LESSON 19: The Basis and Meaning of Morality

REFERENCE	Page 346 [TRAINING: Morality as true humanness]

WHAT YOU NEED

- (1) Blackboard or newsprint
- (1) Flashcards
- (3) TSM: 'IS→ OUGHT → CONTROL → FULFILMENT'
- (4) LSM: 'About the Meaning of Morality'

AIM

- To introduce learners to the pattern IS→ OUGHT→ CONTROL→ FULFILMENT as the basis of all morality

OUTCOMES

- KUI Learners understand that morality is based on what the human person IS and how, therefore, he or she OUGHT to behave to become FULLY HUMAN.

TEACHER'S NOTE

This lesson, and the one following, are closely related. They aim to introduce the learners to the pattern that is basic to morality and to help them understand that living a moral life means to live a good life, a life worthy of what a human being IS. (See CORD p 346.) It involves innumerable free choices for what is good and truly human. Learners are to apply the pattern IS→ OUGHT→ CONTROL→ FULFILMENT to various human situations.

LESSON OUTLINE

1 Introduction

Develop the pattern IS→ OUGHT→ CONTROL→ FULFILMENT by using a box of *Omo* soap powder (or any other brand), or any other suitable object, such as a pair of scissors. As you explain what the chosen object is, what it ought to effect, and what rules and directions (control) have to be observed to bring about its full effect (fulfilment), colourful flash cards could be attached to the blackboard or to newsprint. You could create a grid as follows:

Omo	IS →	OUGHT →	CONTROL→	FULFILMENT

2 Group work

Divide the class into four groups.

i.   Group 1 explores what a computer IS;
ii. Group 2 what a computer OUGHT to do or to effect;
iii. Group 3 what rules, regulations or directions (CONTROL) must be observed so that we can get the best use or service out of a computer; and
iv. Group 4 discusses what FULFILMENT or best service means with regard to a computer.

While the groups are active, fill in the prepared grid for *Omo* (See above). After 5 minutes of group work, gather comments from the four groups and add them in a simplified version on the grid.

3 Class Work

Ask learners to speak in twos about how this pattern of IS→ OUGHT→ CONTROL→ FULFILMENT can be applied to a human person. Gather ideas of some of the learners and write them in a simple way in the grid. (See Lesson Materials page.)

4 Reflection

People have different ideas about who and what a human person is. For Christian believers who hold the Bible to contain God's Word, every human person is made in the image of God (See Gen 1:27). This truth is a constant challenge to us to become more human through free choices for what is good and better. The more human we are, the more we are like God - good moral persons, living in sincere and loving relationships with others.

OTHER IDEAS

5 The Oatmeal Game

Groups of six kneel around a bowl of oatmeal porridge. They are asked to lap up the contents with their hands kept behind their backs, taking turns around the group until the bowl is empty. The first group to clean their bowl is the winner. After the game, the groups are invited to share how they felt about this activity which will be experienced as somewhat unnatural for human beings. The game will lead into a discussion of morality, which is best understood as behaviour that is consistent with our human nature. The game is described in detail in Richard Reichert. 1975. *Simulation Games*. Ave Maria Press, p 39-42.

6 True Self

You could make a link between the Christian idea of what a person IS with similar ideas about knowledge of true self in Hinduism and Islam. In Hinduism, enlightenment, liberation, or salvation (*moksha*) comes with the realisation of who I am. In Islam, being *muslim* means holding to my true identity.

MATERIALS

TEACHER

- CIE. 2005. 'IS→ OUGHT→ CONTROL→ FULFILMENT'

LEARNER

- Michael Burke. 1991. 'About the meaning of 'morality' 175 in Connections. Pietermaritzburg: Centaur Publications, p 145

Lesson Materials

IS→OUGHT→CONTROL→FULFILMENT

OMO	IS→	OUGHT →	CONTROL→	FULFILMENT
	A special type of soap powder.	It ought to wash clothes, leaving no spots.	See under "Direction" written on the box: Mix with cold, not hot water. Watch correct amount of powder and water to be mixed to get	The best effect that OMO wash powder can possible have. Without CONTROL – no fulfilment.
COMPUTER	**IS→** An electronic machine for processing data	**OUGHT →** It ought to serve us to receive and send information and to produce texts.	**CONTROL →** We must learn how to use or to CONTROL a computer: - switch on; - select programme; - type, save and print a text; - accessing and sending e-mails; etc.	**FULFILMENT** It is a wonderful means of information and communication, if we CONTROL it, i.e., if we observe the rules for making it work the best way possible.
HUMAN PERSON	**IS →** - not a stone; - not a tree; - not an animal; - a unit of body and soul; - gifted to distiguish good from bad or evil; - able to make free choices for what is good.	**OUGHT→** to develop his or her full potential, e.g., - to walk; - to talk; - to train the body and mind; to make free choices for what is good; etc.	**CONTROL →** A human person must **learn** all the time in vatious areas: - physical, - intellectual, - social, - spiritual. A human person must **become** what he or she **is.**	**FULFILMENT** A mature person; A person who lives up to his or her human potential; A person as fully human as possible, that is, a moral person.

Lesson Materials

About the meaning of 'morality'

- The word 'moral' can usually (and meaningfully) be replaced by the words 'fully human' – 'human' being understood as our *potential*, not our handicap!

- The basic concern of morality is the *other* person.

- Morality frees us / enables us / makes it possible for us to *all* become our true selves (note: all of us, not just me).

- Ultimately it is the person, not the action that is moral or less-than-moral. Look at this line spoken in Act IV of Arthur Miller's THE CRUCIBLE to a man facing an impossible dilemma:
    "Whatever you shall do,
    it is a good man does it".

LESSON 20: Moral Analysis

	REFERENCE	Page 347 [TRAINING: morality as true humanness]

WHAT YOU NEED

- TSM: 'IS→ OUGHT → CONTROL → FULFILMENT' (Lesson 19)
- LSM: 'Who Is Right?"

AIM

- To apply the pattern IS → OUGHT→ CONTROL → FULFILMENT to specific human situations

OUTCOMES

- SKL   The learners show skill in moral analysis.

TEACHER'S NOTE

This lesson is an application of what was taught in the previous lesson.

LESSON OUTLINE

1 Is→ Ought→ Control→ Fulfilment
Display the grid which was developed during Lesson 19 and deepen the understanding of the pattern IS→ OUGHT→ CONTROL →FULFILMENT as a preparation for applying it to human choices and actions.

2 Group Discussion
Put the following questions to the class to be answered in groups of 3 or 4 learners:
   a.   What does the pattern IS→ OUGHT→ CONTROL →FULFILMENT stand for?
   b.   How would you explain the word "moral"?
   c.   How do we know what we as human persons ARE and how we OUGHT to live and CONTROL our behaviour so as to be the best human persons we can be, that is, to reach our full POTENTIAL?

Explanations for you, the teacher, are provided as reminders:
   a.   *It "is the basis of all human morality" (CORD, p.346).*
   b.   *It means "fully human" (CORD p347), human in the sense of human POTENTIAL, not human limitations.*
   c.   *There are many different ideas or philosophies about who or what the human person IS and what the meaning of our human lives is. All Christians accept the biblical vision of the human person (Gen 1:27) as being created in the image of God. Jesus is the model of a human image of God. Christians measure the goodness (or the morality) of their thoughts, their choices and actions in relation to the life of Jesus. The life of Jesus is marked by loving and serving God and others.*

3 Exercises in Moral Analysis
Each learner individually reads the statements under 'Who Is Right?' (See Lesson Materials page), and then, with his/her neighbour, tries to answer the questions mentioned under "Discuss".

4 Sharing and Evaluating

In the discussion with the class it should become clear that it is finally *the vision* of who or what the human person IS that gives an answer to what OUGHT to be done or rejected. The vision of the human person is decisive for judging what is right or wrong, good or not acceptable.

OTHER IDEAS

5 Scenarios

To give learners further practice at applying the IS→ OUGHT→ CONTROL →FULFILMENT pattern, present them with scenarios such as the following:

- Stealing from a rich fellow student
- Copying homework that I was unable to do through no fault of my own
- Telling a lie to protect a friend
- Using another's bicycle in an emergency without the owner's permission
- Risking my life as a dare

The last one, by way of example, may produce the following analysis:

IS	*Life is a gift, and not something we own by right, to do with as we wish. We are stewards of life, responsible for it to others.*
OUGHT	*Life therefore ought to be protected.*
CONTROL	*Unnecessary risks should be avoided.*
FULFILMENT	*A life free of unnecessary stress and worry, and the development of the ability to resist pressure from others.*

7 Story: A Woman in a Coma

In her dream the woman is asked, when standing before the Judgement Seat, the seemingly simple question, "Who are you?" None of her replies are acceptable, because all of them avoid the question. They only describe something *about* herself, and not who she is.
(Anthony de Mello.1989. *The Prayer of the Frog, Vol 1*. Anand, India: Gujarat Salutya Prakash, p 191-2)

MATTERIALS

MATERIALS

LEARNER

- Pennock & Finley. 1984. 'Who Is Right?' in *Christian Morality and You*. Notre Dame: Ave Maria Press, pp. 17-18

Lesson Materials

Who Is Right?

The following statements have been made by various people in our society:

1. When a person becomes a burden on society, for example, the senile and the hopelessly retarded, society should have the right to terminate that person's life.
2. Why go to church? Religion is no more than a superstitious carry-over from the past.
3. The most worthwhile goal in life is to amass as much money as possible. Nothing else really matters.
4. Why should we have to pay taxes for so many social programs? Most poor people are just lazy and merely freeload off those of us who work.
5. A couple should live together before they are married. How else will they know if they are compatible?
6. Why not cheat on income taxes? Everyone else does.
7. What I do with my time and my money is nobody else's business.
8. If people aren't happy living together as husband and wife, they should be allowed to get a 'no fault' divorce. No questions asked.

Discuss:
1. Identify the kind of person in our society who might say each of the above. Have you ever heard these opinions expressed? How often? By whom?
2. The Catholic Church teaches that all of these statements are wrong for one reason or another. For each statement, give at least one reason why it might be wrong.

© Pennock & Finley. 1984. 'Who Is Right?' in *Christian Morality and You*. Notre Dame: Ave Maria Press, pp. 17-18

LESSON 21: Respect for God

(CORD logo)	REFERENCE	Page 350 [EXPLORING: Respect for God]

WHAT YOU NEED

- (1) Newsprint or chalkboard
- (1) Bible
- (1) Illustration of the two tablets
- (2) LSM: 'Ten Commandments'
- (3) Prepared table

AIM

- To help learners interpret the meaning of the Ten Commandments in their everyday lives
- To encourage learners to explore the implications of the first three Commandments

OUTCOMES

- KUI   Learners realise that the Ten Commandments are a guide to living according to their dignity as human beings created in the image of God.
- KUI   Learners understand that the first three Commandments call on us to respect God.

TEACHER'S NOTE

This lesson deals with what the first three Commandments mean and how they challenge our lifestyle.

LESSON OUTLINE

1 Introduction

The questions 'When?' 'Where?' and 'Why?' with regard to the Ten Commandments are explored.

When?   Exodus (on the way through the desert)
Where?   Mt Sinai (where God made the covenant with the Israelites)
Why?   Covenant terms (The Ten Commandments, found in Ex 20:1-17 and Dt 5:1-21, are a guide to respond to the dignity of being chosen as God's covenant partners.)
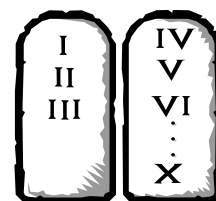
Display a drawing (on the board or on newsprint) of two stone tablets with the Roman numbers of the first three Commandments on the first tablet and the other seven on the second tablet.

2 Exploration

Hand out the Lesson Materials page on which the Ten Commandments are listed. The learners individually focus on the first three Commandments to find out

   a.   what they have in common and.
   b.   what each individually implies.

3 Sharing the Findings

The learners first share their findings in pairs. Then ask some of the pairs to share their findings with the whole class. Enter these into a prepared table, such as the one below.

4 Slogans

Now ask the class to find slogans for the first three Commandments. Perhaps you will need to make a suggestion, especially for the first one to get them going. The entries in the table below might help.

THE FIRST THREE COMMANDMENTS

In common	Individually	Expressed in slogans
The first three Commandments refer to God. ***RESPECT FOR GOD LOVE FOR GOD***	*1. God alone is God.* *2. God's name is holy.* *3. We need to acknowledge God.*	*1. No false gods!* *2. Respect God's name!* *3. Have time for God!*

5 Conclusion

Sum up what the first three Commandments have in common and what each of them individually implies. Once again refer to the meaning of the Ten Commandments. They can only be correctly understood in the context of God's respect and love for Israel of which the covenant at Sinai is an expression. The Ten Commandments, especially the first three, are an invitation to respect and love God in return.

OTHER IDEAS

6 Appreciation

A Christian lady was invited by her Jewish friends to come and see their home. On entering the lounge she was captivated by seeing a huge white marble slab covered with golden letters in Hebrew engraved on the marble slab. The hosts explained: "These are the Ten Commandments. They direct our lives. In this way we have them always before our eyes."

7 The Commandments and Love of God

To reflect on the connection between the Commandments and love for God the class is divided into groups. Each group is asked to discuss one of the following paraphrases taken from the Bible:

- You must love Yahweh with all your heart, with all your soul, with all your strength. [Dt 6:5]
- Yahweh is true and faithful to those who love him and keep his commandments. [Dt 7:9]
- My delight is to do your will; your law, my God, is deep in my heart. [Ps 40:8]

Discussion may be followed by the group designing a poster containing the words they have reflected on

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MATTERIALS

MATERIALS

LEARNERS

- Michael Burke. 1991. 'The Ten Commandments' in *Connections*. Pietermaritzburg: Centaur Publications, p 104

Lesson Materials

Ten Commandments

[Exodus 20:1-17; Deuteronomy 5:6-21]

I   I, the Lord, am your God; you shall not have other gods beside me.

II   You shall not take the name of the Lord your God in vain.

III   Remember to keep holy the Sabbath Day.

IV   Honour your father and your mother.

V   You shall not kill.

VI   You shall not commit adultery.

VII   You shall not steal.

VIII   You shall not bear false witness against your neighbour.

IX   You shall not covet your neighbour's wife.

X   You shall not covet your neighbour's goods.

LESSON 22: The Greatest Commandment

(logo)	REFERENCE	Page 350 [EXPLORING: Respect for God]

WHAT YOU NEED

- (1) Poster
- (2) Bibles
- (3) Blackboard or newsprint
- (4)(5) LSM: 'First Three Commandments'

AIM

- To sum up the first three Commandments in the words of Jesus as "the greatest Commandment" [Mk 12:30, also Mt 23:39 and Lk 10:27]

OUTCOMES

- KUI learners understand that Jesus confirms the Law by summarising the first three Commandments as "the greatest Commandment".
- DAP Learners appreciate that respecting and loving God helps people to become more human.

TEACHER'S NOTE

This lesson completes the unit of lessons on the first three Commandments. If the exploration of the meaning of the first three Commandments has resulted in the learners' awareness that loving God above everything else is an exciting challenge, and the way of becoming more fully human (a better person), the desired outcome of this unit will have been achieved. (See Teacher's Note, Lesson 21.)

LESSON OUTLINE

1 Introduction

Challenge the class to recall the main points of the previous lesson, namely, how we respond negatively or positively to the first three Commandments. Then present the following in the form of a poster.

LIVING THE FIRST THREE COMMANDMENTS

Negative	Positive
1. Following false gods	1." We believe in one God…" (Creed)
2. Using God's name disrespectfully	2. "Hallowed be thy name." (Our Father)
3. Having no time for God	3. "It is right to give God thanks and praise." (Liturgy of the Eucharist)

2 Exploration

Ask the class to find out how Jesus understands the Commandments, that is, the Law, especially the first three Commandments. In pairs, the learners look up Mk 12:29-30 in the Bible and compare this passage with Dt 6:4-5.

3 Discussion

Put the question to the class why they think Jesus summarises the first three Commandments as the first and the greatest Commandment. Point out that longing for God and the desire to love God are part of every human person, even though some people discover their longing for God late in life or they push it aside.

The following three italicised quotations illustrate the human longing for God. You might have them prepared on newsprint:

a. *"The desire for God is written in the human heart"* (Catechism of the Catholic Church, No 27)

b. *"You are great, O Lord, and greatly to be praised… You have made us for yourself, and our heart is restless until it rests in you"* (St Augustine (354-430) started to love God late in his life. He wrote these words from his own experience. Quoted in Catechism of the Catholic Church, No 30.)

c. *"God, you are my God…my soul is thirsting for you."* (Psalm 63 starts with these words.)

4 Reading & Feedback

Distribute the Lesson Materials page 'First Three Commandments' and asks the learners to read the text through quietly for themselves, and then to read it a second time more reflectively to identify what is said about each of the three commandments. While the text is addressed to Catholic Christians, it can be read by others with benefit, either as information about Christian belief, or as an invitation to reflect on their own religion's attitude to God. Call for some sharing of responses to clarify any queries.

5 Conclusion

Sing together the first verse of the hymn *Holy God, We Praise Thy Name.* It can be found on the Lesson Materials page.

OTHER IDEAS

6 Psalm 63

As an alternative conclusion to the lesson Psalm 63:1-8 could be read.

7 Eucharistic Prayers

If there is the possibility of an extra lesson, research could be done into one of the Prefaces with the introductory dialogue between priest and people, and the introduction to Eucharistic Prayer III (see Missal) to find out what is said about the name of God and about giving thanks and praise to God. The learners can be led to see that during the Eucharistic Celebration (the Mass), the community responds in a positive way to the first three Commandments:

a. In the Creed they confess their faith in one God.
b. In the Eucharistic Prayer and the Our Father… they praise God's name.
c. The whole Eucharistic Celebration is a great event of giving thanks and praise to God. It is the communal worship of Christians, especially on a Sunday, the Lord's Day.

MATERIALS

LEARNER

- Finley & Pennock. 1978. 'First Three Commandments', in *Your Faith and You.* Notre Dame: Ave Maria Press, p. 148

Lesson Materials

First Three Commandments

"Love God above all things."

1. The first commandment helps us put things in perspective. It means, simply, that God must be the goal of human life. Our ultimate life goal is to be united with him forever. All too often humans substitute something else for God and make it the be-all and end-all of their existence. Sex, money, power, prestige – these are all good in their place – but when we end up worshipping them, we have failed to recognise the one who created them; thus, we are unfaithful. The Christian puts his or her faith in God and God alone, not in substitute gods like astrological charts, good luck charms, witchcraft and the like. God alone is the source of life and meaning and the Christian is true to this God.

2. The second commandment deals with respect in the use of God's name and our manner of worship. The Christian realises that one's speech reflects who one is. Some things are sacred, including God's name, and our language should manifest this careful respect. Our attitude in prayer, too, should be one of humility in approaching God. We pray in confident humility that God's will be done: the Christian does not heap up a lot of words that demand that God do his or her will.

3. Faithfulness to God dictates that we adore him, and adore him with others. Since humans are social beings, it stands to reason that they should join together when they approach their creator. Salvation is not something we work at in isolation from others. In the Christian community, we realize the extreme importance of approaching God the Father with our Savior Jesus joined together in the Holy Spirit. Thus, the Mass is very special for the Christian community. Christians realize that one hour out of a 168-hour week is a minimum amount of time to set aside if we are to grow closer to God. We do this on Sunday, the day of the Lord's resurrection.

© Finley & Pennock. 1978. 'First Three Commandments', in *Your Faith and You*. Notre Dame: Ave Maria Press, p. 148.

> Holy God, we praise thy name;
>   Lord of all we bow before thee!
> All on earth thy scepter own,
>   all in heaven above adore thee.
> Infinite thy vast domain,
>   everlasting is thy name.