



## Forgiveness Element 6: Forgiveness in the Air

<b>Engineering Challenge</b>	<b>Forgiveness in the Air</b>
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**Age Level**  
10 - Adulthood

**Time**  
35 minutes

**Resources**  
Reading material  
Videos

**Objectives**

Students will:

1. Understand how ventilation works.
2. Demonstrate prototypes of ventilation for practical uses.
3. Relate ventilators to unconditional commitment of healers.

**Teachers, Parents or Self-Guided Learners will**

1. Read the background information about vents. List common uses for ventilation.
2. Devise vents for relevant purposes.
3. Read the story or watch the video about the Afghan students' ventilators.
4. Hold discussions about professions that require an oath of forgiveness.
- 5.
6. Think of Cut slits in recycled materials to create a vent
7. Read or tell a story about Restorative Justice.
8. Discuss the concept with family members or co-learners.
9. Think of a conflict in a book you've read or a news story you've heard about. Role play it, applying Restorative Justice. Who will forgive and who will offer apologies and restorative actions?
10. Copy the Pledge Sheet and think about past, present and future situations in which it

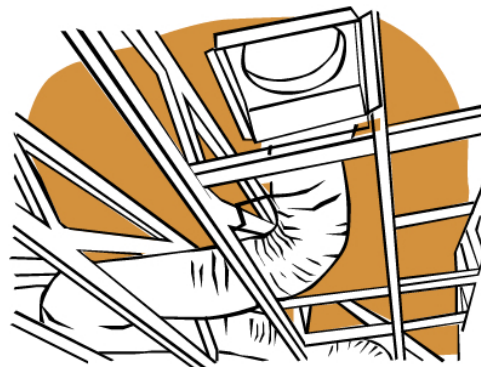
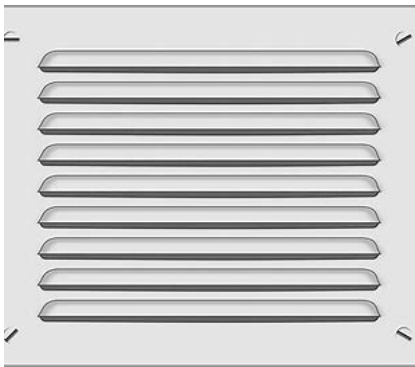


## Forgiveness in the Air

We have learned about how to clear the air. Now we will discuss how to clear the airways.

Girls in Afghanistan wanted to help Covid-19 patients who could not breathe well, by designing a life-saving device with easily available parts. They wanted to give breath to the patients by making ventilators.

Do you know what it means to ventilate? A vent refers to an opening that lets air flow. We usually find a vent in a car or in a machine or in a floor or a wall.



## Turning Ideas into Options

Brainstorm purposes for ventilation in your immediate environment. Could you engineer a new product to improve the air flow in a system, to let out toxins, or to let hot or cold air pass from one area to another? If you see a need for such a system, use recycled material to create a prototype, and display it to those who might find it useful.

## What about Breathing Machines?

A ventilator, in a hospital, describes a piece of equipment that helps a patient breathe.

The group of Afghan girls knew that Covid-19 patients were dying because they could not breathe. They did not care whether the patients came only from their own circle of families or friends. They just wanted to save lives.

They could not see the people whose lives they would save. They could not choose to help only those who had common interests or customs. They knew that *all people* have a right to life.

These bright students looked around for items with which to conduct their experiments. At last, they decided to use car parts to design the machines. When it was time to make the real ventilators, car makers donated new car parts. See how people received their experiments.



**View one of the following links to see the girls' story:**

<https://www.reuters.com/video/watch/idRCV008HXA>

<https://malaysia.news.yahoo.com/school-girls-saving-afghanistan-covid-131959961.html>

[Tamil translation:](#)

<https://www.bing.com/videos/search?q=afghan+girls+ventilator&&view=detail&mid=ED0D10697A30235246B8ED0D10697A30235246B8&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dafghan%2Bgirls%2Bventilator%26qpvt%3Dafghan%2Bgirls%2Bventilator%26FORM%3DVDRE>

## **Unconditional Caring**

What special quality inspired the girls in Afghanistan to work on their inventions? Perhaps it came from the same feeling felt by all who strive to look for cures, to solve problems, to heal people, and to teach others.

A caregiver does not ask who is worthy or who deserves our help. A caregiver forgives and heals everyone. A teacher does not ask which learner has earned the right to know. A teacher helps everyone discover the best purpose for their learning.

Have you ever thought about using your skills to help someone who had harmed you? How would it make you feel? Could it heal your relationship?

Restorative justice is the practice of going beyond apology to actually restore what was taken. If someone stole a book from a young child, instead of saying they are sorry, they could return the book and also read to the child. If a boy robbed a classmate of dignity with disrespectful words based on his place of origin, he could apologize but also befriend the other boy, to show that this person and place are worthy of respect.

In each solution below, study both the act that restored justice after the apology. In the third column, note that someone needed an open mind and heart to forgive. Role play these situations with your family or fellow learners.

<b>Action</b>	<b>Restorative Act</b>	<b>Response</b>
<b>Case Study 1</b>		
<p>Youth throwing a soccer ball broke a store window</p>	<p>During their apology, they promised to work off the cost of the window by working at the store.</p>	<p>The store owner now needed someone to construct a cardboard window, so he forgave them and accepted their help.</p>
<b>Case Study 2</b>		
<p>A man knew his neighbor was a neighbor. He stopped her after her hospital shift, shouting and demanding supplies for his sick relative. He suggesting the nurse kept supplies at home instead of at the clinic. The tired nurse had none. She told him to go to the hospital, then she fainted from weariness.</p>	<p>The man’s first restorative act was to refresh the tired nurse and carry her inside her home. He apologized and began to care for her along with his own sick relative. Naturally he saw she was not hoarding supplies and humbly apologized.</p>	<p>The nurse understood his desperation. She could see how tenderly he cared for her and knew he must have become angry out of concern for his own relative. She forgave him and they began to work together collecting more supplies to distribute for caregivers in neighborhoods.</p>
<b>Case Study 3</b>		

<p>A child felt upset that she had no one to talk with. She blamed her parents for moving away from their homeland, away from her friends. One day, she destroyed her mother's only prized possession, a little box of letters from home, ripping every letter apart.</p>	<p>She found her mother crying and realized she had taken from her mother the one thing she wanted – the memory of friends. She cried as she said how sorry she was. She could only begin to restore justice by taking her mother with her to find new friends together, at the market, the school or whether they could speak to people.</p>	<p>The mother dried her tears. She would always miss the photos the words that remind her friends, but she was glad to find new friends and, especially, to find a friend in her own daughter. At last, she said, "I forgive you."</p>
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**Discussion**

Did taking an extra step to restore justice make the apology more meaningful? Why or why not? How did the extra step affect the feelings of the person who forgave?

If the person who made the mistake does not take this extra step, how can the one who received the slight strive to forgive?