



**The Heart of Love
As the Building Block of Forgiveness**

**A Guided Curriculum for Children Ages 5 -6
(Grade Kindergarten in the US, P2 in the UK)**

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August 2010**

Produced with financial support from:

**The William R. Walker Family
and
The Mid-West Family Charitable Trust**

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You are about to embark on a truly exciting adventure: you will help your students to forgive. We cannot think of a more worthwhile activity for them. Forgiving people who hurt us deeply can lift the weight of revenge that has been strapped to our backs for years. We have known people who have resented family members for 50 years. One man, whose father was very unkind to him when he was a child, had a recurrent dream for 22 years of his father chasing after him. He knew what he was going to dream about upon retiring nightly! Once he learned to forgive his father, that dream left. He inherited a sense of peace.

Forgiveness is like that. It has a way of cutting through our anger, disappointment, and resentment to give all involved persons a fresh start. As you forgive, you are set free from the prison of resentment. As you offer forgiveness to another, he or she has the chance to begin anew with you, trying to be more civil, more respectful, and more kind. Those around you benefit because you are less likely to carry your anger into other situations. You are less likely to displace your anger onto those who don't deserve such treatment.

Forgiveness is full of surprises. With about twenty-eight years of forgiveness research experience between us, 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 to the oldest preserved record, which we find in the Hebrew text of Genesis. In that story, which has appeared both in modern day film and on Broadway, Joseph forgives his brother and half-brothers for selling him into slavery in Egypt. Some of the important themes in that story are as follows:

1. Joseph forgave unconditionally. He did not await repentance or an apology from his brothers. The same unconditional forgiveness is seen in another ancient story, that of the Prodigal Son in the Christian New Testament.
2. Joseph's forgiveness was not easy. He went back and forth from anger to mercy, to anger again. Forgiveness can take time and it certainly makes room for some initial anger toward the person who was (or people who were) unjust.
3. Joseph's forgiveness was filled with love. He did not just accept what happened or simply cast aside a gnawing anger. He wept and embraced his brothers, showing them lavish mercy. Again, this same theme resounds in the story of the Prodigal Son.
4. Joseph's forgiveness was life-giving for the ones forgiven. His forgiving was a gift that benefited all.

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). Please note that we are not saying here that the person is not worthy of receiving forgiveness. We are saying that forgiveness is a gift, unearned.

Forgiveness has three paradoxes embedded in it:

1. A forgiver gives up resentment even though the world might tell him or her to cling to the resentment. Why cast off the resentment? Common sense might say, “Be strong,” “Show your anger,” or “Don’t let the person get away with this!” A forgiver gives up resentment nonetheless.
2. 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 the offender’s turn to give to you, not the other way around? A forgiver gives these gifts nonetheless.
3. 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; instead, it is strong. Giving a gift to one who was unfair is a lavish act of love and mercy. Forgiveness does not make us a doormat, 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 do not find an excuse for another person’s actions. Instead, we label the other person’s actions as wrong. Forgiveness does not equal forgetting. We have observed many people forgive, and we can say that we have never—not once—seen anyone who forgets the offense. Yes, people may remember in new ways, but they do not develop a curious moral amnesia upon forgiving.

Forgiveness and reconciliation are not one and the same. When a person forgives, he or she unilaterally offers an end to resentment and acts with 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, since 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 1) not to offend in the same way again (within reason); 2) to repent; and 3) to offer 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:

1. 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 decision. This is what we mean when we say that forgiveness is a choice:

- All people are free to choose or to reject forgiveness. Society, groups, or individuals must not force a person to engage in forgiveness. The person must willingly and freely choose the good of forgiveness. We realize that at times such a choice is painfully difficult and that the person needs some time to more clearly make such a choice.
- When a person chooses forgiveness, that choice has to be a gift given freely from the heart. It should not be given because of external rewards, expectations, or pressure from others.

This is what we do **not** mean when we say that forgiveness is a choice:

- We do not mean by "choice" that this is some kind of superficial decision such as, "Should I have peas or carrots tonight?" This decision is superficial primarily because in the big picture, it almost doesn't matter which vegetable you choose. Because forgiveness is a moral virtue, it matters greatly whether we choose it or not.
- When we use the word "choice", we do not mean that we will leave the moral virtue of forgiveness entirely behind if today we are so angry that we refuse to forgive our neighbor for an injustice against us." In other words, it is not that we are choosing to leave forgiveness behind with our neighbor for all time with regard to this particular injustice. We may choose to come back to this issue when we are not so angry.
- When we use the word "choice," we do not mean that the one who is considering forgiveness is exclusively deciding between two or more virtues. For example, we do not mean that if a person decides to seek justice against one's neighbor for this offense, then forgiveness can be put on the shelf. Forgiveness is not a dichotomous virtue in that the person is choosing one and only one virtue and if forgiveness is not the choice, then forgiveness is put far away in the closet.
- When we use the word "choice", we are not suggesting that a choice against forgiveness is the only moral good and that forgiveness itself, once rejected, has somehow mysteriously lost its moral quality. Let us explain: some people do not realize that forgiveness is a moral virtue, but instead consider it to be some kind of morally-neutral behavior, which it is not. Every choice that involves a rejection of a moral virtue must be pondered carefully because all moral virtues are concerned with the good in this life. Whenever a moral virtue is rejected in a particular situation, such as rejecting patience, rejecting fairness, or rejecting forgiveness, the choice involves rejecting something that is morally good. Let us clarify further: If the person rejects forgiveness, but then has a different response of moral goodness, this in no way makes the person's behavior

immoral. At the same time, it may be a challenge for the person to realize that he or she, in rejecting an appropriate moral response, such as forgiveness, might mean that he or she is not living according to his or her best self.

- ✦ Finally, we come to a big picture issue. If a person chooses to reject forgiveness toward one's neighbor for any and all injustices by that neighbor and continues to choose against forgiveness for any injustice from any person, this itself could present a considerable moral dilemma for the person. To reject any moral virtue under all circumstances is to reject goodness.

2. Forgiveness does not mean that a child automatically enters into a relationship with a person who is a danger to the child. Please remember that forgiveness and reconciliation are not the same thing.

3. Please avoid putting pressure on the class as children learn to forgive. Forgiveness is not like other subjects (e.g., math, science, etc.) where children get good grades for performing better 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.

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

The Curriculum

In the first four lessons, rather than concentrating on forgiveness per se, the children will be focusing on **major foundational principles involved in forgiving another person**: the ideas of inherent worth and love. These are explained below.

Inherent worth. This is the important idea that all people have deep worth and this is because they are people. This deep worth cannot be earned nor taken away. It is an essential part of each person. Within the context of forgiveness, it is akin to the idea that we are to love the offender, but dislike the offense. As children learn that all people have deep worth (even following injustice), they will be laying an important foundation for forgiving.

Genuine Love (Agape Love). When we genuinely love someone, we love him or her unconditionally, despite his or her flaws. Certainly, someone who genuinely loves another can ask fairness of him or her. Yet, the one who loves in this way has the other person's best interest at heart. Genuine love is not a selfish or self-centered. Genuine love underlies true forgiveness.

In the final four lessons the students will learn about forgiveness. They will learn about feelings (especially feelings that follow unfairness like anger, sadness, and disappointment), the meaning of forgiveness, and that in forgiveness, one learns to see the great worth of the person who was unfair and offer love.

A word on our choice of curricular materials is in order. Our intent here is to make the exploration of forgiveness interesting and fun. One does not learn to play football by being thrust into highly competitive, serious situations too early. At first, it is sufficient for the children to run out onto the field on a warm afternoon, kick the ball around, and not yet worry about all the rules and regulations. It is the same with forgiveness. Its introduction should be somewhat light, free from lots of rules, and fun.

To that end, we have chosen many interesting and fun stories. We have found that if the children can begin to understand inherent worth and genuine love, if the children can begin to understand how these are part of forgiveness, and if the children can practice forgiveness using these principles, you as the teacher will have laid the foundation for a lifetime of forgiving. You will have done something very important for your children.

If you have any questions or concerns regarding the forgiveness lessons in this guide, please contact Jeanette Knutson Enright (jaknutson03@yahoo.com) or Robert Enright (rd.enright@yahoo.com).

Best Regards,

Jeanette A. Knutson Enright
Robert D. Enright

Book List

I Love You Stinky Face by Lisa McCourt

Little Fur Family Margaret Wise Brown

It's Not Easy Being a Bunny by Marilyn Sadler

Will You Forgive Me by Sally Grindley and Penny Dann

The Runaway Bunny by Margaret Wise Brown

Lesson One

Family Love as the Place Where We Learn Love and are Strengthened to Give Love Outwards to the World

Main Ideas

In this lesson we will be discussing 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 family love apart from forgiveness.

The love parents have toward their children teaches, protects, encourages, comforts, cares for, and brings into membership.

Children *need* to be taught, protected, encouraged, comforted, cared for, and given security by being brought into family membership. Children *need* their parent's gift of love. It is this *need* that completes the parent's love.

Genuine family love is warm, comfortable, and safe. There is a natural satisfaction in simply being together. It cannot be walled out by age, education, gender, or socioeconomic status. We do not choose our family members. Family love overlooks faults (genuine love overlooks faults, but does not overlook inappropriate behaviors or unfairness toward self and others) and appreciates the people who are in our lives. It opens our eyes to the deep worth of the other. Family love is both a gift love and a need love. Family love teaches, protects, cares for, brings a person into membership, and comforts.¹

Caution: As you are well aware, some children will have different family compositions than the one depicted in the story, *I Love You Stinky Face*. The principle of family love can be illustrated with any kind of close relationship, whether it is between siblings or between a child and foster parent, or other kinds of situations. Please be ready to discuss family love in specific ways for the children.

General Objectives

The students will:

- ❖ Learn the meaning of family love and how it is given.
- ❖ Learn how family love can benefit people and communities.

¹ C.S. Lewis, *The Four Loves*.

Behavioral Objectives

The students will:

- ❖ Listen to a story written by Lisa McCourt entitled, *I Love You Stinky Face*.
- ❖ Participate in the class discussion.
- ❖ Participate in “The Big Heart Little Heart” activity.

Procedures

The following procedures are to serve as guidelines for the teacher. As in previous lessons, please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you 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. Tell the students, “Today you are being given a special opportunity to begin a journey that will teach you about *forgiveness*. When we forgive, we begin to see that a person who caused us an unfair hurt has *deep worth*. We begin to soften our hearts toward that person so that we are no longer angry with him or her for the unfairness. In the first four lessons, we will talk about the deep worth of all people—especially family members. We will discuss genuine love—especially love toward family members. After that, we will begin to talk about forgiveness itself.
2. Introduce today’s story, *I Love You, Stinky Face*, written by Lisa McCourt. Tell the students that this story is about family love. It is about the love parents have for their children [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) as part of *family love*]. A note to the teacher: Do your best to focus the students on the very special and loving relationship that the mother and her daughter have in today’s story. No matter what, the mother loves the child and the child loves the mother. Please notice how each gets great comfort from that love.
3. Conduct the class discussion. The questions can be found in the Discussion section.
4. Have the students participate in the “The Big Heart Little Heart” activity. See the Activities section.
5. Conclude by summarizing the main points of the lesson.

Discussion Questions

1. What did you like about this story on family love?
2. Let's say we could look at the Mom's heart (as the teacher, please form your index fingers and thumbs into the shape of a heart that the children can see). Let's pretend that this heart I am showing you is the Mother's heart. How big do I have to make this heart to put all of the love the Mother has toward her child into it (You can start expanding the size of the heart to show that it is getting bigger and bigger as the children describe the Mother's love.) At a particular point when your hands are far apart say, "That's a lot of love, isn't it."
3. Then repeat this line of questioning for the child's love toward the Mother.
4. Do you think the child's heart is filled with love BECAUSE her Mother poured love into her? Why or why not?
5. Do you think the Mother's heart is filled with love BECAUSE her daughter and others poured love into her heart? Why or why not?
6. What is family love? *It is the special warm glow you feel in your heart when with your family. It is thinking of some of your family members when you are away from them and feeling warmth inside your heart. It is happiness when you think of some of your family members.*
7. Tell me what your heart feels like when it is filled with love?

Activities

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

The Big Heart Little Heart of Love

Objective

The students will continue to learn about the importance of family love.

Instructions

The students will draw a picture of two hearts on a piece of paper—one very large heart and one small heart. Say to the children, “When does your heart feel like a big heart full of love?”

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 Big Heart Little Heart” activity?
- ❖ Did the students learn the meaning of family love?
- ❖ Did the students learn how family members show love toward one another?
- ❖ Did the students learn the importance of family love?

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 **Seeing People Through the Eyes of Love: Inherent Worth**

Main Ideas

In this lesson, the students will focus on the great worth of their family members. This lesson is an important foundation for forgiveness.

What does it mean to say that all people have great worth? It means that *all people* have great value and that they have great importance in this world. This great worth is not based on appearance, possessions, behavior, position in life, place of residence, or other differences. These differences contribute to one's personality, but they are not the source of great worth.

One's great worth cannot be earned and it cannot be taken away. All people have great worth simply because they are people.

We are to treat all people—including our family members—as people of great worth.

Lessons one through five will provide a solid “forgiveness foundation” that will help the students as they learn to forgive in the later lessons.

General Objectives

The students will:

- ❖ Learn that our family members have great worth.
- ❖ Learn that this great worth is not based on personal differences like appearance, possessions, behavior, position in life, place of residence, and so forth.
- ❖ Learn that we have great worth because we are people.
- ❖ Learn that we are to treat all people as they are—people of great worth.

Behavioral Objectives

The students will:

- ❖ Listen to Lisa McCourt's story entitled, *I Love You Stinky Face*.
- ❖ Participate in the class discussion.
- ❖ Participate in the “The Gingerbread Boy and Girl” activity.

Procedures

The following procedures are to serve as guidelines for the teacher. Please feel free to make adjustments and/or improvements to the procedures, discussion questions, or activities if it will help you 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. Introduce the lesson by telling the students that they will be listening *again* to the story, written by Lisa McCourt entitled, *I Love You Stinky Face*. Or, you may decide to simply hold up the book and show pictures during the discussion rather than reading it aloud.
2. Conduct the class discussion. The questions can be found in the Discussion section.
3. Have the students participate in the activity. See the Activity section for instructions.
4. Conclude by summarizing the main points of the lesson.
 - What does it mean to say that all of our family members have great worth? *It means have great value. This worth is not based on appearance, possessions, behavior, position in life, place of residence, or other such external differences.*
 - It is important that we treat the people in our families as people of great worth.

Discussion Questions

1. In the book, *I Love You Stinky Face*, does the Mother love her daughter? (Show the first page of the Mom hugging her daughter.)
2. Does the Mom think the daughter is special? Why or why not?
3. Let's play pretend as the author of the story, *I Love You Stinky Face* did. Let's suppose that the daughter became a scary ape. Would the Mother think that the daughter is any less special now? Why or why not?
4. Let's suppose that the daughter became a smelly skunk. Would the Mother think the daughter is any less special now? Why or why not?
5. Let's suppose that the daughter became a hungry alligator with big sharp teeth. Would the Mother think the daughter is any less special now? Why or why not?

No matter what, the Mother thinks the daughter is special. No matter how the daughter looks or acts. No matter how good she is in soccer, no matter what, the Mother thinks the daughter is special. That is what family love is all about. When you see through the eyes of love, you see beyond how someone looks. You see beyond how they are behaving. You see beyond how good they are in things like reading to seeing who they really, really are—special!

6. Do you think the daughter in the story sees the Mother as special and important? Why or why not?
7. What if the Mother had a big limp where she could not walk around very well? Would the daughter still think she is special? Why or why not?
8. If the Mother had very little money and they had only a little food to eat, would the daughter still think the Mother is special? Why or why not?
9. Are you special in your family no matter what? Why or why not? (Note to teacher: The answer is always yes. When some children are not treated as if they're special then they will not see themselves as special. This is our opportunity to help them to see, even if they have to fight cognitively, that they are special no matter what.)

Activity

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

The Gingerbread Boy and Girl Activity

Objective

The students will think about the deep worth of their family members. They will learn that this deep worth is not based on physical appearance, possessions, career, or other external features. They will learn that we should treat others as people of deep worth.

Instructions

On a single sheet of paper, draw an outline of one gingerbread boy and one gingerbread girl (two gingerbread children on one page). Make copies of your drawing, one for each student.

1. Please ask the children to color in the clothing for each gingerbread child.
2. Ask the students to draw a large pretty hat on the gingerbread girl's head and a small wrinkly hat on the gingerbread boy's head. Ask the student's the question, "Is the gingerbread girl now more special because she has a better hat than the gingerbread boy? Why or why not?"
3. Now, have the children draw a cane in the hand of the gingerbread girl and ask, "Is the gingerbread boy now more special than the gingerbread girl because the gingerbread girl is walking with a big limp and has a very sore knee all of the time? Why or why not?"
4. Now, ask the children to draw a pot of gold at the feet of the gingerbread girl and ask, "Is the gingerbread girl now more special than the gingerbread boy because she has a lot more money than he does? Why or why not?"
5. The gingerbread boy and girl are brother and sister. Might they both be special in the family? Why or why not?

Evaluation of the Students

- ❖ Did the students listen to the story or a review of the story?
- ❖ Did the students participate in a class discussion?
- ❖ Did the students participate in the activity?
- ❖ Did the students focus on the deep worth of family members?
- ❖ Did the students learn that this great worth is not based on personal differences like appearance, possessions, behavior, position in life, place of residence, and so forth?
- ❖ Did the students learn that we are to treat all people as people of great worth?

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

Taking Family Love into the World of School, Playground, and Other Places

Main Ideas

In this lesson, the students will continue to learn about genuine love. As in the previous lessons, the topic of forgiveness will not yet be discussed.

Love is defined by Webster's dictionary as a feeling of strong attachment, liking, or fondness for another person. Love is more than a feeling. It is also a decision to treat others as we want to be treated. Love involves seeing the great worth of all people. Genuine love is not selfish or self-centered.

Love can be shown through thoughts, words, and behaviors (gifts in the form of things, time, kindness, respect, and generosity). We can also show love by refraining from thinking harsh thoughts, performing unkind behaviors, and withdrawing gifts.

All people are worthy of love. Entire communities can benefit from loving people.

General Objectives

The students will:

- ❖ Learn the meaning of genuine love.
- ❖ Learn how to think, act, and feel in loving ways.
- ❖ Learn that love can help us to see others' great worth.
- ❖ Learn that all people are worthy of love.

Behavioral Objectives

The students will:

- ❖ Listen to the story, *Little Fur Family* by Margaret Wise Brown.
- ❖ Participate in the class discussion.
- ❖ Participate in the activity.

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 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 main ideas of the previous lesson. The people in our families have great worth. They have great worth because they are people and not because of the ways they look, how they act, or what they can do.
2. Introduce today's lesson. Let the students know that they will be discussing love. *Love is a feeling, but it is also a decision to treat others with respect, kindness, generosity, and so forth. All people are worthy of love.*
3. Conduct the class discussion. The questions can be found in the Discussion section.
4. Conduct the activity. See the Activities section.
5. Review the main ideas of the lesson. Love is a feeling, but it is also a thought and an action. Respect, kindness, and generosity are offered in love. All people are worthy of love. Love can help individuals and communities.

Discussion Questions

1. Do you remember when we read the book, *I Love You Stinky Face*? One thing the story told us was that family members can have a lot of love for each other. In the beginning of today's story, *The Little Fur Family*, there was a lot of family love there, too. Do you remember that the fur family lived in a warm, cozy wooden tree? The parents who helped to keep their home warm were showing love. How else did the family show love in the beginning part of the book? *The Father takes time to say good bye before he goes to work. The Mother dressed her child warmly before he went out to play in the woods.*
2. Just as family members can love one another, is it possible to take that love from the family and to give the love away to others in the world?
3. How did the little fur child give love to those outside of his warm, cozy, and wooden tree house? *He showed concern when his Grandpa sneezed. He helped a fish get back into the river.*

4. Do you remember when the little fur child kissed the tiny, tiny fur animal on his little fur nose and put it gently back in the grass? Was the little fur child showing love to the tiny, tiny fur animal? Why or why not?
5. Do you think all of the love that was poured into the little fur child in his home by his Mother and Father helped fill his heart with such love that he could then pour out that love to his Grandfather, the fish, and the tiny, tiny fur creature? Why or why not?
6. Can you take the love in your heart and pour it out to others in this classroom and in this school? How can you do that?

Activities

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

The Tinfoil Activity

Objective

The students will learn the ways we can think, act, and feel in loving ways. The students will each add to a ball of tinfoil (representing love in the hearts).

Instructions

The teacher will begin the activity by preparing as many sheets of tinfoil as there are children in the classroom. She will also put names of each child on a slip of paper and then place the papers in a hat (for drawing names out of the hat).

1. The teacher will hold up a sheet of tinfoil and then form it into a ball in front of the children.
2. Then the teacher will say to the children, "This tinfoil stands for the love in my heart. I can give that love away to others so that they get love in their heart. When they get love in their heart, their heart grows bigger with love. When they then give the love away to someone else, that other person's heart gets bigger with love. On and on it goes until we have a great big ball of love in the room. I am going to start by saying something kind, gentle, and caring to one of you.
3. I will pick one of your names out of a hat. I will then take the love in my heart which is shown by the tinfoil and hand it to that child.
4. That child will then wrap his or her tinfoil around my piece of tinfoil ball of love to make it even bigger, pull another student's name out of the hat and say something kind, gentle, and caring to that child, who will then wrap their tinfoil of love around our ever growing ball of love.

Let us look at how our love given and given and given makes the love grow and grow and grow out into the world. Let's see how much bigger this tinfoil ball of love gets as we spread love around the classroom.

Evaluation of the Students

- ❖ Did the students listen to the story?
- ❖ Did the students participate in the discussion?
- ❖ Did the students participate in the activity
- ❖ Did the students learn the meaning of love?
- ❖ Did the students learn how to think, act, and feel in loving ways?
- ❖ Did the students learn that all people are worthy of love?
- ❖ Did the students learn that love can help people and communities?

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:
