

Lesson 4 Richard and the Soldier



To help pupils explore how compassion can be applied in challenging circumstances



Develop understanding of compassion

Understand that being compassionate can sometimes be difficult

Self-reflect on how we all make judgements about others

Develop understanding of the relationship between compassion and forgiveness



Lesson Support Resource 8

Film Clip - Richard and the Soldier

<https://www.youtube.com/playlist?list=PLrO9HaPwTTp-X3qqldIHujOYFJBY8XABH>

Lesson Support Resource 9

The Three Steps

Lesson Support Resource 10

Compassion / No Compassion



Activity 1: 20 - 30 minutes

Activity 2: 40 - 60 minutes

Activity 1

The Three Steps

- Invite the pupils to watch Support Resource 8 Film Clip – Richard and the Soldier
- When the film is finished, divide pupils into groups of three or four. Distribute Support Resource 9 – The Three Steps, and invite pupils to complete. Tell them that they will share their work with the whole class
- Whilst pupils are completing their templates, the teacher should attend to each group and respond to any clarification questions they might have. Encourage the pupils to record everything they think and feel. There are no right or wrong answers
- Once each group has completed their templates, invite each in turn to share. Once again, ensure to address any clarification questions

Activity 2

The Compassion Line

- Display Compassion / No Compassion cards - one at each side of the room (*see Support Resource 10*)
- Explain that during this activity, you will call out a scenario bit by bit. As pupils hear each part of the scenario, they should decide whether they feel compassion, no compassion, or somewhere in between. Once they decide, they should walk to the card of their choice and stand beside it. They can stand ‘somewhere in between’ both cards, if this is how they choose to respond to the scenario ‘part’
- Between, each scenario ‘part’, take time to encourage pupils to explain their reasons for standing where they are. It is important for pupils to articulate their reasons for their choices, and hear the reasons of others. This is essential so that pupils can begin to process and critique how they perceive situations and make value judgements

Debrief Questions:

- Do you think Richard had compassion for the soldier? Why/Why not? (you may wish to refer to Lesson 1 ‘Each One Teach One’ for their definition of compassion. Allow time for the pupils to revisit the definition. They might wish to edit the definition at this point)
- What do you think Richard meant when he said “sometimes good people do bad things”? Do you agree with Richard? Why/Why not?
- Do you think it is easy to have compassion for a person who does a bad thing? Why/Why not?
- Do you think having compassion for the soldier helped Richard to be able to forgive him? Why/Why not?

Scenario Parts

- **Part 1:** *A young person breaks into a pensioner’s home and steals all his money. The pensioner is extremely frightened, cries all the time, and can no longer be alone in his own home*

Do you feel Compassion or No Compassion for the young person, or are your feelings somewhere in between?

- **Part 2:** *The young person is caught, and people on social media post pictures of who the young person is, and people begin to make bad comments about the young person*

How do you feel now? Do you feel Compassion or No Compassion for the Young Person, or are your feelings somewhere in between?

- **Part 3:** The pensioner sees all the bad comments about the young person, and begins to wonder if the young person is really as bad as all the comments are making out. He writes a comment to ask people to stop posting all these bad things about the young person

How do you feel now? Do you feel Compassion or No Compassion for the Young Person, or are your feelings somewhere in between?

- **Part 4:** The young person sees the pensioner's comment but does nothing to respond

How do you feel now? Do you feel Compassion or No Compassion for the young person, or are your feelings somewhere in between?

- **Part 5:** The young person realises she did a bad thing, and her family is really upset and disappointed that she could do such a thing

How do you feel now? Do you feel Compassion or No Compassion for the Young Person, or are your feelings somewhere in between?

- **Part 6:** The young person's family is really worried that their daughter will be sent to prison. They did not bring their daughter up to do such a thing, and they are really working hard to make she will never do such a thing again

How do you feel now? Do you feel Compassion or No Compassion for the Young Person, or are your feelings somewhere in between?

- **Part 7:** The young person's brother is convinced his sister made a terrible mistake. He knows she is a good person deep down. He knows she would never cope with being sent to prison, but he also knows she needs to learn to never do such a thing again. He spends hours talking to her, and she tells him she is very sorry for her actions and will never do it again

How do you feel now? Do you feel Compassion or No Compassion for the Young Person, or are your feelings somewhere in between?

Discussion Group Debrief

- Divide the pupils into small groups, and invite them to discuss the following:

Would it help the pensioner if he was able to forgive the young person? Why/Why not?

What steps would the pensioner need to take to be able to forgive?

What should the young person do to let the pensioner know she is sorry for her actions?

How should the young person be treated?

- When the above has been completed, each group should then present their answers to the wider class