



Children
in Crossfire

GIVING CHILDREN THE CHANCE TO CHOOSE

Educating the Heart:

Lessons in Forgiveness and
Compassion for Post-Primary

Contents

FOREWORD	3
INTRODUCTION	4
Lesson 1:	5
Lesson 2:	7
Lesson 3:	9
Lesson 4:	12
Lesson 5:	15
Lesson 6:	17



Copyright Children in Crossfire Ltd 2019. Published by Children in Crossfire Ltd. All rights reserved. Extracts from this publication may be reproduced for non-commercial purposes without permission provided full acknowledgment is given to Children in Crossfire. Users may copy pages from this publication for educational use, but no part may be reproduced for commercial use without permission from Children in Crossfire Ltd© 2019.

Foreword

I have 30 years' experience of working in the education sector. I have been involved in various educational initiatives, and have worked with many individuals and organisations including, over the past ten years, Children in Crossfire. My experience, and in particular with Children in Crossfire, confirms my belief in the power of education in transforming young people's lives for the better.

It was during my time with Council for the Curriculum, Examinations and Assessment (CCEA) that I became involved with Children in Crossfire and first heard Richard Moore tell his story. Since then I have come to know Richard as a friend. His story is moving and inspirational. Set during the time of the Troubles Richard shares a traumatic childhood and life changing experience. His story captures the essence of forgiveness and compassion. The Dalai Lama, who is the patron of Children in Crossfire, refers to Richard as his hero, a worthy accolade for someone who continues to inspire others.

Children in Crossfire is supported by a core of creative, talented and committed staff who continuously seek innovative ways to engage children and young people through their Educating the Heart Programme. With this in mind, they have created a resource which tells Richard's Story. It is accompanied by a series of lessons and activities which teachers can use with primary and post primary pupils to explore and develop young people's understanding and sense of forgiveness and compassion.

Richard's story is one we can all learn from. I am sure this resource will touch the hearts and minds of teachers and young people, and encourage them to think about their relationships with others and to be more compassionate.

Dr Alan McMurray

“

One child, one teacher, one book, one pen can change the world.

Malala Yousafzai

“

Love and compassion are necessities, not luxuries. Without them humanity cannot survive.

His Holiness the 14th Dalai Lama of Tibet

“

You? You're awesome. You were made that way. You were made from love to be loved to spread love. Love is always Loud.

Kid President

Introduction



Richard Moore aged ten

This resource supports Children in Crossfire's 'Educating the Heart' programme. It is based on Richard Moore's story. The resource consists of a six lessons which explore forgiveness and compassion. It is aligned to the Northern Ireland and Republic of Ireland statutory curricula requirements.

The resource provides opportunities to:

- Explore controversial issues
- Promote Pupil Voice
- Support pupils' personal and emotional development
- Develop pupils' sense of empathy and compassion
- Develop pupils' critical thinking skills
- Develop pupils' creativity skills

This Resource can be delivered through these subject areas:



Teachers in Northern Ireland could use the resource as part of their Shared Education Programme.

Lesson 1

Exploring Forgiveness:

**Each One Teach One
and Each One Debate**



To help pupils develop knowledge and understanding of key concepts through independent inquiry, and to help them explore perspectives through critical literacy



Develop research skills
Develop understanding of key concepts
Explore a range of perspectives
Develop critical literacy skills



Lesson Support Resource 1
Each One Teach One Cards
Internet Access for Pupil Research Task
Lesson Support Resource 2
Speaking Seats Labels



Activity 1: 30 - 40 minutes
Activity 2: 30 - 40 minutes

Activity 1

Each One Teach One Key Concepts

- Give each pupil an Each One Teach One Card (*see Support Resource 1*)
- Ask them to research the meaning of their word and learn it off
- Tell pupils that they are going to explain the meaning of their word to others

- On the teacher's signal, each pupil tags another pupil and explains the meaning of their word. The pupil who receives the explanation has to show they understand the word by giving an example of what the word means
- Pupils teach their words to as many others as possible until the teacher ends the activity

Debrief

- The teacher selects and discusses some of the words with pupils and asks questions

Activity 2

Speaking Seats - Points of View

- Arrange 2 'Speaking' seats back to back in a prominent place in the class. One seat should be marked 'Yes Because', and the other marked 'No Because' (*see Support Resource 2*)
- Explain to pupils that they are going to debate various issues which are linked to the words they just learned (they will get a chance to sit on the 'Yes Because' seat or the 'No Because' seat)
- Explain that you will call out a statement. If they are on the 'Yes Because' seat, they must agree with the statement. If they are on the 'No Because' seat, they must disagree with the statement (they should only get 15 seconds to argue the point of view)
- Pupils should be invited in pairs to take a seat each. Pupils can be alternated per statement. The teacher might wish to use the same statement with a number of pairs

Possible Statements

- It's better to forgive than not to forgive
 - Forgiveness doesn't mean forgetting
 - Some actions are impossible to forgive
 - Anger is not good for you
 - If someone does wrong, they should be punished
 - We should feel compassion for people who hurt us
- After all pupils have had the opportunity to occupy a 'Speaking Seat', ask prompt questions as part of a debrief.

Prompt Questions

- Why do people have different views about an issue?
- What influences your views?
- Can you change your views? Can you think of an example?
- Why do we make judgements about people or issues without knowing anything about the person or issue?
- Can we learn how to think about the issues in ways that are more compassionate and kinder for everybody?

Tip

You might want to invite pupils to do a shake down to physically get out of the character of the 'Speaking Seat'

Lesson 2 Richard's Story



To build pupils' emotional and critical capacity, empathy and wellbeing



Develop active listening skills
Develop self-reflection skills
Develop empathy
Explore qualities



Lesson Support Resource 3
Richard Moore - The Context Story Board

Lesson Support Resource 4 - Film Clip
Richard's Story available at <https://www.youtube.com/playlist?list=PLrO9HaPwTTp-X3cqldlHujOYFJBY8XABH>

Lesson Support Resource 5
Debrief Template



Activity 1: 30 - 40 minutes
Activity 2: 30 - 40 minutes

Activity 1

- Explain to pupils that they are going to watch a film clip about a young boy called Richard Moore who was shot and blinded in 1972 during violent conflict in Northern Ireland
- Explain to pupils they will first be shown some images of Richard and where he lived (see *Support Resource 3 – The Context Storyboard*). You should give pupils time to look through the storyboard and ask questions
- Show pupils the film clip of Richard’s Story (see *Support Resource 4*). Explain that the film is only from one person’s point of view, and tells of how Richard reacted to this traumatic event. Explain that someone else in the same situation might react differently. However, we want to focus on Richard’s reaction to his experience in our discussions
- Ask the pupils to make a note of any words or statements that they do not understand or would like to know more about. They can ask questions after the film
- After watching the film place pupils in groups of three or four and distribute the Debrief Template. (See *Support Resource 5*).
- Encourage pupils to record everything on the template, including their feelings and thoughts
- Once each group has completed their templates, invite each in turn to share with the class

Activity 2

Step forward with Noel

- Ask the pupils if they can recall Richard’s description of when his brother Noel told him he was permanently blinded

Prompt Questions

- Can you remember where Richard was when Noel told him he was permanently blinded?
- Can you remember what Noel said to Richard?
- Can you remember Richard’s immediate reaction?
- Once pupils have fully recalled the above, invite them to line up on one side of the room. Explain to them that you will call out a series of statements. If they agree with the statement, they can take one step forward. If they disagree, they can stand still. It is important for the teacher to allow the pupils an opportunity to explain why/ why not they are taking a step forward or standing still. To assist with this, a debrief question is suggested against each statement

Step Forward Statements:

- Step forward if you think Noel was really worried about having to tell Richard he was permanently blinded

Debrief Suggestion: Why do you think he might have/have not been worried?

- Step forward if you think Noel walked Richard up and down the yard for a long time before telling him he was permanently blinded?

Debrief Suggestion: Why do/don’t you think he walked up and down for a long time?

- Step forward if you think Richard’s parents wanted it to be Noel to tell Richard he was permanently blinded?

Debrief Suggestion: Why do/don’t you think Richard’s parents wanted it to be Noel who told Richard?

- Step forward if you think Noel was relieved once he told Richard?

Debrief Suggestion: Why do/don’t you think Noel was relieved?

- Step forward if you think Noel was really brave for telling Richard he was permanently blinded

Debrief Suggestion: Why do you/don’t you think Noel was really brave?

Lesson 3

Richard's Feelings



To help pupils understand feelings and develop emotional intelligence



Begin to understand the characteristics of the thinking and emotional sides of the brain

Begin to recognise emotional triggers

Develop understanding of a range of emotions



Lesson Support Resource 6

Film Clip - Richard's Feelings

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

Lesson Support Resource 7

The Brain House

Youtube clip 'Why do We Lose Control of our Emotions?' **Link Here:** <https://www.youtube.com/watch?v=3bKuoH8CkFc>



Activity 1: 10 - 20 minutes

Activity 2: 20 - 30 minutes

Activity 1

Feelings

- Invite pupils to watch Support Resource 6 Film Clip – Richard’s Feelings
- When the film is finished, ask the pupils if they can recall the feelings that Richard stated he had

Prompt Questions:

- Can you remember how Richard described how he felt?
- Can you remember how he described his fears?
- How did Richard know it was fear he was feeling i.e. where did he feel it in his body?

Activity 2

The Thinking and Feeling Brain

- Display Support Resource 7 The Brain House for pupils to see
- Explain that during this activity, pupils will be thinking about how our brains work
- Explain to pupils that the way we think and feel is very complex and sometimes it is useful to view how we feel and think in a simple way by using a model like ‘The Brain House’
- Whilst referring to ‘The Brain House’ resource, invite pupils to think about their brains as a house with an upstairs and a downstairs
- Explain that the upstairs can be thought of as our ‘Thinking Brain’, and the downstairs as our ‘Feeling Brain’
- Explain that the upstairs and downstairs are both very important. We need our ‘Thinking Brain’ to help us solve problems, plan and to act logically and rationally. We need our ‘Feeling Brain’ to help us sense danger and keep us safe

Discussion Prompts

- Can you think of anything else we might need our ‘Thinking Brain’ to do?
- What do you think Richard needed his ‘Thinking Brain’ to do when he lost his sight?
- Can you think of anything else we might need our ‘Feeling Brain’ to do?
- What do you think Richard needed his ‘Feeling Brain’ to do when he lost his sight?
- Explain that our Thinking Brain and Feeling Brain can communicate well through strong ‘Communication Stairs’. This helps us process thoughts and feelings without becoming too overwhelmed. But sometimes, our ‘Feeling Brain’ can be so strong that it blocks the ‘Communication Stairs’. This usually happens when we have very strong emotions of sadness, anger or fear. Reassure pupils that this is perfectly normal for everyone, and that it happens to us all

Discussion Prompts

- Can you think of any other strong emotions that might block our ‘Communication Stairs’?
- How might these emotions make us feel?
- How might these emotions make us act?
- Do you think Richard’s ‘Communication Stairs’ were blocked when he felt fear? Why/Why not?

- Explain to pupils that we all might have different triggers or face situations which set off the strong emotions that block our 'Communication Stairs'. For example, some people might have triggers or situations linked to school work which set off emotions of anger. Other people might have triggers or situations linked to after school activities. Triggers can even be linked to seeing a spider, or even just thinking about a spider. There are many different triggers which can set off the strong emotions which block the 'communication stairs'
- Explain to the pupils that they are going to watch a short clip which explains more about how the brain works when triggers or situations set off strong emotions inside of us. Play 'Why Do We Lose Control of our Emotions?' <https://www.youtube.com/watch?v=3bKuoH8CkFc>
- After the clip, ask pupils their initial thoughts

Discussion Prompts

- What do you think of the clip?
- Are there any parts you do not understand? (If necessary, parts of the clip can be played again)
- Do you think it is possible to get really good at recognising when your own emotions are about to bubble up to the point where you might flip your lid?
- Do you think it is possible to learn to manage the situations or triggers which might set off your emotions?
- Do you think other people can help you manage your emotions? Why/Why not?
- Do you think other people might have helped Richard overcome the fears he described? How/How not?

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

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?

Lesson 6

Compassion in Action



To help pupils work as a team
to take compassionate action



Work together to conduct research

Develop understanding of how people can be
compassionate in their daily lives

Explore actions to make their class, school and
world more compassionate



Lesson Support Resource 14

Film Clip – Compassion in Action

<https://www.youtube.com/playlist?list=PLrO9HaPwTTp-X3cqIdlHujOYFJBY8XABH>

Lesson Support Resource 15

Chain of Compassion Cards

Lesson Support Resource 16

Compassion Challenge



Activity 1: 30 - 40 minutes

Activity 2: 20 - 30 minutes

Activity 1

The Chain of Compassion

- Refer to Lesson 1 'Each One Teach One', and remind students of their definitions of compassion and gratitude
- Invite the pupils to watch *Support Resource 14 Film Clip - Compassion in Action*
- When the film is finished, divide pupils into two groups
 - Group 1 - Distribute *Support Resource 15 - The Chain of Compassion Cards*, and invite pupils to read the cards and put them into the correct order (the teacher should ensure the cards are shuffled prior to distributing to the groups)
 - Group 2 - Visit Children in Crossfire's website (www.childrenincrossfire.org), and find out (a) which countries the organisation works in and (b) what type of work the organisation does

- When completed, each group should share their work to the whole class

Debrief Questions:

- Do you think it is important to show kindness and compassion to people in need? Why/Why not?
- Can you think of a situation where it is important to be compassionate towards someone?
- Can you think of a time when someone was really compassionate to you? How did it make you feel?
- Do you think it is important that we take actions to help the world become more compassionate? Why/Why not?
- Do you think Children in Crossfire is doing important work? Why/why not?

Activity 2

The Compassion Challenge

- Divide pupils into groups for three or four, and distribute *Support Resource 16 - Compassion Challenge*
- Ask each group to discuss and complete the worksheet
- When the above has been completed, each group should present their ideas to the wider class
- Host a discussion with the class about how they can implement their ideas, and agree action steps

Ongoing Development:

- Introduce the pupils to the Compassion Pledge (*poster available with this resource*)
- Invite the pupils to read the pledge and explore the various pledge commitments
- Invite the pupils to sign the pledge and display it proudly on your wall



**Children
in Crossfire**

GIVING CHILDREN THE CHANCE TO CHOOSE

Contact Us

If you would like to find out more about Children in Crossfire, you can contact us:

2 St Joseph's Avenue,

Derry/Londonderry, BT48 6TH

T +44 (0)28 7126 9898

E info@childrenincrossfire.org

www.childrenincrossfire.org



**THE
IRELAND
FUNDS**

LIFE
University

We are grateful to the donors and funders who believe in Educating the Heart and who walk with us in our efforts to shape a more compassionate and peaceful world. We would also like to thank Jenny MacDonald for her wonderful expertise in interviewing Richard Moore, and to Gary McFeely for his fantastic filming.