should be stronger and more enjoyable. In other words, agape love provides a foundation for *philia* and *storge*, making them strong, just as a basement provides a foundation for a house, making it stronger. Agape love helps us to see the inherent worth or value in all people.

How do you think we can learn to love with an *agape love*? Please tell the children, “We learn to love in this very warm and deep way by receiving love and by being loved! A deep and meaningful lavish love can come to us from many different people: our family, our friends, our relatives, our teacher(s), the leader(s) in our churches and communities, or from our divine authority.”

How do we show *agape love*? Any time we are patient, kind, generous, humble (we don’t think we’re better than others), polite (not rude), and grateful with a genuine concern for others then we are showing an agape or lavish love. We show this type of genuine love through the words that we speak to others, the gifts that we give (objects, time, etc.), our thoughts about others, and our behaviors. Lavish love helps us feel both secure and free! Secure, because lavish love is not taken away when a person makes a mistake or is simply being human. Free, because lavish love does not attempt to control who a person is, what he or she wants to do in life, or where he or she wants to go.

3. Review The Velveteen Rabbit DVD or book. Remind the students, “The story of the Velveteen Rabbit is about a young boy who received a sweet little brown and white *velveteen rabbit* with real thread whiskers and ears lined with pink sateen in his Christmas stocking. At first, the boy loved the rabbit and played with him, but after only a few hours the velveteen rabbit became lost in all of the Christmas excitement and packages. We see that as the story unfolds, the rabbit becomes filled with sadness and shame because he wasn’t a mechanical, modern, or expensive toy. After a long time had passed, the young boy once again began to play with and love his velveteen rabbit until one day...I will now begin the DVD (or, I will now read the story). As the story proceeds, please notice the different

ways the Boy shows love toward Rabbit and the different ways Rabbit shows love toward the Boy.”

4. Show the DVD or read the book entitled, The Velveteen Rabbit.
5. Conduct the class discussion. The discussion questions can be found in the Discussion Section.
6. Have the students participate in the “The Seeds of Love” activity. See the Activities Section for further instructions.
7. Have the students participate in the “Love Can Make Us Whole” activity. Once again, refer to the Activities Section for details.
8. Teach the students the song entitled, Give a Little Love. See the “Song Fest” directions in the Activities Section.
9. Conclude the lesson by telling the students the following: “Today you learned the three different names for types of love: agape (a lavish love for all human beings), storge (a parent’s love for a child; a child’s love for his or her parent; a sister’s love for a brother), and philia (a love between friends). The type of love that we focused on today was the love that can serve as a foundation for all other loves making them stronger and more joyful--agape or lavish love. When we love others with an agape love, we acknowledge their worth. We do not value people because they can bring us pleasure. We value them because they are people! When we love, we give of ourselves for the benefit of others. Seeing the worth in others and giving of ourselves is joined together in agape love in that as we give of ourselves we demonstrate that the other person has worth.”

“How do we become individuals capable of lavish love? We become able to give love when we, ourselves, have been given love. We can love when we are willing to receive that love. Love can come to us from many sources: family, friends, relatives, a teacher(s), a leader(s) in the church and community, or a divine being.”

We show agape or lavish love when we are patient, kind, humble, courteous, unselfish, and grateful. Please take some time, if necessary, to discuss what it means to be patient, kind, humble, courteous, unselfish, and grateful. In addition, we show such love when we are honest about who the person is (their

strengths and weaknesses), who we are (our strengths and weaknesses), and what the circumstances are (we do not pretend). We can show love through our words, gifts (time or things), thoughts, and behaviors.

Lavish love allows us to feel both secure and free because it is an unchanging love. We might not be happy with a friend's, relative's, or even a stranger's behaviors at times, but yet, with lavish love, we can continue to love him or her. Lavish love does **not** try to control who people are, what they do, or what they think.

Discussion Questions

Last week we discussed the friendship of a young boy and his *Velveteen Rabbit*. We talked about how the young Boy saw the worth of his rabbit friend. Today we are going to discuss the Boy and the rabbit's love for one another.

1. How did the Boy and the rabbit show that they valued one another?
2. What are some of the ways you show that people have worth? *Loving them.*
3. When you are valued through love by another person, how does this make you feel?
4. What is agape or lavish love?
5. Do you think the rabbit felt loved when he was living in the cupboard? Do you think the boy meant to make the rabbit feel unloved?
6. How did this "lack of love from the Boy" affect the way the rabbit saw himself?
7. Once the Boy found his *Velveteen Rabbit* again, did he show lavish love? How?
8. Was the Boy unselfish in his love for the rabbit? How?
9. Did the Boy show patience with the rabbit? In what ways?
10. Did the Boy show kindness and generosity? How?
11. What does it mean to be courteous? Was the Boy courteous to the rabbit? How?
12. What does it mean to show gratitude? Did the Boy show gratitude toward the rabbit?
13. What does it mean to be truthful in our love? *We see the other's strengths and weaknesses.*
14. Was the Boy truthful with the rabbit?
15. Did the Boy show humility in his love for the rabbit (Did he put the rabbit's needs ahead of his own? Was he easily offended by the rabbit?)? If so, how?
16. Did the *Velveteen Rabbit* show lavish love toward the Boy? How?
17. Was the rabbit unselfish in his love for the Boy? How?
18. Did the rabbit show patience with the Boy? In what ways?
19. Did the rabbit show kindness and generosity toward the Boy? How?
20. What does it mean to be courteous? Was the rabbit courteous to the Boy? How?
21. What does it mean to show gratitude? Did the rabbit show gratitude toward the Boy?
22. Was the rabbit truthful in love with the Boy? Why do you say this?
23. Did the rabbit show humility in his love for the Boy? How?
24. Would the Boy and the rabbit have shown genuine love if they had kept track of the other's mistakes?

25. Who are some of the people from whom you feel loved? How do they show their love? *Kind words, tangible gifts, thoughts, and behaviors.*
26. How does being loved make you feel?
27. Who are some of the people you love? How do show your love toward them?

Activities

Please feel free to decide if you wish to include one or more of the activities.

Seeds of Love

Objectives:

The students will learn how agape love is foundational for the other types of love. They will continue to care for their seeds (plants), nourish it, and watch it grow to bear fruit.

Instructions:

This is a continuation of the “Seeds of Love” activity from Lesson Two. In Lesson Two, we learned that we show that a person has worth or value by loving him or her. Return to the questions in Lesson Two, focusing on the effects “love” has on growth.

Love Can Make Us Whole

Objectives:

The students will learn how being loved and offering love can make a person whole. The students will add the ears, nose, eyes, and other body parts of the Velveteen Rabbit to eventually make him whole (real).

Instructions:

The teacher will cut out a large oval to serve as the body for a paper “Velveteen Rabbit.” The teacher will discuss the “Love Can Make Us Whole” certificates. The students may be given a certificate any time they show agape or lavish love (i.e. when they value another; are patient, kind, humble, courteous, unselfish, grateful with and toward others; and when they are honest about self and others in their love). The students may show agape or lavish love through their words, tangible gifts, thoughts, and behaviors. Whenever 75% of the class (or whatever percentage the teacher decides) has a certificate, then the whole class gets to decide which body part of the Velveteen Rabbit goes onto the oval. The class then starts over the next day and when 75% of the class (or the percentage decided by the teacher) get love certificates, they again decide, as a class, to put on another body part to the rabbit. Continue this procedure until the rabbit is WHOLE. When the rabbit is whole, the teacher and class may choose to have a special activity (read a special book, play a game, have some free time, a snack in celebration. Note* The teacher may want to allow the students to nominate others to receive certificates.

A Song Fest

Give a Little Love by Ziggy Marly and the Melody Makers

Objectives:

The students will learn the importance of love for improving our world. The students will learn and sing the Give a Little Love song.

Instructions:

The teacher will play the song for the children...give them the words (Activity Sheet 3A) and sing the song as a class. This is a song the children can perform for the parents at the year's end "The Forgiveness Quilt as a Gift to the Community" celebration (See Lesson Fifteen).

Lesson Three 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

In the New Testament, Jesus gives two new commandments that summarize the entire law. They are to love God and to love others as ourselves. Our love for others can be enhanced by practicing kindness, generosity, and mercy as we try to serve that person. Our love can be enhanced by trying to reduce any anger we may have. Agape love (a divine love coming from God) is patient, kind, humble, courteous, unselfish, and grateful. It is truthful. The Bible teaches that love is shown through words, tangible gifts, thoughts, and behaviors. We are able to love others because of God's great love for us. We can learn what it means to love and how to love through faith, by receiving God's love, by getting to know Jesus, and by learning from his life.

Bible Verses

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

1 John 3:1 How great is the love the Father has lavished on us, that we should be called children of God.

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

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

1 Corinthians 13:1-8, 13, and 14 And now I will show you the most excellent way.....

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love

does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.

An Evaluation Of The Students

- Did the students listen to parts or all of the story, The Velveteen Rabbit?
- Did the students participate in a class discussion?
- Did the students participate in the “The Seeds of Love” activity?
- Did the students participate in the “Love Can Make Us Whole” activity?
- Did the students learn the song, Give a Little Love?
- Did the students learn the names of four different forms of love (agape, storge, philia, and eros)?
- Did the students learn what is *agape* love?
- Did the students learn how to show *agape* love?
- Did the students learn that *agape* love can be shown through words, gifts, thoughts, and behaviors?
- Did the students learn that we can show this love through both *restraint* when angry (for example, not shouting or being harsh) and a *lavish outpouring*?
- Did the students learn the benefits of *agape* love?

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:

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

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

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

General Comments:

Activity Sheet 3A

A Song About Love

Give A Little Love by Ziggy Marly and the Melody Makers

We got to give a little love, have a little hope
Make this world a little better

Whoa, oh, oh
Oh, oh, whoa

Livin' in this crazy world
So caught up in the confusion
Nothin' is makin' sense
For me and you

Maybe we can find a way
There's got be a solution
How to make a brighter day
What do we do

We got to give a little love, have a little hope
Make this world a little better
Try a little more, harder than before
Let's do what we can do together

Oh, whoa, oh
We can really make it better, yeah
Oh, oh, oh, la, la, la
Only if we try

Got the words on our minds
Got the troubles on our shoulders
Sometimes it seems so much
What we go through

Maybe if we take the time
Time to understand each other
You can learn to make it right
What do we do

We got to give a little love, have a little hope
Make this world a little better
Try a little more, harder than before
Let's do what we can do together

Oh, whoa, whoa
We can really make it better, yeah
Oh, oh, oh, la, la, la
Only if we try

Oh, oh, oh, la, la, la
Give a little
Oh, ah, oh, oh, oh
Oh, oh, oh, la, la, la
Only if we try

[If everybody took somebody by the hand]
Come on take him by the hand
[Then maybe everyone could learn to love and understand]

Oh, whoa, oh
We can really make it better, yeah
Oh, whoa, oh, la, la, la

Only if we try, sing it

Oh, whoa, oh, la, la, la
We can really make it better, yeah
Oh, whoa, oh
Only if we try

We got to give a little love, have a little hope
Make this world a little better [Make this a better world]
Try a little more, harder than before
Let's do what we can do together

Oh, whoa, oh, oh, oh
We can really make it better, yeah
Oh, whoa, oh
Only if we try

We got to give a little love, have a little hope
Make this world a little better [Make it a better world]
Try a little more, harder than before
Let's do what we can do together

Oh, oh, whoa, oh, oh
We can really make it better, yeah
Oh, whoa, oh, la, la, la
Only if we try

We got to give a little love, have a little hope
Make this a little better
We could do it together, together

Give a little love (Give a little love)
Oh, oh, oh, oh, oh
Sing a Babylon (Sing a Babylon)
Only if we try

Give a little love, have a little hope
Make this a little better [Make it a better world]
Try a little more, harder than before
Let's do what we can do together

The lyrics have been taken from the following website:

http://www.lyricscafe.com/m/marley_ziggy/040.html

Lesson Four: **Is It Genuine Love or False Love?**

The Main Idea of the Lesson

In Lesson Three, the students learned about lavish love or agape love. In particular, they learned that lavish love helps a person see the inherent worth in others and that it is demonstrated through patience, kindness, generosity, humility, courteous behavior, service to the other, and gratitude. To love deeply and fully, we must be willing to acknowledge the truth about ourselves, our circumstances, and others.

In this lesson, the students will be taught the importance of remaining clear thinkers regarding the true meaning of love as their hearts become softened toward others through love. A false notion of love can lead a person to fail to see the worth in others, use others to seek pleasure, or allow one-self to be used by others for their self-gratification. In the name of love, individuals may give up their ability to think for themselves and maintain their personal values, morals, and beliefs thus allowing themselves to be manipulated or they may nurture the false idea that love means getting one's way, being kept comfortable, and, whether consciously or unconsciously, manipulating others for personal gain.

The Main Idea of the Lesson Continued

Genuine love, also known as lavish love or agape love, protects others and the self. We love because we see the person's worth. We love because our hearts have been softened from the love of others. With genuine love, a person does not have to behave in a certain way in order to be loved. It would be self-serving to attach certain conditions to our love. Genuine love does not desire power over a person. Genuine love does not seek one's own way. Genuine love allows people to be free, strong, and courageous individuals who know right from wrong and who live by the truth.

General Objectives

The students will:

- ❑ Learn that love results in a softened heart, but it does **not** result in a softened head. Clear thinking remains.
- ❑ Learn that false love is manipulative and self-serving.
- ❑ Learn that genuine, lavish love protects the giver and receiver of this love. False love puts the giver and receiver of love at risk.

Behavioral Objectives

The students will:

- ❑ Listen to the story written by Shel Silverstein entitled, The Giving Tree.
- ❑ Participate in a class discussion.
- ❑ Participate in the “Soft Heart, Hard-Headed Person” activity.
- ❑ Participate in the “Weeds of Love.”

Materials

Shel Silverstein's book entitled,
The Giving Tree
Activity Sheet 4A

Procedures

As was the case with the previous lessons, the following procedures have been included to serve as guidelines for the teacher. Please feel free to make adjustments to the procedures, discussion questions, or activities if it will help you 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 previous lesson by telling the students the following: "Last week you learned the names of four different types of love: agape (a lavish love for all human beings), storge (a parent's love for a child; a child's love for his or her parent; a sister's love for a brother), and philia (a love between friends), and eros (the love between couples or married people). We spent a great deal of time discussing the love that serves as a foundation for all other loves--agape or moral love. Do you remember some of the other names we gave agape love? *Genuine love. Lavish love.* When we love others with an agape love, we acknowledge that all people have worth. We do not value people because they can bring us pleasure. We value them because they are people! Agape love requires us to give of ourselves for the benefit of others. What does it mean to give of ourselves for others? How do we become able to love? *By being loved from family, friends, teachers, and people of honesty within our communities.* How do we show love? *Through patience, kindness, generosity, humility, courteous behavior, serving others, gratitude, and acknowledging truth. We show love with words, gifts, thoughts, and behaviors.* With agape love, we do not take away our love if a

person disappoints us. We allow others to be human while at the same time encouraging them to grow. Agape love sets us and others free!”

2. Introduce today’s lesson. Tell the students that in this lesson they are going to learn about the importance of having a soft heart and a hard head. Ask the students what they think it means to have a soft heart and a hard head. *To understand what genuine love is. To show genuine love. To understand that loving a person does not mean giving in to a person when it is not in his or her best interest, giving a person his or her every desire, or being nice to a person to get what we want.* We show genuine love for others when we accept them as they are (flaws and all), we are honest with them, and we do not treat them in a certain way to get what we want.
3. Read Shel Silverstein’s story entitled, The Giving Tree.
4. Have the students participate in the class discussion. The discussion questions can be found in the Discussion Section.
5. Have the students participate in the “A Tender Heart and a Hard Head” activity. Please see the Activities Section for further instructions.
6. Have the students participate in the “Weeds of Love” activity.
7. Provide a summary of the main ideas to conclude the lesson. You’ve learned that lavish love helps a person see the inherent worth in others and is demonstrated through patience, kindness, generosity, humility, courteous behavior, service to the other, and gratitude. To love deeply and fully, we must be truthful about ourselves, our circumstances, and others. It is important to remember that when our hearts become softened toward others through love, we do not give up the right to think for ourselves, to be an individual, or to hold to our morals, values, and beliefs. When we love others, we do not let them do whatever they want. Genuine love, also known as lavish or agape love, protects others and “us.” We love because we see the person’s worth. We love because our hearts are soft. We do not love because we want the person to like us. We do not love because we want power over the person. We do not love because we want our way. Genuine love allows us to be free, strong, and courageous individuals who know right from wrong and who live by the truth.

Discussion Questions

This story was about a tree and a little boy who loved each other. Each day the little boy would go to visit the tree.

1. How did the tree show love to the little boy when he went to visit? *She let him gather leaves and make them into crowns, climb her trunk, swing on her branches, eat her apples, play hide-and-seek, and sleep in her shade. She gave of herself, shared time, and gave gifts.*
2. Was the tree seeing the worth in the boy?
3. How did the boy show love for the tree? *He spent time with the tree.*
4. Was the boy seeing the tree's worth?
5. We are told that the tree was happy because the little boy loved her. How is it that love can make one happy? *We feel valued.*
6. What happened as the boy went to the tree expecting it to make him happy?
7. What would happen if we decided that a person was responsible for our happiness?
8. How does it feel to you to be loved?
9. How do you show love toward others?
10. The boy had been gone a long time...when he returned the tree welcomed him and invited him to climb her trunk, swing from her branches, and eat her apples. The little boy wasn't interested. His interests had changed. He wanted to buy things. What did the tree do?
11. How did the tree show love to the boy? Was this good for the boy?
12. Did the boy show lavish love toward the tree? Why? Why not?
13. The boy stayed away for a long time. The tree was sad. When the boy came back, he wasn't interested in climbing, swinging, and eating. What did the tree do then? Was this loving? *The tree wanted to coax the boy into remaining by giving him whatever he wanted.*
14. Did the boy protect the tree through his love?
15. Did the tree's gifts make the boy happy? Why? Why not?
16. The tree gave her trunk for a boat. And, finally herself as a seat. Did any of this make the boy happy? Why do you think this is so?
17. What is false love?
18. What does false love look like?
19. What is it like to receive false love?
20. What is the fruit of false love?
21. What is genuine, lavish love?
22. How can we show genuine, lavish love to others?
23. What is the fruit of genuine, lavish love?
24. What is it like to receive genuine, lavish love?

Activities

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

The Loving Tree

Objective:

The students will continue to compare genuine love with false love (pseudo love). They will write a new “love story” about a tree and a boy.

Instructions

The students will write a new story that demonstrates a *genuine love* between a tree and a child. Let the students know that their stories should include the following: 1) pictures that illustrate the story; 2) The virtues of kindness, generosity, humility, serving the other (within reason), and gratitude.

A Soft Heart and a Hard Head

Objective:

The students will continue to learn what genuine love is compared to a false love (pseudo love). They will learn the importance of being a courageous person who loves. They will participate in a role play game.

Instructions:

The teacher will invite volunteers to role play interactions between two or more students. The students will demonstrate behaviors common in false love. See Activity Sheet 4A.

Weeds of Love

Objective:

The students will continue to learn the importance of having a soft heart, but a hard head (tough mind). The students will learn consequences of a soft heart and a hard head. The students will draw a picture and participate in a class discussion.

Instructions:

Return to the “Seeds of Love” activity in Lessons 2 and 3. Ask the children, “What goes into a soft heart? What is the fruit of a soft *heart*?” Following this discussion, have all of the children draw two flowers together in a garden. The children should try to make their pictures artistic and pleasing to look at. Once the children are finished with their drawings, have all or some of them share their pictures with the rest of the class (you may want to let the children decide if they want to show their drawing. Next, ask the children, “What makes flowers beautiful?” Once again, following a brief discussion, ask the students to return to their drawing. This time have them draw 3 to 4 weeds that encircle and choke off the beautiful flowers. They are then going to compare the beauty of the flowers before and after the weeds are present. The following questions may be used for the discussion:

1. Are the weeds making the garden more beautiful? Why or why not?
2. How is false love in the heart like weeds in a garden? *False love is like the weeds in that it doesn't make a person or a relationship more beautiful.*
3. Have you ever experienced a person who seems to want to be your friend, but is really out for their own self-interest? Describe the way it feels to be with such a person.

When a person is really out for only him or herself, this is false love. False love does not

- make a relationship more beautiful, but can choke off freedom and joy.
4. If weeds were allowed to continue to grow, what would happen to a garden? *The beauty of the garden would wither and fade away.*
 5. What might happen to the heart if we allow a false love to grow in it? *False love can cause the beauty of the heart to become hard. If false love is intentionally in your heart, it may make others sad and discouraged.*
 6. How can we allow the beauty of lavish love to grow in our hearts and keep the weeds of love out of our hearts? *See other's worth. Be humble. Receive love.*

Lesson Four 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

God has taught us through scripture to love with a pure heart. A pure heart is without deceit, lies, or selfishness.

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.

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

Matthew 10:16 Be ye therefore wise as serpents and harmless as doves. This verse illustrates the importance of a hard head and a soft heart.

An Evaluation Of The Students

- Did the students listen attentively to the story?
- Did the students actively participate in the class discussion?
- Did the students participate in the “Loving Tree” activity?
- Did the students participate in the “Soft Heart, Hard Head” activity?
- Did the students participate in the “Weeds of Love” activity?
- Did the students learn that love results in a soft heart, but **not** a soft head?
- Did the students learn that false love is manipulative and self-serving?
- Did the students learn that genuine, lavish love protects the giver and receiver of love?
- Did the students learn that false love puts the giver and receiver of love at risk?

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:

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

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

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

General Comments:

Activity Sheet 4A

Behaviors Common in False Love

- One child says to another, “I won’t play with you if you don’t give me your lunch.”

- Two people are playing, but each is only interested in him- or herself.

- One person is waiting for another to complete some task (tying his or her shoe, writing his or her name). The person waiting becomes angry because the other is not fast enough.

- One person says to another, “I will like you if you buy lunch for me.”

- Another says, “I won’t like you if you don’t let me go shopping.”

Lesson Five: **What is Family Love?**

The Main Ideas Of The Lesson

In this lesson we will be discussing storge (store' gee; the "g" is silent and gee rhymes with "bee"), also known as family love. Family love is typically a love shown by a parent toward his or her child and a love shown by a child toward his or her parent (s). We will expand the definition to include the love siblings have toward one another (sister for sister, sister for brother, brother for brother, brother for sister) as well as the love extended family members have toward one another. We will discuss storge or family love apart from forgiveness.

The love of a parent toward his or her child will teach, protect, encourage, comfort, care for, and bring into membership if it has agape as it's base. Agape love serves as a protection for the giver and receiver of family love. Without agape love serving as the foundation for storge, a parent's love can become self-centered (false love). With agape love at the core of storge, a parent's love can become a life-giving gift to his or her child whereby the child is protected, encouraged to thrive, and valued.

The child needs to be taught, protected, encouraged, comforted, cared for, and given security by being brought into family membership. A child "needs" his or her parent's gift of love. It is this "need" that completes the parent's love.

The Main Ideas Of The Lesson Continued

Family love is warm, comfortable, and safe. There is a natural satisfaction in simply being together. Family love cannot be walled out by such characteristics as age, education, gender, or socioeconomic status. We do not choose our family members. Family love overlooks faults and appreciates the people who are in our lives. It opens our eyes to the goodness in the other.

Family love is both a gift love and a need love.

Family love teaches, protects, brings a person into membership, comforts, cares for.¹

General Objectives

The students will:

- Learn the meaning of storge or *family love*.
- Learn the protection offered to the givers and receivers of *family love* by *agape love*.
- Learn what storge or *family love* looks like.
- Learn the importance of family love.
- Learn how family love helps communities.

Behavioral Objectives

The students will:

- Listen to a story written by Patricia MacLachlan entitled, All the Places to Love.
- Participate in a class discussion.
- Participate in “The Places You’ve Learned to Love” activity.
- Participate in the “P.S. I love You” activity.

¹ C.S. Lewis The Four Loves

Materials

The book entitled
All the Places to Love written by Patricia MacLachlan

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 objectives of the lesson are met.

1. Conduct a review of Lesson Four. Last week, we learned that lavish love helps us see the inherent worth in others. We show lavish love through patience, kindness, generosity, humility, courteous behavior, service to others, and gratitude. To love deeply and fully, we must be truthful about ourselves, our circumstances, and others. It is important to remember that as our hearts become softened toward others through love, we do not give up the right to think for ourselves, to be individuals, and to hold to our morals, values, and beliefs. When we love, we do not allow people to do whatever they want. Genuine love, also known as lavish love or agape love, protects us and others. We love because we see the person's worth. We love because our hearts are soft. We do not love because we want the person to like us. We do not love because we want power over the person. We do not love because we want our way. Genuine love allows us to be free, strong, and courageous individuals who know right from wrong and who live by the truth.
2. Introduce the story All the Places to Love, written by Patricia MacLachlan. Tell the students that this story is about family love. It is about the love a parent has for his or her child. We will also talk about the love siblings have toward one another (sister for sister, sister for brother, brother for brother, brother for sister) and the love extended family members have for one another (grandparents, in-

laws, aunts and uncles) as part of storge. We will discuss storge or family love apart from forgiveness. Ask the students to watch for signs of love between family members as they listen to the story.

3. Conduct the class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the “Places You’ve Learned to Love” activity. See the Activities Section for further instructions.
5. Have the students participate in the “P.S. I Love You” activity. See the Activities Section for further instructions.

Conclude by summarizing the main points of the lesson. The teacher may want to begin the review by asking the children, “What is storge or family love?” *When the qualities of agape or genuine love are present, family love or storge teaches, protects, encourages, comforts, and cares for individuals by bringing them into family membership. What does family love feel like? Family love is warm, comfortable, and safe. There is a joy in simply being together. Family love does not increase or fade because of one’s age, education, gender, or possessions. Family love overlooks faults and appreciates the people who are in our lives. How can family love remain healthy? Family love, strengthened by genuine love, protects the giver and receiver of love by preventing a self-centered relationship. What are the benefits of family love? Children need to be taught, protected, encouraged, comforted, cared for, and given security by being brought into family membership. The child “needs” his or her parent’s gift of love. It is this “need” that completes the parent’s love.*

Discussion Questions

1. Did you enjoy the story about Eli and his family? Why? Why not?
2. Which of the places that Eli learned to love from family was your favorite? Why?
On the day that Eli was born, his grandmother wrapped him in a warm blanket and held him up in front of an open window. The first thing he heard was the wind. The first things he saw were all the places to love: the valley, the river falling down over rocks, and the hilltop where the blueberries grew.
3. Is there a window that you love to look through with your family? What are some of the things you see when you look through this window?
4. How do you feel when your parents or grandparents share their special places with you?
5. Eli's grandfather carved his name on a rafter in the barn that he was painting. Why do you think his grandfather did that? How do you think Eli felt about having his name next to his grandpa, grandma, mama, and papa? Why?
6. If a grandparent or parent does not combine agape love with family love, how might this desire to have their child as a member of the family look in time?
7. Eli's mama carried him on her shoulders? Why did she do that? How do you think it made Eli feel to be carried by his mama?
8. Without lavish love, that desire for others to reach their potential, the Mom might have continued to do everything for her child. This would not be good for him or her. How did the Mom's lavish love help her with her family love?
9. Let's pretend for a moment that the Mom never learned agape or lavish love. What might her love toward Eli look like then? *Possessive. Having him fulfill her needs. Demanding.*
10. Eli and his papa worked together in the fields and held hands. Eli put dirt in his pocket just like his dad. Let's also pretend that the Dad never learned agape or lavish love. What would the father's love look like without lavish love? *The father might want Eli to just work and help him so that he could get rich.*
11. What kind of work do you do with your mama or papa?
12. In what ways do you try to be like your mama and papa?
13. Grandma told Eli, "I love you." Why was that important?
14. How did Eli show his sister Sylvie that he loved her?
15. Do you think Eli was loved by his family? Why? Why not?
16. How might Eli's family behaved toward him if they didn't have a family love supported by an agape or lavish love?
17. Did Eli love his family? How could you tell?
18. How might Eli's love toward his family look if he did not have a family love supported by a lavish love?
19. What are some of the ways that your family shows their love for you?
20. How do you show your love toward your family?
21. Do the people in your family have to be "perfect" in order to love and be loved?
22. How does your family's love make you feel?
23. Why do you think the love of family is important?
24. How does the love you get from your family help you to love others in the world?

Activities

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

The Places You've Learned to Love

Objective:

The students will continue to learn about the meaning, importance, and demonstrations of family love. The students will list and draw a picture of the places they've learned to love from family members (grandparents, parents, siblings, and others).

Instructions:

The teacher will write "The Places You've Learned to Love" on the board. The students will write this title across the top of a blank sheet of paper. They will write about the places they've learned to love because of their family. They will draw a picture illustrating the places they've learned to love.

P.S. I Love You

Objective:

The students will continue to learn about the importance of family love. They will write a letter to a family member.

Instructions:

The students will write a letter to a family member expressing their love and gratitude. They should include specific features of storge or family love such as:

1. They have been taught.
2. They have been protected.
3. They've been encouraged.
4. They've been comforted.
5. They've been cared for.
6. They've been given security by being brought into a family membership.

The teacher may vary this activity by: having the students draw a picture on the letter, decorate the border of the letter, create a card, or write a poem to be included in the letter.

Lesson Five Within A Religious Context

As with the previous lessons, the next two sections are for those teachers seeking ideas about family love 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 teaches us many lessons of family love in the Bible. In Exodus, we learn of the Levite woman who demonstrated her deep love and devotion for Moses by setting aside her own needs and safety for the sake of her son. She demonstrated humility in love as she took the role of a servant so that she could care for him and be near him. The

story of Ruth and Naomi's love for one another is another example of healthy storge love. Family love teaches, protects, encourages, comforts, and cares for individuals by bringing them into family membership. It is warm, comfortable, and safe. There is a joy in simply being together. Family love does not increase or fade because of one's age, education, gender, or possessions. Family love overlooks faults and appreciates the people who are in our lives.

Bible Verses and Stories

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

Exodus 2:1-10 In an attempt to save her son's life, a Levite woman places her son Moses in a papyrus basket and hides it in the weeds of the Nile River. He is found and raised by Pharaoh's daughter.

Ruth 1 The story of a deep storge love between a mother-in-law (Naomi) and daughter-in-law (Ruth).

An Evaluation Of The Students

- Did the students listen attentively to the story?
- Did the students actively participate in the group discussion?
- Did the students participate in the "The Places I've Learned to Love" activity?
- Did the students participate in the "P.S. I Love You" activity?
- Did the students learn the meaning of family love?
- Did the students learn the important role agape love plays in helping storge or family love become a healthy, life-giving love?
- Did the students learn how family members show love toward one another?
- Did the students learn the importance of family love?

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:

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

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

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

General Comments:

Lesson Six: What is Friendship Love?

The Main Ideas Of The Lesson

Friendship is a virtue that typically grows out of the shared interests, values, and understandings of two or more people. Friendships can form suddenly between two or more people as they talk together and learn that they have similar interests and beliefs. Specific features of friendship include shared experiences, self-disclosure, support, and a lack of concern for the other's physical appearance or personal circumstances (family, job, past connections). We are free to choose our friends.

Friendship love or philia love, as we shall refer to it in this curriculum, deepens through working, playing, growing, learning, and standing together.

A condition of friendship love or of having friends is that we must desire something other than merely "having friends." Friendship love must initially be about something—even if it is about a toy, a sport, or a belief. It can be a belief that results in positive outcomes (I believe that all people have worth or value.), a belief that doesn't seem to result in any change for people (I believe dogs can jump over the moon.) or a damaging belief (I believe that people are selfish.).

Friendship can bring out the best or the worst in each person.

The Main Ideas Of The Lesson Continued

Friendship love must not be confused with companionship because it is much more than just spending time together. There are many people with whom we must work, study, pass time, and play. They do not necessarily become our friends.

Genuine friendship love requires the characteristics of agape love (patience, kindness, generosity, humility, courteous behavior, service, and gratitude to keep it healthy and balanced. For example, friendship love requires humility in order to prevent pride because, by its very nature, friendships tend to include some and leave others out.

Friendship love can involve a lot of giving and little receiving! Why engage in friendship love? The beauty of philia is that it makes possible the following paradox: To have a friend, you must be a friend. As with many of the other virtues, it is in giving that we receive!

Unconditional caring, mutual fun, gift giving, support, encouragement, and a deeper understanding of others' behaviors grows out of philia love.

General Objectives

The students will:

- ❑ Learn the meaning of friendship love.
- ❑ Learn the important role agape love plays in helping philia love be a healthy love.
- ❑ Learn how to show philia love or friendship love.
- ❑ Learn that philia love or friendship love can positively affect schools and communities.

Behavioral Objectives

The students will:

- Read the story entitled, Matthew and Tilly.
- Participate in a class discussion.
- Participate in the “To Have a Friend, Be a Friend” activity.
- Participate in the “A Celebration of Friendship Love” activity.

Materials

Matthew and Tilly, written by Rebecca C. Jones
Activity Sheet 6A

Procedures

As you now know, the following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you 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 Lesson Five. The love of our parents and other family members toward us teaches, protects, encourages, comforts, cares for, and brings us into membership when the characteristics of agape love are present. Without agape love, a parent’s (family member’s) love may become self-serving and a mere imitation of genuine love (pseudo or false love, as discussed in Lesson Four). Family membership is important because it brings the child a sense of security and stability. The child “needs” his or her parent’s gift of love. The parent “needs” to love his or her child. Family love is warm, comfortable, and safe. It is satisfying to simply be together. Age, education, gender, or the amount of one’s money cannot prevent or harm family love. We don’t usually choose our families and so in family love we love, regardless of the circumstances. In family love, we overlook faults (we still correct and help one another to grow) and

appreciate the people who are in our lives (without pretending). It opens our eyes to the goodness in the other.

1. Introduce today's lesson. Let the students know that they will be discussing the concept of *philia* or "friendship love." Ask the students, "What does friendship mean to you?" What do you think a love between friends looks like? How do you make friends? How do you keep friends?" Briefly review the main features of genuine or lavish love (patience, kindness, humility, courtesy, unselfishness, and gratitude) so that the students see the most important kind of love as they move into the understanding of *philia*.
2. Read the book entitled, Matthew and Tilly. Introduce the book by telling the children that this is the story of two best friends. These two friends share everything together—even after they've had an argument. Ask the children to watch for signs of friendship love between Matthew and Tilly.
3. Conduct a class discussion. The questions can be found in the Discussion Section.
4. Have the students participate in the "To Have a Friend, Be a Friend" activity. See the Activities Section for further instructions.
5. Have the class participate in the "A Celebration of Friendship" activities. Further instructions can be found in the Activities Section.
6. Conclude the lesson by providing a summary of the main ideas. Friendships grow out of shared interests, values, and understandings. It takes time to build friendships! Friendship love results in mutual and unconditional caring, shared fun, interests, and experiences, gift giving (time, objects), encouragement, and support. Friendship love can only be healthy and balanced when lavish love is at its core. Without patience, kindness, humility, courtesy, unselfishness, and gratitude, friendship love will be shallow and even self-serving.

Discussion Questions

In this lesson, we have been discussing friendship love.

1. What does it mean to love a friend?
2. Is friendship love different from family love? How?
3. How do you think a person shows *friendship love* for a friend? *We give gifts of love (time, greeting cards, or other items the person especially likes). We listen. We help. We allow the person to be him- or herself, faults and all. We do not consider ourselves better than him or her. We are thankful for him or her.*
4. What are some of the ways that Matthew and Tilly showed a friendship love toward one another?
5. Think of a friend you have. How do you show your friendship love toward him or her? How do you think it makes your friend feel when you show this love for him or her?
6. How does your friend show love toward you?
7. Are you worthy of friendship love? Why? *Yes. All people have worth as members of humanity. All people are therefore worthy of love.*
8. How could a person's friendship love go wrong? *If patience, kindness, humility, courtesy, unselfishness, and gratitude aren't present, they could become selfish and controlling. They might use people for their own gain.*
9. How could communities (family, school, city, and world) be changed if everyone living there understood friendship love and showed friendship?

Activities

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

To Have a Friend, Be a Friend

Objective:

The students will learn what it means to “love a friend.” They will, as a class, create a list of ways to show friendship and draw a picture illustrating “friendship love.”

Instructions:

The teacher will write the words from Activity Sheet 5A on a large piece of paper. The paper will be hung on a bulletin board. The students will discuss what it means to be a friend. They will, as a class, create a list of the ways to show philia. The students will then each draw a picture that demonstrates “friendship love.” The pictures will be hung on the bulletin board. The bulletin board display will be entitled, “To Have a Friend, Be a Friend.”

A Celebration of Friendship

Objective:

The students will participate in a variety of activities reflecting philia or friendship love.

Instructions:

The teacher and students will designate a particular day to be “A Celebration of Friendship.” Together, with the teacher, the students will decide on a series of activities to make the day special. For example, the students may decide to participate in the following activities: 1) Make paper hats [write words on the paper before shaping it into a hat that symbolize friendship (*kindness, shared interests, listening, helping*), draw a picture that illustrates friendship) or wear a favorite hat (attach a piece of paper with words that symbolize friendship or a picture that symbolizes friendship). These hats can be worn in school on that day. 2) Each student should make a friendship badge that can be worn by themselves or another student (the teacher should distribute the badges through a game, by having the students draw one from a box, or by passing them out). The badge can be colored, decorated, and cut in any design. 3) Students bring a favorite food to share with the class. 4) Sing favorite songs: Give a Little Love by Ziggy Marley and the Melody Makers (Activity Sheet 3B and Put a Little Love in Your Heart by Hallelujah Hop(Activity Sheet 6A). 5) Write poems about friendship. 6) Play favorite games. 7) Write a sentence or two about every person in the class (including the teacher) that describes his or her good qualities. Every person in the class will then receive these “expressions of love” sentences to read and keep.

Lesson Six 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 friendship love. Teachers should feel free to use these sections as they wish.

General Religious Ideas

The Bible teaches how we are to love one another as neighbors. This involves unconditional caring, mutual fun, gift giving, support, encouragement, and understanding one another's behaviors. The story of David and Jonathan's friendship in I Samuel teaches us about friendship love. Jonathan demonstrated a deep friendship love toward David, a friendship love that was enriched with the qualities of patience, kindness, humility, courtesy, unselfishness, and gratitude that are characteristic of agape love. He showed humility as he made a covenant with David because "he loved him as himself...Jonathan took off the robe he was wearing and gave it to David, along with his tunic, and even his sword, his bow and his belt (this shows Jonathan's kindness and unselfishness). Saul invited David to live in his home and gave him a high rank in his army and yet Jonathan did not become jealous. Jonathan risked having his father become angry with him by defending David to Saul (unselfishness). He was deeply grieved at the way his father, Saul, treated David. He saved David's life.

Bible Verses

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

Ecclesiastes 4: 9-10 Two are better than one, because they have a good reward for their labor. For if they fall, the one will lift up his fellow, but woe to him that is alone when he falls, for he has not another to help him up.

I Samuel 18:1-4; 19-20: 23: 16-18 The friendship between Jonathan and David.

An Evaluation Of The Students

- Did the students listen attentively to the story?
- Did the students actively participate in the discussion?
- Did the students participate in the "To Have a Friend, Be a Friend" activity?
- Did the students participate in the "Friendship Day" activities?
- Did the students learn what friendship love or philia means?
- Did the students learn how to show friendship love?
- Did the students learn the importance of friendship love?

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:

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

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

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

General Comments:

Activity Sheet 6A

Put a Little Love in Your Heart

By Hallelujah Hip Hop

Think of your fellow man
Lend him a helping hand
Put a little love in your heart
You see it's getting late
Oh, please don't hesitate
Put a little love in your heart

And the world will be a better place
And the world will be a better place
For you (for you)
And me (and me)
You just wait (just wait)
And see yeah

Another day goes by
Still the children cry
Put a little love in your heart
If you want the world to know
We won't let hatred grow
Put a little love in your heart

And the world (and the world) will be a better place
And the world (all the world) will be a better place
For you (for you)
And me (and me)
You just wait (just wait)
And see, just wait and see

Take a good look around
And if you're looking down
Put a little love in your heart
I hope when you decide
Kindness will be your guide
Put a little love in your heart

And the world (and the world) will be a better place
And the world (and the world) will be a better place
For you (for you)
And me (and me)
You just wait (just wait)
And see

Everybody
Put a little love in your heart
Put a little love in your heart
Take a little time after today
Put a little love in your heart
Everybody needs a little love
Put a little love in your heart
Put a little love in your heart
Yeah, somebody needs a little love
Yes you do
Put a little love yeah
Ohh ohh yeah yeah
Put a little love in your heart
We all need just a little love
Put a little love in your heart
Everybody needs just a little love
Put a little love in your heart
Come on everybody
Put a little love in your heart

Lesson Seven: What Forgiveness Is and Is Not

The Main Ideas Of The Lesson

In preparation for an in-depth set of lessons about forgiveness, the children will learn in this lesson what forgiveness is and what it is not. 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.”² 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 say the person didn’t mean to hurt us.*

*Forgiveness is **not** reconciliation. It is a moral decision to see the person’s worth, let go of anger, and offer compassion, benevolence, and love toward the offender. Reconciliation is the act of two people, separated by conflict, coming together in agreement to establish a relationship. Forgiveness without reconciliation is possible. True reconciliation without forgiveness is not possible.*

² Robert D. Enright, Forgiveness Is a Choice (2001), p. 25.

The Main Ideas Of The Lesson Continued

Forgiveness is not forgetting the hurt. When we forgive, we remember the hurt in a different way, with new eyes. When we remember the hurt with new eyes, we do not pretend the hurt never happened. We acknowledge that the unfairness was, is, and always will be wrong. This “remembering in a new way” can protect us from similar future hurts by steering us away from situations or people who may treat us unfairly and by setting us free from an abiding anger and resentment.

There are frequently positive outcomes for the forgiver in that he or she may experience reduced anger and sadness, greater hopefulness, and an improved relationship with his or her offender.

It is possible for the effects of forgiveness to positively influence entire communities.

**A Note to the Teacher: Please approach the remaining lessons 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 Robert Enright entitled, Rising Above the Storm Clouds.

- Participate in a class discussion.
- Participate in the “Forgiveness Sock Puppets” activity.
- Participate in the “My Symbol of Forgiveness” activity.

Materials

The book written by Robert Enright entitled,
Rising Above the Storm Clouds
Crayons and Paper
Socks, Glue, Pieces of Felt

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 objectives of the lesson.

1. Review the main ideas of the previous lesson. Friendships grow out of shared interests, values, and understandings. It takes time to build friendships! Friendship love results in mutual and unconditional affection, shared fun, interests, and experiences, gift giving (time, objects), encouragement, and support.
2. Introduce today’s lesson. Ask the students, “What is forgiveness?” Tell the students that when we forgive, we let go of our anger and resentment toward a person who caused us an unfair hurt even though we have a right to our anger and resentment. We may offer that person love, kindness, respect, and generosity even though he or she doesn’t necessarily deserve it. When we forgive, 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 we may not continue a relationship with the person if

he or she continues to unfairly hurt us. Tell the students, **“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. Highlight the main ideas of the book written by Robert Enright entitled, Rising Above the Storm Clouds (used in Lesson One). See the Discussion Section. Please feel free to again read the book to the children rather than highlighting the main ideas.
4. Conduct the class discussion. The questions can be found in the Discussion Section.
5. Have the students participate in the “Forgiveness Sock Puppets” activity. See the Activities Section for further instructions.
6. Have the students create a symbol and draw it on a piece of fabric for the forgiveness quilt. See the “My Symbol of Forgiveness” activity in the Activities Section. Please return to the Activities Section in Lesson One (Forgiveness Is Like...) for a review of the *Forgiveness Quilt* information.
7. Conclude by summarizing the main points of the lesson. Ask 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

1. What happened between Ezzie and Freddy B. to make them angry with one another?
2. How was Ezzie unfair to Freddy B? *She said unkind words.*
3. How was Freddy B. unfair to Ezzie? *He was too rough when he tried to wipe off the jelly he'd spilled on her.*
4. How could you tell that they were angry with one another? Did Freddy B. and Ezzie have a right to be upset with one another? *They were yelling at one another. Yes.*
5. As the Mr. McLumen talked with Ezzie and Freddy B., they began to show signs that their anger or resentment was getting less. What were some of these signs? *They began to smile. They moved closer together.*
6. When we forgive, we see the worth of the person who hurt us. Do you think Freddy B. and Ezzie saw each other's value right after they were hurt? How do you know? Please give some examples. *No. They said the other was awful!*
7. Did Ezzie and Freddy B. begin to see the other's worth and to soften their hearts toward one another? How can you tell? *Yes. They put their arms around each other. They went to play together.*
8. Did Ezzie and Freddy B. excuse each other's unfair behavior? How do you know? *Ezzie did not say that it was OK that Freddy hit her. She did not say that he didn't mean to do it. Freddy did not say that it was all right for Ezzie to say unkind words to him.*
9. What is the difference between just putting up with unfairness and truly forgiving? Did Ezzie and Freddy put up with each other or forgive? How do you know?
10. What is the difference between pretending that you are not hurt and forgiving? *If we pretend we're not hurt, we may not see the other's worth and we may still be angry with him or her. When we forgive, we let go of our anger, see the other's worth, and become willing to offer love.*
11. Did Freddy and Ezzie pretend they were not hurt or forgive? How do you know? *Forgive. They let go of their anger and need for revenge. They became willing to give the gift of love (they put their arms around each other and played together).*
12. When Freddy and Ezzie forgave each other, they got back together again as loving brother and sister. When two people get together again in love and trust, this is called *reconciliation*. Is it possible to forgive and not *reconcile* with someone (come back together in love and trust)? When? *If a person continues to be unfair or hurtful.*
13. Is it ever possible to *reconcile* with someone without truly forgiving? *This is not possible because true reconciliation could only happen if there is love in the hearts of the people coming together. When we forgive, we love a person who is being unlovable.*

14. If Ezzie and Freddy B. would have continued to be unkind and unfair with one another, do you think forgiveness would have been possible? Why or why not?
15. Do you think that Ezzie will *forget* that Freddy B. was too rough with her? Why or why not? *In this instance, she may eventually (not in 10 minutes) forget the details of their argument (that he was too rough with her), but she may always remember that he was unfair to her on that day or in that situation.*
16. Is it possible for a person to forgive and not forget? How?
17. Do you think that they forgave each other? What happened that makes you think this?
18. What if Mr. McLumen would have tried to force Freddy B. and Ezzie to forgive one another before they were ready? What should Freddy and Ezzie have done? *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..*
19. What happened as a result of the forgiveness? *Their kind and loving thoughts, feelings, and behaviors returned. Their angry and sad thoughts, feelings, and behaviors faded.*

Activities

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

Forgiveness Sock Puppets

Objective:

The students will continue to learn about and think about the meaning of forgiveness. They will act out forgiveness stories. The students will make a Freddy B. or an Izzy sock puppet.

Instructions

The students will make a sock puppet of either Freddy B. or Izzy. The students will then act out various scenarios of conflict and resolution in the role of either Freddy B. and Izzy. See Activity Sheet 7A.

A Symbol of Forgiveness

Objective: The students will continue to learn about and think about the meaning of forgiveness. They will think of a symbol that stands for forgiveness. They will draw a picture of this symbol on a piece of fabric.

Instructions

Please return to the Activity Section in Lesson One (Forgiveness Is Like...) Using the lesson as a guide, we ask you to help the children create a quilt square that represents forgiveness. These squares, along with the squares the children made in Lesson One (what forgiveness is like), will be sewn together into a “forgiveness quilt” that the children have designed. As mentioned in Lesson One, you may ask parents and other volunteers to work with the children to sew the squares, decorated with markers, together or you may ask them to sew the squares together apart from the children’s help. Each child will draw with markers a “forgiveness symbol” on a square piece of fabric. The first step is to review for the children (from Lesson One) the idea that the quilt will be a *gift* to the school and the community. Second, we recommend that you enlist the help of parents and/or other volunteers to cut square cloth swatches that will be sewn together to make a quilt. As mentioned in Lesson One, we will leave the decision for the size of the fabric squares up to the teacher and students. See Activity Sheet 7B for examples of “forgiveness symbols” and the way they are sometimes sewn together.

Third, pass out the fabric squares to each child along with the markers. Fourth, have the children each draw a “symbol of forgiveness” on their fabric square. Take some time to discuss what you mean by a “symbol of forgiveness.” Ask the children, “What kind of a picture comes to your mind when you think of forgiveness?” Some examples of a “forgiveness symbol” are the following: People hugging or shaking hands; a big smile; a tree that bears sweet fruit for others; a dove (suggesting peace); children holding hands around a globe; or a lion lying down with a lamb. Instead of having the students draw a forgiveness symbol, you might ask each student to put his or her hand in a dish of paint (finger paint or other safe paint) and then put it on the piece of fabric square thus stamping their hand print unto the fabric. This too would symbolize forgiveness.

As in Lesson One, you may prefer to have the students make a “forgiveness quilt” out of paper instead of cloth. We do strongly encourage making a cloth quilt that can be kept indefinitely, however.

Note* The quilt will be a community gift, dedicated after the completion of the final lesson. See Lesson 15 for details.

Lesson Seven Within A Religious Context

This section includes a Bible Story as well as Bible verses 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 Bible, we can learn the importance of forgiveness, as well as, 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

Genesis 30-47 The story of Joseph forgiving his brothers and half-brothers.

Ephesians 4: 32 Be ye kind to one another, tenderhearted, forgiving one another, even as God for Christ’s sake has forgiven you.

Matthew 6: 14-15 If you forgive men their trespasses, your heavenly Father will also forgive you. But if you do not forgive men their trespasses, neither will your Father forgive you.

Matthew 5: 44 Love your enemies, bless them that curse you, do good to them that hate you, and pray for them who spitefully use you and persecute you.

Matthew 18: 21-22 How often shall my brother sin against me, and I forgive him? Till seven times? Jesus said unto him: I say not to thee until seven times; but, until seventy times seven.

An Evaluation Of The Students

- Did the students listen attentively to *parts of or all of* the story?
- Did the students participate in the group discussion?
- Did the students participate in the “Forgiveness Sock Puppets” activity?
- Did the students participate in the “My Symbol of Forgiveness” activity?
- Did the students learn what forgiveness is and is not?
- Did the students learn what it means to forgive?
- Did the students learn that forgiveness is a choice?
- Did the students learn some of the benefits of forgiving?

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:

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

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

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

General Comments:

Activity Sheet 7A

Examples of Unjust Behaviors

Falsely accuse a person of something (answering out of turn, stepping in front of someone, taking something that does not belong to him or her, and so forth).

Tell a person(s) to “be quiet” in a raised voice.

Take an object from a person without asking.

Throw a crumpled up piece of paper on the floor.

Take a book off of a book shelf and leave it lay on the floor.

Take out a game and leave it lay.

Complain to the teacher about this role play activity.

Ignore a person when he or she is asking for help.

Insist on having the best seat in the classroom.

Become bossy with your classmates as you try to assume the teacher’s role.

Lesson Eight: **Lavish Love in Forgiveness**

The Main Ideas of the Lesson

There is no question that the virtue of love goes to the very core of forgiveness! After all, when people forgive, they are choosing to love a person who has not behaved lovingly toward them. They are choosing to: 1) see the worth of a person who has caused unfair hurt regardless of the circumstances; 2) let go of anger and forego revenge toward him or her, and; 3) offer compassion and benevolence.

Together, the mind (thoughts), heart (feelings), and actions of a person bring lavish love in forgiveness to the offender. What does this lavish love look like? It is: Unconditional (you do not wait for an apology, for the person to suffer enough, or for other conditions to be met); centered on the other (the motivation to forgive is to love the offender); helpful (restores the offender to wholeness by providing the opportunity for renewed friendship and community membership (family, school, church, neighborhood, etc.)); and it sets the person free (the forgiveness is not held over the person's head).

These are courageous acts of love! To show such love in the face of injustice is a great challenge—a challenge that can reap great rewards.

General Objectives

The students will:

-  Learn that love is at the core of forgiveness.

- Learn that forgiveness is *choosing* to see the worth of a person who has caused an unfair hurt, *letting go* of anger and the need for revenge, and offering compassion and goodwill even though the offender has no right to them.
- Learn that lavish love in forgiveness is unconditional, centered on the other, helpful, and freeing.
- Learn that forgiveness is a courageous act.
- Learn the possible effects of lavish love in forgiveness on the school, home, church, neighborhood, city, and world.

Behavioral Objectives

The students will:

- Listen to the story about Bosco, a “forgiveness hero.”
- Participate in the “Hero Day” activities.
- Participate in the “A Hero I Know” activity.

Materials

A story portraying the life of a hero who courageously forgave (We leave this up to the classroom teacher.)

Activity Sheet 8A, 8B, and 8C

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 we learned in Lesson Seven, 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. Further, 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.

2. Introduce today’s lesson. Tell the students that forgiveness is choosing to love a person in the face of injustice. It takes courage to love a person that has been unfair to us through forgiveness. We have a right to be angry when we’ve been treated unfairly! When we forgive, we give mercy, but we can also ask for justice. Do you remember learning about the importance of having a tender heart and a hard head or tough mind? What did we mean by *tender-heart* and *hard head*? When a person has been unfairly hurt, he or she must love the person who caused the hurt with true agape (genuine or lavish) love. This will protect the one offering love from further hurt. We will be learning more about this idea of showing lavish love in forgiveness in the lessons that follow.
3. Review with the students what forgiveness is and is **not**.
4. The teacher will share the story of Bosco, a forgiveness hero, who demonstrates courageous forgiveness with the students. See Activity Sheet 8A.
5. Conduct a class discussion. The discussion questions are listed in the Discussion Section.
6. Have the students participate in the “Hero Day” activities. See the Activities Section for further instructions.
7. Have the students participate in the “A Hero I Know” activity.
8. Conclude by summarizing the main ideas of lesson. The teacher may want to begin by asking the children, “What does love have to do with forgiveness?”
When we forgive, we are choosing to love one who has been unkind to us. How is this love shown? We see the worth of the person and realize that he or she is

more than his or her offense. We let go of our anger toward the person, and offer compassion and benevolence (kindness). The mind (thoughts), the heart (feelings), and the actions of the forgiver work together to offer lavish love in forgiveness. What does this lavish love in forgiveness look like? It is unconditional (you do not wait for an apology, for the person to suffer enough, or for other conditions to be met), centered on the other (we forgive to love the one who caused the hurt), helpful (restores the offender to wholeness by providing the opportunity for renewed friendship and community membership (family, school, church, neighborhood, etc.), and it sets the person free (the forgiveness is not held over the person's head). Love in the face of an injustice is a great challenge, but one that often offers great rewards.

Discussion Questions

1. The title of this story refers to Bosco as a “forgiveness-hero.” Why might he be a forgiveness-hero? *When he forgave, he showed courage in two ways: a) he went against his friends’ attitudes which were to show disrespect to Zaran, and b) he approached Zaran, who was big, strong, and angry.*
2. What was one or more of the ways Bosco was unfairly hurt?
3. Did Bosco seem to offer forgiveness each and every time an unfair event happened? How do you know? *No. Bosco was annoyed with Zaran when he knocked him down.*
4. How can you tell if forgiveness is needed when you’ve been hurt? *Forgiveness is needed if you were unfairly treated (if a person failed to respect and love you).*
5. Do you think you would have been able to forgive any of the unfair hurts that Bosco experienced? Why? Why not?
6. How do your *thoughts* toward a person who hurt you change as you forgive? *They become less angry and perhaps kinder. It may be easier to see the person’s worth.*
7. How do your *feelings* toward that person change as you forgive? *Your feelings may become less sad and angry and more hopeful, kind, and loving.*
8. How does your *behavior* change toward that same person as you forgive? *You may become willing to show kindness and love. You may not ignore or be hurtful toward the person.*
9. Did Bosco’s thoughts, feelings, and behaviors change toward Zaran? In what ways?

10. Did Bosco show lavish love in forgiveness to Zaran? If so, how? *Bosco's leg still hurt from Zaran running into him, but he reached out to him anyway. Bosco was hungry, but gave part of his lunch to Zaran. It was unpopular to show compassion to Zaran, but he did so anyway.*
11. How can we show lavish love in forgiveness to those in school or at home? *It is unconditional (you do not wait for an apology, for the person to suffer enough, or for other conditions to be met), centered on the other (we forgive to show love to the offender), helpful (restores the offender to wholeness by providing the opportunity for renewed friendship and community membership (family, school, church, neighborhood, etc.), and it sets the person free (the forgiveness is not held over the person's head). We do not say cruel words, do mean things, seek revenge, and so forth. We give a smile. We help the person when he or she is in need.*
12. Why do you think that loving a person who caused an unfair hurt is often so difficult? Do you think it is a sign of weakness to forgive? Why? Why not?
13. Even though Bosco showed courage when he forgave, he made sure he was safe when he approached Zaran. How did he stay safe? *His friends and teachers were nearby.*
14. How could we each positively affect our families, neighborhoods, communities, and/or world through lavish love in forgiveness?
15. Who do you know who might be a "forgiveness hero?"

Activities

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

Hero Day

Objective:

The students will learn about lavish love in forgiveness through the lives of people who have demonstrated loving behaviors and forgiveness in the face of injustice. They will visit the library, select a book that tells the life story of such a person, read it, and give an oral report to teach the class about the life of this person. The student will dress up like the selected hero on the day he or she gives the report.

Instructions:

The teacher will review the characteristics of a hero who has demonstrated lavish love in forgiveness (See Activity Sheets B and C). They are as follows:

Note* **The teacher may prefer a shorter activity where the students write a fictional story about a hero.**

A Hero I Know

Objective:

The students will continue to learn about lavish love in forgiveness through a true story of a person in their own lives whom they consider a forgiveness hero. They will write a letter or make a card thanking that person for his or her courageous behavior (See Activity Sheet B).

Instructions:

The students will write a letter or make a card thanking the person for his or her courageous, forgiving behavior. The letter or card will be sent to the person.

Note* The letters or cards may be hand written and drawn or made with the help of a computer.

Lesson Eight Within A Religious Context

This section is for those of you who are looking for ideas about lavish love in forgiveness 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

Jesus teaches us, with great perfection, how to love lavishly in forgiveness. He was treated unfairly in his life under many different circumstances. Some people tried to stone Jesus because they didn't like His message, His disciples abandoned him in the Garden of Gethsemane after He was arrested, Peter denied Him, He was mocked by the Pharisees, Roman leaders, and people while He was on trial and when He hung on the cross. Yet, He saw the worth of each person, did not seek revenge, and offered lavish love in forgiveness regardless of the circumstances. He focused His love on the other (the reason to forgive is to love the offender). Jesus restored those who hurt him to wholeness (if he or she was willing to receive it), and gave forgiveness freely.

General Religious Ideas

The Gospels (Matthew, Mark, Luke, and John) Study the life of Jesus.

Two specific examples of Jesus being a "forgiving hero" are as follows: 1) When Jesus was on the cross He said, "Father forgive them." 2) Jesus knew that Peter would deny Him three times after His arrest and yet Jesus continued to love him. In addition, after Peter denied Jesus three times, yet He appeared to Peter after his resurrection.

An Evaluation Of The Students

- Did the students listen to the story about Bosco, “the forgiveness hero?”
- Did the students participate in the “Hero Day” activities?
- Did the students participate in the “A Hero I Know” activity?
- Did the students learn that love is at the core of forgiveness?
- Did the students learn that forgiveness is *choosing* to see the worth of a person who has caused an unfair hurt, letting go of anger, and giving compassion and kindness even though that person has no right to them?
- Did the students learn that lavish love in forgiveness is freely given with no conditions attached, centered on the other, helpful, and freeing?
- Did the students learn that forgiveness is courageous?
- Did the students learn how lavish love in forgiveness can be a good thing for schools, homes, churches, neighborhoods, cities, and the world?

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:

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

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

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

General Comments:

Activity Sheet 8A

A Hero Story

Bosco, the Student Forgiveness-Hero

Robert Enright
University of Wisconsin-Madison
November, 2004

A long time ago in a country far away, Bosco and his family lived in a poor part of town called the Boggy Bay. Bosco's family had enough to eat and a roof over their heads, but that roof leaked and the floor in the kitchen sagged a bit. That was all right with the family because they loved each other. Today, Bosco was running a little late for school so he skipped breakfast and hurried out the door. Every day, Bosco walked alone through the neighborhood on the way to school. Bosco never did like that walk because he would see things he did not like to see. Yesterday, he saw an older man lying against the wall of the hardware store. The man was passed out and he looked sick. Just looking at the man made Bosco feel a little sick inside. He was usually happy when he got to school because he felt safe there....until today.

"We have a new student in school, children," Mrs. Brady, the classroom teacher explained. "I'd like you to meet Zaran, who comes to us from another school across the city. Please stand up, Zaran, so the other children can greet you." Zaran seemed to scowl and shrink down into his chair. He was a very big boy, much taller and with bigger muscles than the other boys. Zaran just nodded his head at the other children. He did not stand up, but just pushed on the top of his desk enough to rise ever so slightly and so quickly, then slinked down into his desk again. Bosco thought that this was rather a strange thing to do---not stand when the teacher asks someone to stand. Mrs. Brady looked a little bit shocked at Zaran's behavior, but she did not want to challenge him or make a fuss over his actions because he was new and probably felt a little uncomfortable.

At recess Jasper came up to Bosco. "Zaran is from Filltown. My Mom was once robbed when she was in that part of town. She says that you just can't trust a Filltownner. Why did Zaran come to our school in the middle of the year? I'm guessing that he is a real troublemaker. He probably couldn't get along there. I doubt he'll get along here!"

Bosco was not sure what to think about this. He did not like to judge someone else, especially when he did not know him. Yet, he was a little scared. After all, Zaran went against Mrs. Brady's request to stand this morning. Perhaps Zaran is a difficult boy. Are Filltownners all that bad? He was confused.

His confusion did not last long. The school bell rang, signaling an end to recess. As the children turned to go back inside the school doors, Bosco looked up and saw Zaran running toward the door. He did not look at Bosco as he ploughed into him, knocking him down and tearing his pant-leg at the knee. Zaran did not want to be late getting back to the room and so he just nodded in Bosco's direction and kept going. As Bosco got up, he noticed blood on his stinging knee.

For the rest of the morning, because of the pain on his knee, Bosco kept his leg rather rigid, stretching it out into the aisle because it did not feel so well. "Bosco, you know the rules," Mrs. Brady said in reprimand. "Another student might trip if you keep your leg out in the aisle like that." Embarrassed, Bosco pulled his leg under the desk and felt it sting all the more. "Maybe everyone is right about those Filltowners," Bosco thought to himself.

Soon it was lunchtime. Bosco grabbed his lunch bag "filled with love." That is what his Mom often would say to him: "Here is your lunch bag, Honey. I've filled it with love and good things to make you big and strong." Bosco's tummy was growling and hungry. As he sat down, his other friends sat around him and talked so much that Bosco did not have time to eat. "Look at that Zaran. Who does he think he is? Look, he thinks he is so special, sitting all by himself at that table way in the back of the room," one of them said. "He's not so tough....if we all got together against him. After all, what would he do against all of us," another reasoned. Soon the group of boy was all worked up in anger against Zaran. Bosco certainly was annoyed at him. In all of his years in school, no one had knocked him down so hard as to tear his pants and cut his knee. "We'd better show him quickly that he can't get away with being tough in this school. If we don't show him that he is just a lowly worm, and show him soon, he will walk all over us," another of Bosco's friends said.

"Come on," Brian demanded to the group as he pushed out his chest in a sign of strength and daring. "We have to put a stop to him now." Five of them, but not Bosco, to avoid bringing attention to themselves, quietly and casually walked up to Zaran, whose eyes got big as he clinched his fists in fear. Without a word, all of them sat threateningly around Zaran. Brian reached into Zaran's lunch bag, pulled out a piece of bread and began to eat it. Another took his apple, another his cookie, and another his paper napkin. They grabbed so quickly and with such threat that Zaran could not at first respond. But, when he stood, he towered over the others, who quickly scattered to the front of the cafeteria where the teachers were watching the other children as they ate. None of the teachers seemed to be aware of what just occurred because it happened so swiftly and in the shadows of the room.

Bosco watched all of this in disbelief. How could they challenge a Filltowners, one so big and strong? Then Bosco paused. "What did I just see?" he asked himself as he looked into Zaran's eyes. Rather than bravery, rather than arrogance, he thought, for just a split second, that he saw sadness in Zaran's eyes. Could this be? Bosco got up from his table, took his lunch bag full of still-uneaten fare, and limped over to Zaran, who was red in the face with anger. "'What do you want from me!'" Zaran growled in a low

and fearsome voice. “I am not here to take anything,” Bosco said quietly. “Sure, there’s nothing left to take!” Zaran reminded him. “That’s all right,” Bosco said softly as he sat down. Being next to Zaran, he could see how large he was. Zaran towered over the smaller Bosco. “If he wanted to,” Bosco thought to himself, “he could crush me like a bug. What am I doing here!” Slowly and gently he smiled up at the gigantic Zaran as Bosco pulled out all of his lunch. “My Mom sometimes packs too much lunch for me. I just can’t eat all of this,” he said with his stomach grumbling and growling from hunger. “Here, please take this half of my sandwich and some fruit.” Zaran eyed Bosco with suspicion, but reached out and accepted the gift.

“Why are you doing this?” Zaran questioned. “Why don’t you just gang up on me like the rest of them,” he asked in a sad way. “That would not make any sense,” Bosco explained. “You seem nice enough to me.” He did see sadness after all.

Once Zaran devoured the half-a-sandwich, Bosco shared his fruit and his cookie with him. In each instance, Zaran’s eyes softened and he began to smile. “Thank you,” Zaran said humbly. “Other students don’t usually treat me this way. They are afraid of me because I’m kind of big.” “Well, you did bowl me over on the playground today like I was a sliver of plywood,” Bosco reminded him. “Was that you? Oh, I’m so sorry. I thought I’d be late and I already had made Mrs. Brady angry with me. I did not want that to keep happening. I’m sorry.”

Bosco saw that Zaran was actually unsure of himself, not nearly as high and mighty as he had thought. They talked in that shadowy corner of the lunchroom for the rest of the time. When the bell rang, Zaran did not jump up or plough through anyone to get back to the room. He went slowly, happily, side-by-side with Bosco. The five friends were late getting back to class. They were so stunned by the new friendship that they just froze right there on the spot in the hall, with their mouths drooped open, trying to figure it all out. When they returned to class, Mrs. Brady gave them a long look as they filed into their seats. Bosco was happy, even though his tummy still growled a bit.

Soon it was time to go home. Zaran and Bosco walked together. As they passed by the hardware store, Bosco eyed the older man, still lying by the side wall. He did not look so scary this time. After all, Bosco had Zaran with him. The next day at lunch, the five friends gathered around Zaran and Bosco. This time, it was they who gave back to Zaran. “Here, Zaran, take my candy bar. I’m sorry about yesterday,” Brian sheepishly said. “I can’t eat all of these carrots,” explained Jasper. “Take some.” Zaran was glad to do so as a sign that he was accepting their apologies and their friendship. They knew that they were wrong about Zaran. Could they be wrong about the Filltowners as well? It made them think and wonder.

Activity Sheet 8B

What to Look for in a Forgiveness Hero

A person who:

1. Suffered an injustice.
2. Faced the hurt.
3. Allowed the anger to fade as he or she sought to understand the person who caused the hurt.
4. Gave up the need for revenge.
5. Worked to see the worth in the one who caused the hurt.
6. Tried to understand the person who caused the hurt.
7. Offered lavish love to the one who caused the hurt, even though this was difficult to do.
8. Served others after finding meaning from the hurt.

Activity Sheet 8C

Suggestions for a “Forgiving Hero”

We humbly ask the readers tolerance as we begin to build in a short and imperfect way a list of forgiveness heroes. We encourage those of you who read this introduction to help us find other forgiveness heroes across diverse cultures and religions.

Clara Barton
Elizabeth Blackwell
Ruby Bridges
Sitting Bull
George Washington Carver
Cesar Estrada Chavez
Su Anne Big Crow
Mahatma Gandhi
Azim Khamisa
Dr. Martin Luther King
John Lewis
Nelson Mandela
Mairead Corrigan Maguire
Rosa Parks
Pocahontas
Sadako
Thomas Takashi Tanemori
Corrie ten Boom
Mother Teresa
Harriet Tubman
Desmond Tutu
Ida Wells
Betty Williams
Louis Zamperini

Lesson Nine: **Preparing to Forgive**

The Main Idea of the Lesson

This Lesson Nine will be the first of seven lessons in which the students will learn to forgive a person who caused them an unfair hurt. In particular, this lesson will serve as a type of advanced organizer for the students in preparation for their own forgiveness journey. In Lessons 10 through 15, the students will be given the "roadmap of forgiveness." This roadmap details the four phases and 24 units of the Forgiveness Process Model in Professor Enright's book, Forgiveness Is a Choice.

As you know, this forgiveness curriculum focuses on lavish love in forgiving. As the student learns to forgive, we will keep the virtue of agape (lavish or genuine love) at the forefront. The offering of love, while protecting oneself from further hurt, is a necessary component of forgiveness. A forgiver does not merely reduce anger or move to a position of neutrality toward the offender, but demonstrates the worth of the offender through love. Reducing anger is important, but without love it may not restore the forgiver and forgiven to wholeness. Neutrality may result in civility toward the offender, but does not have a great potential to restore the offender or offended to wholeness either. Love has the power to restore the forgiver and the forgiven. It may even change the world!

The Main Idea of the Lesson Continued

To forgive with lavish love is not easy. It requires courage to acknowledge the hurt, to forego the anger to which we have a right, and to offer compassion and kindness to a person we feel does not necessarily deserve it. It takes courage to explore forgiveness and commit to forgiving.

Forgiveness is a process. Beginning the forgiveness process may be something as small as "refraining from doing the person harm." Forgiveness is not something that happens suddenly and without effort. Once a person realizes that he or she has been unfairly hurt and makes a decision and a commitment to love through forgiveness, he or she enters into the work of forgiveness. It can be hard work requiring willpower.

Although forgiveness takes courage and work, there's no need to be discouraged. We can start gradually to love through forgiveness. It is important that the students (any forgiver) be allowed to learn to love in this way, little by little, with no pressure or expectations. There is no right or wrong way to proceed through the process of forgiveness.

As we forgive, the effort and the learning can, at times, be painful, but it is worthwhile. Forgiveness has been shown to improve a person's psychological, emotional, mental, and physical health. In addition, interpersonal relationships are often helped. Forgiveness, after being unfairly hurt, can ease one's suffering and result in a sense of freedom and healing. Holding onto the anger and resentment, after being unfairly hurt, often prolongs and intensifies the suffering.

Forgiveness offers hope and healing!

General Objectives

The students will:

- Learn that forgiveness with lavish love can restore the forgiver and forgiven to wholeness.
- Learn that we can show lavish love in forgiveness and remain safe.
- Learn that lavish love in forgiveness is not easy and requires courage.
- Learn that a person must *work* at forgiveness.
- Learn that we can learn, little by little, to love in this way. Forgiveness is a process.
- Learn that the effort and learning can be painful, but is worthwhile.

Behavioral Objectives

The students will:

- Read the story entitled, “Caleb’s Story.”
- Participate in a class discussion.
- Participate in the “Preparing to Forgive” activity.
- Begin a “Lavish Love in Forgiveness” journal.

Materials

Chalk Board and Chalk
Bulletin Board
Notebook, Construction Paper, Glue, Markers, and Other Art Supplies

Procedures

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

1. Review the main ideas of the previous lesson. The teacher may want to begin by asking the children, “What does love have to do with forgiveness?” *When we forgive, we are choosing to love one who has been unkind to us. How is this love shown? We see the worth of the person and realize that he or she is more than his or her offense. We let go of our anger toward him or her, and offer compassion and benevolence. The mind (thoughts), the heart (feelings), and the actions of the forgiver work together to offer lavish love in forgiveness. What does this lavish love in forgiveness look like? It is unconditional (you do not wait for an apology, for the person to suffer enough, or for other conditions to be met), centered on the other (the motivation to forgive is to love the offender), helpful (restores the offender to wholeness by providing the opportunity for renewed friendship and community membership (family, school, church, neighborhood, etc.), and it sets the person free (the forgiveness is not held over the person’s head).* Forgiveness in the face of an injustice is a great challenge, but one that typically reaps great rewards.
2. Introduce today’s lesson by telling the students that today they are going to discuss how to begin practicing *lavish love in forgiveness*. In today’s lesson the students will learn that *lavish love in forgiveness*: 1) Can restore the forgiver and forgiven to wholeness; 2) Can be offered while remaining safe; 3) Is not easy and requires courage; 4) Requires *work*; 5) Is possible to learn, little by little; and, 6) Can be painful to learn and do, but is worthwhile. In Lessons 10 through 15, the students will continue learning to forgive and will identify an unfair personal hurt.
3. Introduce Patricia MacLachlan’s book entitled, Caleb’s Story. This is the story about a young boy, Caleb, whose older sister Anna gave him the assignment to continue writing their “family story” through journaling. Caleb wonders what he can possibly write about his family! Sarah, Jacob, Anna, Caleb, and Cassie are a family who live everyday in a fairly uneventful way. However, the discovery of an old man resting in the barn results in a great deal of things to write about. Everyone in the family seems excited to meet a long lost family member. Everyone seems excited, that is, except Jacob. Jacob was deeply hurt by this old

man years ago when he was just a child. Jacob is still carrying an abiding anger in his heart toward this man, John. Jacob, along with his entire family, is in need of the healing power of lavish love in forgiveness. The teacher may want to ask the students to read some or all of Chapters One and Two individually, have the students read some or all of Chapters One and Two in pairs, read some or all of Chapters One and Two to the students, or assign a combination of any of the above suggestions.

4. Conduct the class discussion. The questions can be found in the Discussion Section.
5. Have the students participate in the “Preparing to Forgive” activity. See the Activities Section for further instructions.
6. Conduct the “Lavish Love in Forgiving” journaling exercise. Details are provided in the Activities Section of this lesson.
7. Provide a summary of the main ideas to conclude the lesson. Tell the students, “The offering of lavish love, while protecting ourselves from further hurt, is a valuable and necessary part of forgiveness. It is important that when we forgive, we do **not** merely try to reduce anger or become neutral toward a person who has unfairly hurt us (by neutral we mean that we do not have good or bad feelings toward the person, we can take or leave him or her), but that we show the worth of that person by offering lavish or genuine love. This is because lowering our anger, while important, may not restore the forgiver and forgiven to wholeness. Likewise, while becoming neutral may help us behave better toward our offender, it is not likely to bring us or the one who hurt us wholeness either. On the other hand, lavish love in forgiveness has power to help and even heal both the forgiver and forgiven. Lavish love has the power to change the world for the better. Forgiving with lavish love is not easy. It takes courage to let go of a need for revenge and offer goodness to a person who we do not believe necessarily deserves it. Forgiveness does not happen suddenly and without effort. It takes a commitment and work. It is important to be patient with ourselves as we learn to love in forgiveness. The effort and the learning can, at times, be painful, but it is worthwhile. Forgiveness can help a person’s well-being and relationships. The

pain and suffering experienced as we forgive may result in freedom and healing for the forgiver.” **Note* It is important that the students (any forgiver) be allowed to learn to love in this way, little by little, with no pressure or expectations. There is no right or wrong way to proceed through the process of forgiveness.**

Discussion Questions

1. The people in Caleb’s family seem to have a lot of love toward one another. What are some examples of the ways in which Caleb and his family show love toward one another? *They give of their time to one another in work, play, and conversation. They help one another. They show concern for the safety and well-being of one another. They speak with kindness. They’re generous. They hug.*
2. How might their love for one another help them deal with the hurts that are about to come into their family? *It will help them understand how to see the worth of those that cause hurt. They will already understand what it means to love and be loved...the foundations for forgiveness.*
3. If you were asked to help a person get ready to forgive, what is the first thing you would tell them they need to know? *It is important to see the worth of the person who caused a hurt. We demonstrate that we see his or her worth by offering lavish love. It is not easy and takes courage. It can help the forgiver and forgiven to be whole. It is worthwhile even though it may be difficult and somewhat painful to do.*
4. Is it enough to stop being angry with the person who caused a hurt? Why? Why not?
5. Can a person show love in forgiveness and be safe? How?
6. What is courage?
7. Does it take courage to forgive? Why? Why not?
8. Does forgiveness usually occur immediately? Why? Why not?
9. What does it mean to “work” at forgiveness? How does a person work at forgiving?

Activities

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

Preparing to Forgive

Objective:

The students will think about how to prepare for the decision and commitment to forgive. They will make a list of the things a person must know about the forgiveness process. They will make individual posters or one large poster that outlines helpful forgiveness information.

Instructions:

The students will, as a class, list the things a person should know about the forgiveness process as he or she begins to forgive. The teacher will write the list on the board. The students will then be asked to work individually or in groups to create the posters. The teacher will make a display of the posters as a reminder of the ways we can become ready to forgive.

Note* Instead of an art project, the teacher may wish to have the children role play a situation where they help another prepare to forgive. Role play situations could simply involve one person sharing a “pretend” hurt and 1 or 2 other people sharing the importance of forgiving and providing the roadmap for forgiving.

Lavish Love in Forgiveness Journal

Objective:

The students will continue to learn about offering lavish love in forgiveness. They will write in their journals.

Instructions:

The students will bring a notebook from home that they can write in or they will staple blank sheets of paper together to make a notebook. They will decorate the “Lavish Love in Forgiveness” notebook using construction paper, scraps of fabric, glue, markers, or glitter. The teacher may allow time (daily or weekly) to write about their experiences with forgiveness. This may include writing about personal unfair hurts that they experience, the ways in which they have offered love, kindness, generosity, and respect toward others, ways that they have perhaps unfairly hurt others, and their efforts to forgive a person who has hurt them.

Lesson Nine Within A Religious Context

The next two sections are for those teachers seeking ideas about lavish love in forgiveness 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 cannot love, in the sense of agape love, without God's grace. We cannot extend lavish and genuine love to others in the face of injustice without God's help.

Bible Verses

As in the previous lessons, we have included a Bible story that may be used for thought and/or discussion to support the main ideas of the lesson. This is the story of Joseph who showed lavish love in forgiveness to his family.

Genesis 37-45

An Evaluation Of The Students

- Did the students read or listen to the first two chapters of the story?
- Did the students actively participate in the class discussion?
- Did the students participate in the "Preparing to Forgive" activity?
- Did the students participate in the "Lavish Love in Forgiveness" activity?
- Did the students learn that forgiveness with lavish love can help the forgiver and the forgiven?
- Did the students learn that we can offer lavish love in forgiveness and remain safe?
- Did the students learn that forgiveness with lavish love is not easy and requires courage?
- Did the students learn that a person must *work* at forgiveness?
- Did the students learn that we can learn, little by little, to love in this way?
- Did the students learn that the effort and learning can be painful, but is worthwhile?

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:

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

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

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

General Comments:

Lesson Ten:

Lavish Love and Forgiving: Knowing Right from Wrong

The Main Ideas Of The Lesson

In Lessons One and Seven, the students learned what forgiveness is like, what it is, and what it is not. We know from previous lessons that forgiveness always begins with an "unfair or unjust hurt." Lesson Eight addressed the idea of lavish love in forgiveness and Lesson Nine provided a roadmap for forgiving. In this lesson, the students will explore, through story, discussions and activities, what constitutes an unfair or unjust hurt toward them. In particular, they will learn the difference between being hurt by an injustice and being hurt because of inconvenience, discomfort, or disappointment (from not getting our way or not getting something we want or like). This is important if students are to learn when and how to forgive.

*Webster's dictionary uses the words **just and fair** interchangeably and defines both as being "morally right, deserved, based on sound reason, or merited." Further, Webster defines **justice** as, "the conformity to the law or abstract principle by which right and wrong are defined." An injustice then is a moral wrong and undeserved. It occurs when the offender lacks conformity to the law or to an abstract principle by which right and wrong are defined. Again, according to Webster, it is a "violation of another person's rights; an unjust act; a wrong." What then can we say when a person behaves unjustly toward another? We can say that the person has failed to show respect and love.*

The Main Ideas Of The Lesson Continued

When unjustly hurt, a person will typically experience pain (emotional pain such as sadness and possibly physical pain like bruises or cuts) and anger. The students will discuss this pain and anger in greater detail in Lesson Eleven as they identify a personal hurt through the “I Remember” activity (if the curriculum is being evaluated at your school during the current school year, the students will return to the personal hurt they identified as they were interviewed by a member of the research team).

In an effort to help the students: 1) achieve a maximum level of well-being and health; 2) live balanced and temperate lives; and, 3) learn when and how to forgive, we will discuss the difference between being hurt by an injustice or unfairness and being hurt because of discomfort, inconvenience, or disappointment (because we don't get our way or don't get what we want or like).

Professionals within the helping fields have determined that a person's “way of thinking” is important in helping him or her accurately discern whether an unfair hurt or injustice has occurred, to respond appropriately, and then to begin the forgiveness process. A person's “way of thinking” then determines, to an extent, his or her level of success, joy, and overall well-being. One's perception of an event or person and beliefs about that person or event affect his or her feelings and behaviors.³ In other words, if a person believes that all people have value and that all are worthy of love, regardless of their behavior, he or she may interpret their actions very differently than if he or she believes that all are worthless and unlovable.

³ Ivey, Ivey, and Simek-Morgan (1997). Counseling and Psychotherapy (Fourth Edition). Neidham Heights, MA: Allyn and Bacon.

The Main Ideas Of The Lesson Continued

Psychologists have learned that people often learn faulty thinking patterns from personal experiences. In particular, the students will be learning about three different forms of thinking, as they relate to just and unjust behaviors, that are neither accurate nor helpful. The first form known as faulty thinking, often occurs when we are experiencing unfairness in the present or have experienced it in the past. Following are some examples: A person generalizes or over-generalizes their experience in one situation to a number of situations. This happens when a person who has been unfairly treated thinks that the person who committed the unfair action is a bad person with no goodness whatsoever rather than seeing that the person who was unfair is a person with worth who behaved unjustly. Or, a child, who was deliberately and cruelly tripped by a classmate, again becomes hurt, embarrassed, and very angry later in the week when accidentally tripped by a different classmate. The same child now refuses to walk past classmates because he is certain that his classmates, under every circumstance, will either trip him or behave unkindly toward him causing embarrassment and hurt. This same child now begins to think that most of his classmates dislike him. He or she has wrongly generalized his hurtful unjust experience to other situations and other people.⁴

*The second form of faulty thinking occurs when people think they were unfairly treated when, in reality, they were merely inconvenienced, caused discomfort, or disappointed. Here's an example: a child asks his mother to go to the park after school that day. The mother, very busy, not feeling well, and having never made a promise of a visit to the park, politely says no. The child thinks that his mom has behaved unfairly toward him or her. This is faulty thinking. His mom did **not** stop loving him or her.*

⁴ Aaron Beck (1988). Love Is Never Enough. New York, NY: Harper & Row.

The Main Ideas Of The Lesson Continued

There is one more way in which we can think wrongly about an injustice. This happens when we, at first, think a person has treated us unfairly, but later learn that he or she was not unfair. For example, your friend doesn't show up to play with you at the agreed upon time. You think you were unjustly treated and become angry with your friend. It seems your friend failed to respect and love you. Later, you learn that your friend became sick and wasn't able to get hold of you to let you know.

As the student learns to identify and acknowledge, with courage, unfair and unjust acts, he or she must also learn patience, temperance, and tolerance so that he or she does not return an injustice toward the offender. Please help the students understand that when hurt, it is appropriate to seek justice while forgiving. Forgiveness toward a person who has unjustly hurt them does not mean that they cannot seek justice. Forgiveness helps a person to seek true justice rather than revenge.

When is forgiveness called for? Forgiveness is appropriate any time we have carefully determined that an injustice has occurred. In other words, forgiveness is appropriate any time we have determined that a person has failed to respect and love us. Forgiveness is appropriate in any instance where we are struggling to see the worth of the person who hurt us (we acknowledge a person's worth by loving him or her) and where anger toward that person has taken up residence in our hearts, thus affecting our relationships and overall well-being.

General Objectives

The students will:

- ❑ Learn that forgiveness always begins with an unfair hurt or injustice.
- ❑ Learn the meaning of justice (fairness) and injustice (unfairness).
- ❑ Learn how one can think wrongly regarding justice and injustice.
- ❑ Learn that a person’s well-being, health, and happiness may be enriched by knowing when to forgive.
- ❑ Learn when to forgive.
- ❑ Learn that when unjustly hurt, it is appropriate to seek justice.
- ❑ Learn that one can forgive and still seek justice.

Behavioral Objectives

The students will:

- ❑ Listen to or read Chapters 3, 4, and 5 of Caleb’s Story.
- ❑ Participate in a class discussion.
- ❑ Participate in the “Forgive or Forget” activity.
- ❑ Participate in the “Just and Forgiving Story” activity.
- ❑ Participate in the “I Remember” activity unless you are participating in a Forgiveness Education Research Project during this current school year.

Materials

Patricia MacLachlan’s Book entitled, Caleb’s Story
Judith Viorst’s Book entitled,
Alexander and the Terrible, Horrible, No Good, Very Bad Day
Paper, Markers, and Other Art Supplies, if Desired

Procedures

The following section includes a breakdown of the recommended procedures for teaching this lesson. Please feel free to make adjustments to the procedures, discussion questions, and/or activities if these changes will more effectively meet the needs of your students. We ask that you will be careful to fulfill the general objectives of the lesson.

1. Review the main ideas of Lesson Nine. Tell the students, “Forgiveness requires offering love toward those who hurt us. What does that mean? *It means that we see the worth or value of the one who hurt us. We become ready to let go of our anger and need for revenge. We do not do the person harm. Genuine forgiveness is more than “not being angry” with the person who hurt us. Getting rid of anger is important, but it will not restore us or the person who hurt us. Forgiveness is not being neutral toward the person. By this we mean that we don’t say, “I don’t like the person or dislike him or her. I just don’t care if the person is here or there.” Neutrality isn’t a bad thing. It might help prevent violence and cruelty toward one another, but it probably won’t bring out the best in those involved in the problem. **Love in forgiveness** has the power to restore the people and the relationship. **Lavish love in forgiveness** has the power to change the world in a positive way. When we offer love in forgiveness, does that mean that we give up our right to be safe? *No. A person can offer love in forgiveness and yet protect him- or herself from further hurt. Forgiveness and reconciliation are not the same. Forgiveness is a change of heart. Reconciliation requires two people wanting to come together. We do not have to be friends with the person to offer love.* Ask the students, “How can we offer love in forgiveness and not put ourselves at risk to be hurt again by the same person or in the same way?” *We can avoid talking or behaving unkindly. We can think, speak, or act in loving ways toward the person.* Forgiving with lavish love is not easy. It takes courage to let go of our desire to make the person pay, in some way, for hurting us. It takes courage to offer goodness to someone who hasn’t earned it. Forgiveness does not happen suddenly and without effort. It takes the desire to forgive. It takes work. We need to give ourselves time to forgive. The effort it*

takes to forgive can be hard, but it is worthwhile. Forgiveness can help a person's well-being and relationships. The hurt we experience as we forgive can help us live better. **Note* It is important that the students (any forgiver) be allowed to learn to love in this way, little by little, with no pressure or expectations. There is no right or wrong way to proceed through the process of forgiveness.**

2. Review Chapters One and Two of Patricia MacLachlan's book entitled, Caleb's Story (assigned and discussed in Lesson Nine). This will set the stage for future chapters and discussions. Please emphasize the family's love toward one another. Call attention to the ways in which they demonstrate a lavish love toward one another. Ask the children how this lavish love might serve as a protection in difficult times.
3. Introduce Chapters 3, 4, and 5 of Caleb's Story. Let the students know that in today's lesson they will be learning about just and unjust behaviors. In particular, the students will be learning about three different forms of thinking, as they relate to just and unjust behaviors, that are **neither accurate nor helpful**. The first form known as *faulty thinking*, often occurs when we are experiencing unfairness in the present or have experienced it in the past. Following are some examples: A person *generalizes or over-generalizes* their experience in one situation to a number of situations. This happens when a person who has been unfairly treated thinks that the person who committed the unfair action is a bad person with no goodness whatsoever rather than seeing that the person who was unfair is a person with worth who behaved unjustly. Or, a child, who was deliberately and cruelly tripped by a classmate, again becomes hurt, embarrassed, and very angry later in the week when accidentally tripped by a *different* classmate. The same child now refuses to walk past classmates because he is certain that his classmates, under every circumstance, will either trip him or behave unkindly toward him causing embarrassment and hurt. This same child now begins to think that most of his classmates dislike him. He or she has wrongly generalized his hurtful unjust experience to other situations and other people.⁵

⁵ Aaron Beck (1988). Love Is Never Enough. New York, NY: Harper & Row.

The second form of faulty thinking occurs when people think they were unfairly treated when, in reality, they were merely inconvenienced, caused discomfort, or disappointed. Here's an example: a child asks his mother to go to the park after school that day. The mother, very busy, not feeling well, and having never made a promise of a visit to the park, politely says no. The child thinks that his mom has behaved unfairly toward him or her. This is *faulty thinking*. His mom did **not** stop loving him or her.

There is one more way in which we can think wrongly about an injustice. This happens when we, at first, think a person has treated us unfairly, but later learn that he or she was **not** unfair. For example, your friend doesn't show up to play with you at the agreed upon time. You think you were unjustly treated and become angry with your friend. It seems your friend failed to respect and love you. Later, you learn that your friend became sick and wasn't able to get hold of you to let you know.

4. Ask the students the following questions to introduce the concept of fair and unfair (just and unjust): "What is a just or fair act?" *It is morally right, deserved, based on sound reason, or merited.* Webster defines justice as, "the conformity to the law or abstract principle by which right and wrong are defined." What is injustice or unfairness? *It is a moral wrong, undeserved, not based on sound reason, and unmerited. It is when a person does not follow the law or abstract principle by which right and wrong are defined. According to Webster, it is a "violation of another person's rights; an unjust act; a wrong." For example, if a person has a toy destroyed or stolen by another, that is a violation of a person's rights. The person who had his or her toy destroyed or stolen has been wronged. If a person is yelled at for working too slow while trying their best, that would be an injustice. What has happened when a person behaves unjustly toward another? We can say that the person has failed to show respect and lavish love. How can we know if we've truly been wronged by another's unfair or unjust behavior? If the person has failed to respect and love us and/or behaved wrongly according to rules of civil behavior or the law, he or she has behaved unjustly or unfairly. Is there a difference between being hurt by another's unfair behavior and being hurt*

because of discomfort, inconvenience, or disappointment (from not getting our way or not getting what we like)? Please explain the difference. *Sometimes we are not allowed to have or do something, but the person may actually be showing great love toward us. For example, if you began to eat three giant candy bars, one after the other, your parents would probably take the candy from you. They would probably let you eat only a part of the candy at one time so that you don't get sick to your stomach. It is not unjust for your parents to take the candy. They are acting in love and trying to prevent you from getting sick.* Can you think of a time when you were hurt by a person, but he or she did not behave unfairly toward you? *Joey ran into me on the playground, knocking me down. He was looking in the sky trying to catch a ball and didn't see me.*

5. Read Chapters 3, 4, and 5 of Caleb's Story. As with Chapters 1 and 2, the students may read individually, aloud in groups, or listen to the teacher read aloud. Please ask the students to pay careful attention to those times a family member may be hurt by another as they read these chapters. Ask them to think about whether an injustice to the family member has occurred or whether that person has been hurt because of discomfort, inconvenience or disappointment. Was the family member hurt because the other failed to show respect and love?
6. Conduct the class discussion. See the Discussion Section.
7. Have the students participate in the "Forgive or Forget" activity. Further instructions can be found in the Activities Section.
8. Together, with the students make a "just and unjust" checklist. See the Activities Section for directions to the "Just and Forgiving Story."
9. Have the students participate in the "I Remember" activity. See the Activities Section.

THIS ACTIVITY IS MANDATORY. IF YOUR CLASSROOM IS PARTICIPATING IN THE FORGIVENESS EDUCATION RESEARCH PROJECT DURING THIS CURRENT SCHOOL YEAR, THE STUDENTS SHOULD THINK ABOUT THE PERSON THEY IDENTIFIED FOR THE RESEARCHER. PLEASE DO NOT SKIP OR SHORTEN THE "I REMEMBER" ACTIVITY.

Note* If you and your students are participating in the forgiveness education research project, the students will have already identified a personal hurt. This will have been done when they were interviewed by a researcher. This hurt, identified when interviewed by a researcher, is the one they will refer to in the remaining lessons as they learn to forgive.

10. Conclude by summarizing the main points of the lesson. We know that **forgiveness** always begins with an “unfair or unjust hurt.” What is an unjust or unfair act? *It is a moral wrong, undeserved, not based on sound reason, and unmerited. It is a person’s lack of conformity to the law or abstract principle by which right and wrong are defined. It is a “violation of another person’s rights; an unjust act; a wrong.”* When we’ve been treated unfairly or unjustly by another, what has happened? *The person has failed to show us respect and love.* How does it feel to be unfairly or unjustly hurt? *It hurts (emotionally and sometimes physically). It can make us sad and angry.* Is there a difference between being hurt by an injustice and being hurt because of inconvenience, discomfort, and/or disappointment (because we don’t get our way or don’t get what we like)? What is the difference between hurt by an injustice and inconvenience, discomfort, and/or disappointment? *An injustice involves another truly failing to love and respect us. The person is not keeping our best interest at heart. When we are inconvenienced, uncomfortable or not liking our situation, it may involve an attitude of pride or self-centeredness or faulty thinking. The person may actually be protecting us and lavishly loving us, but we fail to see it.* How can we tell if an injustice has occurred? *We can ask ourselves if the person has failed to see our worth by loving us. We can ask ourselves if the person has violated our rights. We can ask ourselves if the person did not act according to standard rules of behavior or the law. We can check our attitudes to see if we are simply uncomfortable, feeling bothered, or disappointed because we aren’t getting our way. We can ask ourselves if we are having faulty thinking where we generalize or over-generalize an experience in one situation to a number of situations (i.e. A child was deliberately and cruelly tripped by a classmate. The child was hurt, embarrassed, and very angry. The classmate laughed at the child.*

Later in the week, the child was accidentally tripped by a different classmate. Again, the child was hurt, embarrassed, and very angry even though this classmate apologized and tried to help.), they may make exaggerated predictions (i.e. The same child now refuses to walk past any classmates because he is certain that all of his classmates, under every circumstance, will either trip him or behave unkindly toward him causing embarrassment and hurt.) and, magnifying the problem or their inability to deal with the problem (This same child now believes that all of his classmates dislike him. He believes that he must avoid any contact with his classmates.).⁶

Forgiving takes courage. Forgiving takes time and effort. **Please help the students understand that when hurt, it is appropriate to seek justice while forgiving. Forgiveness toward a person who has unjustly hurt them does not mean that they cannot seek justice. Forgiveness helps a person to seek true justice rather than revenge.** When is forgiveness called for? *Any time an injustice has occurred. In other words, any time a person has failed to see our worth and has failed to respect and love us; any time we are struggling to see the worth of the person who hurt us; any time we have an anger living inside of us.*

Discussion Questions

In Chapters 3, 4, and 5 the author helps us to get to know John and Caleb's family better. We get a glimpse of what is in the minds and hearts of John, Jacob, Sarah, and Caleb as they interact with one another. We see how each of them responded to conflict and difficulty. As you read these chapters, you were asked to pay special attention to the ways in which family members may have experienced personal hurts.

1. What did you learn about John as we began reading in Chapter 3? *He's not very friendly. He seems impatient. He didn't read Caleb's writings. He doesn't seem to want to get to know the family. He's hard to figure out because he doesn't want to play with Cassie, but then does.*
2. Caleb says he thinks John behaves this way because he has secrets. He thinks John behaves the way he does because he is afraid of something. Why do you think John behaves the way he does?
3. Was he behaving in an unfair or unjust way? Why or why not? *Toward Cassie, he was harsh and grumbled, but he did seem to see her worth in that he answered her, even though it was gruff, and he played with her even though he didn't want to.*

⁶ Aaron Beck (1988). Love Is Never Enough. New York, NY: Harper & Row.

4. Caleb wanted him to read his journal, but John just ignored him. How did Caleb respond? *It seems that Caleb tried to understand John. He wrote in his journal, "He didn't even look at it. Why wouldn't he look at what I wrote? Maybe he's afraid. But what is he afraid of?"*
5. Would you have felt anger toward John for his behavior? Why or why not?
In Chapter 4, we see Jacob returning home from town. He had taken Anna (Caleb's sister) back to work. Sarah welcomed Jacob and gave the family time to greet and hug their father before she let Jacob know that he had a visitor, John. Upon being told of John's surprise arrival, Jacob looked at John and said, "Do I know you?" John stood and said, "You and I knew each other a long time ago, Jacob." When John did not seem to recognize him, he repeated the words softly, "a long time ago."
6. How did Jacob behave toward his father when he finally recognized John? *"He stepped backward as if he had been hit. He put Cassie down... Papa stared at John." He spoke sharply with Caleb.*
7. Had Jacob been treated unfairly by John, his father? In what way? *Yes. He left John when he was just a little boy without any explanation.*
8. How do you think Jacob felt? *Angry. Sad. Confused.*
9. Do you think that Jacob was right to feel this way? Why or why not? *Yes. He felt abandoned. He felt unloved. Perhaps Jacob thought his father had not behaved the way a father should behave toward his son.*
10. Do you think Jacob was able to see at that time that his father had worth? Why or why not? *Jacob's confusion showed. He didn't want to talk to him or have much to do with him, but he did allow him to remain living with them. He did show love in that he didn't yell and scream. He did not kick him out of the house. He did not talk badly about him to the children.*
11. If you were Jacob, how would you have felt? Why?
12. Do you think Jacob will ever be able to get rid of his anger, hurt, or sadness? How could he do this? *Try to understand his father without excusing what he did. Forgive.*
13. Do you believe Jacob will be able to forgive his father? *Yes, but it will be hard. It takes courage. It takes time. It takes effort. How? Seeing that his father has worth (loving him). Understanding that his father is a human being capable of error and of good.*
14. Have you ever been unfairly hurt? How do you know that it was unfair? *The person did not respect me. The person did not show that he or she valued me.*
15. How did you feel toward the person who hurt you unfairly? *Angry. Sad. Ashamed.*
16. How did you get rid of those angry, sad, and/or ashamed feelings? *Forgive.*

Activities

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

Forgive or Forget?

Objective:

The students will continue to learn the meanings of justice and injustice (fair and unfair). They will learn the difference between being hurt because of an unfair or unjust hurt and being hurt by inconvenience, discomfort, or disappointment (from not getting one's way or not getting what they like).

Instructions

The teacher will begin by asking the students the following questions:

1. What does it mean to be just and fair?
2. What does it mean to be hurt by an injustice or unfairness?
3. With what does forgiveness always begin? *An unjust or unfair hurt.*
4. How do you feel when you've been treated unfairly? *Angry, hurt, or sad.* What can you do about these feelings? *Forgive.*
5. Have you ever felt angry, hurt, or sad without being unfairly treated? When? What were the circumstances? *If you didn't get your way. If you were disappointed. If you were uncomfortable or inconvenienced. If you misunderstood. If you generalized.*
6. What can you do about anger, hurt, or sadness if you haven't been treated unfairly? *Realize that you are seeing your own worth as the most important thing. You can realize that nobody was intentionally causing you discomfort, inconvenience, or disappointment.*
7. It has often been said, "Forgive and forget." What do you think this means? *When we forgive, we remember the incident in a new way, with new eyes. It is all right to remember the hurt! In fact, the memory of the hurt may protect us from further similar hurts. We continue to acknowledge the fact that the hurt was unfair, is unfair, and will always be unfair.*

We ask that you now take time to discuss with the children how "forgiving" and "forgetting" are different. Please help them to understand that when we forgive, we are for (in favor of)-giving a person who unfairly hurt us mercy (in the form of love). When we forget, we are for (in favor of) getting on with life in spite of the hurt by examining our own attitudes and beliefs about the unfairness and the person who caused the hurt.

Then the teacher will read Judith Viorst's book (or parts of it), Alexander and the Terrible, Horrible, No Good, Very Bad Day to the students. At the end of each page the teacher will say, "Was this something Alexander should forgive or forget? For example, on the first page Alexander went to sleep with gum in his mouth and woke up with gum in

his hair, tripped on a skateboard, and dropped his sweater in the sink. Should Alexander forgive or forget? Why or why not? *Forget. He needed to examine his own attitude and beliefs. Alexander did not experience an injustice. He was uncomfortable. He didn't like what was happening. He was inconvenienced. Nobody was failing to see his worth. Nobody was failing to love him.* On the second page, Alexander did not get a prize in his cereal box while his brother did. Should Alexander forgive or forget? Why or why not? *Forget. Alexander did not experience an injustice. He did not get what he wanted.* On Page Four, nobody listened to Alexander when he was being scrunched in the car. Should Alexander forgive or forget? *Forgive. Alexander did experience an injustice. The people in the car did not seem to notice that he was uncomfortable. He may have felt unimportant or disregarded. They were not showing him love.* The teacher may choose to read the entire story or just select incidences from the book for discussion.

If the student answers yes to the following questions, it is likely that the act was unjust and that forgiveness will be needed. The list should ask, in some way, the following:

1. Was the act unjust? In what way was it unjust or unfair?
2. Did the person fail to value me?
3. Did the person fail to show kindness, generosity, respect, or love toward me?
4. Am I misunderstanding something about the person and the situation?
5. Is there an anger living in my heart toward that person?

Once the list has been completed, distribute a square piece of white fabric, colored markers, and other art supplies such as glitter and glue. Each student will write a short poem or sentence to help him or her remember when forgiveness is needed.

A Just and Forgiving Story

Objective:

The students will continue to learn the meaning of justice and injustice. The students, as a class, with the help of the teacher will make a “Just or Unjust” checklist. They will write a short poem and draw a picture.

Instructions

The students will make a list that can be used as a checklist for determining whether they have been unfairly treated and that forgiveness may be needed. If the student answers yes to the following questions, it is likely that the act was unjust and that forgiveness will be needed. The list should ask, in some way, the following:

1. Was the act unjust? In what way?
2. Did the person fail to value me?
3. Did the person fail to show kindness, generosity, respect, or love?

Once the list has been completed, ask the children to write a short poem or sentence to help him or her remember when forgiveness is needed and draw a picture illustrating it.

I Remember!

THIS IS A MANDATORY ACTIVITY. IT SHOULD NOT BE SKIPPED UNLESS YOUR CLASSROOM IS PARTICIPATING IN THE FORGIVENESS EDUCATION RESEARCH PROJECT IN THIS CURRENT SCHOOL YEAR (The students will have already identified an unfair hurt in an interview with a member of the research team.

Objective:

The students will privately identify a person who caused an unfair hurt. They will examine carefully whether the hurt was unjust or whether it was due to discomfort, inconvenience, or disappointment (not getting one's way or not getting what they want).

Instructions

The teacher should let the students know that the "I Remember" activity is absolutely PRIVATE! The hurt identified in this activity will not be discussed with one another or with you, the teacher.

To begin the activity, ask the students, "Have you ever been treated very unfairly by someone?"

Note* Please emphasize to the students that you are asking them to think of a time when someone hurt them so deeply that it seemed to be one of the most unfair things that had ever happened.

Please explain to the students that "someone who hurt you" does not necessarily mean "someone who hurt you" physically, but rather "someone who hurt you" *because he or she made you feel hurt inside. This would be a person with whom you still feel angry and sad.*

Then say, "Now, please think about the time that someone was the **most unfair to you and about which you are still very angry**. Do you have a person and an unfair hurt in mind? This person may have been unfair to you many times, but I'd like you to think about **only one time** that he or she unfairly hurt you."

Then say, "Now, close your eyes and try to remember the situation. Here are some questions to help you: Was it the morning, afternoon, or night time? 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? Angry? Unhappy? What did you say in return to the person?"

Ask the students to refer to the checklist created in the "Just and Forgiving Story" activity for deciding whether they have been unfairly treated and if forgiveness is needed. If the student answers yes to the following questions, it is likely that the act was unjust and that forgiveness will be needed. The list should ask, in some way, the following:

1. Was the act unjust? In what way was it unjust or unfair?
2. Did the person fail to value me?
3. Did the person fail to show kindness, generosity, respect, or love?

4. Am I misunderstanding something about the person and the situation?
5. Is there an anger living in my heart toward that person?
6. Is this a hurt that needs forgiveness?

Conclude by saying, “It is important that you remember this person and this situation. As we continue with the forgiveness lessons and as you learn to forgive this person for one unfair hurt, you will be asked to return to the person and hurt you are thinking about today. Anytime I say, ‘Please return to the *I Remember* activity, you will know that you are to remember this person and this unfair hurt.”

Lesson Ten Within A Religious Context

The following two sections have been provided for those of you who are looking for ways to teach about just and unjust treatment within the context of the Christian tradition. General ideas followed by a Bible story have been provided. Please feel free to use these sections as you wish.

General Religious Ideas

As we have discussed in this lesson, an unjust or unfair act is “a moral wrong, undeserved, not based on sound reason, and unmerited.” It is a person’s failing to follow the rules that govern right and wrong and a failure to obey the law. The Bible teaches that when a person disobeys the “law,” he has failed to love others (See below: *Romans 13:10; Matthew 7:12; and Galatians 5:14*). Solomon, son of David and King of the Jews, understood the awesome responsibility that God had given him. He understood that God had blessed his father, David, because of his loving heart toward God and people. Out of a deep love for the people he was governing, he asked God to bless him with the wisdom to govern the people and to know right from wrong. Solomon displayed a lavish love toward the people of his kingdom. Rather than asking God for a gift that would benefit him alone, he asked for a gift that put others first. Love protects in that we are not likely to make false accusations or stir up trouble when we see the worth in all human beings (see that each is a child of God). God teaches that we can forgive and seek justice.

Bible Story

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

1 Kings 3:5-14 The Lord appeared to Solomon during the night in a dream and God said, “Ask for whatever you want me to give you.” Solomon answered, “You have shown great kindness to your servant, my father David, because he was faithful to you and righteous and upright in heart. You have continued this great kindness to him and have

given him a son to sit on his throne this very day. “Now, O Lord my God, you have made your servant king in place of my father David...So give your servant a discerning heart to govern your people and to distinguish between right and wrong. For who is able to govern this great people of yours?”

Romans 13:10 Love does no harm to its neighbor. Therefore love is the fulfillment of the law.

Matthew 7:12 So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Galatians 5:14 The entire law is summed up in a single command: “Love your neighbor as yourself.”

Proverbs 3:30 Do not accuse a man for no reason—when he has done you no harm (Lavish love prevents us from making false accusations. It helps us to behave justly toward others.)

Proverbs 10:12 Hatred stirs up dissension, but love covers over all wrongs (Loving others helps us to behave fairly and justly toward them).

Exodus 34:6 The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness, maintaining love to thousands, and forgiving wickedness, rebellion and sin. Yet he does not leave the guilty unpunished. *We can forgive and seek justice.*

An Evaluation Of The Students

- Did the students listen to or read Chapters 3 and 4 of Caleb’s Story?
- Did the students participate in a class discussion?
- Did the students participate in the “Forgive or Forget” activity?
- Did the students participate in the “Just and Forgiving Story” activity?
- Did the students participate in the “I Remember” activity, if appropriate?
- Did the students learn that forgiveness always begins with an unfair hurt?
- Did the students learn the meaning of justice (fairness) and injustice (unfairness)?
- Did the students learn the ways a person can think wrongly regarding fair and unfair behaviors?
- Did the students learn that a person’s well-being, health, and happiness are enriched by knowing when to forgive?
- Did the students learn when to forgive?
- Did the students learn that when unjustly hurt, it is appropriate to seek justice?

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:

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

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

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

General Comments:

Lesson Eleven:

Lavish Love and Forgiving: How Anger Gets in the Way

The Main Ideas of the Lesson

*Anger is an emotion known by all people. It is, according to Webster's dictionary, "a violent, revengeful emotion, excited by a real or supposed injury to oneself or others." Anger can serve as a **protection** from further unfair hurt thus enhancing one's health and well-being or it can **undermine** one's health and well-being. This will depend on the person's attitude and behavior in response to the anger. If a person experiencing an injustice, real or perceived, shows restraint (not causing harm to self, others, or property) and allows the resultant anger (righteous anger) to motivate him or her to seek positive solutions (physical and emotional safety, support, and justice) and to eventually forgive the offender, improved health and well-being may occur. This is lavish love in the midst of anger. If, on the other hand, people allow anger to take up residence in their hearts, unleash their anger (harming self, others, or property) and either deny, "stuff," or displace their anger, then compromised emotional, psychological, and physical health will likely occur. This type of anger is often destructive to one's interpersonal relations as well, resulting in harm to the self and to others.*

Today's lesson addresses anger (healthy versus destructive), its depth and duration (anger can vary from light to serious and may be momentary or long lasting), positive and negative responses to anger, the effects of anger, and the role of forgiveness in reducing anger and even preventing an abiding anger.

Finally, the students will think about and discuss what one's mind, heart, and actions are like when angry. The students will reflect on their personal level of anger toward the hurt identified in Lesson Ten.

General Objectives

The students will:

- Learn the difference between a righteous (protective) anger and an abiding (destructive) anger.
- Learn that anger is an emotion of varying depth and duration that often occurs when a person has been treated unjustly.
- Learn positive responses to anger. These are acts of lavish love.
- Learn how anger can be destructive to self and others.
- Learn what one's mind, heart, and actions are like when angry.
- Learn that forgiveness is a positive way of helping an abiding anger to fade.

Behavioral Objectives

The students will:

- Listen to or read Chapters 6, 7, and 8 of Caleb's Story.
- Participate in a class discussion.
- Participate in the "Do's and Don'ts of Anger" activity.
- Participate in the "Get a Handle on Your Anger" activity.
- Participate in the "I Remember My Feelings" activity.

Materials

Patricia MacLachlan's book entitled, Caleb's Story
Lavish Love in Forgiveness Journal
Activity Sheets 11A
Clay or Play Dough
String, Construction Paper, Paper Clips, and Other Art Supplies

Procedures

As was the case with the previous lessons, the following procedures have been included to serve as guidelines for the teacher. Please feel free to make adjustments to

the procedures, discussion questions, or activities if it will help you 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. Ask the children, “With what does forgiveness always begin? *An unfair or unjust hurt.* What is an unjust or unfair act? *A person has failed to follow rules or laws that tell what is right and what is wrong. It is a “violation of another person’s rights; an unjust act; a wrong.”* What has happened when we’ve been treated unfairly? *The person has failed to show us love and respect.* It doesn’t feel good to be treated unfairly, does it? It can make us sad and angry. What is the difference between being hurt by unfair treatment and being hurt for other reasons (we don’t get our way, we’re uncomfortable, we dislike something; misunderstanding the situation through wrong thinking)? How do we handle them differently? *When treated unfairly, we can try to forgive. When hurt because of inconvenience and so forth, we must look at our own attitudes and behaviors.* Forgiving takes courage. Forgiving takes time and effort. **Please help the students understand that when hurt, it is appropriate to seek justice while forgiving. Forgiveness helps people seek true justice rather than revenge.**
2. Introduce today’s lesson. Tell the students that today they are going to discuss *anger.* Anger is an emotion certainly known by all people. It is, according to Webster’s dictionary, “a violent, revengeful emotion, excited by a real or supposed injury to oneself or others.” When we experience an injustice, whether it was truly unfair or we thought it was unfair, and we: a) do **not** act badly in our anger (not causing harm to self, others, or property); b) if we allow our anger (righteous anger) to motivate us to do good (try to bring physical and emotional safety, support, and justice to ourselves and others); and, c) ultimately forgive (love) the offender. We may experience improved health and well-being. If we deliberately hold onto our anger and let it grow, if we deny, “stuff,” or put our anger off onto others, or if we harm ourselves, others, or property because of our anger, then we may suffer in terms of happiness and health. We may even hurt our relationships with those we love if we hold onto our anger.

3. Read to or have the students read Chapters 6, 7, and 8 of Caleb's Story.
4. Conduct a class discussion. The questions can be found in the Discussion Section.
5. Have the students participate in the "Some Do's and Don'ts of Anger" activity. Please see the Activities Section for further instructions.
6. Introduce the "Get a Handle on Your Anger" activity.
7. Allow time for the students to complete the, "I Remember My Feelings" activity. Further instructions can be found in the Activities Section.
8. Provide a summary of the main ideas to conclude the lesson. Ask the students, "What is anger?" *It is a strong emotion that often follows a real or supposed injury to oneself or to others. Anger can be a positive or a negative emotion. What are some of the not so good ways we deal with our anger after being unfairly treated? We keep our anger and let it live inside of us. We cause harm to ourselves, others, or to property. We either deny, "stuff," or put our anger off on others. This type of reaction to our anger can hurt the way we get along with friends, family, and others. What are some of the positive ways to deal with our anger? We do not cause harm to self, others, or property. We try to do good (help ourselves and others have physical and emotional safety, support, and justice) and eventually forgive (love) the person who hurt us. Anger can vary from light to serious and can last for a short or long time.*

Discussion Questions

As you know, the focus of today's lesson is on the emotion of anger.

1. What is anger?
2. When is it a right choice to be angry? Why? *Anger is right when we have been treated unfairly or unjustly. Anger can help protect us from further similar hurt.*
3. What are some positive ways to behave when angry?
4. When is it **not** a good choice to feel anger? Why? *It is not good to be angry when the anger begins to live in our hearts. It is not good to feed the anger with thoughts of revenge. This may cause harm to ourselves, others, or property because we deny, "stuff," or displace our anger. This could cause us to be less healthy and happy.*
5. What are some not-so-good ways to behave when angry? Why? *Hurt ourselves, others, or property. Pretend we're not angry. Stuff the anger deep inside of us. Take our anger out on others who are not as strong. We are not respecting and loving others.*
6. In today's reading, do we see any signs of anger in Sarah, Caleb, Cassie, Jacob, or John? If so, what are they? *Caleb said he did not like being home from school in "this house." PaPa and Grandfather were deliberately not speaking to one another. Sarah and PaPa were arguing at times. Grandpa was angry with Sarah because she wanted him to see the doctor.*
7. Which family members had a right to their anger (righteous anger)? Why or why not?
8. Which family members were holding onto their anger so that it was hurting themselves and others? Why do you think this?
9. Let's examine Jacob's anger. What do you think Jacob's mind was like when he was angry (what were his thoughts toward John and others)?
10. What do you think Jacob's heart was like when he was angry (what was he feeling toward John and others)?
11. What was Jacob's behavior like when he was angry (how was he acting toward John and others)?
12. How did each family member handle his or her anger? Which of these are positive (result in good for the person and others) and which are negative (result in bad for the person and others)? *Jacob and John were not speaking positive, in that restraint was being shown. No aggressive physical harm was initially done to self, other, or property. There was possible emotional harm done to self and others in that the anger was being held inside. Negative, because they were "stuffing" their anger). Sarah and Jacob argued softly (positive, in that they were expressing themselves, seeking support, and trying to resolve the problem by talking it out). Jacob burst out of his bedroom after arguing with Sarah (negative, in that he was hurting Sarah by not showing restraint and not honoring Sarah or Caleb. Jacob was displacing his anger for John onto Sarah and Caleb). Grandfather (John) talked rudely with Sarah regarding the pills (negative, in that he was being unkind to Sarah when she was trying to help). Sarah was being angry and firm with John about going to the doctor (positive, because she was loving John).*

Caleb shared his fears and concerns with Sarah and his Grandfather (positive because he was seeking justice and trying to resolve the problems). Grandfather refused to sing a song for Cassie, did not put his arm around her, but did not move away (positive, in that he did not show physical harm. Negative, in that he was “stuffing,” probably denying and displacing his anger).

13. Were there any family members who were showing lavish love in their anger? Who? *Sarah showed lavish love in anger (Chapter 6) when she learned that John (Grandpa) was taking pills for his heart. He rudely demanded that his health (whether he was taking pills or not) was not her business. He was angry and yelled at her. She firmly replied, “You are family. Your health is important to us...There are only a few pills left, John. We can drive to town and see Sam. He’s our doctor....And you are my family.” According to Caleb Sarah won the contest and was fierce. She was fierce in her love!*

Jacob showed lavish love in anger when he took John to town to see the doctor and get pills for his heart. Sarah showed lavish love in anger (Chapter 8). She was angry with Jacob and John for not talking and yet she talked with them, cooked for them, hugged them, and expressed concern for them. Jacob showed lavish love in his anger when he put on his coat and went out into the wind rather than arguing with Jacob (Jacob was extremely angry with John and said that he had no right to speak for his mother or to tell him what is right.

14. Did this lavish love in anger help the family? How?

When we want to describe an anger that has been in the person for a long time and that is causing the person a great deal of pain, we might say that he or she has a *deep anger*. If we want to describe an anger that has not been living in the person for a long period of time, but is causing considerable pain, we might say that he or she is *quite angry*. If we want to describe an anger that is short-lived and causes discomfort, we would say the person is *slightly angry*.

15. How do you think each person’s anger is affecting his or her health and well-being? How do you know?

16. How was the anger in the home affecting the family? Why?

17. When you have experienced a hurt, how do you feel? Why? *Angry. Sad.*

18. What is your mind like when angry? What is your heart like when angry?

19. When do you think it is all right to be angry? *When a person has been unfair.*

20. When is it not all right to be angry? *When the anger lives inside of you. When you feel angry all of the time and with everyone.*

21. What do you do when you’re angry? Is that good for you and others? Why or why not?

22. When angry, if you do not admit your anger and try to find a way to not be angry, where does this anger go? *It gets passed along to weaker people, to animals, or to property.*

23. What are some positive ways to deal with anger? *Talk about it. Write about it. Seek justice. Take part in art, music, or exercise. Forgive.*

Activities

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

Some Dos and Don'ts of Anger

Objective:

The students will learn appropriate responses to righteous anger. The students will learn to identify the thoughts, feelings, and behaviors associated with anger. The students will make a hanging mobile teaching positive ways to respond to a righteous anger. The students will include the positive thoughts, positive feelings, and positive behaviors.

Instructions

The teacher will distribute wire hangers or straws, and string. The students will use construction paper, markers, glue, and other art supplies to make a mobile that can be hung from the ceiling. They will include the do's and don'ts of anger [**Do:** Act in love by showing lavish love to yourself (If unfairly hurt, understand that while this person was not able to act in love, you are loved by many; If hurt for other reasons, as discussed in Lesson 10, turn your attention away from self and ask whether you are angry because of discomfort, dislike, or disappointment) and others (protect the person's good name; avoid damaging his or her property); **Do not:** Lash out or seek revenge by harming self (denying or "stuffing" anger), others (talking badly about the person or physically hurting him or her), or property.] **Please remind the students that they can show lavish love in anger and remain safe. They do not have to enter into a relationship with the person who caused the unfair hurt.**

Get a Handle on Your Anger

We strongly recommend that the students complete this activity at some point before continuing to Lesson 12.

Objective:

The students will continue to learn appropriate responses to righteous anger. The students will learn to identify their thoughts, feelings, and behaviors associated with anger. The students will write in their journal concerning the hurt identified in the "I Remember" activity or with the research team (if your classroom is participating in the forgiveness research project in this current school year).

Instructions

The teacher will make a list of the following questions and ask the students to write in their journals about any question that seems relevant:

1. Are you trying not to admit you are angry with the one who hurt you?
2. Are you angry with the person who hurt you?

3. Are you ashamed of the way the person treated you? Would you like to hide your shame? Are you feeling guilty about the way you reacted to the person's unfair treatment toward you? Would you like to hide your guilt?
4. Do you have a hard time sleeping because you're angry with him or her?
5. Have you been thinking over and over about the injury or the one who hurt you?
6. Do you compare your situation with that of the one who hurt you?
7. Has the hurt changed your life for good?
8. Has the injury changed the way you see the world? For example, do you now believe that all people are mean? Do you now believe that all people are just concerned about themselves?

Note* The teacher may want to play music during this writing time.

The students will not write the name of the person who caused the hurt in his or her journal. This is important to protect the confidentiality of the students.

I Remember My Feelings!

THIS IS A MANDATORY ACTIVITY. IT SHOULD NOT BE SKIPPED

Objective:

The students will think about the person who caused their unfair hurt through a visualization exercise. They will examine their feelings toward the person who caused the unfair hurt. ***Note*** Some may still be angry, others may feel neutral, and still others may feel just fine about the person. If the children are feeling anger or any other negative emotion, it is important that the students be allowed to express that feeling through the play dough exercise. A key issue for you, as the teacher, is to allow them that negative expression, even though anger and related emotions are usually not part of a classroom activity. Of course, we all must use common sense when it comes to the degree or depth in expressing negative emotions. The students will make a mold that represents their feelings regarding the hurt.

Instructions

The teacher should let the students know that the "I Remember My Feelings" activity is absolutely PRIVATE! As in the previous lesson, the hurt they are thinking about in this activity will not be discussed with one another or with you, the teacher.

***Note* If your classroom is participating in research during this school year, the students will recall the unfair hurt identified in their interview with a member of the research team.**

The students will examine their feelings toward the person who caused the unfair hurt. Some may still be angry and others may feel neutral, and others may feel just fine about the person. If the children are feeling anger or any other negative emotion, it is important that the students be allowed to express that feeling through the play dough exercise. A key issue for you, as the teacher, is to allow them that negative expression, even though anger and related emotions are usually not part of a classroom activity.

Of course, we all must use common sense when it comes to the degree or depth in expressing negative emotions.

To begin the activity, say to the students, “Please recall the unfair hurt” (identified in the “I Remember” activity or discussed in an interview with a member of the research team if your classroom is participating in the Forgiveness Research Project).

Tell the students, “I am going to give you a piece of clay (play dough). I would like you to think about the person who caused your unfair hurt. With your clay, shape a mold that expresses, for you, the worth of that person. Each student will receive a clump of clay or play dough. Ask the student to think about his or her level of anger toward the person.⁷ Allow the molds to air dry and store in a safe place. The molds will be compared with a mold the students will make in Lesson Fifteen.

Note The teacher may have the students make the play dough using the recipe found on Activity Sheet 11A.

Lesson Eleven Within A Religious Context

As with previous lessons, the next two sections are for those teachers seeking ideas about anger 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 are taught by the Bible, as well as the example of Jesus’ life, that we are not to hold on to our anger or to sin in our anger. We further understand from the Bible and Jesus’ life that anger can motivate a person to improve a situation, to help others, and to protect oneself from further harm. Forgiveness is a healthy way to prevent anger from taking up residence in a person’s heart. Forgiveness is a way to reduce anger that has already taken up residence in a person’s heart.

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.

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

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

Romans 13:10 Love does no harm to its neighbor. Therefore love is the fulfillment of the law (Do not respond to anger by doing harm).

⁷ This activity was inspired by Leonel Narvaez of Bogota, Columbia.

Exodus 34:6 The Lord, the Lord, the compassionate and gracious God, **slow to anger, abounding in love** and faithfulness, maintaining love to thousands, and **forgiving** wickedness, rebellion and sin.

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.**

Romans 12:19 Do **not** take revenge, my friends....

Leviticus 19:18 “Do **not** seek revenge or bear a grudge.”

Micah 7:18 Who is a God like you, who pardons sin and forgives the transgression of the remnant of his inheritance? **You do not stay angry forever** but delight to show mercy.

Nahum 1:2 The Lord is slow to anger...

Ecclesiastes 5:2 Do not be quick with your mouth...do not be hasty in your heart.

Bible Story

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

I Samuel 25 This is the story of David, Abigail, and Nabal. Nabal was very wealthy. He had a thousand goats and three thousand sheep. When Nabal was shearing his goats and sheep, David sent 10 of his men to say to Nabal, “Long life to you! Good health to all that is yours! Now I hear that it is sheep-shearing time. When your shepherds were with us, we did not mistreat them, and the whole time they were at Carmel nothing of theirs was missing. Ask your own servants and they will tell you. Therefore be favorable toward my young men, since we come at a festive time. Please give your servants and your son David whatever you can find for them.” Nabal did not behave fairly toward David and his men. He said, “Who is this David? Who is this son of Jesse? Many servants are breaking away from their masters these days. Why should I take my bread and water, and the meat I have slaughtered for my shearers, and give it to men coming from who knows where?” David was very angry. He planned revenge toward Nabal. As the story continues, we see that Abigail intervened on behalf of David. Abigail asks for forgiveness (though one probably should not be asked for forgiveness before forgiving). She says to David, “Let no wrongdoing be found in you as long as you live.” She tells him that God will avenge. David recognized Abigail’s visit as a gift. He said, “Praise be to the Lord, the God of Israel, who has sent you today to meet me. May you be blessed for your good judgment and for keeping me from bloodshed this day and from avenging myself with my own hands.” David accepted her gift and said, “Go home in peace. I have heard your words and granted your request.” David saw the worth of Abigail. He placed his trust in God. He responded in love and forgave.

An Evaluation Of The Students

- Did the students listen to or read Chapters 6, 7, and 8 of Caleb's Story?
- Did the students participate in a class discussion?
- Did the students participate in the "Do's and Don't of Anger" activity?
- Did the students participate in the "I Remember My Feelings" activity?
- Did the students participate in the "Get a Handle on Your Anger" activity?
- Did the students learn that righteous anger protects, but abiding anger can destroy?
- Did the students learn that anger is an emotion of varying depth and duration?
- Did the students learn how to respond in a positive way when angry and that this is a way of showing lavish love in anger?
- Did the students learn what one's mind, heart, and actions are like when angry?
- Did the students learn that forgiveness can help anger to fade?

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:

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

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

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

General Comments:

Activity Sheet 11A

Play-Doh Recipes

No-Cook Play Dough

1 cup salt

1 cup flour

1 tablespoon vegetable oil

Food color or Wonder Colors, if desired

Water

Mix dry ingredients; add oil. Add food coloring to water. Slowly add water until desired consistency is reached.⁸

⁸ This recipe was taken from the following website:
<http://www.recipegoldmine.com/childclay/childclay27.html>

Lesson Twelve: Lavish Love and Forgiving: Changing the Mind

The Main Ideas Of The Lesson

In Lesson Eleven, the students began to uncover their anger toward a person who caused them an unfair hurt. This phase, known as "Uncovering Anger," is the first of four phases in the forgiveness process.⁹ The second phase in the forgiveness process is the "Decision to Forgive." In this phase, the person will: 1) realize that what he or she has done in the past to cope with the hurt hasn't worked; 2) decide to explore forgiveness, and; 3) become willing to begin the forgiveness process. The students will have, through participation in this forgiveness curriculum, entered into the second phase of the forgiveness process although they may not yet be ready to commit to forgive the person.

In this lesson, we will begin studying the third phase of the forgiveness process. This is the "Work Phase." The first step in doing the work of forgiveness is to begin "changing the mind (thoughts)." This is important because our thinking influences how we interpret and judge other people's actions. As we discussed in Lesson Ten, our thinking helps us to accurately determine whether an unfair hurt or injustice has occurred, to respond appropriately, and to begin the forgiveness process. Our thinking additionally determines, to a large degree, our success, joy, and well-being. How we ultimately feel and behave toward a person or event is determined by our perception and beliefs about the

⁹ Robert Enright (2001). Forgiveness Is a Choice. Washington D.C.: American Psychological Association.

person or event.¹⁰ It is common for people, without realizing it, to develop patterns of thinking that negatively impact their interpersonal relationships. The most common problems are: 1) generalizing our experiences in one unfair situation to other people or events (we may decide that a person who unfairly hurt us does **not** have worth and cannot be trusted or we may decide that **all people**, given the chance, will similarly behave unfairly.¹¹ 2) thinking we've been unfairly treated, when we simply did not get our way, and; 3) thinking we were unfairly treated, but then realizing that the person wasn't unfair after all.

How does one begin the work of changing his or her thinking about a person who was unfair within the context of forgiveness? The first step is to take the focus from ourselves and our anger and place it on the offender. We do this by trying to understand the person. Following are some questions to ask ourselves: 1) What was life like for the person when growing up?; 2) What was life like for him or her at the time of the offense?; 3) How do you generally get along with the person?, and; 4) What kind of a person do you see when you recognize he or she is part of the human family? As we begin to understand our offenders, we begin to them with "new eyes."¹²

It is important that we help the students see that trying to understand the person does not mean we excuse his or her behavior. The hurt caused by this person was unfair, it is unfair, and it will always be unfair! When we work to understand our offender, while being tough-minded and tender hearted, we show lavish love in forgiveness toward him or her.

¹⁰ Ivey, Ivey, and Simek-Morgan (1997). Counseling and Psychotherapy (Fourth Edition). Neidham Heights, MA: Allyn and Bacon.

¹¹ Aaron Beck (1988). Love Is Never Enough. New York, NY: Harper & Row.

¹² Lewis Smedes (1984). Forgive and Forget: Healing the Hurts We Don't Deserve. San Francisco, CA: Harper & Row.

General Objectives

The students will:

- ❑ Learn that a first step in forgiveness is *changing one's thinking (mind)* about the person who hurt us. This involves taking the focus off of ourselves (our anger; our hurt) and placing it on the offender by trying to understand him or her.
- ❑ Learn that when we work to understand our offender, we do not excuse, condone, or forget the offense.
- ❑ Learn that when we work to understand our offender, we are showing lavish love in forgiveness.

Behavioral Objectives

The students will:

- ❑ Read Chapters 9 and 10 in Caleb's Story
- ❑ Participate in the class discussion.
- ❑ Participate in the "Understanding the Person Who Hurt Me" activity.
- ❑ Participate in the "With New Eyes" activity or the "The View from a Forgiveness Window" activity (We leave this up to the teacher).

Materials

Patricia MacLachlan's Book Entitled,
Caleb's Story
Student Journals and Writing Utensils
Pipe-cleaners and Tape
A Window, Construction Paper, Markers, Pillows, and Comfortable Chairs

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 in the lesson. It is critically important, however, that you meet the objective of the lesson.

1. Review the main ideas of Lesson Eleven. What is anger? *It is a strong emotion that often follows a real or supposed injury to the self or to others.* Anger can either **add to** or **subtract from** a person's health and well-being. If, when angry because of an unfair hurt, we do not cause harm to ourselves, to others, or to property and if we look for positive ways to deal with our anger (admitting our anger, getting support from others, seeking justice, and **forgiving**), we may experience improved health and well-being. If, on the other hand, we cause harm to ourselves, others, or property because we deny, "stuff," or displace our anger, then we may experience poorer health and well-being. This second form of anger, one that lives in a person's heart, can hurt the way we get along with family, friends, or others. When we do not do harm in anger (to the self, others, and property) and when we find positive ways of dealing with our anger (admitting our anger, getting support from others, seeking justice, and **forgiving**), we are giving lavish love to our offender, to self, and to others.
2. Introduce today's lesson. In this lesson, we will begin learning *how to forgive*. The first step is to begin to "change our thinking" about the person who hurt us. We do this by trying to understand him or her. As we learned in Lesson Ten, our *thinking* helps us decide whether we've been treated unfairly or unjustly. If a person has treated us unfairly or unjustly, forgiveness toward him or her can help us get rid of our anger and to see that the person has *worth*. Our *response* to that person, even our success, joy, and well-being to a certain extent, also depend on our thinking.¹³ *Note* **It is important that we help the students see that trying to understand the person does not mean we excuse his or her behavior. The**

¹³ Ivey, Ivey, and Simek-Morgan (1997). Counseling and Psychotherapy (Fourth Edition). Neidham Heights, MA: Allyn and Bacon.

hurt caused by this person was unfair, it is unfair, and it will always be unfair!

3. Provide the following advanced organizer for Chapters 9 and 10 of Caleb's Story:
In Chapters 9 and 10, Jacob (Papa) is hurt while arguing with John (Grandpa). A fierce storm is howling, preventing both Sarah and John from seeking help. In today's reading we will learn whether Jacob will be willing to put his life in the hands of his father (John), the man responsible for one of the deepest hurts in his life. As you read, please watch to see signs that the family will be able to recover from the hurt and pain caused by the accident. Please watch to see if Jacob is beginning to show signs that he sees John's (Grandpa) *worth through lavish love*.
4. Read Chapters 9 and 10 of Caleb's Story. Once again, the teacher may read to the students, the students may read silently as individuals, or they may read aloud in partners or small groups.
5. Conduct the class discussion. See the Discussion Section.
6. Have the students participate in the "Understanding the Person Who Hurt Me" activity. See the Activities Section for further instructions.
7. Conduct the "With New Eyes" or the "The View from a Forgiveness Window" activity (you may choose either activity). See the Activities Section.
8. Conclude the lesson by telling the students the following: In this lesson, we began working on *changing our thinking* toward a person who hurt us by trying to understand what life was like for him or her when growing up; what life was like for him or her at the time of the offense; how you usually get along with the person; and whether you see that person's *worth*. In our attempt to understand the person who hurt us, we are offering lavish love.

***Note* Please remind the students that when we try to understand the person, it does not mean we excuse the behavior or say that what he or she did was OK. The hurt caused by this person was unfair, it is unfair, and it will always be unfair!**

Discussion Questions

1. What is something that happened in Chapter 9 of the story today? Could this event move the family closer to forgiveness and allow for healing? Why? Why not?
Jacob is hurt. He is lying on the bed with a broken leg. Jacob covers up for John by telling Sarah that he fell. John sets Jacob's leg. The family now has a choice to work together for survival (relying on John's help) or to be divided by anger.
2. Was any one person at fault for Jacob being hurt? Why? Why not? *No. Jacob had deep anger because John abandoned him as a child. John had deep sadness and guilt from leaving his family and anger because he was unable to read and write. Jacob pushed John. That was wrong. John pushed Jacob back. That was wrong.*
3. Do we have any sign(s) that Jacob did **not** hold John responsible for his injury? Please explain. *Jacob said he fell when Sarah asked what happened.*
4. How do you think John felt when Jacob *covered his offense* (Jacob did not tell Sarah that John pushed him)? *Embarrassed. Loved.*

In Lesson 10 we discussed the ways in which our thinking affects how we view an unfair hurt. We learned that *how* we view a person and event affects our feelings and behaviors toward the person.

5. Do we have any signs that Jacob was thinking wrongly about this event? For example, was he making generalizations or over-generalizations about this event by saying, "John ALWAYS causes me to be injured; I have NEVER been able to trust you. He has no worth." Was Jacob wrongly believing he was unfairly treated?
6. What do you think Jacob believed to be true about his father, John, and about this event, based on his behavior? *He believed John had worth. He tried to protect him from feeling responsible. He tried to protect him from emotional pain. He was showing love.*
7. What else did John do in Chapter 9 or 10 that showed his love for his father? *He trusted him to set his broken leg.*

Although we saw signs that Jacob recognized his father's inherent worth, the strained and silent relationship continued. This often happens in forgiveness. Forgiveness is a struggle. We go forwards in forgiveness and then fall backwards in anger.

8. How could John further change his thinking toward his father? *He could try to understand his father (John). He could think about what his father's childhood was like. He could think about what was going on when his father left.*
9. Do you think Jacob thought about the happy times he had with his dad? Why do you think this?
10. If Jacob had tried to understand his father, would that have been the same as saying that what his father did was all right? Why or why not? *We can understand without excusing a person's behavior. We can see his or her worth while still acknowledging that what he or she did was wrong.*
11. Do you think that anybody else had an issue to forgive besides Jacob? Why? *John. Because of their fight. Sarah. Because it made the family's lives more difficult.*
12. How do you think each of the family members were thinking about the incident? Give examples.
13. Do we see signs of forgiveness in the family? What are they? *Sarah seems to be forgiving John for disrupting their lives when she tells him (page 87), "I'm glad you're here now." Caleb seems to be forgiving John when he comforts his Grandfather by telling him, "Papa pushed you, too."*
14. How might the family have been treating one another if they were not trying to forgive?

Let's now turn to the "I Remember" activity. Think about the person who hurt you (the person about whom the students talked with the researchers or the person identified in the "I Remember" activity). You are now going to begin doing the "work" of forgiveness. The first work of forgiveness is to begin trying to understand your offender. We have found that through understanding, your thoughts about him or her may change. **Note*** **Please emphasize to the children that when we try to understand a person who hurt us, it does not mean that what they did is now all right.**

Activities

Please feel free to have the students do one or all of the activities.

Understanding the Person Who Hurt Me

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

Objectives:

The students will continue to learn about the ways in which our thoughts affect our feelings and behavior. They will learn how to do the beginning work of forgiveness, known as *changing one's thinking (mind)*. They will write in their journals as they answer a series of questions about the person who caused them a deep hurt.

Instructions:

Ask the students to take out their "Forgiveness Journal." Write the following questions on the board:

1. What was life like for the person who hurt you when growing up? This may not apply.
2. What was life like for the person when he or she hurt you?
3. How do you generally get along with him or her?
4. Are you able to see the person's *worth*?

Please give the students time to write the answers to these questions in their journals. **It is very important that the students leave all names out of the journal to protect the privacy of all involved. You may want to play background music and/or let the students sit on the floor as they write in their journals.**

To the teacher: Please feel free to choose either one of the following activities ("Seeing With New Eyes" or "The View from a Forgiveness Window") to help the children understand the concept of "seeing with new eyes the person who hurt them."

With New Eyes¹⁴

Objective:

The students will learn to "see with new eyes" the person whom they identified in the "I Remember" activity or with a member of the research team. The students will make eyeglasses out of pipe cleaners or paper. The students will participate in a visualization exercise.

Instructions

The teacher will begin the activity by holding up a pair of "forgiveness glasses" (glasses made out of paper or pipe cleaners) for the children to see. Please tell the students, "Today we are going to learn to 'see with new eyes' the person who hurt us (this will be the person the students identified when talking with a member of the research team or the person they identified in the "I Remember" activity). Each of you will make a pair of "forgiveness glasses" with the materials I will be giving you (pipe

¹⁴ Seeing With New Eyes is a term used by Lewis Smedes, Forgive and Forget: Healing the Hurts We Don't Deserve. San Francisco, CA: Harper & Row.

cleaners or paper). Anytime we put on our “forgiveness glasses,” we will see that even the person who hurt us has worth.” Give the pipe cleaners or paper to the students and demonstrate for the students how to make the glasses.

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

Once the students have completed their “forgiveness glasses,” tell the students, “Remember your hurt and how it felt. Were you angry at the time that the unfairness happened to you? Right after the person was unfair to you, did you think that he or she had worth? Did you think the person was capable of good? Did you feel love toward the person *right after he or she hurt you?*” ***Note*The students should not be asked to share their personal hurt aloud.**

Next, ask the students to look at their “forgiveness glasses. Tell them that they are going to pretend that these glasses will help them to see the world in a whole new way. Every time they put on their “forgiveness glasses,” they will be reminded to clearly see the worth of the person who hurt them.

Tell the children, “We’ve been talking about how we felt when the person we identified in the ‘I Remember’ activity (or, with the researcher if your classroom is participating in the research) hurt us and how we are feeling toward him or her at this time. Many of us may have been feeling angry, sad, or disappointed. We now have our new ‘forgiveness glasses.’ We are going to pretend that these glasses can help us to *see* the ‘goodness’ in the one who hurt us. Please put on your glasses. Let’s look at the one who hurt us in new ways. How are you now seeing the person who hurt you?” Ask the following question: “As you begin seeing the goodness in the one who hurt you, does this help you feel more love toward the person? Why? Why not?”

The View from a Forgiveness Window

Objective:

The students will learn to “see with new eyes” or to look at the person they identified in the “I Remember” activity or with the researcher. The students will participate in a visualization exercise.

Instructions

The teacher will introduce the activity by saying, “When we look through the ‘Forgiveness Window,’ we will see ‘with new eyes’ the person we identified in the ‘I Remember’ activity or with the researcher. We will try to understand the person and see his or her worth.

The teacher will then say, “Think about the person who hurt you. 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.” Ask the students, “Do you see this window? We are going to pretend that this window can help us to see the world in a whole new way. Whenever we look through this window, we will be reminded that we are now able to clearly see that all people, even those who cause us unfair hurts, have worth. We’ve been talking about our feelings toward the person who unfairly hurt us. Some of us may be feeling angry, sad, or disappointed. We now have our new ‘forgiveness window’ that will help us remember the *worth* of the one who hurt

us. This window will help us see beyond our classroom. This window will help us to see that there is a great big world out there with a big blue sky, beautiful trees and flowers, and warm sunshine. It is the same when we use the forgiveness window. The forgiveness window helps us to see beyond a smaller world of anger, resentment, and unhappiness. The forgiveness window helps us to realize that the person who hurt us is more than what he or she did. The person who hurt us does have *worth*. It helps us to see beyond our small, angry worlds. With that in mind, let us look through our ‘forgiveness 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?” Conclude by asking the students if *seeing the worth* in the one who hurt them by “seeing with new eyes” helps them feel more love and forgiveness toward the person. Have the students describe this love and forgiveness toward the person.

To the teacher:

If the classroom does not have a window that can be used as a “Forgiveness Window,” make a pretend window, as a class, out of paper.

The teacher may want to create a *Forgiveness Center* equipped with chairs, soft pillows, floor mats, books, and other materials. This *Forgiveness Center* can be a safe place for students to go when feeling sad or angry. It can also be a place for students to learn about forgiveness.

Lesson Twelve Within A Religious Context

As with the previous lessons, the next two sections are for those teachers seeking ideas about seeing the worth in those who have been unfair 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

The Bible teaches that ALL people have worth. All people were created by God. The Bible teaches (Matthew 5:44 & 45) the importance of lavishly loving ALL people, even those who are unkind to us. We are to learn from God’s example. He loves ALL people (those who do evil and those who do good) and at ALL times. Bible personalities and Bible stories teach us, through their lives, to see the worth of those who hurt us.

Bible Story and Verses

Matthew 5:44 “You have heard that it was said, ‘Love your neighbor and hate your enemy.’ But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous...”

Matthew 18:23-35 This is the story of the unforgiving servant. The King showed mercy and forgiveness toward a servant who owed him a great deal of money and was unable to pay. This same servant who had received mercy from the King refused to show mercy or

forgiveness toward a fellow servant who was in debt to him. He had the servant thrown into prison. The King saw the worth of the servant and lavished love upon him. The once-forgiven servant did not see the worth of a fellow servant and did not treat him with love and forgiveness.

II Samuel 9:1-12 David asks, “Is there anyone still left of the house of Saul to whom I can show kindness for Jonathan’s sake?” A servant of the household of Saul, Ziba, told the king, “There is still a son of Jonathan, he is crippled in both feet.” Mephibosheth was crippled and lived in a barren land, but David saw that Mephibosheth’s worth did not depend on his appearance or home. He lavished love on Mephibosheth by bringing him to his house to eat at his table and restoring all of Saul’s possessions to Mephibosheth. Mephibosheth’s family had treated David with great unfairness and injustice, but David showed love and forgiveness toward Mephibosheth. He chose to see the worth of Saul, Jonathan, and their descendants.

An Evaluation Of The Students

- Did the students read Chapters 9 and 10 in Caleb’s Story?
- Did the students participate in the class discussion?
- Did the students participate in the “Understanding the Person Who Hurt Me” activity?
- Participate in one of the “seeing with new eyes” activities?
- Did the students learn that a first step in forgiveness is *changing one’s thinking (mind)* about the person who hurt us?
- Did the students learn that we can change our thinking about an offender by trying to understand him or her?
- Did the students learn that when we work to understand our offender, we do not excuse, condone, or forget the offense?
- Did the students learn that when we work to understand our offender, we are showing lavish love in forgiveness?

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:

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

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

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

General Comments:

Lesson Thirteen: Lavish Love and Forgiving: Changing the Heart

The Main Ideas of the Lesson

The work of changing the heart is, as with the entire forgiveness process, an experience unique to each individual. In this lesson, the students will work to become aware of any "new feelings" that may begin to surface as they "change their thinking" about the person who hurt them.

*Some examples of the feelings that may begin to emerge are: empathy, sympathy, compassion, and love. **Empathy** is feeling the same feelings as another person. This often occurs within the context of forgiveness when we become willing to "step inside the shoes" of the person who caused the hurt. We may feel sad, angry or happy with him or her. **Sympathy** is when we feel sorry for a person. We may see the person's anger and feel sorry for him or her. As understanding develops, as we see his or her pain, a feeling of compassion may emerge. **Compassion**, within the context of forgiveness, is when we become willing to suffer with the one who caused the hurt. The final emotion that often emerges as the heart is softened in forgiveness is lavish love. **Lavish love** is the sum total of empathy, sympathy, and compassion.*

*How does a person keep him or herself safe as the heart is softened toward the person who caused an unfair hurt? Any time one does **not** deny, "stuff," or push away the pain, he or she is showing lavish love toward the self. Any time one does **not** engage in self-destructive behavior, he or she is showing lavish love toward the self. Any time one accepts the pain rather than passing it on to those less powerful or "safe" (loved ones, those younger or smaller), he or she is showing lavish love toward the offender, as well as self and others. One does **not** have to*

enter into a relationship with the person as his or her heart softens if it is not safe.

Our research has shown that a softened heart toward the person who caused the hurt is a very important aspect of the healing process. Those who become able to offer empathy, sympathy, compassion, and lavish love are often pleasantly surprised to discover the freedom that accompanies genuine forgiveness. Forgiveness, offered as lavish love, to a person who doesn't necessarily deserve it and at a time when it is most difficult to do so, can restore the giver and the receiver to wholeness.

A note to the teacher: Please be aware that many individuals, at the beginning of the forgiveness process, have difficulty believing that empathy, sympathy, compassion, and love toward a person who was deeply unfair to them should be fostered. These same people, however, as they begin to see the offender differently (with new eyes; through a different lens) often develop positive feelings toward him or her through forgiveness. People's willingness to "soften the heart" toward their offender may depend on the depth of the hurt and how long ago it occurred. We ask you to remain fully aware of this as you introduce the concept of changing the heart through lavish love and forgiveness.

General Objectives

The students will:

- ❑ Learn what it means to show empathy, sympathy, compassion, and/or love within the context of forgiveness.
- ❑ Learn that these positive feelings often emerge naturally once we work to understand our offender.
- ❑ Learn that we can soften our hearts toward the offender and remain safe.
- ❑ Learn that "lavish love in forgiveness" is healing, freeing, and restorative.
- ❑ Learn that it is not easy to foster empathy, sympathy, compassion, or love toward an offender.

Behavioral Objectives

The students will:

- Read or listen to Chapters 11 and 12 in Caleb’s Story.
- Participate in a class discussion.
- Participate in the “A Softened Heart” activity.

Materials

Caleb’s Story

Chalk Board, Chalk, and Bulletin Board
Marshmallows, Dough (Dinner Rolls or Sweet Rolls)
Activity Sheet 13A

Procedures

As was the case with the previous lessons, the following procedures have been included to serve as guidelines for the teacher. Please feel free to make adjustments to the procedures, discussion questions, or activities if it will help you 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. Last week we began the work of forgiving the person we thought about in the “I Remember” activity (if your classroom is participating in research for the forgiveness project, it will be the person the students identified when interviewed by a member of the research team). What was the forgiveness work we began last week? *We began to “change our thinking” toward the person who hurt us. Why is this important? Our thinking affects how we view people and events. Our thinking helps us know whether an unfair hurt or injustice has occurred. Our thinking affects our responses to a person or event. Our thinking determines, to a large degree, our success, joy, and well-being.* How did we learn to change our thinking toward the

person who hurt us? *We took our eyes off of ourselves and put them on the person who hurt us by trying to understand such things as: 1) What was life like for him or her when growing up; 2) What was life like for him or her at the time of the offense; 3) What has their relationship usually been like with him or her, and; 4) Do you see a different person when you think of him or her being a part of the human family?* **As in the previous lesson, please remind the students that when we try to understand the person we are not excusing the unfair behavior or saying it was OK. The hurt caused by this person was unfair, it is unfair, and it will always be unfair! A person can begin to *understand the one who caused the hurt* and remain safe. One does not have to become friends with the person to gain understanding.**

2. Introduce today's lesson. Tell the students, "Today we are going to learn how *hearts* often begin to *soften* toward a person who was unfair when we forgive. We will also learn that warm feelings like empathy, sympathy, compassion, and lavish love often grow out of these *softened hearts* in forgiveness. What is empathy? *Empathy is feeling the same feelings as another person. This often occurs within the context of forgiveness when we become willing to "step inside the shoes" of the person who caused the hurt. We may feel sad, angry or happy with him or her.* What is sympathy? *Sympathy is when we feel sorry for a person. We may see the person's anger and feel sorry for him or her.* What is compassion? *It is suffering with the one who caused the hurt.* What is lavish love within the context of forgiveness? *It is empathy, sympathy, and compassion. Lavish love takes our eyes off the self and puts them lovingly on the offender.*
3. Read Chapters 11 and 12 of the book entitled, Caleb's Story. The teacher may read aloud or assign the chapters to be read silently or aloud in small groups.
4. Conduct a class discussion. Please see the Discussion Section.
5. Have the students participate in the "Softened Heart" activity. Please see the Activities Section for further instructions.
6. Provide a summary of the main ideas to conclude the lesson. Today we began to learn about how a person's *heart* often *softens* toward one who was unfair when he or she forgives. We paid special attention to *your feelings* toward the person

you identified in the “I Remember” activity (or, in an interview with the researchers). How does a person get a *softened heart* toward an unfair person? *As a person gains understanding, these feelings often show up.* What are some of the feelings that come from a softened heart? *Empathy, sympathy, compassion, and lavish love.* Who remembers what empathy is? *Empathy is feeling the same feelings as another person. We may feel sad, angry or happy with him or her.* What is sympathy? *Sympathy is when we feel sorry for a person. We may see the person’s anger and feel sorry for him or her.* What is compassion? *Compassion is suffering with the one who caused the hurt.* What does it mean to show lavish love, within the context of forgiveness? *Lavish love is empathy, sympathy, and compassion. Lavish love takes our eyes off of the self and puts them on the offender.* Can we have a softened heart toward a person who unfairly hurt us and remain safe? In what ways? *We do not have to be friends with the person. We can only be around the person when others are present.* **Lavish love in forgiveness** helps a person heal. Forgiveness, offered as lavish love to a person who doesn’t necessarily deserve it and at a time when it is most difficult to do so, offers freedom from sad or angry feelings and makes the giver and receiver of forgiveness feel whole. We can soften our hearts in lavish love as we forgive without putting ourselves at risk to be hurt again by the same person.

Discussion Questions

1. What happened in today's reading? *There was a big storm. Sarah almost died, but was rescued by Grandpa. Jacob was recovering so Grandpa, believing he was no longer needed, was preparing to leave. Jacob forgave Grandpa and asked him to remain living on the farm with them.*

We've learned a lot about Caleb and his family. We've watched them work together, play together, laugh, cry, grumble, argue, and talk about good and bad times. We have watched them struggle with forgiving one another.

2. In what ways have you seen Caleb's family struggle with forgiveness? *They've been angry. They've been sad. They've tried to avoid one another. They've refused to talk. They've taken their anger out on other family members, not responsible for their hurt (Jacob toward Sarah).*
3. How has Jacob (Papa), in particular, struggled with forgiveness toward his father (Grandpa)? *He refused to talk with his father. He was angry that his father was in his home. He argued with Sarah. He was impatient with his children. He physically fought with his father.*

Last week we learned about the importance of trying to understand the person who unfairly hurt us. We learned that when we try to understand a person who unfairly hurt us, we are not excusing his or her behavior. We are not saying that what the person did is all right.

4. What were some of the signs that Jacob was trying to understand his father (as discussed in last week's lesson)? *There was evidence that Jacob saw John's worth. He tried to protect him from feeling responsible for his injury.*

It often happens that when people try to understand a person who caused unfair hurt, their hearts begin to soften toward him or her.

5. Do you think that it is an easy thing to soften your heart toward a person that hurt you? Why or why not?
6. Do we have any signs that Jacob's heart was beginning to soften toward his father

(from earlier or this week's reading)? What are they? *Jacob tried to protect John from emotional pain by not telling Sarah the truth of the accident. This was an act of love. He stood in the window watching as John comforted Caleb.*

7. What do you think empathy is? *Empathy is feeling the same feelings as another person. We might feel sad, angry, or happy with the person.*
8. Did any family members show empathy toward one another in either of these chapters (you may allow answers from previous chapters)? *On Page 104 Papa held Caleb as he cried about Grandpa going in the storm (risking his life) and Sarah being lost. John smiling and saying, "No, you didn't." This was after Jacob told John that he did not want Sarah to go back to sleep (Page 109).*
9. Are there any signs of Jacob showing empathy toward his father (Grandpa) as he worked toward forgiveness? Where? *Jacob moved closer to his father when he learned that his father didn't write to him because he was unable to read or write. It is possible that he felt his father's shame and sadness (page 112).*
10. What would allow for Jacob to show empathy toward his father? *After he heard that his father couldn't read or write, perhaps he began to understand that his father had experienced hurts and disappointments in his life, too. Perhaps he began to see that his father was more than what he had done, thus feeling what his father may have felt.*
11. What do you think sympathy is? *Sympathy is when we feel sorry for a person. We may see the person's circumstances, hurt, or anger and feel sorry for him or her.*
12. Are there any signs that Caleb and his family have sympathy for one another (you may allow answers from previous chapters)? If so, what are the signs? *Grandpa putting his arms around Caleb to reassure him that his father would be fine. Jacob holding Sarah after she'd been rescued from the cold. Sarah shows sympathy toward Grandpa when she tells Jacob that "things happen" (page 111).*
13. In what ways might Jacob be showing sympathy toward his father as he forgave? *On Page 113, Jacob says, "Sarah says fault doesn't matter." Perhaps Jacob feels sorry for John as he sees his father's hurt.*
14. Why might Jacob have been able to show sympathy toward his father?

15. What is compassion? *Compassion is suffering with another person.*
16. Can you think of any times in the story (today or in past chapters) when family members showed compassion toward one another? *Caleb heard his father, Jacob, say to John, "You never even wrote." Caleb suffered with (had compassion) his grandfather at that moment because he knew his John's shame at not being able to read and write.*
17. Did Jacob ever show signs of feeling compassion toward his father? What were the signs of compassion? *When John (Grandfather) saved Sarah from the freezing to death, Jacob looked at Grandfather and Caleb and said, "You're fine. Everything is all right now." Jacob seems to understand the pain of John and Caleb and was comforting them.*
18. How may Jacob's thinking toward his father have changed to allow him to feel compassion toward John, his father? *He may be seeing that his father has goodness and worth. John saved Sarah from freezing to death. John took care of the family as his leg was healing. Jacob went to talk with John (John was getting ready to leave). John admitted to Jacob that he felt ashamed because he could not read or write. Jacob told John that fault does not matter after John said that leaving him was wrong and that it was all his fault.*
19. What does it mean to show lavish love, within the context of forgiveness? *It means to bear the pain. When a person, after having been unfairly hurt, does not deny the pain, expect it to go away, or allow it to grow by passing it along or engaging in self-destructive behavior, but rather accepts it out of concern for the person who caused the hurt, then he or she is loving the offender.*
20. As discussed in earlier questions dealing with empathy, sympathy, and compassion, do we see signs of Caleb and his family showing lavish love toward one another after being hurt? What are they? *Caleb showed lavish love toward his grandfather. He taught John to read and write even though his grandfather was, at times, sharp and unkind. Jacob prevented John from going out into the snow storm to look for Sarah. He knew that going out into the storm himself could kill him, but he sacrificed himself for the family. Caleb was hurt by Sarah and John's arguments. He was hurt*

by Jacob and John's coldness toward one another. Yet, he taught his grandpa to write, helped his father with chores, and wanted to rescue Sarah.

21. Can you think of a way that Jacob showed lavish love toward his father? Give examples. *He listened to John tell his story. Jacob told his father that fault does not matter. Jacob gave his father time and allowed him to live with them. He asked him to permanently live with them.*
22. Is it possible to have a softened heart toward one who hurts us and remain safe? Was Caleb and his family safe as they softened their hearts in forgiveness? In what ways?
23. What are some positive things that might happen for a person who has been hurt, who has been carrying deep anger, who manages to develop a softened heart toward the one who caused the hurt? *The anger might fade. Their relationships may improve. They may feel happier.*
24. Do you think that other people benefit besides the forgiver and forgiven when the forgiver shows lavish love? How?

Activities

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

A Softened Heart

Objective:

The students will continue to learn how positive emotions can emerge toward a person who treated them unfairly when they try to understand the person. They will explore the effects of love on the heart compared with the effects of anger. They will make "Softened Heart" treats.

Instructions:

The teacher, with the help of the students, will make "Softened Heart" treats to illustrate the effects of love on an unjust or unfair hurt. An unfair hurt that is fed with anger becomes hardened and remains in the heart, making the heart hard. A hard rock is left where there was sweetness. An unfair hurt that is fed with love melts away and softens the heart. The sweetness spreads out and covers the heart. **Note to the Teacher:** In preparation for a discussion of the effects of *lavish love in forgiveness* on our unfair hurts, let a marshmallow and dough sit out in the open to harden (this should be done a couple of days before conducting the activity). This can be dough purchased from the store or dough that you and the students make. See Activity Sheet 13A.

Tell the students, "Today we are going to make "Softened Heart" treats." Show the students a marshmallow and tell them that we are going to pretend that marshmallows

stand for unfair hurts. Next, show the students a piece of dough and tell them we are going to pretend that the dough stands for the heart. Show the students the marshmallow and dough that have been standing out for several days (dry and hard). Ask the students, “What has happened to this marshmallow and the dough (the unfair hurts and the heart) as they sat out in the open, unprotected and uncared for (fed by anger)? *They have become hard. They have become dry.* Ask the students to focus on the marshmallow as an unfair hurt. What do you think will happen to this unfair hurt if it is fed by anger? *It would get hard like a rock. It would get tougher and tougher, almost worse than when it first occurred.* What do you think will happen to the heart as the unfair hurt becomes harder?” *The hardened hurt would make the heart hard. As the hurt stays in the heart, the heart would get harder and harder.*

Next the teacher will give each child a piece of dough and marshmallow (if you choose to make the dough with the students, see Activity Sheet 13B). You may want to have the students shape their pieces of dough into the shape of a heart. Tell the students, “Please take your dough (the heart) and wrap it around your marshmallow (the hurt).” The teacher will bake the “Softened Heart” treats for the students. Give each student their “Softened Heart” treat. Have the students break open their rolls. Next the teacher will say, “What is on the inside of your treat? *It’s empty. There’s only a sweetness covering the dough.* The marshmallow, the unfair hurt, has melted away! What is the dough like? *It is warm and soft.* The dough, the heart, has softened! The marshmallow was melted and the dough grew bigger and softer because of the warmth (imagine the warmth is love) of the oven. This is what happens in our bodies. As the warmth of love gets into and around a hurt and into and around a heart, the hurt melts away and the heart grows larger and softer. If the offense in the heart is surrounded with love and forgiveness, the heart can continue to get more warm and loving. Compare the marshmallow and dough that have become hardened through a lack of warmth (no love, anger) and the marshmallow and dough that have been changed through the warmth of love. The hurt living in a heart without the loving work of forgiveness becomes harder. The heart becomes harder, too. The roll that has been left out at room temperature is colder than the one coming out of the warm oven. Your own heart can get colder or warmer toward a person depending on what you do toward that person (forgiveness leads to a warm and softened heart; a lack of love and continued anger leads to a cold and hard heart.”

Now ask the students to think about the person in the “I Remember” activity (the person you identified to a researcher if your classroom is participating in the research project). Think about the person. Think about your heart. Can you feel your heart getting warmer or colder? Give each student the 13B activity sheet (a thermometer of feelings) and ask them to color in the thermometer to reflect how warm or cold their hearts are feeling toward the person who hurt them.

Lesson Thirteen Within A Religious Context

The next two sections are for those teachers seeking ideas about lavish love within the context of forgiveness 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

The Bible teaches us the importance of loving others through forgiveness. Jesus was a perfect example of what it means to give “lavish love in forgiveness.” While hanging on the cross Jesus had sympathy and love for those who crucified him. He asked God the Father to forgive them. Stephen, while being stoned to death for his faith in Christ Jesus, showed lavish love of forgiveness as he asked God to forgive his offenders. The Bible teaches over and over to love as God has loved us. When we forgive, we are lavishly loving a person at a time that it is the most difficult to love.

Bible Verses

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

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!

1 Peter 4:12-14, 19 Dear friends, do not be surprised at the painful trial you are suffering, as though something strange were happening to you. But rejoice that you participate in the sufferings of Christ, so that you may be overjoyed when his glory is revealed. (We are to share in Christ’s suffering. He suffered for the unjust. We are to do the same.)

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.

Luke 23:34 Jesus said, “Father forgive them, for they do not know what they are doing.” (This is an example of Jesus showing lavish love toward His offenders. He was feeling empathy (perhaps feeling their confusion and anger), sympathy (seeing their anger and feeling sorry for them), and compassion (suffering with his offenders) as well.

Acts 7: 54-59 This is the story of Stephen being stoned for his faith in Jesus. “While they were stoning him, Stephen prayed, ‘Lord Jesus, receive my spirit.’ Then he fell on his knees and cried out, ‘Lord, do not hold this sin against them.’ When he had said this, he fell asleep.” (Once again, Stephen’s love is an example of lavish love being shown within the context of forgiveness.)

John 13:34-35 A new command I give you: Love one another. As I have loved you, so you must love one another. We are taught through this verse to love as God loves us. He loves us even when we are unlovable.

John 15:12-14 My command is this: Love each other as I have loved you. Greater love has no one than this, that he lay down his life for his friends. We see through this verse that God's forgiving love is to be our forgiving love.

Luke 10:25-38 The parable of the Good Samaritan helping a man going down from Jerusalem whose "group" was a long-time enemy of the Samaritans (a story demonstrating lavish love in forgiveness). There was a long history of hurt and offenses between the two groups, but the Samaritan felt love and forgiveness toward the wounded man.

An Evaluation Of The Students

- Did the students read or listen to the Chapters 11 and 12 in Caleb's Story?
- Did the students participate in a class discussion?
- Did the students participate in the "A Softened Heart" activity?
- Did the students learn what it means to show empathy, sympathy, compassion, and/or love within the context of forgiveness?
- Did the students learn that these positive feelings often emerge naturally once we work to understand our offender?
- Did the students learn that "lavish love in forgiveness" is healing, freeing, and restorative?
- Did the students learn that they can have softened hearts toward the offender and remain safe?
- Did the students learn that it is not easy to foster empathy, sympathy, compassion, or love toward an offender?

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:

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

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

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

General Comments:

Activity Sheet 13A
“Softened Heart Treats” Recipe

Breakfast Sweet Rolls¹⁵

2 1/3 Cups Baking Mix

3 Tablespoons sugar, or to taste

3 Tablespoons butter, melted

½ Cup Milk

Creamy Frosting (recipe follows), if desired

Add first 4 ingredients to make a soft dough. Form into a ball on floured cloth or board. Knead 8-10 times. Roll to ½ inch thick. Cut with floured 2 inch cutter. Arrange rolls on baking sheet, ungreased. Bake 8-10 minutes or until light brown. While warm, frost with creamy frosting. Makes about 12.

Creamy Frosting:

½ Cup Confectioners’ sugar

1 Tablespoon Soft Butter

2 Teaspoons Light Cream or Milk

¼ Teaspoon Vanilla

¹⁵ This recipe was taken from the following website: <http://www.cooks.com/rec/doc/0,165,148184-236201,00.html>

Lesson Fourteen: Lavish Love and Forgiving in Action

The Main Ideas Of The Lesson

The students have learned thus far that when people forgive, they “see with new eyes” the person who hurt them (they see the person’s worth). They’ve also learned that positive feelings such as empathy, sympathy, compassion, and lavish love (loving feelings toward a person who may seem unlovable and undeserving of the love) often develop through understanding as they continue to forgive.

*In this lesson, the students will learn that as the unfairly hurt person proceeds through the process of forgiveness, with “new eyes” and a “softened heart” toward the offender, forgiveness may be deepened by extending **kindness, respect, generosity, and lavish love**. Please note that in this lesson, lavish love will be discussed as a **behavior** rather than as a **feeling** (as in Lesson 13).*

As they did in Lessons 11 through 13, the students will continue to focus on the one specific person who caused them an unfair hurt (the person they identified in the “I Remember” activity or, if your classroom is participating in the forgiveness research, when speaking with members of the research team). The children will be encouraged to continue attempting to see this person with “new eyes,” to be aware of a “softened heart” toward the person, and to open the door wider to forgiveness by applying kindness, respect, generosity, and lavish love toward him or her.

The Main Ideas Of The Lesson Continued

How does a person give these gifts without putting him- or herself at risk to be hurt again in the same way or by the same person? It is important that the students learn that such gifts can be given without entering into a relationship with a person who persists in behaving unfairly. A person can safely offer the gifts of lavish love by: 1) Refusing to cause the offender harm (not pushing, shoving, or hitting the person, not saying unkind words to the person, not talking badly about the person); 2) Offering a smile, a kind word in the presence of others, or sharing a toy or game with the person in the presence of others (also examples of kindness, respect, and generosity); 3) Bearing the pain rather than throwing the pain back at the offender or unto others. Bearing the pain means that we do not deny the pain, push it away, throw it back at the offender, or pass it along to those who are less powerful than ourselves (smaller in size, younger, weaker).

At this point in the forgiveness process, you may find some variation in the students' desires and abilities to express kindness, respect, generosity, and lavish love. These virtues do not always come easily! A student's readiness to give them may depend on the depth of the hurt or the length of time since the hurt.

Please allow the students to become willing to respond to their offender with the gifts of kindness, respect, generosity, and lavish love in their own way and in their own time. It is often the case that although one may not initially be ready to give these gifts, they may be ready to give them with time. As the students continue to work at "seeing with new eyes" and "softening the heart" toward their offender, the desire and ability to give these gifts will likely emerge.

The Main Ideas Of The Lesson Continued

Once able to give kindness, respect, generosity, and lavish love, the students may be surprised at the freedom they feel. Forgiveness has a way of being a gift both to the offender and to the one who willingly offers the gift. In the next lesson, the last of the curriculum, we will discuss in greater detail the importance of forgiveness to a person's happiness, health, and relationships. We will also learn about the effects of forgiveness on families, schools, neighborhoods, and communities.

General Objectives

The students will:

- Learn that as we see “with new eyes” and begin to “soften the heart” toward a person who was unfair, the willingness to give gifts of kindness, respect, generosity, and lavish love (bearing the pain) often emerges.
- Learn that giving gifts to one who was unfair is **not** easy and the willingness to give such gifts in forgiveness may vary depending on when the hurt occurred and how deep it was.
- Learn that as one gives these gifts, forgiveness often deepens.
- Learn that one can give kindness, respect, generosity, and lavish love **without** being put at risk for further hurt in the same way or by the same person.
- Learn that a person may have a sense of freedom upon giving these gifts.

Behavioral Objectives

The students will:

- Re-read the last page of and review Caleb's Story.
- Participate in a class discussion.
- Participate in the “Bearing the Pain” activity.

Materials

Caleb's Story, written by Patricia MacLachlan
Construction Paper, Glue, Glitter, and Markers
Activity Sheet 14A

Procedures

As with the previous lessons, we have included a detailed list of procedures. Please note that the discussion questions and activities have been provided as suggestions. Adjustments and/or improvements may be made if it will help you to more effectively meet the needs of your students provided the objectives of the lesson are met.

1. Conduct a review of the previous lesson. Last week we discussed how a person's *heart* often *softens* toward one who was unfair when he or she forgives. How does a person get a *softened heart* toward an unfair person? *When we try to understand the person, we often develop feelings of empathy, sympathy, compassion, and lavish love. As a person gains understanding, these feelings often show up.* Who remembers what empathy is? *Empathy is feeling the same feelings as another person. We may feel sad, angry, or happy with him or her.* What is sympathy? *Sympathy is when we feel sorry for a person. We may see the person's anger and feel sorry for him or her.* What is compassion? *Compassion is suffering with the one who caused the hurt.* What does it mean to show lavish love, within the context of forgiveness? *Lavish love is empathy, sympathy, and compassion. Lavish love takes our eyes off of the self and puts them on the offender. **Lavish love in forgiveness** can help a person heal from the hurt. It can help a person feel free and more whole. We can soften our hearts in lavish love as we forgive without putting ourselves at risk to be hurt again by the same person.*
2. Introduce today's lesson. Tell the students, "In Lessons 11, 12, and 13, we began learning to forgive a person who was unfair to us. Today we are going

to continue learning to forgive by exploring what it means to ‘give a gift’ to a person who hurt us. What kind of a gift do you think we could **safely** give a person who was unfair? *A smile. A kind word. Refusing to do harm to the person (do not say unkind words; do not kick, hit, or hurt his or her property).* We can give kindness, respect, generosity, and lavish love (bearing the pain rather than lashing out with unkind words or actions) to a person who has hurt us. When we do this, it will actually help to deepen our forgiveness toward the person.

3. Review Caleb’s Story by Patricia MacLachlan. Read aloud to the students the last page (final entry to Caleb’s journal) of the book.
4. Conduct the class discussion. The questions can be found in the Discussion Section.
5. Have students participate in the “Bearing the Pain” activity. See the Activities Section for further instructions.
6. Provide a summary of the main ideas of the lesson to conclude the lesson.

Today the students learned that as they begin to see their offender’s worth and soften their hearts toward him or her, their forgiveness may deepen as they give the gifts of **kindness, respect, generosity, and lavish love**. How can we give these gifts without putting ourselves in danger of being hurt again in the same way or by the same person? *We don’t need to have a relationship with the person. We can safely offer the gifts of lavish love by: 1) Refusing to cause the offender harm (**not** pushing, shoving, or hitting the person, **not** saying unkind words **to** the person, **not** talking badly about the person); 2) Offering a smile, a kind word in the presence of others, or sharing a toy or game with the person in the presence of others (also examples of kindness, respect, and generosity); 3) Bearing the pain rather than throwing the pain back at the offender or unto others. What does it mean to **bear the pain**? We do not deny the pain, push it away, throw it back at the offender, or pass it along to those who are less powerful than ourselves (smaller in size, younger, weaker). **Please remind the students that they can give the gifts of kindness, respect, generosity, and lavish love in their own way and in***

their own time. Ask them to be patient with themselves. It is OK if they are not ready to give the gifts today. They may be ready in time. Tell the students that they will learn how forgiveness can help individual people, families, schools, neighborhoods, cities, and the world in the next lesson.

Discussion Questions

1. What were some of the hurts that Caleb's family experienced?
2. Which of these hurts do you think were unfair? Why? *John leaving Jacob. Jacob being short with Sarah because of his hurt. The person didn't see the worth of the one he or she hurt.*
3. What were some of the ways Caleb's family handled their anger after being hurt? Which of these ways of handling anger were good? Which ways did not result in good things? *Sarah expressed her thoughts and feelings to the one who caused her anger (good). Jacob left the room and went outside when angry (can be good if he is taking time to reflect on what happened and to avoid hurting the one who caused the hurt. If he doesn't remain distant, it may be good). Jacob got angry and yelled at John. Jacob pushed John (not good). John pushed Jacob (not good). John was silent when angry (see the explanation for Jacob leaving the room). There are many more examples.*
4. We know that Jacob was especially hurt when his father (John) left them years earlier. What were some signs that Jacob was beginning to forgive his father? *He seemed to be seeing his father's worth because he accepted his father's help on the farm (John looked for Sarah when she was lost and did chores). His heart seemed to begin to soften toward his father, John. He covered up the fact that John had pushed him causing his injury. He asked John to remain living with them on the farm.*
5. What does it mean to give a gift in forgiveness? *To give respect, kindness, generosity, and lavish love.*
6. What gifts does Jacob give to John in forgiveness? *He gives John the honor of carving the turkey during a family dinner. He lets John become a member of the*

family and allows him to live there permanently. He laughs with his father. He listens to his father's reasons for leaving without arguing.

7. Do you think that it was difficult for Jacob to give these gifts to his father (John)? Why? Why not?
8. Did Jacob feel any pain as he tried to give gifts to his father? What pain might he have felt? *He may have felt that his dad didn't deserve the gifts. He may have been a bit scared to reach out to his dad. He may have been afraid his father would hurt him again. He may have wondered if his dad would accept his gifts.*
9. How might Jacob's pain itself be a gift to his father? *The pain might be a gift because he is willing to experience it rather than withhold a gift from his father.*
10. What kinds of gifts would you have given John?
11. Would this have been difficult for you?
12. Even if it was painful for you, would you have given the gifts to John? Why or why not?
13. Is it hard for you to give a gift to a person who has been unfair to you? Why? Why not?
14. If it is difficult or painful for you to give a gift to the one who hurt you, how might your struggle or difficulty be a gift to him or her?
15. What is a gift that you could **safely** give to a person who hurt you?

Activities

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

Bearing the Pain

Objective:

The students will learn ways to safely give a gift to a person who treated them unfairly. They will participate in an activity in which they either pass on their anger and sadness, put it in a bin, or pass on love.

Instructions:

Have the child hold a heavy object (heavy enough to be a bit of a burden, but not so heavy as to strain a muscle or hurt him- or herself). The child can choose to do one of two things with this object (perhaps a 5 point weight, five pound sack of potatoes, sand, or flour): 1) Bear the weight himself-or herself as a gift to the one who hurt him or her. As the child carries it, he or she is to think of how the offender is **unburdened** of this pain—that is the gift—not passing the pain and resentment back to the offender. **It is important that you point out ways that the child keeps him-or herself safe in carrying the somewhat heavy object.** For example, when bearing the pain as a gift to another person, the weight-bearer should **not** become overly fatigued or carry a weight so long as to become injured. Even in bearing the pain on behalf of another person, this gift giver has to refresh and take breaks from bearing the pain. With these safeguards in place, please have the child reflect on how good it feels to carry this on behalf of the other person; 2) Symbolically give the 5 pound weight to the offender (in the “offender box”). The student is now free, but has burdened the offender. Please have the child think about the offender’s misery because the student did not bear the pain. **We leave the selection of the object and the weight of it up to you, the teacher. We do not want something so heavy that the child is hurt or something so light that the child does not understand the concept of carrying a weight of hurt, sadness, or anger.**

Lesson Fourteen Within A Religious Context

Again, the next two sections are for those teachers seeking ideas on this topic within their own Christian religious tradition.

General Religious Ideas

The Bible is filled with stories of lavish love in forgiveness. When unjustly hurt, we learn through the lives of Bible characters, teachings of Jesus, and parables and other scripture to love all people under all circumstances. We are further taught how to show this love in the face of hurt.

Bible Verses

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

Luke 10:25-38 The parable of the Good Samaritan helping a man going down from Jerusalem whose “group” was a long time enemy to the Samaritans (a story demonstrating lavish love in forgiveness). As we know from the previous lesson, there was a long history of hurt and offenses between the two groups of people, but the Samaritan saw the man’s worth and showed lavish love in forgiveness by cleaning and bandaging the man’s wounds, taking him to an inn, and paying for the man’s room and board. He had sympathy and compassion for the man (compassion means to suffer with).

Romans 5:3 Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope. And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us. (This verse deals with bearing the pain in lavish love and offering kindness, respect, and generosity.)

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

1 Peter 3:10 For, “Whoever would love life and see good days must keep his tongue from evil and his lips from deceitful speech. (We show lavish love

Matthew 5:43-47 We are to pray for those who hurt us.

Matthew 27: 32-66; Mark 15:21-47; Luke 23:26-55; John 19:28-42 These scripture tell the story of Jesus’ crucifixion. Jesus carrying the cross and bearing the pain for our sins. Jesus carried the pain of the cross for each and every one of us. He bore the pain for me and for you.

An Evaluation Of The Students

- Did the students review and re-read the last page of Caleb’s Story?
- Did the students actively participate in the class discussion?
- Did the students actively participate in the “Bearing the Pain” activity?
- Did the students learn that as we see “with new eyes” and begin to “soften the heart” toward a person who was unfair, the willingness to give gifts of kindness, respect, generosity, and lavish love (bearing the pain) often emerge?
- Did the students learn that giving gifts to one who was unfair is **not** easy and the willingness to give such gifts in forgiveness may vary depending on when the hurt occurred and how deep it was?
- Did the students learn that as one gives these gifts, forgiveness often deepens?
- Did the students learn that one can give kindness, respect, generosity, and lavish love (bearing the pain) **without** being put at risk for further hurt in the same way or by the same person?
- Did the students learn that a person may have a sense of freedom upon giving these gifts?

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:

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

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

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

General Comments:

Lesson Fifteen:
Lavish Love and Forgiving: What are the Benefits for Self,
Offender, and the Wider Community?

The Main Ideas Of The Lesson

In this final lesson of the curriculum, we will ask the students to begin thinking and learning about why forgiveness is a good thing to do. Some of the common reasons people give for forgiving are as follows: 1) To improve overall well-being (reduce anger and sadness; increase self-esteem and hopefulness; 2) To help you get along better with the person who hurt you, as well as others; 3) To help the person who hurt you see his or her unfairness and to change the behavior; 4) To help the person who hurt you be set free and feel loved and worthy (set free from guilt and shame); 5) To feel more loving toward the person who hurt them, in particular, and more loving toward others, in general.

The students will learn how communities (families, schools, and cities) can be changed in a positive way by forgiveness. This is important to learn if the students will bring to others, as a gift, what they have learned about forgiveness.

Although this lesson is an end to the formal Forgiveness Curriculum, our challenge to you, as the teacher, is this: How can you keep the idea of forgiveness in front of the children while they are at school, in the family, and in church? We congratulate you, the teacher, for bringing the children on this journey that is likely to bear fruit in unexpected places.

General Objectives

The students will:

- Learn the benefits of forgiveness for individuals.
- Learn the benefits of forgiveness for communities (families, schools, and cities).

Behavioral Objectives

The students will:

- Read the story written by Jeff Brumbeau and Gail de Marcken entitled, The Quilt Makers Gift.
- Participate in a class discussion.
- Participate in the “Fragrance of Love” activity.
- Participate in the “The Forgiveness Quilt as a Gift to the Community” activity.

Materials

The Quilt Makers Gift

Written by Jeff Brumbeau and Gail de Marcken

The Quilt Squares

Activity Sheet 15A

Procedures

As you now know, the following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you 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 Lesson Fourteen. The students learned that as they begin to see their offender’s worth and soften their hearts toward him or her, their forgiveness may deepen as they give the gifts of **kindness, respect, generosity, and lavish love**. They learned that the students can **safely** give these

gifts. We don't have to become friends with the person if he or she refuses to change behavior that is cruel or dangerous. We can refuse to cause the offender harm by **not** pushing, shoving, or hitting the person, **not** saying unkind words **to** the person, and **not** talking badly **about** the person. We can smile, say a kind word, or share a toy or game with the person in the presence of others. These are examples of kindness, respect, and generosity. We can bear the pain (not deny, push it away, throw it back at the offender, or pass it along to those who are smaller, younger, or weaker). **Once again, please remind the students that they can give the gifts of kindness, respect, generosity, and lavish love in their own way and in their own time. Ask them to be patient with themselves. It is all right if they are not ready to give the gifts today. They may be ready in time.**

2. Introduce today's lesson. Let the students know that today they will learn about the benefits of forgiveness. Ask them, "Why do you think it is important to forgive?"
3. Read the story, The Quilt Makers Gift. Introduce the story by telling the students that today they will learn how forgiveness can benefit the person who does the forgiving, the person who is being forgiven, and many people living in the same community.
4. Conduct a class discussion. The questions can be found in the Discussion Section.
5. Ask the class to make the "Fragrance of Lavish Love in Forgiveness" molds. See the Activities Section.
6. Have the class participate in the "The Forgiveness Quilt as a Gift to the Community" activity. Further instructions can be found in the Activities Section.
7. Conclude the lesson by providing a summary of the main ideas.

Tell the students, "Today we started thinking and learning about why forgiveness is a good thing to do. What are some reasons to forgive? *a) To improve overall well-being (reduce anger and sadness; increase self-esteem and hopefulness); b) To help you get along better with the person who hurt you, as well as others; c) To help the person who hurt you see his or her unfairness and to change the*

behavior; d) To help the person who hurt you be set free and feel loved and worthy (set free from guilt and shame); and, e) To feel more loving toward the person who hurt you, in particular, and more loving toward others, in general.
How can forgiveness help communities?"

Discussion Questions

In today's story we met a quilt maker "who kept a house in the blue misty mountains up high. Even the oldest great, great grandfather could not recall a time when she was not up there, sewing away day after day. Here and there and wherever the sun warmed the earth, it was said she made the prettiest quilts anyone had ever seen. The blues seemed to come from the deepest part of the ocean, the whites from the northernmost snows, the greens and purples from the abundant wildflowers, the reds, oranges, and pinks from the most wonderful sunsets."¹⁶

1. We learned that many people climbed the mountain, hoping to buy one of her quilts, but she would not sell them. Why? *She would only give them to the poor.*
2. In what way did the quilt maker show lavish love toward those living and sleeping in the streets? *She gave the quilts to keep them warm. She lovingly tucked them in.*
3. There was a powerful and greedy king who had hundreds of thousands of gifts. He had gifts that "shimmered and glittered and glowed; things whimsical, practical, mysterious and magical." Did these many gifts make him happy? How do you know?
4. What did the king do when he learned of the quilt maker and her beautiful quilts?
5. When the king asked for a quilt, what did the quilt maker say? *The king should make presents of everything he owned. He had to become a gift-giver before she would let him be a gift-getter.*
6. The king was angry and so had her chained to a rock in a cave with a bear. What happened to the quilt maker? *The bear helped her because she showed him love and kindness.*
7. The king felt sorry for what he had done, but when he saw that the woman was enjoying breakfast with the bear he became angry. What did he do next? *He left her alone to drown on a tiny island.*
8. How did the quilt maker react? *She showed love toward a poor little, cold sparrow.*
9. What happened next? *The king became sorry and agreed to give away his treasures.*
10. As the king began to act in love, to give gifts of kindness and generosity, how was he changed? *He began to smile. The more he gave, the more generous he became. He laughed. He became happy! The king's clothes became tattered, but his eyes glittered with joy as he laughed. He knew his wealth was his heart was full of love and memories.*
11. How did the quilt maker's forgiving love help the king? *He became able to give love. He became happy. She healed his anger.*

¹⁶ The Quiltmakers Gift by Jeff Brumbeau and Gail de Marcken

12. In what ways did the quilt maker's forgiving love help every person (animal) with whom she came in contact?
13. Do you think the kingdom was changed? How was it changed? Why? Why not?
14. Did the quilt maker's forgiving love put her in danger of being hurt again? Why? Why not?
15. If we each were able to offer forgiving love to those who treat us unfairly, how might we be changed?
16. If we were each able to offer forgiving love to those who treat us unfairly, how might our family, schools, churches, and communities be changed?

Activity

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

The Fragrance of Lavish Love in Forgiveness

Objective:

The students will continue to learn how lavish love in forgiveness can benefit the forgiver, forgiven, and entire communities. The students will reflect on their feelings toward the person who caused the hurt and make a new mold out of the Applesauce Cinnamon Dough.

Instructions:

Once again, the teacher should let the students know that this activity is absolutely PRIVATE! As in Lesson 11, the person they are thinking about in this activity will not be discussed with one another or with you, the teacher.

***Note* If your classroom is participating in research during this school year, the students will recall the person identified in their interview with a member of the research team otherwise they will reflect on the person identified in the "I Remember" activity.**

The students will examine their feelings toward the person who caused the unfair hurt. Because time has passed since the last play dough exercise, the children's feelings toward the one who hurt them and the incident may have changed. Please be open to the possibility that some may still be angry, while others may have become more neutral than angry, and still others may have begun to feel more compassionate and loving toward the person who hurt them.

Together with the students, make the applesauce cinnamon dough. See Activity Sheet 15A.

To begin the activity, say to the students, "Please once again recall the unfair hurt" (identified in the "I Remember" activity or discussed in an interview with a member of the research team if your classroom is participating in the Forgiveness Research Project). Tell the students, "I am going to give you a piece of the applesauce cinnamon dough. I would like you to think about the person who caused your unfair hurt. As before, I'd like you to shape a mold that expresses, for you, the worth of that person. Ask

the student to think about his or her feelings of love and goodwill toward the person.¹⁷ Allow the molds to air dry and store in a safe place. When the molds have dried, they will give off a very sweet fragrance. Please discuss with the children the ways in which lavish love in forgiveness give sweetness to the forgiver, the forgiven, and others. Take some time to compare this sculpture with the one made in Lesson Eleven. Ask the students if they notice a difference in the way they are viewing the person who hurt them. If so, in what ways? **It is important to let the students know that all people work through the process of forgiveness in their own way and in their own time.**

The Forgiveness Quilt as a Gift to the Community

Objective:

The students will continue to learn how forgiveness can spread from the forgiver, to the forgiven, and to the entire community. The students will dedicate the “Forgiveness Quilt” as a gift to the community at the celebration. The students will sing the songs learned in previous lessons and share what they’ve learned about forgiveness with parents and other guests.

Instructions:

The teacher and students will dedicate the forgiveness quilt (the quilt will have already been sewn together by parents and other volunteers). The children will sing songs learned in the various forgiveness lessons and will share what they have learned about lavish love in forgiveness with parents and other guests from the community.

The quilt may be hung in the school (place agreed upon by teacher, students, and other school staff and students) for all to see. The teachers and students may want to prepare treats for the parents and other guests to enjoy during the celebration.

Note* If the quilt has not yet been sewn together, the children can share their individual squares or make a bulletin board or collage to display their squares.

Lesson Fifteen 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 and stories. The theme of the ideas and verses below is forgiveness. Teachers should feel free to use these sections as they wish.

General Religious Ideas

Forgiveness can help people feel less angry and more loving toward those who are unfair. The Bible gives us beautiful stories to help us learn how to forgive, to see the benefits of forgiveness, and to understand how communities (family, schools, and cities) can be changed through forgiveness. In some ways Joseph’s coat of many colors was like our quilt. His coat may have been made of scraps of fabric lovingly sewn together. The scraps of fabric may have told a beautiful story about the lives of Joseph’s family

¹⁷ This activity was inspired by Leonel Narvaez of Bogota, Columbia.

(stories of kindness, injustices, love, and forgiveness just as our fabric squares tell a beautiful story of justice, love, and forgiveness).

Bible Verses and Stories

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

Matthew 26-28 This is the story of the last supper, the prediction of Peter's denial, Jesus' betrayal and arrest, and all of the events leading to his crucifixion and resurrection. Jesus' forgiveness heals every person who receives it. Jesus' forgiveness heals families, schools, churches, and cities.

Genesis 37-50 This is the story of Joseph forgiving his brother and half-brothers. "Now Israel loved Joseph more than any of his other sons, because he had been born to him in his old age, and he made a richly ornamented robe for him..." Joseph's brothers were angry. They felt unjustly treated by their father. The anger took up residence in their hearts and they sought revenge. They sold Joseph into slavery and then returned home with his coat soaked in animal blood to tell their father that Joseph had been killed. Years later during a famine, the brothers traveled to Egypt to get food. Joseph was sold to Potiphar, one of Pharaoh's officials, and rose to a high position. All of the people of the land had to appear before him to be given food. Joseph forgave his brother and half-brothers. He had his family brought to Egypt. He saved the line from which Jesus would eventually come to us. Joseph's forgiveness saved his family, benefited the community in which he lived because he was able to act in lavish love, and benefited the world forever to come because of Jesus' coming.

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

John 13:34, 35 A new commandment I give to you, that you love one another; as I have loved you. (We are to love through forgiveness as God loves through forgiveness.)

An Evaluation Of The Students

- Did the students read the story written by Jeff Brumbeau and Gail de Marcken entitled, The Quilt Makers Gift?
- Did the students participate in a class discussion?
- Did the students take part in the “Fragrance of Lavish Love in Forgiveness” activity?
- Did the students participate in the “Our Forgiveness Quilt as a Gift to the Community” activity?
- Did the students learn the benefits of forgiveness for individuals?
- Did the students learn the benefits of forgiveness for communities (families, schools, and cities)?

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:

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

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

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

General Comments:

Activity Sheet 15A

Applesauce Cinnamon Dough¹⁸

1 cup ground cinnamon

1 teaspoon ground cloves

1 teaspoon ground nutmeg

$\frac{3}{4}$ applesauce (drained in a strainer for several hours)

2 teaspoons white glue

THIS DOUGH IS NOT FOR EATING!

Mix together the cinnamon, cloves, and nutmeg. Add the applesauce and glue. Work the mixture with hands until smooth and well mixed. Put on a wire rack to dry at room temperature for several days.

As you and the students make the cinnamon dough, you may want to ask the students to think of words beginning with the letters in the ingredient being added to the play dough. These should be words associated with lavish love in forgiveness as it relates to forgiveness. For example, when adding glue, the students may say they are adding “gifts of kindness and love, goodness, generosity, and gentleness.” When adding applesauce, the students might say they are adding, “affection, attentiveness to the person who caused the hurt, and agape love. When adding cinnamon and cloves, they might say they are adding, “caring, consideration, cheerfulness, courtesy, and compassion.” For nutmeg, the students might say, “non-violent actions, new eyes, and noble behavior.”

¹⁸ This recipe was found on the following website:
<http://www.recipegoldmine.com/childclay/childclay55.html>