

Sample Lesson Plan for Teaching Elements of the Syllabus Section F THE MORAL CHALLENGE

Part 4 RELIGIOUS MORALITY IN ACTION

Syllabus Aim	<ul style="list-style-type: none"> To explore the moral visions of two major world religions, one of which should be Christianity To analyse the impact of these visions on the lives of believers and non-believers in considering some current moral issues
Syllabus Objectives	As a result of studying this section, the students should: 2. know how religious moral visions can influence the moral decisions of believers
Key Concepts	Decision making, justice
Description of Content	2. Examining how two different religious moral visions contribute to the decision-making of believers through exploring particular moral decisions and issues.
Methodology	A variety of methodologies are used including presentation and interpretation of data, discussion, simulation game, concept formation and case study. These methodologies were used so as to give students an opportunity to identify, explore and clarify the concepts and to structure and elaborate on their existing knowledge and understanding of the content.

Procedure

Introduction - Moral visions

Read the story of TWO BROTHERS in An Experience Named Spirit- John Shea, pp.7-8 and discuss:

1. Why did the single brother give grain in secret to his married brother?
2. Why did the married brother give grain in secret to his single brother?
3. What does this show us about the two brothers' moral vision or the way they see the world and think it should be?

Written Assignment: Finish the sentence The brothers' moral vision is
This moral vision is shown by

Or Read MARTIN LUTHER KING - I HAVE A DREAM speech and discuss:

1. What were the circumstances in which this speech was made?
2. What was Martin Luther King's dream for the world?
3. What moral vision is seen in his dream for the world?
4. Martin Luther King later said: "We must learn to live together as brothers and sisters or perish together as fools" In what way does this statement reflect his moral vision?
5. How did Martin Luther King's moral vision affect the way he lived his life?

Written Assignment:

In 1968 a white man called James Earl Ray shot Martin Luther King dead in Memphis. He was only 39. His wife Coretta later wrote: "The killers of the dream could end his mortal existence with a single bullet but not all the bullets in all the arsenals in the world can affect his death."

Write in your own words what you think she meant by this statement.

Take feedback and conclude that a person's moral vision is evident in the way they live their lives.

How two different religious moral visions contribute to the decision making of believers

Luke 19:1-10

Jesus and Zacchaeus the Tax Collector

Luke 13:10-17

Jesus and the Crippled Woman

Mark 10: 13-16

Jesus and the Children

Mark 2:15-17.

Jesus Eating with Sinners

Read two of the above New Testament stories. Write a statement describing what each incident shows about Jesus' moral vision, using some of the following phrases - he cared for the outcasts; he recognised the worth of people; he was interested in everybody, rich and poor; he put people before the law; he had compassion for people.

Match the following statements of the Christian moral vision with his actions in the above incident by giving their New Testament References.

<i>Christian Moral Vision</i>	<i>New Testament References:</i>
“Do not judge and you will not be judged.” (Mt. 7:1)	
“Always treat others as you would like them to treat you.” (Mt. 7:12)	
“Blest are those who show mercy, mercy shall be theirs.” (Mt. 5:7)	

Describe two other New Testament stories that show this Christian moral vision in action.

Take feedback from the students and discuss:

1. What do these incidents show about Jesus’ moral vision?
2. Which statements of the Christian moral vision do you connect with these New Testament stories?

Written Assignment: Pick a story from the New Testament and write a sentence that sums up how the story shows Jesus’ moral vision in action.

Brainstorm students or recall the moral vision of another major world religion e.g.

- Buddhism *“I will act towards others exactly as I would act towards myself.”*
Hinduism *“This is the sum of duty. Do naught to others which, if done to thee, could cause thee pain.”*
Judaism *“What is harmful to yourself do not to your fellow men. That is the whole of the law and the remainder is but commentary.”*
Islam *“None of you truly believe, until he wishes for his brothers what he wishes for himself.”*

Discuss: What is the moral vision of the chosen major world religion?
How is this moral vision seen in the lives of followers of the tradition?
Give examples.

Give students an opportunity to identify how an everyday situation can call for decision making in relation to moral issues by matching the situations below with the following moral issues: Respect; Truth; Justice; Forgiveness.

- Situation 1:* A girl from another country has come to your school. Some members of the class are giving her a hard time. What should you do?
Situation 2: A classmate’s father has been sent to prison for stealing money from your family. You meet her walking alone on her way into school. She looks in your direction and you wonder should you speak?
Situation 3: At lunch you notice a group of boys harassing an old man begging on the street. You know the boys and wonder what to do?
Situation 4: You have seen a classmate taking another student’s bike. The Principal asks if you know anything about it? What should you do?
Assignments: Choose one of the above issues and explain how someone with a Christian moral vision would respond to this situation.
Choose one of the above issues and explain how someone with the moral vision of another major world religion would respond to this situation.

Take feedback from students and discuss:

1. Which moral issues are involved in the different situations?
2. Do any of these situations involve more than one moral issue?
3. How would someone with a Christian moral vision respond to these situations?

4. How would someone with the moral vision of another major world religion respond to these situations?

Exploring particular moral decisions and issues

Write the word Justice on the board and brainstorm students about the meaning of the word. Take feedback and conclude that justice means living in right relationship with others, the environment etc.

Simulation Game: THE OUTSIDER (The Gateway Series 1, In God’s Image. Columban Fathers and Sisters, pages 19-22) or The Trading Game (It’s Not Fair pages 35-38) give the students an experience of what it feels like to be in a situation of injustice.

- Divide students into groups and distribute roles card/ equipment.
- Tell students that they are now going to play a simulation game and if necessary, what a simulation game is.
- Allow students to participate in the game as instructed.
- Debrief by asking students to describe what happened in their groups during the game and how they felt about what happened.

Discuss:

1. Do people have experiences like this in the real world? Explain
2. What would justice mean in this situation?
3. How would someone with a Christian moral vision respond to this situation?
4. How would someone with the moral vision of another major world religion respond to this situation?

Or Read the article IN OUR OWN WORDS: NOT WANTED in *Young Travellers: Many Voices,*

One Community “Pride and Prejudice” by Navan Travellers Group and discuss:

Questions: Why does Jimmy say “travellers are treated like dirt”?
What would justice mean in this situation?
How would someone with a Christian moral vision respond to this situation?
How would someone with the moral vision of another major world religion respond to this situation?

Conclude by noting that where one takes one’s religion seriously, one’s religious moral vision should be evident in one’s actions.

Resources which teachers have suggested include:

Community of Hope Veritas, pages 152–155.

Cyberclass Manual Scholastech Disk 3

Logos

Show Us The Way New Christian Way Series 2 Veritas pages 86– 99