Morals Module: Lesson Plan Template

Time: [insert time]

As you plan your lesson, identify areas that address one of the five MMP Essential Element. The five MMP essential elements are:

* **Intellectual Inquiry**
* **Personal Contemplation**
* **Community Conversation**
* **Strategic Decision-making**
* **Cultural Engagement**

# Key Question about Morals:

The key question about morals from the Moral Moments Project is: **We all believe stuff. What do you believe?**

# Lesson Objectives:

Students will be able to:

1. Develop a critical consciousness of their own value set
2. Define the process of socialization, primary agents of childhood socialization, and key mechanisms involved in the process.
3. Describe how children can ‘absorb’ certain values by observing the behavior of their parents or significant others and through stories.
4. Reflect on how we may hold personal values that we didn’t consciously choose as a reflection of who we are or who we want to be;

# Lesson Preparation:

1. Provide the following quote as a discussion prompt on a class discussion board.

*“The ordinary man so very rarely questions the principles in which he has been brought up, that he is usually willing, whenever he has a feeling that he ought to do 'x', to say on this ground that he ought to do 'x'.” R.M. Hare*

1. Divide the class into working groups of 4-5 people and set up separate zoom rooms for each group to use for an asynchronous class meeting.
2. Have groups decide in class when they will meet and determine whether anyone needs to be reassigned because of difficult schedules.
3. Add instructions to the module so students understand what steps they should take in this exercise.
4. Set up the blog.
5. https://en.wikipedia.org/wiki/Moral

# Warm up:

* Ask students to jot down a few words or phrases they would use to briefly introduce themselves;
* Write on white board some of the types of things they included;
* Introduce Iceberg chart to see where on the chart their choice would be placed;
* Talk about the different levels of the iceberg and how we decide what and with whom to share parts of ourselves;
* Remaining Iceberg activity left to homework for each to fill out to your comfort level

# Learning Activities:

1. Intellectual inquiry: Reading on socialization as a process of value transmission.
2. Personal contemplation: Reflection questions based on reading; Reflection of iceberg diagram;
3. Community participation: Use synchronous class discussion for students to reflect on public and private components of identity; our reliance on social categories for introductions; asynchronous participation in small group discussions motivated by the quote; subsequent synchronous class discussion that highlights group insights and connects to socialization reading.

## Homework: Self-assessment and Reflection 1

**Before Tuesday class**:

* Read the material on socialization.
* Complete the knowledge quiz on Canvas.
* Reflect on the Reading

Reflection Questions:

* 1. As you were growing up, who were the most important people in your life?
	2. What sorts of stories did they tell you about themselves?
	3. Who did you want to be like, and why do you think you felt that way?
	4. Do you still feel that way?

**For Thursday's class:**

* First take some time to add to the second tier of the iceberg. Try to include words that describe your ‘character’—how you routinely interact with others, what you consider to be your ‘virtues’ or your weaknesses.
* Reflect on the things you wrote in the second tier of the ice berg;
* Think about when and how you can first remember learning those things.
* Read the Wikipedia entry at <https://en.wikipedia.org/wiki/Moral> that briefly explains how some stories and some actions carry a message of morality. As we were growing up, especially as younger children, stories that we read (or were read to us) and experiences that parents or other important adults shared with us often had an explicit or implicit ‘moral of the story.’
* Last, use your zoom room assignment to engage in a group discussion for 30 minutes. Be sure you first assign roles (discussion leader, note taker, time keeper, and reporter).
* The discussion should be motivated by the quote below and your reflections.

 ***“The ordinary man so very rarely questions the principles in which he has been brought up, that he is usually willing, whenever he has a feeling that he ought to do 'x', to say on this ground that he ought to do 'x'.” R.M. Hare***

* The group reporter should post a minimum of three insights by Wednesday, 11:59 pm.

During Thursday’s class, one member of each group will provide a 3-5 minute summary of the discussion. After all groups have reported out, we will expand to a class discussion.

## Modifications

Suggestions and strategies for modifying the lesson plan above. You may want to add considerations for students who may struggle with the material, large or very small enrollment courses, etc.