



Lesson Plan

Morality at work	
Level, age of the students:	14-17
Subject:	Theology, Religion
Subjects involved:	Philosophy, Guidance
Aims:	<p>Explaining the social life equivalents of religion and moral rules, which are abstract in nature and therefore difficult to understand especially at early ages, in convincing ways.</p> <p>To raise awareness that the most important dynamics of social life are moral virtues such as safety, trust, honesty, loyalty, chastity, temperance, keeping secrets and decency.</p> <p>To introduce students to the opportunities that the basic moral virtues they will have while choosing all kinds of professions in their career plans will offer them in the professions they will specialize in.</p> <p>To raise awareness that each occupational group includes sub-virtues and moral virtues belonging to their own discipline, in addition to the basic moral virtues.</p>
Suggested # of students per group:	20-25
Time of the main activity:	15 minutes+ 15 minutes (2 different classes)
Material:	Smart board, video, field studies, clipboard, post-it.
Competences:	<p>To gain the will to strengthen personal moral equipment.</p> <p>To develop the ability to observe and classify individual life experiences within the framework of a certain purpose.</p>



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	To be able to explain that the interlocutors act within a religious, moral and philosophical background in daily life events.
Preparatory actions if any:	Before the lesson, students are asked to observe the people around them. They are asked to listen to the people around them, especially their memories of their business life, the examples of honesty they encountered during their life journeys and examples of their achievements.
Expected results:	To enable students to understand the relationship between religion, morality and social life, and to see the material and worldly benefits that morality will provide for them, as well as spiritual and otherworldly gains.
Expected difficulties:	Comprehension difficulties due to the abstract nature of the subject
Follow up if any:	To listen to stories about the moral, positive and negative behaviors they experience in their business life by hosting role model figures from the public and private sectors, who are senior managers or businessmen, in the form of 45-minute conferences 1-2 times throughout the year.

TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
5'	<p>a- First of all, students are asked to write the 5 basic moral virtues that they value most in individual and social life on their post-its. The aim here is to encourage students to think about the moral background of the actions they constantly do in daily life without thinking too much about it.</p> <p>b- Afterwards, students are asked to stick the post-its they have on the board.</p> <p>c- The teacher asks the students to read aloud the writings on the post-it to</p>	<p>Brainstorming</p> <p>Individual study</p> <p>peer work</p>



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	the whole class, which are pasted on the board to one or more people of their choice. At this point, the moral virtues written by the students are noted on the board, on one side being the ones that are mostly agreed on, and the ones that are written in few numbers on the other.	
10'	<p>a- The teacher gives a short evaluation speech on what the basic moral virtues are seen as in the history of religion, culture and philosophy.</p> <p>b- In this introductory speech, besides the theoretical discussions, the reflections of these discussions in practical life are especially handled.</p> <p>c- The reflections of moral virtues in daily life are explained in a concrete way that students can model in their own lives by giving historical examples.</p> <p>d- Sociological researches that moral individuals are prioritized in social life and that moral individuals are preferred in job applications and recruitments at all levels, from the smallest units to large organizations in the public and private sector recruitment, are conveyed to the students by the teacher. It is important to visualize these studies with graphic tables.</p>	<p>Lecture</p> <p>Exemplary and historical background detailing</p> <p>Sharing of research results based on concrete data</p>
5'	<p>a- Video(s) and visual materials prepared by the teacher, describing the achievements of moral individuals in life, are watched in this section.</p> <p>b- It is ensured that the views in these videos are evaluated by the students. It is aimed to prepare the ground for a limited discussion in the class and to present the opinions of the students on this subject.</p>	<p>Visual material monitoring</p> <p>group discussion</p>
10'	<p>a- In this part of the lesson, the teacher may ask the students to express their opinions while informing the students about the contribution of moral virtues to human life.</p> <p>b- The lesson is completed with concluding sentences about the achievements of moral individuals in life, their examples and their effects on career planning, based on their own experiences in their own lives and</p>	<p>Group discussion and statement of opinion</p> <p>Experience sharing</p>



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<p>what they have listened to, heard and read.</p> <p>c- Regardless of which profession they choose, when students take courses with religious culture and moral knowledge, the contribution of this course to their personality formation and the material and moral power they will gain in their career planning as a result of the realization of the gains obtained here are conveyed to the student in concrete sentences.</p> <p>d- If the students have questions, they are taken and explained by the teacher.</p>	<p>Lecture</p> <p>Question answer</p>
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