

UNIT 5:

Tent Roof.

A Suitable Helper. MORALITY



12th Grade

In order to search for the truth I have to be critical.

The world doesn't offer me happiness.

The truth is written in my heart.

Morality is a walking stick along my path.

Life, a GIFT.

3. Where Can I Look for the Greater Good?

“I am the way and the truth and the life”

Jn 14:6.



Recognizing the morality of acts and their consequences, in addition to the end, means and circumstances that make an act morally good. Where to seek the Greater Good.

ACTIVITES 1- 2: This activity uses a typical school science project as a reference point. Use this metaphor of a technology project to represent a MORAL ACT:

- If the light bulb turns on MORALLY GOOD ACT.
- If the light bulb doesn't turn on..... MORALLY EVIL ACT.

Moral acts have a series of components, just like the circuit used for the Project:

- Light bulb with current..... END OR INTENTION.
- Cables..... OBJECT OR MEANS.
- Connections..... CIRCUMSTANCES OF THE ACTION.

Just like with the science project, where in order for the bulb to light up you have to assemble all of the elements in the right way, so too for an act to be morally good all of its elements have to be good themselves. If one of them fails, then none of the Project works.

With this example, the youth will be able to understand how their acts must be done with care and understanding, and must be ordered toward a GOOD.

Only one important element is missing that would allow the project to work: the battery.

Without electricity there would be no light.



My ACTS are always MORAL because I am a PERSON and MORALITY is a characteristic that is proper to the person.

What does depend on me, on my freedom, reason and will, is whether my acts are MORALLY GOOD or MORALLY EVIL.

The goodness of acts depends on each one of their elements being good as well:

I MYSELF choose the intention and the object. The circumstances that I experience aren't sufficient to judge whether an act is morally good or not.

For an act to be morally good, the end does not justify the means. In other words, a morally good act cannot come from an evil act.

There are acts that, in and of themselves, independent of their circumstances and intentions, are illicit; one example of this is killing.

ACTIVITY 3: In groups, present the youth with a series of scenarios in which they must recognize all the elements of a moral act and decide whether it is a morally good or morally evil act.

A very responsible young person, who normally takes the bus to work, oversleeps and takes his dad's car in order to get to work on time, but he doesn't have his driver's license because he left it in another town.

OBJECT		INTENTION		CIRCUMSTANCES	
Taking the car without a license	X	Getting to work on time	✓	Oversleeping	X

A mother with seven children, who has no income because both she and her husband are out of work, takes two loaves of bread from the supermarket when no one is looking in order to be able to feed her children.

OBJECT		INTENTION		CIRCUMSTANCES	
Taking bread without paying	X	Feeding her children	✓	Being unemployed	

A senior in high school who just needs to take one more test before graduating shows up with a cheat sheet to a test that they didn't study enough for.

OBJECT		INTENTION		CIRCUMSTANCES	
Bringing a cheat sheet	X	Passing a class	✓	Not studying enough	X

An employee at a daycare center smokes like a chimney, and cigarettes relax him. He is very tired after a long day at work and, knowing that smoking is not allowed, he hides out in the teachers' bathroom instead of going where he usually does, so that he won't get caught.

OBJECT		INTENTION		CIRCUMSTANCES	
Hiding	X	Smoking while knowing that it's not allowed	X	That he is tired and smoking relaxes him	

A man with great economic standing and social status makes a sizable donation to an important non-profit. He doesn't feel connected to the humanitarian work that their volunteers do, but he knows that news of his donation will get out in the news and the tabloids, and that will be good for his image.

OBJECT		INTENTION		CIRCUMSTANCES	
Donating to a non-profit	✓	Personal benefit	X	Extra money	

ACTIVITY 4: This activity aims to help the youth recognize that moral acts have consequences, not just for oneself, but also for others.

Continue to use the example of the science project. These types of projects are usually done in a group. If one member doesn't bring the materials they agreed to or arrives late to work on the project, the project won't come out as expected and this will have consequences for his classmates:

- They will have to supply the materials.
- Finishing later than anticipated.
- They probably won't be able to turn in the project on time.
- The grade will affect everyone.

It is important for the teacher to establish a dialogue with the youth to help them recognize the transcendence of our acts. You can ask them about whether they believe they are masters of their own acts.

- Can they choose?
- Can they decide?
- Can they make decisions?

Many times it is difficult for us to choose the good or the best. On many occasions we let ourselves be drawn to what is easy, what is most accessible, or what immediately seems like it might benefit us the most. But how do we know that we are choosing the best? How can we look for the Greater Good?

The answer lies in KNOWING how to connect the electric current in order to have LIGHT. At this point, you can make reference to Unit 4, Lesson 2.

My acts have consequences. ALWAYS!

These consequences can be good or evil, according to whether my acts are good or evil.

These consequences don't just affect me, my happiness, my dignity and my fullness as a person, but they also affect and touch the hearts and lives of other people.

What I do, my behavior, my attitude and my actions either make me grow as a person or damage me, make me little. They have the same effects on other people, too.

I am called to be fully happy, being what I AM: image and likeness of God. And God, who is LOVE, is GOODNESS.

TIMING AND MATERIALS

This lesson is designed for students in the 12th grade.

ACTIVITY	TIME (minutes)	MATERIALS
Presentation.	5	
Activities 1-2: Personal reflection.	20	Worksheet.
Activ. 3: Group reflection.	15	Chart.
Activ. 4: Personal and group reflection.	15	Worksheet.
Conclusion.	5	