

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.

2. The Morality in My Heart

“I will place my law within
them, and write it upon their
hearts”

Jr 31:33.



Discovering the moral dimension of man and recognizing that every act, because it is personal, is also MORAL.

ACTIVITIES 1-2: This activity recalls the dimensions of the human person and invites the youth to identify what part of our body is connected to the development of each activity. In front of the difficulty of separating each dimension of the person, the activity concludes by reminding the youth that the human person forms a WHOLE composed of body and soul, and of each and every dimension. This idea was already developed in Unit 1.

Morality is a human dimension. It forms part of my person, just like the rest of my dimensions: the body, sexuality, affectivity and freedom. The moral dimension is CONSTITUTIVE. It is not something extra that is added on.

And it is exclusive to human beings.

Animals lack this MORAL dimension. They are ruled by natural law alone.

ACTIVITY 3: In order to show the youth the non-deterministic meaning of the moral dimension of man, present them with a series of scenarios in which they have to answer the question: *What would happen if...?* They are obvious:

- If the acrobat lets go of the girl..... SHE WILL FALL.
- If we put water into the freezer IT WILL SOLIDIFY.
- If you don't take an umbrella when it rains YOU WILL GET WET.

ACTIVITIES 4- 5: Using a drawing and different possibilities, work with the youth on the idea of different choices that a person can make when faced with the same situation. A boy gets home after a day at school and...:

- If he is tired: will he take a shower? Will he go to bed? Or will he lay on the couch and watch TV?
- If he is happy: will he start to study? Will he play tennis? Or will he eat something with his family?
- If he is sad: will he lock himself in his room? Will he watch TV alone? Or will he play some tennis to clear his mind?

Through this activity you can start a conversation with the youth in which they can express moments in their own lives when they have had to make a decision, and how many different possibilities they were faced with.

Conclude by recognizing how the natural law determines certain acts; to a greater or lesser extent we can predict what is going to happen. Unlike human persons who are not ruled only by the natural law, animals relate with those like them as a matter of instinct and survival. Human beings also have a series of innate components that pertain to our own nature: freedom, the will, and conscience.

Unit 3 deals with the lesson *“Desire for Humanity”*. If the youth haven’t yet studied this unit, it would be in their interest to do activity 1 in order to contextualize the topics covered above.

ACTIVITIES 6-7: The theme that we will be delving into in this lesson is *“The Morality in My Heart”*. In order to recognize how this morality is inscribed in the heart of people, invite the youth to participate in the following activity:

Show them 3 pairs of photographs. The students have to choose which they think is the most beautiful.

After sharing their answers, bring up the idea that beauty is not as subjective a VALUE as we might tend to think.

There are many goods or values that respond to a truth, to a Greater Good.

First pair: LANDSCAPE.



The teacher can invite the youth to describe what they see and what feelings it produces.

Second pair: HORSE



It is important for the youth to describe where the beauty of the horse lies. If anyone in the class loves horses, you can ask them to describe it.

Third pair: FLOWER



Repeat the activity. Try to get them to express which of the two flowers evokes life, color, smell.

Fourth pair: FRUIT



Which would you want to end up with?

ACTIVITY 8: In 2010 Time Magazine published the image of Aesha, an Afghan woman who suffered the mutilation of her nose and ears.



Show the youth this woman's face, covering the mutilated area, and ask them about her beauty.

After hearing their opinions, show them her whole face and ask the group if their vision of her aesthetic changed.

It is advisable to work with the feelings that observing the image stirs up in them, so that they can learn to share them, and to demonstrate how the beauty of human beings is not rooted exclusively in their physical appearance.

The MORAL dimension is constitutive of my PERSON. In this way, every personal act, by the very fact that it is PERSONAL, is a MORAL act.

Freedom, the will, and the conscience also characterize human beings. For this reason, my acts aren't determined by natural law alone; they also put my freedom, will and conscience into play.

Acts should be ordered toward a greater GOOD.

There are many goods and values. I can recognize these GOODS because MORALITY is inscribed in me, in my heart, in my body, in my PERSON.

THE GOOD is not SUBJECTIVE; rather, it is subject to a GREATER GOOD. That's why it is necessary to search for ALL, and not just part of the truth.

Where should I look for it? Where can I find this GREATER GOOD that governs and orders everything?

Yes, morality is constitutive of the person, and I am not the one who engraved it within me. Someone has written the truth in my heart.

Who?

TIMING AND MATERIALS

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

If you have not previously imparted LESSON 1 of UNIT 3: “*Desire for Humanity*,” it would be advisable to do that in an additional session.

ACTIVITY	TIME (minutes)	MATERIALS
Presentation	2	
Activities 1-2: Personal reflection.	10	Worksheet.
Activ. 3-4-5: Personal reflection and dialogue.	15	Worksheet.
Activ. 6- 7: Personal and class work.	20	Suggested photographs.
Activ. 8: Personal reflection.	10	Photograph of Afghan woman.
Conclusion .	3	