

Forgiveness--Lesson #1

Teacher's Notes

Life - Community Building (Warm-up; 10)

1. Small talk: How are you? How was your week? Introduction of new students
2. PAN questions
3. Review of homework

Life to Topic (10-15)

Class Discussion

1. What does the word 'forgiveness' mean to you? What are related words? What is the opposite of forgiveness?
2. What is 'the word' for forgiveness in your language? They write on board in their own language.
3. Give a good example of a forgiving person. Perhaps also, a person who is not forgiving.

Topic (25-30)

(5-10) **Dictionary Definitions** (see Student Handout): what do they add? Do you agree? Disagree? Do your words mean the same as the English 'forgiveness'?

(15-20) **Reading (Part 1): Proverbs from Other Cultures:**

1. Students read silently with the following instructions
 - a. Note any words you think your classmates might not know
 - b. Note any proverbs that don't make sense or seem strange
 - c. Each student chooses 2 favourite proverbs to share with the class.
 - d. For those students who finish early, ask them to do the Word Search.
2. In groups have students make a list of difficult words. See how many they can explain within their groups. Have one person from each group list unexplained words on the board. Discuss those words as a class.
3. Are there any proverbs that are difficult to understand? Have other class members explain them.
4. Ask: Which is your favourite one? Why? Imagine a situation for its application.

Topic to Life (30-35)

A. Folk Tales--Reading (Part 2):

1. Divide into two groups. Have each group read one of the stories given. Assign the lower ability students Story #1 (about Paco). Ask students to help each other with the difficult words, if possible. Teacher circulates between the two groups to help.
2. Ask them to be prepared to tell or enact the story for the others.
3. Have them formulate "the moral" of the story, and choose which proverb best summarizes the story. Discuss this as a subgroup; reach consensus if possible. If not, allow 'minority reports.'
4. Come together as a whole group: have each subgroup share (tell or enact) with the rest the story, the moral and the proverb chosen.

B. Grammar: English Comparative

1. See the explanation given with “Formation of Comparative Adjectives” (in Student Handout). Review with students. Further explanation at various sites (e.g.)
 - a. <http://www.eflnet.com/tutorials/adjcompsup.html>
 - b. <http://www.ingilizceci.net/TenseExpl/ComSup.htm>
- 2.** Have the students fill in the Comparative-Superlative Table (see Student Handout).

Life (5-10)

1. Memorize one proverb from the list given.
2. Collect and translate proverbs (and stories) about forgiveness from your home culture; bring them to class next time.
3. Take note of situations in which you observed ‘forgiving behaviour’
4. Take note of situations in which you wish you had been more forgiving.
5. Finish the “Comparatives & Superlatives Table”
6. Collect comparatives & superlatives you hear
7. Continue your PANning.

FORGIVENESS --Lesson #1

Student Handout

Class Discussion

1. What does the word 'forgiveness' mean to you? What are related words? What is the opposite of forgiveness?
2. What is 'the word' for forgiveness in your language?
3. Give a good example of a forgiving person. Perhaps also, a person who is not forgiving.

Definitions of forgiveness :

1. *noun* 1. compassionate feelings that support a willingness to forgive 2. the act of excusing a mistake or offense
WordNet® 3.0. Princeton University. <http://dictionary.reference.com/browse/forgiveness> (accessed: December 30, 2008).
2. n. The act of forgiving; pardon.
The American Heritage® Dictionary of the English Language, Fourth Edition. Houghton Mifflin Company, 2004. <http://dictionary.reference.com/browse/forgiveness> (accessed: December 30, 2008)
3. forgive (v.) (<http://www.answers.com/topic/forgive>; 30-12-08)
 - a. To excuse for a fault or an offense; pardon.
 - b. To renounce anger or resentment against.
 - c. To absolve from payment of (a debt, for example).

Readings: Proverbs from Other Cultures

http://creativeproverbs.com/cgi-bin/sql_search3cp.cgi?keyword=forgiveness&boolean=and&field=all&frank=all&database=all
(30 December 2008)

1. Forgiveness is more satisfying than revenge.
Arabian Proverb
2. Where blood has been shed the tree of forgiveness cannot grow.
Brazilian Proverb
3. If there were no wrongdoing, there would be no forgiveness.
Egyptian Proverb
4. Forgiveness hides a pleasure that you can't get back from revenge.
Iranian Proverb
5. A kind speech and forgiveness is better than alms followed by injury.
Islamic Proverb
6. Forgiveness is a pillar of justice.
Russian Proverb
7. "Those who cannot forgive break the bridge over which they themselves must pass." Confucius (<http://learningtogive.org/lessons/unit226/lesson14.html>; 30-12-2008)
8. "The weak can never forgive. Forgiveness is the attribute of the strong."
Gandhi (<http://learningtogive.org/lessons/unit226/lesson14.html>; 30-12-2008)

Find: just, speech, blood, injury, tree, satisfy, alms, forgive, more

Make sentences with as many of these words per sentence as possible.

J	A	L	M	S	H	C	T	I
U	B	L	O	O	D	O	R	N
S	F	O	R	G	I	V	E	J
T	S	P	E	E	C	H	E	U
P	R	E	V	E	N	G	E	R
Z	S	A	T	I	S	F	Y	Y

Folk Tales

1. There's a Spanish story of a father and son who had become estranged. The son ran away, and the father set off to find him. He searched for months to no avail. Finally, in a last desperate effort to find him, the father put an ad in a Madrid newspaper. The ad read: Dear Paco, meet me in front of this newspaper office at noon on Saturday. All is forgiven. I love you. Your Father. On Saturday 800 Pacos showed up, looking for forgiveness and love from their fathers. (*Bits & Pieces*, October 15, 1992, pp. 13; <http://www.sermonillustrations.com/a-z/f/forgiveness.htm>; 30-12-08)

The moral:

The proverb which best summarizes the story:

2. Cycle of Evil (http://dimdima.com/khazana/stories/showstory.asp?q_title=Cycle+of+Evil; 14-6-08)

There was once a king who was so cruel and unjust that his subjects yearned for his death or dethronement. However, one day he surprised them all by announcing that he had decided to turn over a new leaf. “No more cruelty, no more injustice,” he promised, and he was as good as his word. He became known as the ‘Gentle Monarch’.

Months after his transformation one of his ministers plucked up enough courage to ask him what had brought about his change of heart, and the king answered: “As I was galloping through my forests I caught sight of a fox being chased by a hound. The fox escaped into his hole but not before the hound had bitten into its leg and lamed it for life. Later I rode into a village and saw the same hound there. It was barking at a man. Even as I watched, the man picked up a huge stone and flung it at the dog, breaking its leg. The man had not gone far when he was kicked by a horse. His knee was shattered and he fell to the ground, disabled for life. The horse began to run but it fell into a hole and broke its leg. Reflecting on all that had happened, I thought: ‘Evil begets evil. If I continue in my evil ways, I will surely be overtaken by evil’. So I decided to change”.

The minister went away convinced that the time was ripe to overthrow the king and seize the throne. Immersed in thought, he did not see the steps in front of him and fell, breaking his neck. (Based on a story in the ‘Tales of Bidpai’, an Arabic version of the Panchatantra)

The moral:

The proverb which best summarizes the story:

Grammar: English Comparative

1. Note that in the proverbs we saw two examples of the English comparative. Did you see other examples in the readings or in the conversations?
 - ❖ Forgiveness is more satisfying than revenge.
 - ❖ A kind speech and forgiveness is better than alms followed by injury.
2. Review the rules for forming the English comparative and superlative.
3. Fill in the table, thinking of sentences as you remember the form.

Homework

1. Memorize one proverb from the list given.
2. Collect and translate proverbs (and stories) about forgiveness from your home culture; bring them to class next time.
3. Take note of situations in which you observed 'forgiving behaviour'
4. Take note of situations in which you wish you had been more forgiving.
5. Finish the "Comparatives & Superlatives Table"
6. Collect comparatives & superlatives you hear
7. Continue your PANning.

Formation of Comparative Adjectives

http://www.englishclub.com/grammar/adjectives-comparative_1.htm (30-12-08)

There are two ways to make or form a comparative adjective:

- **short** adjectives: add "-er"
- **long** adjectives: use "more"

Short adjectives	
• 1-syllable adjectives	old, fast
• 2-syllable adjectives ending in -y	happy, easy
Normal rule: add "-er"	old > older
Variation: if the adjective ends in -e, just add -r	late > later
Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant	big > bigger
Variation: if the adjective ends in -y, change the y to i	happy > happier
Long adjectives	
• 2-syllable adjectives not ending in -y	modern, pleasant
• all adjectives of 3 or more syllables	expensive, intellectual
Normal rule: use "more"	modern > more modern expensive > more expensive

Exception

The following adjectives have irregular forms:

- good > better
- well (healthy) > better
- bad > worse
- far > farther/further

EnglishClub.com Tip

With some 2-syllable adjectives, we can use '-er' or 'more':

- quiet > quieter/more quiet
- clever > cleverer/more clever
- narrow > narrower/more narrow
- simple > simpler/more simple

Fill in the table with the corresponding comparative and superlative forms.

	Comparative	Superlative
angry		
bad		
big		
busy		
careful		
clever	cleverer/more clever	
cold		
far		farthest/furthest
fat		
friendly		
generous		
gentle		
good		best
happy		
important		
intelligent	more intelligent	
large		
little		
long		
many	more	
narrow		
peaceful		most peaceful
pleasant		
quiet		
simple		
tall		
thin		
thoughtful		
wise		

FORGIVENESS--Lesson #2

Teacher's Notes

Life - Community Building (10)

Warm-up

1. Small talk: How are you? How was your week? Introduction of new students
2. PAN questions
3. Review of homework: Ask for:
 - a. recitation of the Proverbs memorized
 - b. share proverbs from the home cultures
 - c. "forgiveness situations": observed or lived (successfully or not)
Teacher can give the first personal example.
 - d. Offer help with the "Comparatives & Superlatives Table" (briefly)
 - e. PAN questions

Life to Topic (10-15)

1. Quotes
 - a. Divide into small groups of 2 or 3 at the most.
 - b. Do the following:
 - i. In pairs, read the quotes to each other.
 - ii. Which words or meanings are difficult?
 - iii. Which quotes are difficult to understand?
 - iv. Do you agree or disagree with the quotes?
 - v. Do they seem "North American"? If so, why?
 - vi. Is 'forgiveness' a desirable trait?
 - vii. Decide which 2 quotes are your favourites. Be prepared to tell the larger group why these are your favourites.
 - c. Gather as a whole group
 - i. Vote on which are the most favourite of the 8 quotes.
 - ii. With the time allotted, discuss why they are the favourites.

Topic (30-35 minutes):

1. Divide into 3 groups, A, B & C. Assign a leader for each group.
(The Teacher floats between the groups, assisting as needed.)
2. Each group
 - a. read the assigned story; clarify any unfamiliar words
 - b. discuss the questions
 - c. prepare to act it out dramatically to the whole group
3. Gather again into 1 group. Have Groups A, B, & C do the following:
 - i. Tell or act the story for the whole group
 - ii. Ask the questions to the whole group
4. Allow any general discussion that emerges from 'a' and 'b'.
5. Pronunciation: Take note of any difficulties and respond as you are able. "Speaking Clearly" is an excellent text with resources.

Topic to Life (20-30 min.).

CASE STUDY: Adapted from "I'm Still Learning to Forgive," by Corrie ten Boom

1. Read the Story together as a class.
2. Explain any background as well as English language concerns
3. Stop at "WHAT WOULD YOU DO IF YOU WERE IN HER PLACE?" for discussion
4. You may want to leave the drama and point of the story hanging until next week. If you want to give the ending, here it is:

Still I stood there with the coldness clutching my heart. But forgiveness is an act of the will, and the will can function regardless of the temperature of the heart. "Jesus, help me!" I prayed silently. "I can lift my hand. I can do that much. You supply the feeling." And so woodenly, mechanically, I thrust my hand into the one stretched out to me. And, as I did, an incredible thing took place. The current started in my shoulder, raced down my arm, sprang into our joined hands. And then this healing warmth seemed to flood my whole being, bringing tears to my eyes.

"I forgive you, brother!" I cried. "With all my heart!"

For a long moment we grasped each other's hands, the former guard and former prisoner. I had never known God's love so intensely as I did then. But even so, I realized it was not my love. I had tried and did not have the power. It was the power of the Holy Spirit as recorded in Romans 5:5: "...for the love of God has been poured out in our hearts by the Holy Spirit who was given to us."

5. Ask how these "idioms" might apply. (They are not exactly idioms, but very common 'sayings' in English that are like idioms.)
 - a. *"To err is human; to forgive divine."* (by Alexander Pope)
 - b. *forgive and forget: to accept and not think about what someone has done to you*
 - c. *To know all is to forgive all.*

Life (5+)

1. Memorize one quote from the list given.
2. Keep a Journal noting the following:
 - a. Take note of situations in which you observed 'forgiveness behaviour'
 - b. Take note of situations in which you wish you had had a more forgiving attitude (they could also note 'unforgiving' behaviour and comment on the results or predict how forgiveness would change things).
 - c. How did your 'quote' work out in your experience.
3. Continue your PANning.

FORGIVENESS--Lesson #2

Student Handout

You will be assigned a group. In your group, do and discuss the following:

- a) Read the quotes to each other.
- b) Which words or meanings are difficult?
- c) Which quotes are difficult to understand?
- d) Do you agree or disagree with the quotes?
- e) Do they seem “North American”? If so, why?
- f) Is ‘forgiveness’ a desirable trait?
- g) Decide which 2 quotes are your favourites. Be prepared to tell the larger group why these are your favourites.

Quotes

<http://en.thinkexist.com/quotations/forgiveness/> (31-12-08)

1. “When you hold resentment toward another, you are bound to that person or condition by an emotional link that is stronger than steel. Forgiveness is the only way to dissolve that link and get free.” ~ Catherine Ponder
2. “There is no love without forgiveness, and there is no forgiveness without love.” ~ Bryant H. McGill
3. “To forgive is the highest, most beautiful form of love. In return, you will receive untold peace and happiness.” ~ Robert Muller
4. “Always forgive your enemies - nothing annoys them so much.” ~ Oscar Wilde quotes (Irish Poet, Novelist, Dramatist and Critic, 1854-1900)
5. “To forgive is to set a prisoner free and discover that the prisoner was you.” ~ Lewis B. Smedes
6. “When I was a kid I used to pray every night for a new bicycle. Then I realised that the Lord doesn't work that way so I stole one and asked Him to forgive me.” ~ Emo Philips
7. “Sincere forgiveness isn't colored with expectations that the other person apologize or change. Don't worry whether or not they finally understand you. Love them and release them. Life feeds back truth to people in its own way and time.” ~ Sara Paddison
8. “The stupid neither forgive nor forget; the naive forgive and forget; the wise forgive but do not forget.” ~ Thomas S. Szasz quotes (Hungarian psychiatrist and Professor of Psychiatry Emeritus at State University of New York Health Science Center in Syracuse, b.1920)

Stories Related to Western Culture

<http://www.sermonillustrations.com/a-z/f/forgiveness.htm> (31-12-08)

In your group do the following

- a. read the assigned story; clarify any unfamiliar words
- b. discuss the following questions
 - i. What is the relevance or importance of 'forgiveness' in this story?
 - ii. Is there a quote (see above) which fits the story?
 - iii. Would you have done anything differently if this had happened to you?
 - iv. Is there a 'moral' or lesson?
- c. prepare to act it out dramatically to the whole group

A. A childhood accident caused poet Elizabeth Barrett to lead a life of semi-invalidism before she married Robert Browning in 1846. There's more to the story. In her youth, Elizabeth had been watched over by her tyrannical father. When she and Robert were married, their wedding was held in secret because of her father's disapproval. After the wedding the Brownings sailed for Italy, where they lived for the rest of their lives. But even though her parents had disowned her, Elizabeth never gave up on the relationship. Almost weekly she wrote them letters. Not once did they reply. After 10 years, she received a large box in the mail. Inside, Elizabeth found all of her letters; not one had been opened! Today those letters are among the most beautiful in classical English literature. Had her parents only read a few of them, their relationship with Elizabeth might have been restored. (Daily Walk, May 30, 1992)

B. Thomas A. Edison was working on a crazy contraption called a "light bulb" and it took a whole team of men 24 straight hours to put just one together. The story goes that when Edison was finished with one light bulb, he gave it to a young boy helper, who nervously carried it up the stairs. Step by step he cautiously watched his hands, obviously frightened of dropping such a priceless piece of work. You've probably guessed what happened by now; the poor young fellow dropped the bulb at the top of the stairs. It took the entire team of men twenty-four more hours to make another bulb. Finally, tired and ready for a break, Edison was ready to have his bulb carried up the stairs. He gave it to the same young boy who dropped the first one. That's true forgiveness. (James Newton, *Uncommon Friends*)

C. A couple married for 15 years began having more than usual disagreements. They wanted to make their marriage work and agreed on an idea the wife had. For one month they planned to drop a slip in a "Fault" box. The boxes would provide a place to let the other know about daily irritations. The wife was diligent in her efforts and approach: "leaving the jelly top off the jar," "wet towels on the shower floor," "dirty socks not in hamper," on and on until the end of the month. After dinner, at the end of the month, they exchanged boxes. The husband reflected on what he had done wrong. Then the wife opened her box and began reading. They were all the same, the message on each slip was, "I love you!" (Unknown)

CASE STUDY

Adapted from “I’m Still Learning to Forgive” by Corrie ten Boom

[http://74.125.45.132/search?q=cache:YGigHybWODMJ:www.greentreewebster.org/Articles/Im%2520still%2520Learning%2520to%2520Forgive%2520\(Ten%2520Boom\).pdf+%22we+grasped+each+other%27s+hands,+the+former+guard%22&hl=en&ct=clnk&cd=3&gl=ca&client=firefox-a](http://74.125.45.132/search?q=cache:YGigHybWODMJ:www.greentreewebster.org/Articles/Im%2520still%2520Learning%2520to%2520Forgive%2520(Ten%2520Boom).pdf+%22we+grasped+each+other%27s+hands,+the+former+guard%22&hl=en&ct=clnk&cd=3&gl=ca&client=firefox-a) (31-12-08)

My sister Betsie and I had been arrested for concealing Jews in our home during the Nazi occupation of Holland. We were sent to the Ravensbruck concentration camp.

One day I was in a church in Munich where I was speaking in 1947 that I saw a balding heavy-set man in a gray overcoat, a brown felt hat clutched between his hands.

One moment I saw the overcoat and the brown hat, the next, the blue uniform of a prison guard. Memories of the concentration camp came back with a rush: the huge room with its harsh overhead lights, the pathetic pile of dresses and shoes in the center of the floor, the shame of walking naked past this man.

This man had been a guard at Ravensbruck concentration camp where we were sent. It was the first time since my release that I had seen him and my blood seemed to freeze. Now he was in front of me, hand thrust out: “A fine message!”

WHAT WOULD YOU DO IF YOU WERE IN HER PLACE?

He continued: “You mentioned Ravensbruck in your talk. I was a guard there. You spoke of forgiveness in your talk. I did cruel things there. Will you forgive me?”

Betsie had died in that place. Could he erase her slow terrible death simply for the asking? It could not have been many seconds that he stood there, hand held out, but to me it seemed hours as I wrestled with the most difficult thing I had ever had to do. Still I stood there with the coldness clutching my heart.

WHAT WOULD YOU DO IF YOU WERE IN HER PLACE?

How might these “idioms” apply to this story?

- a. *“To err is human; to forgive divine.” (by Alexander Pope)*
- b. *forgive and forget: to accept and not think about what someone has done to you*
- c. *To know all is to forgive all.*

HOMEWORK

1. Memorize one quote from the list given.
2. Keep a Journal noting the following:
 - a) Take note of situations in which you observed ‘forgiveness behaviour’
 - b) Take note of situations in which you wish you had had a more forgiving attitude
 - c) How did your ‘quote’ work out in your experience?
3. Continue your PANning

FORGIVENESS--Lesson #3

Teacher's Notes

Life - Community Building (10)

Warm-up

1. Small talk: How are you? How was your week? Introduction of new students
2. PAN questions
3. Review of homework: Ask for:
 - a. recitation of the Quotes memorized
 - b. share similar quotes from the home cultures
 - c. "forgiveness situations": observed or lived (successfully or not)

Life to Topic (10-15)

1. Quotes

- a. Divide into small groups of 2 or 3 at the most.
- b. Do the following:
 - i. Read the quotes to each other.
 - ii. In groups, find a word that means the same as the underlined words
 - iii. Which quotes are difficult to understand? (Teacher may have to discuss the clauses in #2 & #6: He who cannot forgive breaks the bridge. Which bridge? The same bridge that he must pass over. #6: How is the child's dream of a miracle answered? Something broken is made whole; something soiled is made clean. Teacher may have the class make similar sentences, if they can handle it.)
 - iv. Do you agree or disagree with the quotes?
 - v. Do they seem "North American"? If so, why?
 - vi. Is 'forgiveness' a desirable trait?
 - vii. Each person should decide on their 2 favourites. Be prepared to tell the larger group why these are your favourites.
- c. Gather as a whole group
 - i. Determine which are the class favourites of the 7 quotes.
 - ii. With the time allotted, discuss why they are the favourites.

Topic (30-35 minutes):

1. Divide into 2 groups, A & B. Assign a leader for each group.
(The Teacher floats between the groups, assisting as needed.)
2. Each group
 - a. read the assigned story; clarify any unfamiliar words, and be ready to teach them to the other group
 - b. discuss the questions
 - c. prepare to act it out dramatically to the whole group
3. Gather again into 1 group. Have Groups A & B do the following:
 - a. Teach the words they think may be a problem

- b. Tell or act the story for the whole group
- c. Ask the questions to the whole group
- 4. Allow any general discussion that emerges from 'a' and 'b'.
- 5. Pronunciation: Take note of any difficulties and respond as you are able. "Speaking Clearly" is an excellent text with resources.

Topic to Life (20-30 min.).

The following is a well-known prayer credited to St. Francis of Assisi.
http://en.wikipedia.org/wiki/Francis_of_Assisi.

1. What is "a prayer"? What is this prayer 'doing'? [asking God to make oneself to be a certain kind of person]
2. Talk about prayer a bit as appropriate: Does God listen? Does He care? Can He answer such requests? Can we really 'just talk' to God? Etc.
3. Read the prayer as a text first, just to understand it. Have each student take a turn, each reading a line. Stop to explain anything as needed.
4. Do you know of any situations that are like those described on the left? Have you had those experiences yourself? (Teacher should give personal life examples first.) Has anyone had experiences when there was a good result like those listed on the right? Do you think God was acting?
5. Shall we pray this prayer together? Do so, unless there is some reason not to.

Life (5+)

1. Memorize one quote from the list given.
2. Keep a Journal noting the following:
 - a. Take note of situations in which you observed 'forgiveness behaviour'
 - b. Take note of situations in which you wish you had had a more forgiving attitude
 - c. How did your 'quote' work out in your experience?
3. Continue your PANning.

FORGIVENESS--Lesson #3

Student Handout

You will be assigned a group. In your group, do and discuss the following:

- a. Read the quotes to each other.
- b. Are there any unknown words or meanings?
- c. Do you understand the quotes?
- d. Do you agree or disagree with the quotes?
- e. Do they seem “North American”? If so, why?
- f. Is ‘forgiveness’ a desirable trait?
- g. Each person decide which are your 2 favourites? Be prepared to tell the larger group why these are your favourites?

Quotes

<http://www.tentmaker.org/Quotes/forgivenessquotes.htm>

1. Know all and you will pardon all. --Thomas A’Kempis
2. He who cannot forgive breaks the bridge over which he himself must pass.--George Herbert
3. You will know that forgiveness has begun when you recall those who hurt you and feel the power to wish them well. --Lewis B. Smedes
4. The glory of Christianity is to conquer by forgiveness. --William Blake
5. Forgiveness is the final form of love. --Reinhold Niebuhr
6. Forgiveness is the answer to the child’s dream of a miracle by which what is broken is made whole again, what is soiled is made clean again. --Dag Hammarskjold

<http://www.tentmaker.org/Quotes/justicemercyquotes.htm>

7. Love is the only force capable of transforming an enemy into friend. --Martin Luther King Jr.

Stories Related to the Bible

In your group do the following

- a. read the assigned story; clarify any difficult words, and be ready to teach them to the class.
 - b. discuss the following questions
 - i. What is the importance of ‘forgiveness’ in this story?
 - ii. Is there a quote (see above) which fits the story?
 - iii. Would you have done anything differently?
 - iv. Is there a ‘moral’ or lesson?
 - c. prepare to act it out dramatically to the whole group
- A. Matthew 18:21-35 (Contemporary English Version)**

21 Peter came up to the Lord and asked, "How many times should I forgive someone who does something wrong to me? Is seven times enough?" **22** Jesus answered:

Not just seven times, but seventy-seven times! **23** This story will show you what the kingdom of heaven is like: One day a king decided to call in his officials and ask them to give an account of what they owed him. **24** As he was doing this, one official was brought in who owed him fifty million silver coins. **25** But he didn't have any money to pay what he owed. The king ordered him to be sold, along with his wife and children and all he owned, in order to pay the debt.

26 The official got down on his knees and began begging, "Have pity on me, and I will pay you every cent I owe!" **27** The king felt sorry for him and let him go free. He even told the official that he did not have to pay back the money.

28 As the official was leaving, he happened to meet another official, who owed him a hundred silver coins. So he grabbed the man by the throat. He started choking him and said, "Pay me what you owe!"

29 The man got down on his knees and began begging, "Have pity on me, and I will pay you back." **30** But the first official refused to have pity. Instead, he went and had the other official put in jail until he could pay what he owed.

31 When some other officials found out what had happened, they felt sorry for the man who had been put in jail. Then they told the king what had happened.

32 The king called the first official back in and said, "You're an evil man! When you begged for mercy, I said you did not have to pay back a cent. **33** Don't you think you should show pity to someone else, as I did to you?" **34** The king was so angry that he ordered the official to be tortured until he could pay back everything he owed. **35** That is how my Father in heaven will treat you, if you don't forgive each of my followers with all your heart.

B. Luke 15: 11 - 32

11 Jesus also told them another story:

Once a man had two sons. **12** The younger son said to his father, "Give me my share of the property." So the father divided his property between his two sons.

13 Not long after that, the younger son packed up everything he owned and left for a foreign country, where he wasted all his money in wild living. **14** He had spent everything, when a bad famine spread through that whole land. Soon he had nothing to eat.

15 He went to work for a man in that country, and the man sent him out to take care of his pigs. **16** He would have been glad to eat what the pigs were eating, but no one gave him a thing. **17** Finally, he came to his senses and said, "My father's workers have plenty to eat, and here I am, starving to death! **18** I will go to my father and say to him, 'Father, I have sinned against God in heaven and against you. **19** I am no longer good enough to be called your son. Treat me like one of your workers.' "

20 The younger son got up and started back to his father. But when he was still a long way off, his father saw him and felt sorry for him. He ran to his son

and hugged and kissed him.

21The son said, "Father, I have sinned against God in heaven and against you. I am no longer good enough to be called your son."

22But his father said to the servants, "Hurry and bring the best clothes and put them on him. Give him a ring for his finger and sandals for his feet. 23Get the best calf and prepare it, so we can eat and celebrate. 24This son of mine was dead, but has now come back to life. He was lost and has now been found." And they began to celebrate. 25The older son had been out in the field. But when he came near the house, he heard the music and dancing. 26So he called one of the servants over and asked, "What's going on here?"

27The servant answered, "Your brother has come home safe and sound, and your father ordered us to kill the best calf." 28The older brother got so angry that he would not even go into the house.

His father came out and begged him to go in. 29But he said to his father, "For years I have worked for you like a slave and have always obeyed you. But you have never even given me a little goat, so that I could give a dinner for my friends. 30This other son of yours wasted your money on prostitutes. And now that he has come home, you ordered the best calf to be killed for a feast."

31His father replied, "My son, you are always with me, and everything I have is yours. 32But we should be glad and celebrate! Your brother was dead, but he is now alive. He was lost and has now been found."

A Well-Known Prayer

*Lord, make me a channel of your peace;
that where there is hatred, I may bring love;
that where there is wrong, I may bring the spirit of forgiveness;
that where there is discord, I may bring harmony;
that where there is error, I may bring truth;
that where there is doubt, I may bring faith;
that where there is despair, I may bring hope;
that where there are shadows, I may bring light;
that where there is sadness, I may bring joy.
Lord, grant that I may seek rather to comfort than to be comforted;
to understand, than to be understood;
to love, than to be loved.
For it is by self-forgetting that one finds.
It is by forgiving that one is forgiven.
It is by dying that one awakens to eternal life.
Amen.*

HOMEWORK

1. Memorize one quote from the list given.
2. Keep a Journal noting the following:
 - a) Take note of situations in which you observed 'forgiveness behaviour'

- b) Take note of situations in which you wish you had had a more forgiving attitude
 - c) How did your 'quote' work out in your experience?
3. Continue your PANning