

LESSON 18: The Human Condition

AIM

To help learners understand God's gift of grace calling us to a life of goodness in relationship with God, and our tendency to sin and turn aside from God's way (2.2.13, 2.2.15, 2.2.17)

OUTCOME

Learners understand that God calls us to choose the good, and to turn aside from evil.

TEACHER BACKGROUND

We have already learned that God created everything and everyone and all that God created is good. But not everything we do is good. Why? Because there is evil in the world, and we are influenced by it. God did not create evil and God helps us to overcome evil by giving us a share in his life and love. We call this gift 'grace'. When what we do is good, we are responding to God's goodness and using God's gift of grace.

As you will have recalled there are many reasons why evil things happen. They may be the result of selfishness, greed, anger or fear. It may be that evil things happen as a result of doing wrong and sinful things. Whatever the case, God never stops loving and forgiving us. We human beings are invited again and again to say 'yes' to God and to use the grace offered to us to do good and to overcome evil.



WHAT YOU NEED

- * Copies of the worksheet (1)(4) ⇨
- * Bible (3)
- * The text of the *Our Father* (new translation) (5) ⇨
- * A setting of the *Our Father* (6)
- * Collage materials (7)

LEARNING ACTIVITIES

- 1 As a class **read through the article**, *Too Many Guns in South Africa*, which you will find on the worksheet. ⇨ In pairs or in groups the learners answer the following questions: What are the evil things in society mentioned in the article? What are some good things mentioned?
- 2 There are many good things and many evil things happening around us all the time. Ask the groups to discuss what they think are the **causes of good and evil things happening**. Ask them to make a list of each and to give feedback.
- 3 Read the following short excerpt from Scripture: [Luke 18:18-19]. Note the response of Jesus: "No one is good but God alone." Introduce the idea of **grace** as a sharing in God's life, which is offered to us as a free gift. Indeed, we cannot be fully human, or good like God, without this gift. It is as essential to us as the air we breathe. But, of course, a gift can be accepted in freedom, or rejected. Many times we say to God, "I can manage: I don't need you." If we continue in that way, we die inside, because it is as if we hold our breath, refusing to breathe in the life of God's Spirit.
- 4 Invite the learners individually to read the section **SOMETHING TO THINK ABOUT** on the worksheet in order to consolidate the input of the previous activity and to give time for reflection and questions. ⇨

- 5 Together study the text of the *Lord's Prayer*, taking it phrase by phrase and noting in what ways it is concerned with the question of good and evil. Use the new English translation given below. ⇨
- 6 In conclusion **sing or pray** the *Lord's Prayer (Our Father)* together.

ADDITIONAL ACTIVITIES

- 7 The learners collect newspaper and magazine articles or headlines that illustrate good and evil in society. They make a **collage** with a caption LIVING GRACEFULLY: NO ONE IS GOOD BUT GOD ALONE.
- 8 Give learners an opportunity to consider for themselves occasions where they have made personal choices, either responding or not responding to God's goodness. This could take the form of a short **penitential service**.

MATERIALS

THE LORD'S PRAYER

Our Father in heaven
Hallowed be your name.
Your kingdom come;
Your will be done on earth as in heaven.
Give us today our daily bread
And forgive us our sins
As we forgive those who sin against us.
Save from the time of trial
And deliver us from evil.

TO REMEMBER

Grace is the gift given by God that enables us to share in the very life of God so that we become fully human.

Saying Yes or No to God?

TOO MANY GUNS IN SOUTH AFRICA

Article from the Southern Cross March 7 1999

"The murder of yet another Catholic priest in South Africa underlines a cold fact of life, life has ceased to have any value," the Southern African Catholic Bishops Conference said in a statement to the press. The comment came a day after three suspects appeared in the Magistrates Court in the north of the country in connection with the murder of 74 year old Father Peleman, who was shot dead in his apartment at a mission station near the town of Pietersburg. The bishops said it was heartening that his alleged killers were caught within a week of the murder - after a tip-off from the public.

"There are many who will plead for the reintroduction of the death penalty as a deterrent. The church does not advocate this. Rather we call for a national campaign to emphasise the sacredness of human life - something which will not just happen without a determined effort to stop every form of murder. "

The bishops also pointed out that there were too many guns in South Africa, licensed or otherwise.

Read the piece above from the article in the Southern Cross, and discuss the following questions:

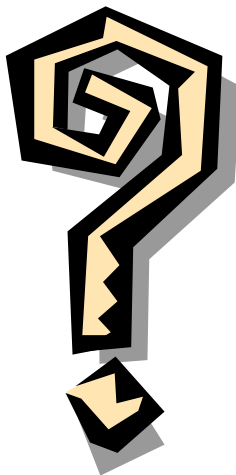
What are the evil things in society mentioned in the article?

What are some good things mentioned?

There are many good and evil things happening around us all the time. Discuss what you think are the causes of evil and good things happening?

Make a list of each.

SOMETHING TO THINK ABOUT



We have already learned that God created everything and everyone and all that God created is good. But not everything we do is good. Why? Because there is evil in the world, and we are influenced by it. God did not create evil and God helps us to overcome evil by giving us a share in his life and love. We call this gift 'grace'. When what we do is good, we are responding to God's goodness and using God's gift of grace.

As you will have recalled there are many reasons why evil things happen. They may be the result of selfishness, greed, anger or fear. It may be that evil things happen as a result of doing wrong and sinful things. Whatever the case, God never stops loving and forgiving us. We human beings are invited again and again to say 'yes' to God and to use the grace offered to us to do good and to overcome evil.

LESSON 19: Knowing Right from Wrong

AIM

To form a critical and sensitive conscience that understands the difference between temptation and sin (**7.2, 7.3, 11.2.9, 11.6.5**)

OUTCOME

Learners understand the role of conscience, and the difference between temptation and sin.

Learners recognise the need for moral courage in acting on their conscience.



WHAT YOU NEED

- * Copies of the **Case Study** worksheet (2) ⇨
- * Bibles (7)(9)
- * Story of Dominic Savio (8)
- * Kohlberg's theory of moral development (10) ⇨

TEACHER BACKGROUND

Sin is a failure in genuine love for God and neighbour caused by our own selfishness. Sin is against God, other people and oneself. God's grace must uncover sin so as to convert our hearts. God's grace is the action of the Spirit (an openness to God) who informs our interior judgement of conscience and "convinces" us of sin. (From *The Catechism of the Catholic Church*, Paragraph 1846-49)

LEARNING ACTIVITIES

- 1 Write up the words TEMPTATION, SIN, CONSCIENCE, and invite the learners to think what they mean. Help them to **clarify these terms**.
- 2 In groups invite them to discuss some or all the **case studies** on the worksheet in terms of how they see what temptation is, what sin is, what conscience is and what role conscience plays. ⇨
- 3 Ask the groups to give **feedback**.
- 4 Provide what is necessary from the input below as a **summary**.

CONSCIENCE

Working with their feedback provide input along the following lines.

Conscience is the law of God written on the heart. It is the little voice inside that tells you when something is right or wrong. How does it know? Is it just a natural instinct or is it taught? We believe it is both. It is a natural instinct but very much too the result of moral education and of personal values. How do babies know what is right or wrong? Babies are smacked or frowned at. We show disapproval, and they learn from us and from others. They learn through punishment. As we grow and develop our conscience we don't only respond to the fear of punishment.

Start a discussion about guilt and shame. When you disobey a traffic rule or your parents or teachers how do you feel? When you steal something (sweets, shoplifting, car) how do you feel? If you are caught how do you feel? Why? Is something objectively wrong or wrong when you feel guilt or when you feel shame?

SIN

Again working with their feedback help them to an understanding of sin as a failure in genuine love for God and neighbour caused by our own selfishness. Sin results in a loss of integrity and erodes our conscience. Give examples. We sin "in what I have done and in what I have failed to do." (The "I confess") Sometimes we are not fully aware of this but in the case of serious sin the action must be deliberate.

TEMPTATION

Working with the group feedback discuss the meaning of temptation.

Temptation is being offered something that is attractive but wrong. One has a free choice to say yes or no. For example, during an exam the answer book of the person next to you is visible. You have the choice to look at the answers or not. Temptation can also be avoiding doing something right, for example being too scared and choosing not to stand up for a belief or when you see something wrong happening. Temptation in itself is therefore not sinful. It is neutral. Giving in to it is sinful. Looking at an attractive girl is not sinful but looking at pornographic pictures or visiting a porn website can be. Who decides? Our conscience does.

ADDITIONAL ACTIVITIES

- 5 Discuss **sin and the law**. Explore how abortion can be legal but sinful.
- 6 Discuss why in the **Our Father** we say "lead us not into temptation". This in fact means two things: help us to avoid temptation, and do not allow us to give in to temptation if we are faced with it. A new translation reads, "Save us from the time of trial."
- 7 Jesus was tempted? Examine **the temptations** in Matthew 4 to illustrate the difference between temptation and sin.
- 8 If available study and discuss the story of St. **Dominic Savio**, a young boy who avoided temptation.
- 9 There are a number of **Old Testament stories** of temptation and sin, for example Samson and Delilah, and David and Bathsheba. Read them and make up a modern day version of such a story. [Judges 16:4-22; 2Samuel 11:1-27]
- 10 Present a simplified version of Kohlberg's **theory of moral development**. Lawrence Kohlberg sought to identify stages in moral development. He did this by presenting boys and men in his study sample with a series of moral dilemmas and looked for patterns related to age in their responses to them. He identified six stages in their growth in moral thinking. The name of each stage describes the person's motivation for doing good.

1 Punishment

Will I be punished if I do this action? The motivation is fear.

2 Reward

What will I get for doing this? The motivation is expected pleasure.

3 Approval

What does the group (family, friends, church) expect of me? The motivation is approval, or negatively, not being ostracised.

4 Rules

What are the rules? The motivation is an understanding that rules are necessary, not a fear of punishment for breaking the rules.

5 Conviction

What is the right thing to do? The person obeys the reason behind the rule. If the rule were not there, the person would still choose to do the right thing.

6 Love

What will be best for others? The person puts others before self, and gives without counting the cost.

TO REMEMBER

Conscience is the law of God written on the heart. It is the little voice inside that tells you when something is right or wrong.

Sin is a failure in genuine love for God, self and neighbour caused by our own selfishness.

Temptation is being offered something that is attractive but wrong. Temptation is not sin, but leads to sin when we agree to the suggestion.

Case Studies

In groups consider and discuss the stories below as instructed. Use the following questions.

Who was tempted?

Did the person give in? Did the person sin?

What role did their conscience play?

<p>❶ Peter brought a pornographic magazine to school. He showed it to Thabo at break and they invited Jason and Clive to come and look at the pictures. Clive said no because he knew he would get into trouble if he got caught. Jason said no because he said he didn't like looking at those kind of pictures. Discuss.</p>	<p>❷ Your mother is out at work all day but expects you to come home and do your homework and start the supper. You rather spend time playing around with your friends. Just before she comes home you quickly get things in order and sit down with your books, pretending you have been studying all afternoon. Discuss.</p>
<p>❸ Discuss an episode, from a current soap opera or other programme that you watch, for example, <i>Yizo.Yizo</i>, <i>Generations</i>, or <i>Egoli</i>. First identify the moral issue is then answer the questions.</p>	<p>❹ You are shopping with a friend at a clothing store. You go into the fitting room and find a really nice little shirt that has fallen behind the chair there. Obviously the shop attendant doesn't know it is there. You want to put it into your handbag but your friend says no, you should hand it in. Discuss.</p>
<p>❺ Half the class knows that there are drugs for sale at the school and that two or three classmates are using them. What do you do and why?</p>	<p>❻ A teacher asks you to carry his books and go home with him after school. What do you do and why?</p>
<p>❼ You know that your father periodically beats up your mother. Do you keep quiet so that he does not abuse you or do you seek help?</p>	<p>OTHER TOPICS</p> <p>Decide what the moral issue is then answer the questions as above.</p> <ul style="list-style-type: none"> * Cheating in exams. * Cheating at sports. * Taking drugs to improve sporting performance. * Receiving stolen goods. * Hijacking.

LESSON 20: Choosing Right from Wrong

AIM

To help learners understand that there is a relationship between scientific knowledge and moral values (11.2.10, 11.4.7)

OUTCOME

Learners apply the See – Judge – Act method of reaching moral decisions.



WHAT YOU NEED

- * SEE-JUDGE-ACT process (2) ⇒
- * Copies of the worksheet or chosen articles (3) ⇒

TEACHER'S NOTE

The lesson below is a sample, with *Genetic Engineering* the topic chosen. But, depending on the learners and their life situation and maturity, you may want to choose a different one. Some suggestions are given below. If you do choose a different topic, use newspaper or magazine articles that are topical and relevant to the learners.

This lesson could be seen as a continuation or further application from the previous one (LESSON 19) where the issue of legal and moral was raised in ADDITIONAL ACTIVITY 5. The issue studied here is: "Is what is scientifically possible morally permissible?"

POSSIBLE TOPICS

- **Genetic engineering** in animals, humans or plants. Cloning - see worksheet ⇒
- **Test-tube babies**: Are children a right or a gift? Could the money spent on fertility treatment not be better used for the benefit of those babies who have been born?
- **Blood transfusion**: Some religious groups do not accept this and people have died for lack of blood.
- **Contraception**: The Catholic standpoint is that artificial contraception is against the natural purpose of sex. It has also given women greater freedom which some see as a contributing cause to family break-down.
- **Environmental issues**: Industrialisation and pollution.

LEARNING ACTIVITIES

- 1 **Introduce the topic** briefly and clearly after organising the class into groups.
- 2 If they are not familiar with the **SEE-JUDGE- ACT process of social analysis**, explain it to them. Stress the importance of gathering all the necessary information and judging as objectively as possible. The media often manipulates and censors information provided.

3 Step 1 - SEE

Using the worksheet provided, or the articles on the chosen topic, have the learners find out as much as they can about the issue. ⇒ Encourage them to ask questions, such as "What is it? Why do people do it? "Who is involved?" Then ask, "What does society say, or our Constitution? What does God, the Bible, the Church or other religious codes say?"

4 Step 2 - JUDGE

The learners discuss, debate, reflect and share their thoughts and feelings. Here are some possible questions:

- What are the advantages?
- What are the disadvantages?
- Who benefits? Who loses out?
- Is going against nature playing God?
- Is that right or wrong?
- Should there be some kind of control?
- Who should decide what is acceptable or not?

5 Step 3 - ACT

The group comes to a decision. This may be about a point of view or about some action that should be taken.

6 Let them give **feedback**.

7 **Summarize:** Suggest that scientific research is not against God's plans but that our various moral codes should be allowed to challenge the motives for scientific developments. These may be quite selfish in various ways or may be out for financial gain.

ADDITIONAL ACTIVITIES

- 8 Invite the learners to identify **topics for themselves** where there appears to be conflict between science and morality and let them use the SEE-JUDGE-ACT process.
- 9 Find articles on a relevant topic from **different perspectives**, for example the pro-life versus pro-choice lobbies. Have the learners discuss who is withholding what information or promoting what partial point of view.
- 10 Extend the study of **genetic engineering**. In groups, and possibly with the help of the science teacher too, the learners do a project on the advantages and disadvantages of engineering genes to provide larger crops to feed more people.

Super-Intelligence?

The small brown furry creature inside a cage in Princeton University's molecular-biology department looks for all the world like an ordinary mouse. It sniffs around, climbs the bars, burrows into wood shavings on the floor, eats, eliminates, sleeps.

But put the animal through its paces in a testing lab and it quickly becomes evident that this mouse is anything but ordinary. One after another, it knocks off a variety of tasks designed to test a rodent's capacities - and almost invariably learns more quickly, remembers what it learns for a longer time and adapts to changes in its environment more flexibly than a normal mouse.

This is a super-mouse, no doubt about it, though it didn't get its better brain by coming from another world. It was engineered by scientists who cleverly altered its DNA. The result is a strain of mouse that is smarter than his dim-witted cousins.

(From TIME magazine 13th September 1999)

The scientists at Princeton University have concluded that it is possible to improve the thinking and memory capabilities of mammals, including humans.

GENETIC ENGINEERING

Genes are the bits of information in our body's cells that give instructions for our growth and development. We inherit them from both our parents. Scientists are busy working on genetic maps of different organisms, including the human being. In the foreseeable future they will most likely be able to identify the genes that account for blue eyes, long legs, cauliflower ears, a friendly or aggressive nature, super-memory or an artistic talent.

CLONING

Cloning is way of reproducing an individual.

Dolly is a cloned sheep, an exact copy of another sheep. A litter of piglets has been cloned from a cell rather than from the natural process of mating between their father and mother. Instead of receiving genes from both parents, in the case of cloning the genes are identical to those of the one parent.

Can you imagine the possibilities contained in this? Would you want to be a carbon copy of your mother or father? Would you want a carbon copy of yourself instead of the child of your husband or wife? Would you want to go to a library and select the qualities you'd like for your future baby? Would that be wise?

There are many other aspects to genetic engineering. Hybrid flowering plants and food crops have been around for a long time. There are also breeds of cats and dogs, for example corgis, that do not occur naturally. Sometimes manipulating genes is done for attractiveness, as is the case with flowers like roses. Very often it is done to improve the quality or the yield of food, for example maize, or meat, or milk.. Where should we draw the line or should there be a dividing line between what is acceptable and what is not?

ACTIVITY: SEE-JUDGE-ACT

Step 1 - SEE

Read the above paragraphs, and any other material you have gathered, to find out as much as you can about genetic engineering. Ask yourselves questions such as: What is it? Why do people do it? Who is involved? Read Psalms 8, 131, 139. The Bible doesn't mention genetic engineering since it is something only recently made possible by science. But it does express attitudes and values. What do you think God says about how we should treat living beings? What does society say, or our Constitution?

Step 2 - JUDGE

Discuss, debate, reflect and share your thoughts and feelings. Here are some possible questions:

- What are the advantages? What are the disadvantages?
- Who benefits? Who loses out?
- Is going against nature playing God? Is that right or wrong?
- Should there be some kind of control? Who should decide what is acceptable or not?

Step 3 - ACT

Come to a decision. This may be about a point of view or about some action that should be taken.

LESSON 21: Responsibility

AIM

To help the learners understand that freedom requires a sense of responsibility and accountability (**10.3**, 11.5.3, 11.5.4)



WHAT YOU NEED

- * Copies of the worksheet (1)(4) ⇨

OUTCOME

Learners apply a reflective process to an incident in their own lives.

Learners appreciate that freedom requires a sense of responsibility and accountability.

TEACHER'S NOTE

Teaching responsibility to young people is often best done through evaluating an experience. Difficult as it may be, we cannot demand accountability if we do not give them responsibility and space.

TEACHER BACKGROUND

Freedom is the power, rooted in reason and will, to act or not to act, to do this or that, and so to perform deliberate actions on one's own responsibility. By free will one shapes one's own life. Human freedom is a force for growth and maturity in truth and goodness; it attains its perfection when directed towards God, our beatitude.

(Catechism of the Catholic Church, paragraph 1731)

Freedom makes us responsible for our acts to the extent that they are voluntary. Part of our responsibility is to be informed in conscience so that we realise to the best of our ability the consequences our actions will have. Because we are free, we are accountable to God and to our neighbour for the actions we choose.

LEARNING ACTIVITIES

- 1 Hand out copies of the worksheet. ⇨ The learners read through the **case study** alone or together and then work through the reflection and discussion questions in small groups (ideally of three). The case study is also given below for your convenience. ⇨
- 2 Invite **feedback**.
- 3 Summarise the lesson **reinforcing the different concepts** of freedom, freewill, responsibility, accountability, and considering the consequences.
- 4 Learners pick out the key words in italics from the reflection and discussion questions on the worksheet. ⇨ In a short paragraph in their books, they apply these concepts to themselves by describing a particular personal situation where you did or did not consider the consequences of their actions.

I Am My Brother's Keeper

CASE STUDY

At the end of the first term the Grade Sevens organised a class party amongst themselves. It was decided to hold it at Marissa's house, because her parents were pretty easy-going and they had lots of space. There hadn't been any mixed class parties before but the parents thought it was OK as the house captains and prefects were going to be there, even though it wasn't a school function.

Marissa's parents had gone out for a while and there was no adult control when a group of older boys gate-crashed the party. Naturally they wanted to show off and it wasn't long before a few of them were passing a dagga joint around. The challenge, "Come on guys, don't be chicken" made some of the younger boys and girls give it a try, while others refused. Some were quite frightened and were relieved when Marissa's parents came home and wisely called in the police to break up the party.

The house captains had been shocked but didn't know what to do, so they did nothing. They were kind of hoping that if they buried their heads in the sand the problem would go away. But it didn't and by the Tuesday of the next week they were called in by the headmaster to give an account of what had happened. Why had they not reported it? Couldn't they see this was false loyalty?

The headmaster considered the matter in a very serious light and called the whole class together. He spoke to them all, pointing out the importance and responsibility they had as the seniors in the school, as prefects and leaders. Everyone breathed a huge sigh of relief when he told them he would write a general letter to the parents but would not call together a disciplinary committee. Not only were they relieved but some were challenged too and under the guidance of the English teacher Kirsty and Jason decided to take up the question of drugs in the school. A number of the class went along to SANCA for a training programme and by the end of the second term they had a peer counseling project in place much to the delight of their understanding headmaster.

SOME REFLECTION AND DISCUSSION QUESTIONS

First consider your own views, then share these with others in your group.

- Who was *irresponsible*? Why and how?
- It sometimes seems that *freedom and free will* are more a hindrance than a help? What do you think? Explain your answer.
- Had the parents considered the *consequences* of their action? Had the older boys and the Grade Sevens considered the *consequences* of theirs? What could they have done differently?
- Did the headmaster have a right to call the children to *accountability* as the incident had taken place outside school hours?

LEARNING ACTIVITY

Pick out the key words in italics. In a short paragraph in your books, apply them to yourself in a particular situation where you did or did not consider the consequences of your actions. Briefly describe the situation. Share what you have written with a partner or small group.

LESSON 22: Values

AIM

To understand that a good life means choosing and living out the values that are expressed in the New Commandment of Christ or the Golden Rule (11.1.17, 11.1.18, 11.1.19)

OUTCOME

Learners appreciate the values embedded in religious moral codes.



WHAT YOU NEED

- * Copies of the worksheet (2)(4)(5) ⇨
- * Flashcard (3)
- * Bible (6)
- * Values wheel (8) ⇨

TEACHER BACKGROUND

JESUS' NEW COMMANDMENT

Jesus said, "I give you a new commandment: love one another. As I have loved you, so you should also love one another. [John 13:34]

THE GOLDEN RULE

All the major religions of the world sum up the law of life in the words of the Golden Rule: Do to others as you would wish them to do to you. The Hebrew religion put it this way: "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength," [Deuteronomy 6:5] and "you shall love your neighbour as yourself." [Leviticus 19:18]

LEARNING ACTIVITIES

- 1 What is a **value**? Where do values come from? Discuss these questions briefly with the class.

A value is something basically good and worthwhile, something that is really important to me and for which I am prepared to make some sacrifices. Values should be freely chosen but they often come from our family background or from observing the behaviour of others in our childhood. In order to be true to ourselves and live out our values we have to make choices in life according to those values.

- 2 Hand out copies of the **worksheet**. ⇨ Ask the learners to choose the FIVE most important things to them in their lives right now. If the list does not suffice they are free to add other items. They mark their choices with a star. These are their values.
- 3 **The Golden Rule:** During Old Testament times the different nations had different codes or rules for acceptable behaviour. The Ten Commandments of the Law, given to the Hebrews by Moses, was also such a moral code. Except for the third and fourth, it contained a list of "do nots" or prohibitions. Many years later, in Matthew's gospel in the Sermon on the Mount [7:12], we find these words of Jesus:

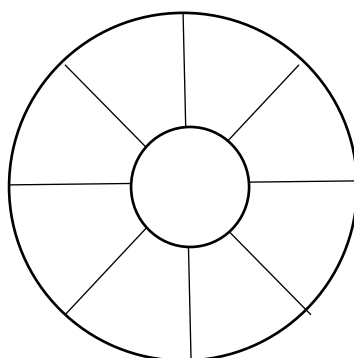
Do to others whatever you would have them do to you.

Put them up as a flashcard. This is known as the Golden Rule. If we apply this rule to our actions, we will be keeping Jesus' new commandment to love God, ourselves and one another.

- 4 Ask the learners to **look again** at the FIVE values they identified above, and, for each, to consider the following questions which are found on the worksheet. 📖 ⇨
 - Will valuing this thing truly bring happiness to myself and others?
 - Is it in accordance with the wisdom of God?
 - Does it show that I am loving?
- 5 Holding something as a value means **doing something** about it. Ask the learners to ask themselves what choices they must make *now* to ensure that the values they have identified and found good are indeed part of their lives. If they wish they may share their answers with a partner. 📖 ⇨

ADDITIONAL ACTIVITIES

- 6 **Revenge:** In the Old Testament [Exodus 21:24] it was regarded as fair and just to DO TO OTHERS AS THEY HAVE DONE TO YOU. The saying was “An eye for an eye, and a tooth for a tooth.” When the disciples questioned Jesus about this he encouraged them to do good first, and hope that others will do the same to them. Jesus way turns the old way upside down! What do you think of that? If the learners agree with this attitude towards life they may want to write up the words of the Golden Rule and decorate them as a reminder to themselves.
- 7 **Thinking more deeply:** Encourage the learners to think of times where they have had to make a moral choice based on their values, for example: “Your value is an active interest in religion and someone says come to the movies on Sunday and not to Church. Or you want to be popular with others in your class, so you do not own up when you know who stole some money in the classroom. Did you use the Golden Rule? Why/why not?” Ask them to write a short paragraph to themselves about this.
- 8 **A Values Wheel:** Another way to reflect on values is by way of a wheel. Draw the wheel as illustrated on the board. In the segments place, at the learners’ suggestion, the things that make up their daily lives, such as: sleep, eating, home, school, church, homework, music, hobbies, social events , friends, sport, work, ... Put one in each segment of the circle. In the centre circle, put a dominant value such as God, money, power, status, happiness, comfort... Ask the learners how this dominant value will affect each of the things in the segments. You can do this with a number of dominant values, putting one at a time in the centre and discussing it.



This exercise could also be done individually or in groups in the learners’ own workbooks.

(Adapted from *Resources for Teachers* No. 11, Copperbelt RE Development Unit, Zambia)

Values

Choose the FIVE most important things in your lives right now.

The list may help you, but feel free to add your own.

Mark your choices by shading the circle.

- Come in the top 3 in class.
- Achieve success in sports.
- Earn lots of money when I grow up
- Be popular with everyone
- Be popular with the opposite sex.
- Be liked by the teachers
- Study seriously
- Spend time with my family
- Help others
- Take an active interest in God and religion
- Artistic achievement, music, drama, dancing, art.
- Have a good time.
- No sex before marriage.
- Get a job to help others in my family
- Prepare for a good marriage later on
- Prepare for a career helping others
- Prepare for a career making lots of money
- Becoming famous in some way
- Or choose your own.....

Look at the values you have identified. In each case ask yourself the following questions:

- Will valuing this thing truly bring happiness to myself and others?
- Is it in accordance with the wisdom of God?
- Does it show that I am loving?

Holding something as a value means doing something about it.

What choices do you need to make now to ensure that the values you have identified are indeed a part of your life?

LESSON 23: Moral Issues

AIM

To encourage the learners to develop a critical approach to the media (6.4, 11.3.12, 11.4.7)

OUTCOME

Learners develop a critical approach to the media.

TEACHER'S NOTE

While we like to think the role of the media is to educate and entertain, in reality money is most often the driving force and material is presented for its shock value to attract viewers, readers, and listeners.



WHAT YOU NEED

- * Three Monkeys statue (or mime) (2)
- * Copies of the worksheet (4)(11) ⇨
- * Newspaper or magazine advertisements (5)
- * A range of commercial products (6)
- * Pairs of newspaper reports (7)

LEARNING ACTIVITIES

- 1 Discuss the different **forms of the media** - newspapers, magazines, television, radio, and internet. Through a brainstorm have the learners consider the role and purpose of the media in general. Are they to inform, entertain, shock, or gain viewers, readers or listeners by sensationalist reporting? What are their different roles? Which do they use or prefer?
- 2 A large national youth survey conducted in 2000 established that 4 out of 5 young people listen to the radio regularly and 3 out of 4 watch television. Does what we see, hear or read have an effect on us? There is a famous set of statues known as the **Three Monkeys**: one has a hand over the eyes, another has a hand covering the mouth, and the third is blocking the ears with both hands. (If you can find one, bring it to the class. Otherwise you could describe it and have three children miming as an illustration.) In words, the monkeys are saying, "See no evil, hear no evil, speak no evil." Some people think it doesn't matter what you see or hear as long as you don't say or do evil. Ask the learners whether they agree.
- 3 **Effects of the media:** Let the learners consider food as an example. Whatever we take in has an effect on us. Good food nourishes, junk food leads to illness, poison leads to death. Just so, the monkeys are telling us that we must be careful of what we allow to get inside us by way of words and sights.
- 4 **Choosing:** Hand out copies of the worksheet. ⇨ Ask the learners to complete Part A. Allow discussion. How they respond to what they read, hear or see? Do they ever feel shocked or uncomfortable? Do they ever switch off when they are not comfortable? Why or why not? Do their parents or others ever stop or prevent them watching certain programmes?
- 5 **Advertising:** Arrange the class in groups. Hand out to the groups well-chosen advertisements cut from newspapers or magazines. Ask the learners to consider the following questions:
 - What is the aim of this advertisement?
 - What influence does the advertisement have? Does it make you want to buy whatever is advertised?

GRADE 7



- What does the advertisement use to influence you?
- Is the advertisement truthful?

Point out the following:

Advertising's creators know how to play on our feelings of inadequacy and imperfections; they know we have personal insecurities and ambitions; their research points out that we long to be more "with it", in better satisfying relationships, but often feel we lack something special to get them; usually, media advertisements manipulate our emotions with subtle promises like "be all that you want to be *now*" by using our things!

- 6 Distribute a range of products to the groups and ask them to **design advertisements** for these products that will convey truthful information while encouraging the potential buyer without trying to diminish his/her personal dignity.

ADDITIONAL ACTIVITIES

- 7 Collect reports of a number of events from two different **newspapers**. Give the pairs of articles to the different groups. They use the SEE-JUDGE-ACT method (see LESSON 12) in reading and evaluating the material, noting differences in reporting, and asking why? In either case, what does this article want me to believe?
- 8 **Debate:** Should there be censorship of the media? Should there be age restrictions?
- 9 Learners **write a letter** to the broadcast authority, stating their views about the media.
- 10 **Discuss:** Hearing bad language too frequently in the media makes young people think it is OK. What is the effect of listening to the bad language used?
- 11 Learners complete Part B of the **worksheet**.  

The Media

PART A

TELEVISION

What are your two favourite television programmes? Why do you like these two particularly?

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Do you sometimes feel uncomfortable or disagree with what you see? If so what do you do?

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RADIO

What are your favourite radio shows? Why?

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Who is your favourite DJ? Why?

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Do you sometimes disagree with what you hear on the radio? If so what do you do?

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MAGAZINES

What magazines do you read?

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Do you sometimes disagree with what you read? If so what do you do?

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What influence does violence or sex or bad language in movies, TV or radio have on you?

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PART B

ASK YOURSELVES

If you were your parents would you allow your child to watch, listen or read what you do? Why or why not? Discuss and write your comments.

If you were your parents and you allowed the children to watch whatever they wanted would you be a responsible parent? Explain.