

# Year 7: Unit 5a

## Christian Ideals: Moral Decisions

### Standards

By the end of this unit it is intended that students:

- appreciate the many influences that affect moral decision-making
- identify the various aspects in the formation of moral values and decisions
- assess the extent to which moral character has an impact on the process of making choices.

### Indicators of Learning

	Values and Attitudes	Knowledge	Skills
	<i>It is intended that students will be able to:</i>		
1	articulate their personal position on what they hold most valuable	grasp the way their attitudes affect their personal behaviour	list a range of personal ideals
2	recognise the range of social influences which affect judgment and decision-making	identify the influences which have an impact on personal choices and moral decisions	classify influences which form their ideas and affect their choices
3	suggest some of the principles and teachings of Jesus which focus on relationships	appreciate ways in which individuals can aim for Christian ideals in their lives	locate Scripture passages which provide examples of Christian teachings and ideals
4	share views on virtues as ideals we hope to achieve	be aware of the Christian understanding of the way that virtues assist moral living	use appropriate terminology in relation to virtues
5	discuss the relationship between ideals, virtues, decisions and actions	understand the steps in a simple moral decision-making process	demonstrate a decision-making process applied to relevant issues

### Spiritual Reflection for Teachers

In Defoe's novel, *Robinson Crusoe* devised ingenious ways to provide for his physical needs after being shipwrecked. Despite this, his isolation was a terrible ordeal. It was not until he rescued Friday that his loneliness was eased. In the end the two could not escape on their own. Others saved them. Defoe set out to prove that people can exist in isolation. In reality he proved the opposite – that, as John Donne wrote, 'No man is an island'.

Humans are social beings. Think about how many hours you spend each day in the company of others and how different your life would be without this. We need each other, but we also need guidelines to ensure that our relationships are just and nurturing, not one-sided and self-seeking. We are shaped by our opinions and ideals as they play an important role in our search for what is right.

Initially Crusoe treated Friday as a slave. It was not until Crusoe practised his own Christian virtues of love, compassion and respect that true friendship developed. How can you assist your students to appreciate and *practise* these same ideals in the choices they make in their lives?

## Links with Students' Life Experience

### Making decisions

- It is very important to draw on the lived experience of the members of the class. They will be a great resource for discussions on aspects of moral decision-making.
- While the indicators of learning may remain constant from group to group, the strategies and discussion material can be adapted and evaluated on the basis of the needs of a particular class.
- Teachers are urged to focus on issues of both personal and societal morality and to avoid any narrow equation of personal morality with sexual morality alone.
- An informed awareness of strongly held values of ethnic communities within the class group is encouraged.

## The Church's Teaching and Lived Tradition

### To live as Jesus did

- The Gospels as a whole challenge many values prevailing in contemporary Australian society. In the Sermon on the Mount, the Beatitudes, and the parables one finds encouragement to stand as a sign of contradiction and hope.
- It is with the inspiration of the Holy Spirit that students can be led to reflect upon the ideals to which Jesus held so tenaciously, even to his death. In doing so they can choose those values and principles over the many competing ones that they encounter.
- Students should be assisted to understand that the Church gives moral guidance based on the teachings of Jesus. These should become a significant influence on the lives of all Christians. By living out their Christian ideals, individuals are better able to make responsible moral decisions.

## Catechism of the Catholic Church

### Seeking the Truth

In preparation for the teaching of this unit the following references are recommended:

**Part Three, Life in Christ**  
**Section One: Man's Vocation, Life in the Spirit**  
**Chapter 1: The Dignity of the Human Person**

**Article 6: Moral Conscience**

**1783–1785 The formation of Conscience**

**1783**

Conscience must be informed and moral judgment enlightened. A well-formed conscience is upright and truthful. It formulates its judgments according to reason, in conformity with the true good willed by the wisdom of the Creator. The education of conscience is indispensable for human beings who are subjected to negative influences and tempted by sin to prefer their own judgment and to reject authoritative teachings.

**1786–1789 To Choose in Accord with Conscience**

**1787**

Man is sometimes confronted by situations that make moral judgments less assured and decision difficult. But he must always seriously seek what is right and good and discern the will of God expressed in divine law.

## Explanation of Scripture used in this unit

Love your enemies, do good to those who hate you, bless those who curse you, pray for those who treat you badly. *Luke 6:27-28*

- Encourage the students to explore and identify the teachings of Jesus, expressed in what he said and did, in the following Gospel passages:

Matthew 16:24-26; 18:1-5; 22:34-40

Mark 2:5; 3:35; 6:31; 10:43-45; 12:28-34; 14:32

Luke 4:1-4; 4:16,43; 6:32-37; 12:6-7,29-34

John 4:8-9; 15:12-13; 16:7-15

Other relevant Scripture references:

Exodus 20:1-17: The Ten Commandments

Deuteronomy 5:6-21

Matthew 5:3-12, 43-48: The Beatitudes

1Corinthians 13: Paul describes the virtues

Galatians 5:22-23

Philippians 4:8-9

### **Genesis 4 *Cain and Abel* (Indicator 1)**

Why does a brother kill a brother? It is a simple question that becomes the focus of this story. But there is much more to the text than even the awful killing of a brother. Originally the story in Genesis 4:17-24 may have been a short genealogical note about Cain, added on to the list of Cain's descendants. Cain is certainly the dominant character in the text; indeed Abel's name means 'vapour' – something very transitory. Cain, the murderer, is a stronger presence than his murdered brother. Cain is given protection by God in Genesis 4:15. He has the joy of descendants (Genesis 4:17-24) and talks with God.

This is a story trying to come to terms with the human condition. It also presents a forgiving God.

The motif of the hostile brothers is common in other cultures. In Egypt a similar story about Anubis and Bata was popular. The book of Genesis has its own parallel in the story of Esau and Jacob, where rival siblings compete until one has to flee to preserve his life (Genesis 26-27). The favouring of the younger sibling is a common biblical motif.

### **Deuteronomy 5:2-21 *The Ten Commandments* (Indicator 3)**

The Ten Commandments in Deuteronomy are very close to the version in Exodus 20, but there are some differences. In fact the word Deuteronomy, based on the Greek, means 'second law'. Mount Horeb, mentioned here as the mount of the covenant (5:5), is Mount Sinai. The two names are interchangeable depending on the source of the text.

The second commandment, not to misuse the name of God, refers in that society to perjury or magic. The command to keep the Sabbath, to rest, is the longest (5:12-15). All must rest, including servants, strangers and even animals. This day of rest is consecrated to God. As in Exodus, a proper parent-child relationship is encouraged (5:16). 'You shall not kill' (5:17) refers to deliberate homicide but not capital punishment and the killing of animals for food – the Hebrew verb *razach* (kill) suggests this. 'You shall not covet your neighbour's wife' favours women a little more than the Exodus version, which mentions the household with all its contents, including the wife. Here Deuteronomy puts the wife in a separate category with a distinct verb – a small but important improvement for women. The Catholic tradition divides this final commandment into two parts.

### **Luke 6:27-38 *Love Your Enemies* (Indicator 3)**

Here Luke builds on the Beatitudes which precede this passage (6:20-26), especially 6:22 'Blessed are you when people hate you ...'. To love one's enemies is a radical command. It is a challenge to our natural tendency to wish evil to our enemies. Jesus calls for another pattern of conduct. This requires a dramatic change of heart. 'Love of enemies' is a constant theme in Luke's writings (see Luke 9:51-56; 10:25-37; 17:11-17; Acts 8:4-25)

In the Old Testament, hatred of evil persons (enemies of God) is sometimes assumed to be right (see Psalm 139:19-22). Jesus corrects this misunderstanding, extending the commandment of love to include one's enemy. Jesus' disciples are instructed to bless those who curse them, pray for those who mistreat them, turn the other cheek to the one who strikes them and offer their tunic to the one who takes their cloak. In this way, Jesus' disciples are following the example of God who extends his gifts to all.

This command also tests the dominant ethic of 'reciprocity' among Luke's mainly Gentile audience: the one who receives some good is obliged to reciprocate. But Jesus directs this command even towards those who have received nothing, and expect nothing. They will be rewarded because they are also following the example of God.

## Year 7 Unit 5a: Christian Ideals – Moral Decisions

### STANDARDS

By the end of this unit it is intended that students:

- appreciate the many influences that affect moral decision-making
- identify the various aspects in the formation of moral values and decisions
- assess the extent to which moral character has an impact on the process of making choices.

Indicators of Learning (Incorporating Values, Knowledge and Skills)	Essential Reading for Teachers	Suggested Learning/Teaching Strategies	Possible Assessment									
<p><b>I.</b></p> <p><b>It is intended that students will be able to:</b></p> <p><b>V</b> articulate their personal position on what they hold most valuable</p> <p><b>K</b> grasp the way their attitudes affect their personal behaviour</p> <p><b>S</b> list a range of personal ideals.</p>	<ul style="list-style-type: none"> <li>• All of us have principles, standards or qualities considered worthwhile. These principles reflect our outlook on life; how we view ourselves and other people; what we hope for; what we consider as important.</li> <li>• Ideas and priorities can and do change, depending on the point of view and circumstances of an individual's stage of life.</li> <li>• Individuals are very often motivated by ideas acquired from their family, peers, or society in general. These values can influence the important moral choices and decisions that life presents.</li> <li>• Individuals acquire their outlook on life from many interrelated sources. Students need opportunities appropriate to their moral and religious development to explore their reactions to real and imagined situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make three columns using the following headings:  <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;">Good</td> <td style="padding-right: 20px;">Neutral</td> <td style="padding-right: 20px;">Bad</td> </tr> <tr> <td>Valuable</td> <td>Unimportant</td> <td>Unwholesome</td> </tr> <tr> <td>Important</td> <td>Not Good or Bad</td> <td>Dangerous</td> </tr> </table> </li> <li>• Students place the following items in the appropriate column, explaining why they made their judgments. Some items can be in different categories depending on the situation.                      Items: money, family, friendship, physical appearance, nice house, Mass on Sundays, sport, religion, helping others, job, marriage, nice clothes, honesty, jewellery, love of country, drugs, good grades in school, human rights, success, leisure.</li> <li>• Teacher takes a tally to see which are the top five priorities. Discuss: 'How do our personal choices affect the way we act?'</li> <li>• Genesis 4:6–16: Choose three students to prepare a shared reading of the Scripture prior to the lesson, perhaps using <i>The Dramatised Bible</i>. Students discuss the following questions:</li> </ul>	Good	Neutral	Bad	Valuable	Unimportant	Unwholesome	Important	Not Good or Bad	Dangerous	<p><b>Teacher Assessment</b>                      Observation and enquiring during class discussion.</p> <p><b>Teacher Assessment and/or Peer/Self-assessment</b>                      Observation and enquiry during discussion. Responses to the focus questions.</p> <p><b>Teacher Assessment</b>                      Marking of word activity.</p> <p><b>Peer Assessment</b>                      In groups students present their scenarios and answer the question, 'How will conflicting priorities be dealt with?'</p>
Good	Neutral	Bad										
Valuable	Unimportant	Unwholesome										
Important	Not Good or Bad	Dangerous										

<p><b>2.</b></p> <p><b>It is intended that students will be able to:</b></p> <p><b>V</b> recognise the range of social influences which affect judgment and decision-making</p> <p><b>K</b> identify the influences which have an impact on personal choices and moral decisions</p> <p><b>S</b> classify influences which form their ideas and affect their choices.</p>	<ul style="list-style-type: none"> <li>Standards and principles of behaviour have a certain order of importance in every individual's life. Therefore students may need assistance in coming to realise that some of their principles are more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>How can emotions such as anger influence our actions? <ul style="list-style-type: none"> <li>God says to Cain 'if you are doing right, surely you ought to hold your head high!' What does this mean?</li> <li>In Gen 4:15, God gives Cain protection. Why does God do this?</li> </ul> </li> <li>OR New Testament story <ul style="list-style-type: none"> <li>Martha and Mary, Lk 10:38–41. Is Martha justified in being angry with Mary?</li> </ul> </li> </ul> <p>Other mirrored situations presented in the media: Current affairs, e.g. young people torturing kittens. School situations – bullying, friendship issues.</p> <ul style="list-style-type: none"> <li>Word activity: see end of this unit.</li> </ul>	
	<ul style="list-style-type: none"> <li>There are a range of influences which have an impact on the way we form our ideas and make decisions about what is right. When considering this area there is a need to understand what motivates individuals to make the choices they make – what causes them to act as they do.</li> <li>A number of things can be identified as contributory influences on an individual's decisions and actions: <ul style="list-style-type: none"> <li>inherited factors such as an individual's physical, emotional and intellectual characteristics</li> <li>external influences such as upbringing, education, example from others, the teachings of the Church, effect of the media, workplace, peer interaction and general societal factors</li> <li>personally developed influences, such as an individual's goals and ambitions; outlook and philosophy on life, self-image, developed conscience and awareness of right and wrong; moral character; and spiritual/religious commitments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Four Corners activity: Label the four corners of the room as follows: Certainly Right, Certainly Wrong; Probably Right and Probably Wrong. Read the following statements to students and ask them to move to the corner which best suits their opinion. Students voluntarily explain their position. <p>Statements (others can be added):</p> <ul style="list-style-type: none"> <li>The Burgers are better at Hungry Jacks.</li> <li>(One chocolate bar vs another)</li> <li>Soccer is better than Aussie Rules.</li> <li>Pop groups (one better than the other).</li> <li>TV programs (one better than the other:)</li> <li>All people are basically good.</li> <li>It's all right to tell lies to people you don't like.</li> <li>A person is right to steal food to feed his/her starving family.</li> <li>Violence on TV leads to violence at home and on the streets.</li> <li>Adolescents have too little freedom</li> <li>Having a large amount of money gives you respect.</li> </ul> </li> </ul>	<p><b>Teacher Assessment and/or Peer/Self-assessment</b> Teacher/peers observe/listen to opinions of others.</p> <p><b>Teacher Assessment</b> Marking and discussing of the table and written response.</p> <p><b>Peer Assessment</b> Students complete moral decision-making activity at the end of the unit.</p>

<p>– It is better to give than to receive.</p> <p>– Aboriginal People deserve an apology for the loss of their land.</p> <ul style="list-style-type: none"> <li>• KWL p. 180, 'Making Decisions: The Importance of Conscience' – Activities 1, 2 and 3.</li> </ul>	<p><b>Teacher Assessment</b></p> <p>Marking of student responses on 'The Golden Rule'.</p> <p><b>Peer Assessment</b></p> <p>In groups students develop a list of teachings found in the passages allocated.</p> <p><b>Teacher Assessment</b></p> <p>Teacher asks the students to share their Commandment meanings with the rest of the class.</p>
<ul style="list-style-type: none"> <li>• The influences involved in individual moral decision-making do not work independently of each other. But rather all the influences determine to some extent the course of action a person will choose to take.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 'The Great Commandment', Matthew 22:34–40, KWL p. 175.</li> <li>• Students answer questions on 'The Golden Rule' and 'The dignity of the human person'.</li> <li>• Group work: Each group is allocated 3 of the following Scripture references. Students read and list the teachings found in each passage, then allocate the appropriate word from the word bank to each Scripture passage below, or</li> <li>• Role play Scripture and then give a modern-day role play which illustrates it (use props!): Matthew 22:34–40; 18:1–5; 16:24–26; 5:3–12, 43–48 John 16:7–15; 15:12–13 Luke 6:27–38; 12:22–28; 4:1–4 Mark 2:5; 12:28–34; 14:32–36 1 Corinthians 13 Galatians 5:22–23 Philippians 4:8–9 Exodus 20:1–17 Deuteronomy 5:6–21</li> </ul> <p>Word bank: truth, peace, love, humility, forgiveness, trust, mercy, justice, honesty, compassion.</p>
<ul style="list-style-type: none"> <li>• People's moral beliefs have a considerable effect on how they live their lives. Contemporary society can be dismissive about the importance of ideals and principles for living.</li> <li>• In order to live according to Christian ideals students need to understand what they are, and how to go about choosing wisely if there is a conflict of interest. The teacher's role is to bridge this situation by assisting students and supporting them in a complex world.</li> <li>• The key principles which characterise the life of Jesus and underpin his actions and attitudes in the Gospel include love, compassion, forgiveness, the dignity of each individual, justice, truth and honesty, service to others, loyalty, sensitivity towards others, faith and hope. Jesus summed up his teachings in the Great Commandment of Love (Matthew 22:37–40).</li> <li>• The Ten Commandments and the Beatitudes offer guidelines for Christian living and direction to individuals who are faced with making moral decisions. In recognising these guidelines Christians can come to express them in a positive way in their lives. (Both the Ten Commandments and Beatitudes are dealt with in greater depth in Year 9–5a.)</li> </ul>	<p><b>3.</b></p> <p><b>It is intended that students will be able to:</b></p> <p><b>V</b> suggest some of the principles and teachings of Jesus which focus on relationships</p> <p><b>K</b> appreciate ways in which individuals can aim for Christian ideals in their lives</p> <p><b>S</b> locate Scripture passages which provide examples of Christian teachings and ideals.</p>

<p>Deuteronomy 5:2-21: The Ten Commandments – students read the passage. They draw up two columns in their workbooks.</p> <p>Column 1: copy down the Commandments, as they are mentioned in the passage.</p> <p>Column 2: write the meaning of the Commandments in their own words.</p> <p>Class discussion: How can Christians express the Commandments in a positive way?</p> <p>Some other suggestions: a mobile hanging from the ceiling containing the Ten Commandments; a collage; strip cartoon; songs and lyrics; children's book/TV program. Use a Multiple Intelligence Approach.</p> <p>List the Ten Commandments and parallel the school rules. How do they compare?</p> <p>If the Ten Commandments were the opposite – thou shall kill, etc. ... what would society be like?</p>			<p><b>4.</b></p> <p><b><i>It is intended that students will be able to:</i></b></p> <p><b>V</b> share views on virtues as ideals we hope to achieve</p> <p><b>K</b> be aware of the Christian understanding of the way that virtues assist moral living</p> <p><b>S</b> use appropriate terminology in relation to virtues.</p>
<p><b>Teacher Assessment</b></p> <p>Observation of participation in the discussion on a possible 'adopted' virtue.</p> <p>Completion of activity on the Parable of the Prodigal Son.</p> <p>Marking of report and scaffold.</p>	<p>Teacher input: What is a virtue? e.g. a virtue is a good habit, an inner readiness to do good. It allows a person to give the best of themselves. As Christians, we need to develop the habit of doing good (see Essential Reading).</p> <p>The four main virtues are wise judgment, justice, courage and wholeness (see Essential Reading).</p> <p>Discuss: How can each of these virtues be practised on a day-to-day basis?</p> <p>Each student writes a list of ways they could practise a particular virtue in their daily life.</p> <p>In their folder, students draw a grid showing the days of the month. Whenever they practise their 'adopted' virtue, they mark the grid to show this.</p>	<p>In order to live out Christian ideals a person needs to develop in virtue, that is, in the habit of doing good.</p> <p>Moral virtues are the building blocks of moral character. Virtues grow through education and frequent use.</p> <p>This growth influences moral decisions since they largely depend on the sort of person one is.</p> <p>Four very important virtues are:</p> <ul style="list-style-type: none"> <li>– wise judgment: the ability to determine what is right in a practical situation and to act on it</li> <li>– justice: a continuing effort to give to others what is due to them</li> <li>– courage: the ability to do what is right in the face of difficulty</li> </ul>	

<p>– Wholeness: being moderate in our decisions and actions, to develop a 'balanced' self.</p> <ul style="list-style-type: none"> <li>• The above virtues are traditionally known as the cardinal (or 'hinge') virtues of prudence, justice, fortitude and temperance.</li> <li>• Virtuous living is sustained by God's grace, seen in God's gifts of faith, hope and love (traditionally known as the theological virtues).</li> </ul>	<ul style="list-style-type: none"> <li>• KWL p. 192: Read the parable of the Prodigal Son found in Luke 15: 11–32. Complete activities 1 and 2: Thinking curriculum approach – 'What if questions?'</li> <li>• Charism of the school could be used here, e.g. Mercy Schools – wealthy person left home and helped the poor (see KWL p. 227); Corporal Works of Mercy.</li> <li>• Body of Christ activity, KWL p. 193: Kingdom of God embracing all of humanity, e.g. reaching out to the people of Sudan.</li> <li>• What can we do to build the Body of Christ? Dramatise 1Corinthians 12:12.</li> <li>• An artistic grid enlargement of a group of people/Jesus. Teacher draws squares on a picture and each student is given a square. Picture is not complete until all squares are finished.</li> <li>• Show first 20 minutes of <i>Pinocchio</i> (Walt Disney classic), KWL p. 185. The students write a report on a person who they believe has lived according to their conscience.</li> </ul>		
<p><b>5.</b></p> <p><b><i>It is intended that students will be able to:</i></b></p> <p><b>V</b> discuss the relationship between ideals, virtues, decisions and actions</p> <p><b>K</b> understand the steps in a simple moral decision-making process</p> <p><b>S</b> demonstrate a decision-making process applied to relevant issues.</p>	<ul style="list-style-type: none"> <li>• Some decisions in the area of morality are relatively easy to make. Sometimes difficulty can lie in having the courage to do what one already knows is right. At other times the process of making moral choices themselves can prove difficult and many individuals often require help when making a decision.</li> <li>• However, there are simple practical steps that an individual can take to assist in the decision-making process: <ul style="list-style-type: none"> <li>– recognise accurately the facts of the situation</li> <li>– consider the consequences of the decision as well as alternative options</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students view the video <i>Skate Expectation</i> (30 mins). Focus questions: <ul style="list-style-type: none"> <li>– How does Nick make a stand against Derrick the class bully?</li> <li>– What is the reaction from the other members of his class?</li> <li>– What did Nick appreciate?</li> <li>– If you were Nick, how would you react to the class bully?</li> </ul> </li> <li>• KWL pp. 201–203. Five steps for Following Your Conscience. Activity: Thinking about decision-making.</li> </ul>	<p><b>Teacher Assessment</b></p> <p>Observation and enquiry during the discussion. Responses to the focus questions.</p> <p><b>Peer Assessment</b></p> <p>Students exchange visual summaries of the decision-making process. Comment on the effectiveness of the information and design.</p>

- Look for help from family, friends, Church teachings, moral principles, as well as other individuals with authority or expertise who may be able to offer advice
- Examine one's conscience: judge one's ideas, attitudes and motives
- Pray for God's help in making a decision
- Choose the best course of action after considering each step of the process.

- Use the title page, KWL p. 186, to discuss the relationship between conscience and decision-making. Students design their own visual summary to show their understanding of the concept.
- Read the stories of Franz Jagerstatter and Franz Stangl in KWL pp. 198–200. Use this as a model to apply the 'Five Steps for Following Your Conscience'. Students research and present an account of a person or group who has demonstrated a Christian decision-making process. Presentation could be made in a format of student choice. It should include a personal response from the student's perspective.
- Use a video that deals with making decisions, e.g. Spider Man I – the end section where he lets the Bandit go, or 'Pay it Forward'.
- Situation cards – concept mapping, e.g. shoplifting, not doing homework, cheating on a test/assessment.
- Thinking curriculum – the students make up their own scenarios.

### Peer Assessment

Using set criteria, the students assess presentations of a person/group who has used a Christian decision-making process.

## Celebration: Prayer and Liturgy

This unit lends itself particularly well to self-reflection. Students might be given a regular, brief period of time to think about ideas generated in this unit. The teacher would need to give a short prompt at the beginning of such a reflection period. These short experiences of prayer would culminate in the celebration based on Luke 6:27–38.

### Suggested celebration based on Luke 6:27–38

**Preparation:** The focus of the celebration is on the Scripture passage, which is delivered by means of narration and a series of 'liquid' pictures. One group of students works with the teacher before the liturgy to creatively develop the verses from Scripture. The teacher should provide ample opportunity for rehearsal in an ordered and reflective manner. The structure of the prayer and the action that students are required to undertake should be adequately explained beforehand to avoid interruption once the prayer commences.

A sacred space is created using dried branches in a large garden pot.

Pieces of green paper shaped like leaves, one for each member of the class, are also required. Students will write on these and attach them to the branches during the liturgy. Blue tack will be required for this.

Quiet music will also enhance the celebration.

#### *Opening prayer*

**Leader:** We gather today to celebrate the word of God in our lives. In particular, we recall the life of Jesus, who sacrificed his life for us. Let us take this sacred time to ask God to be with us as we make moral choices and decisions in our lives.

**The Word:** The narrator and actors present the Scripture. The verses emphasised by liquid pictures include Luke 6:29–30. These are performed slowly and meaningfully. The narrator reads the remaining verses and concludes with the words:

The Gospel of the Lord.

**All:** **Praise to You, Lord Jesus Christ.**

**Reflection:** The students are now invited to spend some quiet time reflecting on their learnings from the unit, and to choose one virtue that they wish to work on or strengthen in their own lives. The teacher leads students in their reflection by reading aloud a list of the virtues that have been examined throughout the unit such as: compassion, courage, wise judgment, justice, wholeness, sensitivity towards others, loyalty, and respect for the dignity of the individual. Students take the time to write one such virtue on their leaf. With quiet music playing, they are then invited to read aloud their word and to place their leaf on the tree.

#### *Concluding prayer*

**All:** **Dear Lord, you have provided for us the building blocks upon which to live our lives. Be with us as we seek to be people who reflect the teachings of Christ in our everyday living and in making our moral decisions. Help us to become more like you; people of compassion, courage, wise judgment, justice, wholeness, sensitive towards others, loyal, and respect the dignity of the individual. We make this prayer through Jesus Christ, your Son, who showed us how to live life to the full. Amen.**

## Possible Assessment Tasks

### TASK 1: Making Moral Decisions

#### PURPOSE

For students to understand the correct meaning of commonly used words in this unit.

#### ACTIVITY

Match the everyday expressions below to the words in the KWL Chapters 17 and 18 on Moral Decision-making.

Community	_____
Love	_____
Truth	_____
Forgiveness	_____
Peace	_____
Justice	_____
Honesty	_____
Trust	_____
Humility	_____
Compassion	_____

*Everyday expressions:*

feeling of sorrow or concern	truthfulness, sincerity
to stop feeling resentment	feeling a warm personal attachment or a strong affection
no disturbance, calm	being fair and treating others in a right way
to be down to earth and simple	something which is true or factual
to rely on someone to be true	group of people leading a common life

#### ASSESSMENT

Good understanding of words used in morality and justice issues

### TASK 2: Group Work – Moral Decision-making

#### PURPOSE

For students to understand that sometimes sin occurs when people do not act..

#### ACTIVITY

In groups of 3–4, students read one of the stories requiring a resolution (refer to KWL p. 187).

- Students are given an envelope which contains possible resolutions to the scenario they have been presented with, e.g. Story 2 (Jessica). What should Jessica do?
  - be friendly to Emma in front of the other students
  - don't get involved at all
  - ignore the whole situation
  - only be nice to Emma when no one sees her
  - talk to a teacher at school about the bullying that occurs
- Students work in groups to sequence the possible resolutions in the best order. Students must only choose one option as their final choice.
- Students paste options on to A3 paper in correct sequence.

#### ASSESSMENT

- Each group presents its sequenced responses to the rest of the class and explains reasons for their choice.
- Extension activity: Students develop a second scenario and individually write possible solutions using the decision-making process outlined in 'Essential Reading for Teachers', No. 5.
- Students then type an e-mail to a friend explaining the scenario and giving an explanation for their resolution.

## Resources

### Further reading

- John Paul II 2001, *Ecclesia in Oceania*, The Church in Oceania, 'The Church's Social Teaching', n. 26. St Pauls Publications, Strathfield.
- John Paul II Encyclical 1993, *Veritatis Splendor*. St Pauls Publications, Strathfield.

### Teacher Resources

- Caroline Chisholm Centre for Health Ethics, *Chisholm Health Ethics Bulletin*, quarterly journal. Caroline Chisholm Centre for Health Ethics, Melbourne.
- Catholic Health Australia 2001, *Code of Ethical Standards for Catholic Health and Aged Care Services in Australia*. Catholic Bishops Conference, Canberra.
- Cessario, R 2001, *Introduction to Moral Theology*. Catholic University of America, Washington.
- Lovat, T (et al.) 1999, *New Studies in Religion*, Ch. 15. Social Science Press, Sydney.
- May, W 1994, *An Introduction to Moral Theology*. Our Sunday Visitor Inc., Huntington, Indiana.
- Reichert, R 1998, 'Morality', *The Crossroads Series*, Teaching Guide. Brown-Roa, Orlando.
- Ryan, M & Goldberg, P 2001, *Recognising Religion*, Ch. 10. Social Science Press, Sydney.

### Classroom Resources

- Morrissey J (et al.) 1998, *Out of the Desert*, Book 2, Ch. 7. Longman, Melbourne.
- Reichert R 1998, 'Morality', *The Crossroads Series*. Brown-Roa, Orlando.

### Video or DVD

- Pay it Forward*
- Pinocchio* (Walt Disney Classic)
- Skate Expectation* (30 mins)
- Spiderman 1*

### Websites

- <[www.resource.melb.catholic.edu.au](http://www.resource.melb.catholic.edu.au)> (ethics section)
- <[http://www.textweek.com/art/scripture\\_index\\_NT.htm](http://www.textweek.com/art/scripture_index_NT.htm)> (artwork on Scripture over the centuries)
- <[www.bibleplaces.com](http://www.bibleplaces.com)> (maps, pictures, etc. of scriptural places)

## Unit Evaluation

In evaluating indicators of learning the teacher could consider the following:

- To what extent have students shown an appreciation of the influences that affect moral decision-making?
- How well have students identified the various aspects in the formation of moral principles and decisions?
- How effectively have students applied a decision-making process to relevant issues?
- To what extent did students demonstrate achievement of standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?