

Contents

Introduction	4	CHAPTER 6	
		The Fourth Commandment:	
CHAPTER 1		Loving the Family	57
Basics of Catholic Morality:		Video Segment 4; Discussion Guide	65
Be Who You Are!	5	Quiz: Chapter 6	66
Quiz: Chapter 1	12		
		CHAPTER 7	
CHAPTER 2		The Fifth Commandment:	
Moral Acts, Passions, and Conscience	13	Love and Respect Life	67
Exercise: Chapter 2	22	Video Segment 5; Discussion Guide	77
Video Segment 1: Discussion Guide	23	Quiz: Chapter 7	78
Quiz: Chapter 2	24		
		CHAPTER 8	
CHAPTER 3		The Sixth and Ninth Commandments:	
Virtues and Sin	25	Respect Sexuality	79
Exercise: Chapter 3	36	Video Segment 6; Discussion Guide	87
Video Segment 2: Discussion Guide	37	Quiz: Chapter 8	88
Quiz: Chapter 3	38		
		CHAPTER 9	
CHAPTER 4		The Seventh and Tenth Commandments:	
Law, Grace, Church	39	Live Justly	89
Quiz: Chapter 4	46	Video Segment 7; Discussion Guide	99
		Quiz: Chapter 9	100
		CHAPTER 10	
CHAPTER 5		The Eighth Commandment:	
First Three Commandments:		Speak and Live the Truth	101
Loving God Above All	47	Video Segment 8; Discussion Guide	109
Video Segment 3: Discussion Guide	55	Quiz: Chapter 10	110
Quiz: Chapter 5	56		

Catechism Focus

The presentation of this chapter on the Christian view of the human person, relationships, and justice reflects the teaching of the Catholic Church found in the Catechism of the Catholic Church to the best of the authors' knowledge.

Chapter One: "The Dignity of the Human Person"

Article 1: "Man: The Image of God" (1700-1711)

Article 2: "Man's Vocation to Holiness" (1712-1725)

Article 3: "Man's Freedom" (1726-1734)

Moral Acts, Passions, and Conscience

Goals

This chapter reviews the basics of Catholic morality, as they are expressed in the Sacred Scripture and the teachings of the Catholic Church. Your students will learn to identify and examine key elements involved in any moral act. They will also learn what is necessary to correctly form and follow their conscience.

Objectives

Your students will:

1. Define the terms *circumstances*, *conscience*, *intention*, *Magisterium*, *object*, and *passions*.
2. Identify and apply the three traditional sources of morality: object, intention, and circumstance.
3. Consider the role our passions play in influencing our moral decision-making.
4. Define the term *conscience* as it relates to morality.
5. Become familiar with the DECIDE method of conscience formation.
6. Develop and respond to an examination of conscience.

Catechism Focus



The presentation of this chapter focuses on the sources of morality and conscience formation. It elaborates on and applies to the life of the youth these teachings of the Catholic Church found in the *Catechism of the Catholic Church*:

Chapter One: "The Dignity of the Human Person" (continued)

Article 4: "The Morality of Human Acts" (1749–1761)

Article 5: "The Morality of the Passions" (1762–1775)

Article 6: "Moral Conscience" (1776–1802)

Pinnocchio, of fairy tale fame, was made alive through the benevolence of the blue fairy; but only he had the power to make himself truly human—by acting with bravery and love, and knowing right from wrong. Your students are much the same. They have been made alive through the creative power of God, but only they have the power to make themselves truly human—by acting with bravery and love, and knowing right from wrong. They must heed the truth: “Always let your conscience be your guide.” From fantasy to fact, the truth remains the same.

The chapter introduces your students to the three traditional sources of morality. These sources are the object chosen, the end or intention, and the circumstances surrounding the action. The object is *what* we do—the act itself. The intention is *why* we do what we do—the motive or purpose for which we choose to do the act. The circumstances include the act’s consequences and the context within which it is done. The circumstances include the *how*, *who*, *when*, and *where* of the act. The three elements are not examined or acted upon based solely on reason. Our passions influence our moral choices, either for the good or for the bad. Both because our feelings and emotions are part of us and we are affected by original sin, our feelings can be used improperly.

Our passions or feelings can have an effect on our deliberate acts. In themselves they are not decisive for the morality or holiness of people. “Feelings or passions are emotions or movements of the sensitive appetite that incline us to act or not to act in regard to something felt or imagined” (CCC, 1763). They are neither good nor evil. They “can be taken up in the virtues or perverted by the vices” (CCC, 1774). A virtue, in turn, is “an habitual and firm disposition to do the good . . . The virtuous person tends toward the good with all his sensory and spiritual powers” (CCC, 1803).

We are not alone in our quest for moral goodness. God gave us a *conscience*—a capacity for reasonable judgment that is part of the very core of our being. It helps us to judge whether something is good or evil both before and after we do it. In order to make good moral decisions, we have to continually *form* and *follow* our conscience. As a way of assisting youth with making conscience decisions, the chapter provides a method, which uses the acronym DECIDE:

- D**ig out the facts. Ask questions like *What? Why? How? and Where?*
- E**xercise imagination. Discover alternative courses to a proposed action.
- C**onsider the wisdom of others, particularly, the Magisterium of the Church.
- I**mitate Jesus, the Way, the Truth, and the Light.
- D**ecide to do right.
- E**valuate the decision you have made.

The chapter concludes by familiarizing your students with an examination of conscience, focusing on one’s love of God, love of neighbor, and love of self.

Lesson One: The Sources of Morality (pages 18–23)

Catechism Focus



This lesson will explore paragraphs 1749–1775 in the *Catechism of the Catholic Church*. Traditionally, the Church has always called us to examine the object, the intention, and the circumstances in any moral act as is stated in paragraph 1755.

Opening Prayer Reflection

Begin this lesson by praying Micah 6:8 together with your students. In this passage, the prophet Micah proclaims our basic moral and spiritual challenge.

Activity "What Do You Think?" (page 19)

Allow time for your students to answer the three cases presented in "What Do You Think?" on page 19 of the student workbook. While reviewing their answers, without even introducing the terms, ask the students questions that would make them try to identify the moral *object*, *intention*, and *circumstances* in each of the cases.

Then read and discuss the statistics from *The Day America Told the Truth* (James Patterson, Prentice Hall, 1991) found on page 19 of the student workbook.

Present "The Sources of Morality" (pages 20–22)

Present the three traditional sources of morality given in this section. Use the analogy of a car engine to help them understand the unity of a moral action:

Just as a car engine can be subdivided into many component parts, so too can a moral action be subdivided into three component parts.

- The *object* chosen—the act itself—*what* we do.
- The *intention*—the motive for which we choose to do the act—*why* we act.
- The *circumstances*—the consequences and the context of the act—the *how*, *who*, *when*, and *where* of the act.

If any component in an engine is not performing properly, the engine as a whole is not performing properly. If the spark plugs won't ignite, the engine won't start. If there is no fuel in the carburetor, the engine won't work.

Applying this to morality, if any of the "component parts" of a moral action is not "performing properly," the moral action as a whole is immoral. To state it more exactly, if the *object*, *intention*, or *circumstances* of an action is immoral, the action is immoral. In summary, this principle of Christian morality may be stated: For an act to be morally good and acceptable, the object, intention (or end), and circumstances must all be good.

Activity "You Decide" (page 22)

Step One: Working together with your students, read the three cases presented in this section. Ask students to write the *object*, *intention*, and *circumstances* on the board for each case. Then help them to form a final conclusion as to whether each action is morally good or morally wrong.

Step Two: For additional practice, divide your students into small groups and have them create several moral cases and present them to the whole group. Ask volunteers to identify the *object*, *intention*, and *circumstances* in each case and then to state whether the action is morally good or morally wrong.

Step Three: Review again the cases in the "You Decide" activity. This time have your students identify some of the emotions involved in each of the cases. Have them make judgments as to whether the passions involved contribute to the choice of moral goodness or are detrimental to choosing moral goodness. Use the student workbook material "Role of Passions" on pages 22–23 as your guide.

Assign

Assign the reading of this chapter to your students. You may wish to divide the reading into sections, depending on your specific circumstances.

Closing Prayer Reflection

Read together Matthew 7:12 found on page 18 of the student workbook. Ask the students to reflect on the good things that we can do for others.

Lesson Two: The Role of Our Conscience (page 23)

Catechism Focus

This lesson will begin our presentation of paragraphs 1776–1802 of the *Catechism of the Catholic Church*. Conscience is defined in paragraph 1778. As pointed out in paragraph 1777, our moral conscience is seen as a gift from God.

Opening Prayer Reflection

Begin by praying with your students this prayer:

The things, good Lord, that we pray for,
give us the grace to labor for.

Thomas More

Thomas More's prayer recognizes both our dependency on God and our responsibility to act as human beings.

Board

Write the definition of *conscience* that is found on page 23 on the board and explain its vital purpose in the life of a human being. Explain that conscience is like a window that illuminates the light of God which comes from beyond. Conscience helps us respond to the moral law of God, just as our inner ear helps us respond to gravitational law.

Discuss "What the Documents Say" (page 23)

Read the section "What the Documents Say" together in class, and then discuss what it means when we say that we meet God in the sanctuary of our conscience.

Project

As a way to emphasize the importance and primacy of conscience, ask your students to research and report on Thomas More and Franz Jaegerstaetter, two extraordinary individuals who refused to violate their conscience and chose to remain faithful to God. Both were martyred for their conscience decisions. Here is a brief summary of their lives:

Thomas More (1478–1535),

Sixteenth Century Man of Conscience

- A lawyer, a statesman, a writer, a family man with four children
- Wrote *Utopia*—a portrayal of an ideal state
- Helped the king of England, Henry VIII, argue against Martin Luther
- In 1532, the clergy made a complete submission to the king's will; Henry wanted to divorce Catherine and separate from Rome's authority
- Refused in 1534 to take the Oath of Supremacy, which repudiated papal supremacy, when ordered to do so by the king
- Court sympathizers tried to trap More in charges of treason, but More brilliantly argued his case as a matter of conscience
- Beheaded on July 6, 1535; his last words were, "The king's good servant, but God's first."

Franz Jaegerstaetter (1907–1943),

Twentieth Century Man of Conscience

- A farmer, a laymen devoted to his family—wife and three daughters
- The only man in the village of St. Radegund, Austria, to vote against legitimizing the Nazi's "protective" invasion
- Villagers believed that "religious enthusiasm had softened his brain"
- Jaegerstaetter refused to sign the loyalty oath to the Nazi party
- Beheaded on August 9, 1943, in the Berlin-Brandenburg prison for refusing to serve in the German army; his last words were, "I cannot believe that just because one has a wife and children, he is free to offend God."

Provide some reference materials for this research or give students access to library reference materials. For example, *Jaegerstaetter: Martyr for Conscience*, by Gordon Zahn, Erie, PA: Benet Press, 1984. *Butler's Lives of the Saints*, edited by Michael Walsh, (new edition) Tunbridge Wells, Kent: Burns & Oates Limited, 1991.

Closing Prayer Reflection

Read Romans 13:8–10. Reflect on how loving others has been a fulfillment of the commandments.

Lesson Three: Two Principles of Conscience: Form It and Follow It (pages 24–27)

Catechism Focus

This lesson will continue exploring paragraphs 1776–1802 in the *Catechism of the Catholic Church*. Catholic moral teaching includes both the proper formation of conscience and acting in accord with conscience as stated in paragraph 1783.

Opening Prayer Reflection

Remind the students that Sacred Scripture is a unique source of prayer. Praying the words of Scripture unites us with God's own word to us. Begin the lesson by inviting them to meditate on Romans 2:14–16.

Board

Write out the moral decision-making tool DECIDE on the board and explain in detail the six steps. Use the student workbook material on pages 24–26 to guide your explanations:

- D — **ig** out the facts.
- E — **xercise** imagination to figure out alternatives and effects.
- C — **onsider** the wisdom of others.
- I — **mitate** Jesus.
- D — **ecide** to do right.
- E — **valuate** the decision you made.

Discuss

Present "Sure Guide: The Magisterium," which is found on page 25 of the student workbook, and relate the importance of the Magisterium in our decision-making process.

Activity

Invite your students to form into small groups. Provide each group with a copy of the worksheet "You DECIDE!" found on page 22 of this guide. Have each group work together to complete the activity. After all the groups are finished, invite each group to share the results of its work with the other groups.

Discuss "Q & A" (page 26)

Present the "Q & A" section on page 26 of the student workbook. Using this section, review the steps in developing a well-formed conscience. Invite discussion of your presentation. Make sure the students understand the importance of responsible conscience formation.

Video

Understand the Catechism: Morality, Video segment 1: "Conversion and Strength." Watch this segment of the video with your students. Distribute copies of the video discussion guide, which is found on page 23 of this guide, and lead the group in a discussion of this segment.

Journal "Making a Decision" (page 27)

Introduce "Making a Decision" and allow time for your students to respond to the questions given in this section. Have them write their responses to the Scripture part of the activity in their journals. Then elicit responses to "Making a Conscientious Decision" and invite students to share their responses with the rest of the group.

Closing Prayer Reflection

Begin with a short period of silence where students can reflect on conscience formation. Then pray together this Penitential Rite from the Roman Missal.

Lord Jesus, you have shown us the way to the Father:

Lord, have mercy.

Lord Jesus, you have given us the consolation of the truth:

Lord, have mercy.

Lord Jesus, you are the Good Shepherd, leading us into everlasting life:

Lord, have mercy.

Lesson Four: An Examination of Conscience (page 28)

Catechism Focus

This lesson will explore paragraph 1785 in the *Catechism of the Catholic Church*. An essential part of the formation of conscience is frequently examining one's conscience.

Opening Prayer Reflection

Invite the students to recall and reflect on the life of Thomas More. Then introduce and prayerfully read these words of More. Point out that Thomas More is professing his faith that in everything, God works for the good of those who love him.

Nothing can come but that God wills.

And I make me very sure
that whatsoever that be,
seem it never so bad in sight,
it shall indeed be the best.

Conclude by reading together the words of Proverbs 3:5-6.

Activity "An Examination of Conscience" (page 28)

Present the section and allow your students time to reflect on the questions privately. Then have them do one of these activities:

- Have them respond in their journals to the questions on page 28 of the student workbook.
- Provide an opportunity for your students to receive the sacrament of Penance.
- Have them create an examination of conscience more specifically designed for their age group.

Closing Prayer Reflection

As legend has it, this prose piece, known as "Desiderata," was left in the pew of an old church around the turn of the century. Since then, it has offered a gentle wisdom that is timeless. Invite one or two volunteers to prayerfully read it aloud.

Desiderata

Go placidly amid the noise and haste,
and remember what peace there may be in silence.

As far as possible without surrender
be on good terms with all persons.

Speak your truth quietly and clearly;
and listen to others, even the dull and ignorant;
they too have their story.

Avoid loud and aggressive persons,
they are vexations to the spirit.

If you compare yourself with others,
you may become vain and bitter; for always
there will be greater and lesser persons than yourself.

Enjoy your achievements as well as your plans.
Keep interested in your own career, however humble;
it is a real possession in the changing fortunes of time.

Exercise caution in your business affairs;
for the world is full of trickery.

But let this not blind you to what virtue there is;
many persons strive for high ideals;
and everywhere life is full of heroism.

Be yourself. Especially, do not feign affection.
Neither be cynical about love;

For in the face of all aridity and disenchantment
It is as perennial as the grass.

Take kindly to the counsel of the years,
Gracefully surrendering the things of youth.

Nurture strength of spirit to shield you in sudden misfortune.
But do not distress yourself with imaginings.
Many fears are born of loneliness.

Beyond a wholesome discipline, be gentle with yourself.
You are a child of the universe,

No less than the trees and the stars;
You have a right to be here.

And whether or not it is clear to you,
No doubt the universe is unfolding as it should.

Important Terms to Know

As a chapter review, invite the students to explain the "Important Terms to Know" found on page 28 of the student workbook.

Chapter Summary

Use the "Chapter Summary" on page 29 of the student workbook to reinforce the major points of the chapter, and to elicit and respond to any unanswered questions the students might have.

Exploring Our Catholic Faith

Use these exercises throughout your presentation of the chapter. They are designed to help the students reinforce, apply, and extend the concepts developed in the chapter.

Quiz

The quiz for chapter 2 is found on page 24 of this guide.

Answers:

The Sources of Morality—1.–4. and 5.–8: Accept any answer that effectively demonstrates the students' knowledge and application of the four sources of morality.

DECIDE—9.–14.: found on page 24 of the student workbook.

Conscience—found on page 28 of the student workbook.

Name _____

1. List the six steps of the DECIDE method.

D _____

E _____

C _____

I _____

D _____

E _____

2. Choose one of these moral situations. Use the DECIDE method to form an "upright and truthful" conscience.

1. Teenagers engaging in premarital sex

2. Cheating on a final exam

3. Getting drunk on the weekend with friends

D _____

E _____

C _____

I _____

D _____

E _____

3. Write out the specific details and analyze an individual moral situation of your own choosing. Apply the five steps of the DECIDE method to the case.

D _____

E _____

C _____

I _____

D _____

E _____

Name _____

Discussion Guide

1. Conversion is about change. Which comment on the video regarding conversion struck you the most? Why?

2. Reflect on these four areas of your life. Circle the area of your life in which you have experienced the most conversion. Explain your choice.

Spiritual (with God)

Social (with friends)

Familial (with family)

Emotional (with myself)

3. In your opinion, what does a person most need to make a successful conversion?

4. Where do you experience God's presence the most?

5. The video features several young people describing what strengthens their faith. What gives you the strength to do the right thing? To hang in there? To be strong?

6. List those things that challenge your faith. Choose one of the items you list and explain your reasons in detail.

Name _____

I. The Sources of Morality

Identify the object, intention, and circumstances in each of these cases.
Then state the morally good decision.

To Play or Not to Play?

Your best friend invites you to play golf with him at the country club where his family is a member, at his expense. When you arrive there, you discover that the club racially discriminates against several ethnic groups. What do you do?

1. Object _____
2. Intention _____
3. Circumstance _____
4. Moral decision _____

"It's No Big Deal!"

While returning home from a party, your teenage best friend lights up a marijuana joint. This comes as a total surprise to you. She explains that she rarely ever uses pot. She says, "It's no big deal." She asks you not to judge it until you try it, and she offers you a joint. What do you do?

5. Object _____
6. Intention _____
7. Circumstance _____
8. Moral decision _____

II. DECIDE

Fill in the steps to the DECIDE moral decision-making method:

9. D _____
10. E _____
11. C _____
12. I _____
13. D _____
14. E _____

III. Conscience

15. Define conscience.