

LESSON 24: Predicting Consequences



REFERENCE

Page 351 [TRAINING: The ability to predict CONSEQUENCES]



WHAT YOU NEED

- (2) Blackboard or Newsprint
- (2) CORD (p 352)
- (4) Flashcards

AIM

- To offer practice predicting possible consequences of our choices

OUTCOMES

- SKL Learners predict possible consequences of certain decisions.
- KUI Learners practice identifying and evaluating possible consequences of choices before making decisions.

TEACHER'S NOTE

In Lesson 1 the learners were asked to look back and consider consequences of decisions that had been made in the past. In this lesson the learners are asked to look ahead and consider the possible consequences of decisions that they or other people are about to make. They then reflect on the consequences. Two examples are offered: choose the one most relevant to your class. You can also do the lesson with an example of your own. If the learners are just listing quick responses to the two examples then this will be a straightforward task. If you wish to make use of a mapping format (illustrated by an example in CORD, p 352) then the task will be more complex.

LESSON OUTLINE

1 Introduction

Refer to Lesson 1. Point out that in this lesson the class will look ahead and predict possible consequences of certain decisions. Two cases will be explored - shop-lifting and pre-marital sex. This will be followed by a brief reflection on the two cases and the formulation of a challenge that results from it.

2 Exploration

Arrange the class into groups of three or four learners. Write the issue/s on the board. If necessary, assign one to each group.

EXAMPLE 1: Shop-lifting

- Consider possible consequences of shop-lifting with reference to these two questions:
 - What might happen if I do this?
 - What might happen if everyone did it?

Possible answers to these questions include:

(a) What might happen if I do this?

- *The wrong person could be blamed for my wrong-doing.*
- *That person, if he/she is a shop assistant, will probably lose his/her job.*
- *If I am found out I will have to pay for the good(s) I stole (e.g. a cell phone) and I will have damaged the trust that others might have placed in me. If I am not found out, I might make shop-lifting a habit.*

(b) What might happen if everyone did it?

- *The shop would have to close because of financial losses.*
- *The shop owner and his family would have no income.*
- *All the employees would lose their jobs.*
- *No shop or business could survive.*

- ii. Groups share some of their findings with the whole class.
- iii. The teacher asks the learners to mention those consequences of shoplifting which will affect the person who does it, and those which will affect others.

EXAMPLE 2: An Act of Pre-Marital Sex [See diagram in CORD, p.352]

- i. Give groups a chance to predict and write down a few consequences that may follow an act of pre-marital sex.
- ii. Gather contributions from the groups and arrange them on the board or on a big sheet of newsprint in the form of a diagram, similar to the one in CORD to show that one possible consequence usually has other consequences that emerge from it. The diagram in CORD needs to be extended to the left by adding the possible consequence of one partner either transmitting or contracting HIV. Trace in the possible consequences of HIV infection such as:

- a compromised immune system;
- infections leading to progressing physical weakness and the onset of AIDS, and early death;
- transmitting the virus to one's partner/s;
- a mother infecting her child, and of children being orphaned by their parents' deaths;
- the additional burden on others to take care of AIDS orphans.

But note that access to antiretrovirals offers a way of limiting mother-to-child transmission of HIV and gives those living with HIV a way of managing their condition over the medium and even long-term.

- iii. Ask the learners to look at the diagram and judge whether the personal consequences for the person involved in the act outweigh the consequences this seemingly private act may have on others, or not.

3 Reflection

Ask the learners to reflect on the consequences they have identified in each example and to:

- a. mention any good consequence among those that are listed;
- b. identify the motive for the acts;
- c. judge the motives and the consequences of both examples;
- d. suggest what we can learn from predicting consequences of choices.

4 Summary

Summarise the learning from this lesson by writing the following on the board, or by using flash cards.

THINK BEFORE YOU ACT
ASK: What? Why? What are the consequences?

Thinking about the motives and the consequences of our choices will help us to decide whether what we plan to do is good or not good for ourselves and others. This is what making moral choices and decisions is about.

OTHER IDEAS

5 Personal Experience

Ask learners to reflect on a situation in their lives where they made a decision which affected relationships negatively.

- i. They outline the situation briefly.
- ii. Next, they consider, in the light of the consequences, what was wrong with their decision.
- iii. Finally, they reflect on the following:
 - a. What could I have done differently?
 - b. What have I learnt from this situation?
 - c. What could I have done to bring healing?

MATERIALS

There are no further materials provided for this lesson.



LESSON 25: Guiding Questions for Making Decisions



REFERENCE

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WHAT YOU NEED

- (1) LSM: 'Questionnaire'

AIM

- To offer useful questions that anyone can use when engaged in moral decision-making

OUTCOMES

- SKL Learners are able to predict and consider likely consequences of their choices and decisions.
- DAP Learners develop the desired attitude and practice of thinking through their possible choices by asking themselves useful questions before making moral decisions.
- KUI Learners see that choices and decisions are moral or immoral because of the good or harmful consequences they may have for themselves and others.

TEACHER'S NOTE

This lesson is based on 'Questionnaire' in Richard Reichert. 1975. *Simulation Games For Religious Education*. Winona, Minnesota: St Mary's Press, pp. 74-77. It follows the previous lesson in providing the learners with exercises in predicting and considering the consequences of choices and decisions. 'Questionnaire' help the learners to discover relevant questions to be asked in decision-making. The questions can be applied to most moral problems, but this lesson focuses on the problem of getting drunk deliberately.

LESSON OUTLINE

1 Introduction

Divide the class into groups of five or six learners each. Handout the Lesson Materials page 'Questionnaire'. Give the learners an idea of the topic and procedure of the lesson which will move forward in these three steps: individual work, group work, plenary discussion.

2 Scenario

Pose this scenario: You are with a group who is going to stay overnight at a friend's house. However, your friend's parents are out of town overnight and do not know about the planned party. Your own parents assume that adults will be present. Your friend, who will host the party, points out that there is a large supply of liquor at hand. Everyone can get thoroughly drunk and sleep it off, and so no-one's parents need find out what has happened. Suppose that you decide to go along with this.

Each learner, individually, answers the questions on the Lesson Materials page 'Questionnaire' as thoroughly as he/she can.

3 Consensus

Ask each group to arrive at a consensus about the best answer for each question. If this is impossible to achieve, the group may present a majority and minority report to the whole class.

4 Report-Back & Discussion

Each group presents its report to the whole class. After the various reports draw out points of similarity and difference in the groups' responses to the questionnaire. The class as a whole attempts to find some consensus on whether and why it would be a morally good or morally bad choice to get drunk at this party in the friend's home.

5 Conclusion

Ask the class what it is that makes a choice or decision moral or immoral? Be careful not to impose your opinion on the learners. Try to challenge them to consider and judge the consequences of each planned or desired action for themselves and others.

OTHER IDEAS

6 Personal Decision

Learners apply the 'Questionnaire' to a personal decision they are about to make, or are likely to make in the near future.

MATERIALS

LEARNER

- Richard Reichert. 1975. 'Questionnaire' in *Simulation Games for Religious Education*. Winona, Minnesota: Saint Mary's Press, pp. 74-75



Lesson Materials



Questionnaire

Goal

To enable students to examine together in a more or less clinical setting certain moral questions.

Objective

To help them discover the questions to be asked in making moral decisions.

Preparation and Materials

Each student will need a copy of the questions presented below and a pencil and paper. The questions could be photocopied or could be written on a board or overhead.

- 1) How does this action improve me as an authentic human being?
- 2) How does it endanger or destroy my humanness?
- 3) How does this action improve my friends as authentic human beings?
- 4) How does it endanger or destroy my friends' humanness?
- 5) How does this action improve my relationship with others: peers, family, society?
- 6) How does this action endanger or destroy my relationship with others: peers, family, society?
- 7) How does this action improve my friends' relationship with others: peers, family, society'?
- 8) How does this action endanger or destroy my friends' relationship with others: peers, family, society?

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