

Lesson 5 Forgiveness



To explore ways forgiveness can contribute to making the world a better place for everyone



Think critically and conduct research

Begin to understand how forgiveness can lead to a positive outcome

Understand how forgiveness can make a difference to people's lives

Explore the meaning of reconciliation

Explore the meaning of courage



Lesson Support Resource 11

Film Clip - Forgiveness

<https://www.youtube.com/playlist?list=PLrO9HaPwTTp-X3qqIdlHujOYFJBY8XABH>

Lesson Support Resource 12

Forgiveness Past and Future

Lesson Support Resource 13

Courage Challenge



Activity 1: 30 - 40 minutes

Activity 2: 30 - 40 minutes

Activity 1

Forgiveness Past and Future

- Refer to Lesson 1 'Each One Teach One', and remind students of their definition of reconciliation
- Invite the pupils to watch *Support Resource 11 Film Clip - Forgiveness*
- When the film is finished, divide pupils into groups of three or four. Distribute *Support Resource 12 - Forgiveness Past and Future*, 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

Debrief Questions:

- Do you think it is important to Richard to recognise that forgiveness cannot change the past hurt and pain caused to him and his family? Why/Why not?
- If Richard wasn't able to forgive, how do you think he would be feeling inside today?
- Do you think if we all could forgive each other the world would be a better place? Why/Why not?
- What types of things do you think people and communities need to forgive each other for?
- Do you think it takes courage to forgive (you may need to refer to their definition of courage from Lesson 1)? Why/Why not?

Activity 1

The Courage Challenge

Part A

- Divide pupils into groups for three or four, and distribute *Support Resource 13 - The Courage Challenge*
- Ask each group to research the story of Malala Yousafzai (*you can direct them to this website <https://www.malala.org/malalas-story> and/or https://www.ducksters.com/biography/women_leaders/malalayousafzai.php*)
- Once pupils have read the information about Malala, each group should complete (*Support Resource 13*)
- Once pupils have completed the above, each group should then share their work back to the wider class

Part B

- Refer to Lesson 1 'Each One Teach One', and remind pupils of their definition of Adversity
- Ask them to discuss in pairs what they think the term 'Triumph Over Adversity' means
- Once pupils have discussed this, invite them to share back their thoughts to the wider class
- Agree with the full class how the term can be defined and understood

Follow-Up Discussion Questions:

- In what ways do you think people like Malala and Richard triumphed over adversity?
- Can you think of any types of adversity that exist in the world today for many other people (you might wish to prompt them with issues such as poverty, homelessness, gender inequality, climate breakdown etc)?
- How do you think these adversities affect people?
- Do you think we should take any actions to help people overcome these adversities? What types of things can we do?