Sample Lesson Plan for Teaching Elements of Syllabus SECTION F THE MORAL CHALLENGE
PART 2: SOURCES OF MORALITY

Syllabus Aim	• To explore the human need to order relationships at the personal, communal and global levels • To explore how this need can be expressed in a variety of ways
Syllabus Objectives	As a result of studying this section, the students should: 1. be able to identify sources of morality, especially in their own lives 3. be able to describe the vision articulated in different sets of rules and moral codes.
Key Concepts	Moral vision; authority; tradition
Description of Content	1. Identifying the main sources of morality (such as home, peer group, school, state, religion, etc.) 2. Examining the evolution of formal & informal codes and principles 3. Identifying the moral vision within the code
Methodology	A variety of methodologies are used including walking debate, simulation game, presentation and interpretation of data, self-assessment activities, group work and discussion. 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 vision

Give the students time to complete the following assignment:

Which of the following actions/ behaviours do you view to be	*wrong*	*right*	*not sure*
Getting involved in a voluntary organisation			
Helping an old person cross the road.			
Pressuring a friend to drink alcohol			
Spreading rumours			
Buying pet food while there are people in the world			
Dying of starvation			
Stealing bars of chocolate from the tuck shop			
Telling racist jokes			
Drawing graffiti			
Driving a car under the influence of alcohol			
Bullying a new student			
Visiting a neighbour who lives alone			

 Take feedback from the students and record answers on the board or overhead.
Or *Walking Debate:* Clear the desks to one end of the room and allot three areas on the floor.
• Mark each area *Right - Wrong - Not Sure*
• Read a statement to the students from those listed above and ask students to indicate their initial reaction by standing in the area which best indicates his/her choice
• For each statement ask at least one person from each position to give the reason(s) why he / she made his / her choice. Take feedback from the students emphasising how the decisions they have made reflect their moral vision / the way they see the world and how they think it should be.
• Students are offered an opportunity to reconsider their decision and move to a different position if they so wish.

Identifying the main sources of morality (such as home, peer group, school, state, religion, etc.)
Spider Gram: Write one statement in the centre of the board or overhead. Invite students to come to the board and name the people in their lives who influence their view of right and wrong on the statement).

When students have completed the Spider Gram repeat the exercise in relation to other statements.
Give students time to complete the following assignment:
Number in order of priority the ten most important influences that affected your view in the previous activity. i.e. If you consider that your parents would have had the most influence on your views put 1 beside them. Put 2 beside the next most important influence and so on.

Religious beliefs	☐	The media –TV; Radio etc	☐	State law	☐
Your peer group/friends	☐	Your parents	☐	A famous person	☐
Your teachers	☐	The U.N. Declaration of Human Rights	☐	(Other)………………	☐

Take feedback from the students and discuss:
   What are the most important influences that affected our moral vision /view of right and wrong?
Invite students to number them in order of priority on the board or overhead. i.e. If you consider that your parents would have had the most influence on your views put 1 beside them and so on.

Or Read the story SPOIL SPORT (Love One Another- The New Christian Way Series 1) and discuss:
   • What did Margaret think was the right thing to do when she saw the little boy being bullied?
   • Why did Margaret act as she did?
   • Who or what might have influenced Margaret's moral vision / view of right and wrong?
   • If only her friends influenced Margaret, would her behaviour change? Explain

Examining the evolution of formal and informal codes and principles

Simulation Game: Guess the Rule - Ask a volunteer to go to a distant part of the room and prepare two questions to ask each student in the class about their interests, favourite food, subject etc. While the volunteer is absent, the class agree on a rule they will employ when the volunteer returns e.g. each respondent will fold their arms, or smile etc. When the volunteer returns he/she is to interview each student and guess the rule on which the class is operating.
   The volunteer returns and interviews each student asking questions such as:
   What is your favourite food? What is your favourite subject in school?
   When the volunteer is ready he / she guesses the rule and if successful gets a clap from the
   class. (Repeat the exercise with another volunteer if appropriate)
Discuss: How did the class decide on the rules for the exercise?
   Did the class keep the rules? Explain
   How were the volunteers able to guess which rule was being used?
   Most groups who do things together have rules. Why do groups have rules?

Write SCHOOL Rules on the board or overhead.
• Divide the board into two columns entitled Formal Rules and Informal Rules.
• Invite students to suggest three formal and informal rules that are necessary for students to work together.
• Take feedback from the students, noting their responses in the appropriate column on the board. Write all suggestions on the board or overhead. Re-state suggestions in a positive manner where necessary; e.g. "no talking " can be re-stated "listen to."
Discuss: How were the formal school rules chosen?
   Why were these formal rules chosen as the rules of your school?
   Who benefits from these formal school rules?
   What other ways of behaving are expected, but not stated in the formal school rules?
   What would your school be like without these formal and informal school rules?
   Most groups who do things together have rules. Why do groups have rules?
Take feedback and conclude by emphasising the way in which all societies, even the most primitive, recognise the importance of formal and informal codes of behaviour and principles of morality.

Or   Recall the students' Spider Grams about their sources of morality (home, school, friends etc.)
For each of the main sources of morality identified by students discuss:
   1. Why does this person/group try to influence you in this way?

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2. Do they think it is for their benefit?
3. Do you think it is for your benefit?
4. Does this person/ group informally influence you in any ways i.e. Do you hold the same opinions; support the same team; like the same food etc.?
5. Most groups who do things together have rules. Why do groups have rules?

Take feedback and conclude by emphasising the way in which all societies, even the most primitive, recognise the importance of formal and informal codes of behaviour and principles of morality.

Written Assignment: Pick one group to which you belong and list two of its formal rules
1. Give an example of two other kinds of behaviour that are expected, but not stated as formal rules.
2. Explain how these formal and informal rules came about.
3. Give reasons why these formal and informal rules are necessary for the good of the group to which you belong.

Identifying the moral vision within the code

Divide students into two groups.

Group 1:   Distribute a copy of THE UNITED NATIONS DECLARATION OF HUMAN RIGHTS
                    The Christian Way 3 page 87 or *It's Not Fair* page 57

Explain that the 1948 The United Nations Declaration of Human Rights applies to everyone throughout the world and was signed by the representatives of peoples of very different cultures, religions and political systems, for instance Europeans, Africans, Asians, Buddhists, Muslims, Christians, Communists and Capitalists and people of the developed and underdeveloped world. Everyone is entitled to all the rights mentioned in this Declaration, regardless of their race, colour, sex, religion or any other characteristic.

Assignment: What moral vision / way of seeing the world and how it should be, comes across from this code?

Group 2:   Distribute a copy of THE TEN COMMANDMENTS
                    OR Topic 5B Conscience Morality, Values - New Zealand National Centre for
                    Religious Studies.

Explain that for Christians the Ten Commandments found in Exodus 20:2-17 & Deuteronomy 5:6-21 are a basic moral code. They guide people in living right relationships with one another and with God.

Assignment: What moral vision / way of seeing the world and how it should be, comes across from this code?

Take feedback on student assignments from each group and discuss:
- Who wrote this code?
- Why was it written?
- What moral vision does it promote?
- What difference will this code of behaviour make to those for whom it was written for?
- What would happen if the behaviour outlined in this code was not valued in society?

Written Assignment:
Given that our moral vision is an expression of the way we see the world and how we think it should be, complete the following sentence in relation to a code you have researched.
The people who live by this code, see the _____ as a place which should_____

Resources which teaches have suggested include:
A Time To Live New Christian Way Series 3 Veritas, pages 116, 172-173.
Community of Faith Veritas, pages 134 -135, 138–140, 143–148.
Community of Hope Veritas, pages 132–140.
Cyberclass Manual Scholastech Disk 2.
Logos
Show Us The Way, pages 76–79.