

‘Anna’s Choice’

Should Michael help Anna?

Why should he?

Why shouldn’t he?



How do we know
what 'the right
thing' is?



What do we mean
by *moral behaviour*?



Consider the behaviour on each card

Discuss whether this behaviour is...

- Always wrong
- Sometimes wrong
- Not wrong

Who decides?

Why might people disagree?

Morals



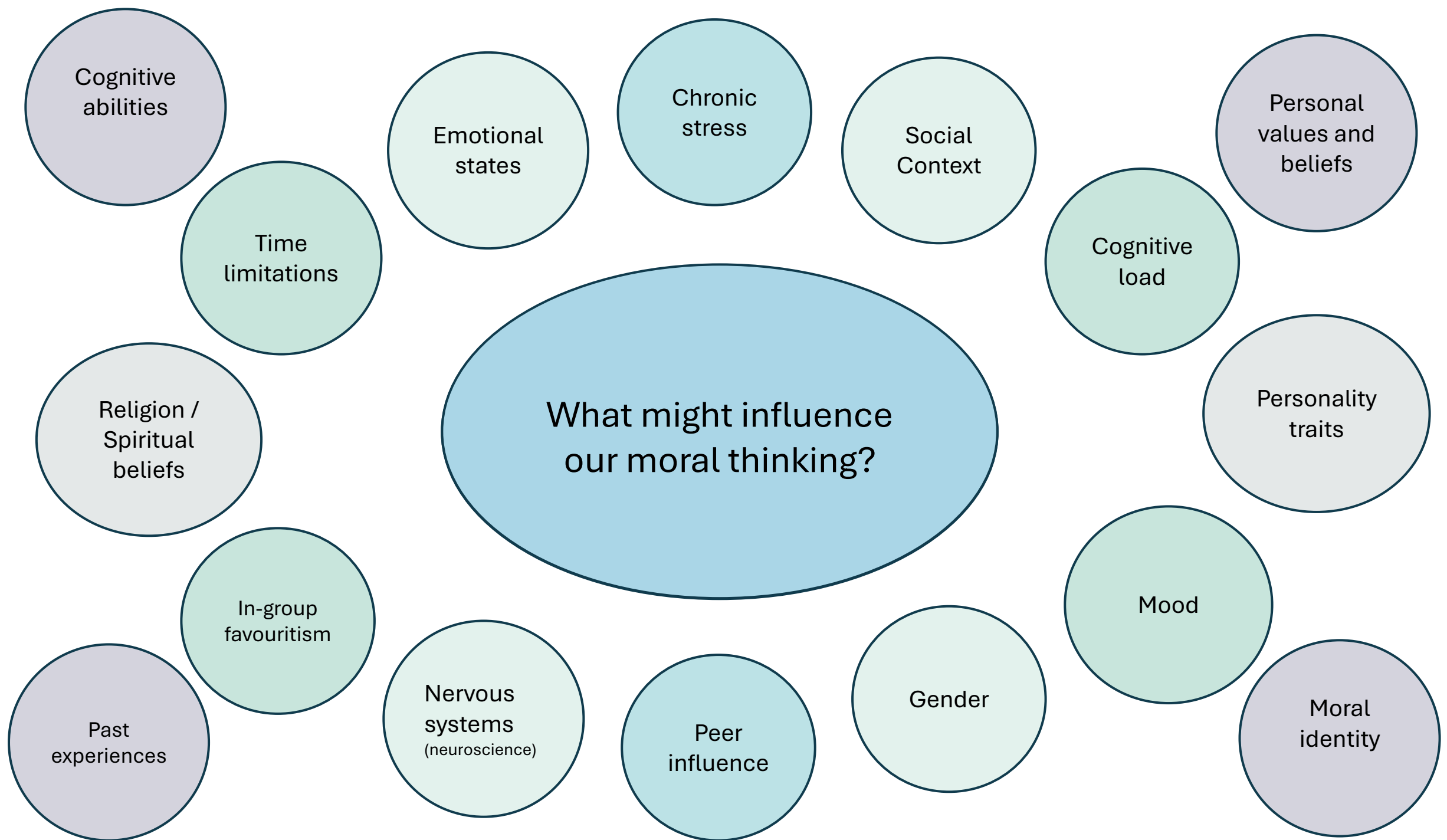
Guiding principles shaped by personal beliefs about right and wrong.



Ethics



A code of conduct shaped by communities, cultures, or organizations that governs what's acceptable in a given context or profession.



Learning morality and immorality

www.youtube.com/watch?v=dLAI78hluFc

How easy it is to teach children prejudiced ideas

Authority figures: Parents, teachers etc.

**JUST AS A CHILD IS BORN
WITHOUT FEAR, SO IS IT BORN
WITHOUT PREJUDICE.
PREJUDICE, LIKE FEAR, IS
ACQUIRED.**

- MARIE KILLILEA -

Explanations for the development of moral reasoning

Cognitive

Sociocultural

Freud's
psychoanalytic
view

Social Learning

Biological
bases

Cognitive approaches to moral development

How we *think* about right and wrong

- Increasingly complex thinking develops as
 - a) The brain matures
 - b) We develop our ‘schemas’
 - c) Developmental ‘stages’



Cognitive stage impacts ability to think about moral issues

Piaget's 4 stages of Cognitive Development

Stage	Age Range	Main features
Sensorimotor	Birth – 2 years	Learns through sensory experiences and motor actions Reflexes
Preoperational	2 – 7 years	Uses symbols words and images Egocentric Thinks intuitively, not logically
Concrete operational	7 – 12 years	Increasing logical thinking about objects and events Increasing ability to see another point of view/other's feelings Still struggles with abstract concepts
Formal Operational	12 - adulthood	Thinks abstractly and hypothetically about abstract concepts 'Scientific' reasoning Considers possibilities

Piaget and Moral Development:

‘The stories of the roll and the ribbon’

Alfred meets a friend of his who is very poor. The friend tells him that he has had no dinner that day because there was nothing to eat in his home. Then Alfred goes into a baker's shop, and as he has no money, he waits till the baker's back is turned and steals a roll. Then he runs out and gives the roll to his friend.

Henriette goes into a shop. She sees a pretty piece of ribbon on a table and thinks to herself that it would look very nice on her dress. So while the shop lady's back is turned (while the shop lady is not looking) she steals the ribbon and runs away at once.

Who is the naughtiest – Alfred or Henriette?

Younger children: Material consequences/ likelihood of sanction = determined right or wrong

Older children: Motivations and intentions impact upon judgements of morality



Piaget: children's reasoning

Most children under 8 years - heteronomy

Majority of over 10s – autonomy

Progress - different domains of thinking

Changes in thinking associated with understanding of social relations/social bonds

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Kohlberg's Dilemmas

Kohlberg was **not interested in the answer**, but in the **reasoning behind it**.

“Why is that the right thing to do?”

“Would it still be right if the people were different?”

“What rule or principle are you using?”

The Promise Dilemma

A man makes a promise to his dying friend but later realizes keeping the promise would harm someone else.

Question:

Should he keep the promise or break it? Why?

Focus: fidelity, trust, consequences, moral principles

Kohlberg's Moral Stage Theory

Level	Stage	Focus of Moral Thinking	Key Question Asked
Level 1: Pre-Conventional	Stage 1: Obedience & Punishment	Right and wrong are judged by punishment	<i>"Will I get punished?"</i>
	Stage 2: Self-Interest	Actions are right if they benefit the individual	<i>"What's in it for me?"</i>
Level 2: Conventional	Stage 3: Good Interpersonal Relationships	Morality means pleasing others and being "good"	<i>"What will people think of me?"</i>
	Stage 4: Law & Order	Right and wrong are based on laws and rules	<i>"What does the law say?"</i>
Level 3: Post-Conventional	Stage 5: Social Contract	Laws are important but should promote justice and welfare	<i>"Are these laws fair?"</i>
	Stage 6: Universal Ethical Principles	Moral decisions follow universal principles (e.g. justice, human rights)	<i>"What is morally right for everyone?"</i>

Gilligan: Gender differences

Criticised Kohlberg's theory:

- Gender biased
- Based on a 'Morality of Justice'

Added a '**Morality of Care**'

Stage	Focus of Moral Reasoning	Key Question Asked	Typical Thinking
1. Orientation to Individual Survival (Pre-conventional)	Care for self	<i>What do I need to survive?</i>	"I have to look after myself first."
2. Self-Interest / Instrumental Care	Self-interest with awareness of others	<i>What do I get in return?</i>	"If I help you, you'll help me."
3. Goodness as Self-Sacrifice (Conventional)	Caring for others	<i>What do others need from me?</i>	"A good person puts others first."
4. Responsibility and Care for Others	Duty and responsibility	<i>What am I expected to do?</i>	"It's my responsibility to care."
5. Balance of Care (Post-conventional)	Self and others balanced	<i>How can everyone's needs be met?</i>	"My needs matter too."
6. Non-Violence and Universal Care	Ethical principle of care	<i>How do I avoid harm to anyone?</i>	"Care should be fair and non-harmful to all."

Coffee break



10 minutes

Social learning approach



- We learn moral values from the people around us

Do toddlers notice skin colour?

If they do, do they attach specific opinions or judgements to skin colour?

Why might children start to notice this and change their behaviours accordingly?

- Bandura: **Cognitive Social Learning Theory**

Consequences

The Bobo Doll experiment:

www.youtube.com/watch?v=dmBqwWUg8U

Sociocultural Approach to moral thinking

Using the worksheet, discuss the different behaviours listed and decide whether each is...

Always
wrong

Sometimes
wrong

Depends

Sociocultural approach

Cultural norms

- Shape what people see as **right or wrong**
- Influence moral expectations around **family, honesty, authority, gender, and behaviour**
- Mean that **moral disagreement does not always arise from bad intentions**, but from different cultural values

Moral rules and social conventions

- Turiel - proposed Social Domain Theory, which explains how children develop an understanding of right and wrong. He argued that children distinguish between moral rules, social conventions and personal choices, rather than developing morality through one fixed sequence of stages.

Cultural differences in moral issues and social conventions

- Shweder proposed that moral development is influenced by culture, arguing that different societies can have different understandings of what is morally right and wrong. His work challenged the idea that morality can be understood through one universal framework based primarily on individual rights and justice.

Learning morality through interaction:

Vygotsky's sociocultural view

Social interaction as the foundation of learning:

Moral understanding develops through interaction with others

Cultural context shapes morality:

Moral values and norms are learned from the culture in which a person is raised

Language as a key tool:

Language used help individuals internalise moral (and immoral) concepts (discussion, storytelling)

More Knowledgeable Others (MKOs):

Adults or peers model behaviour and reasoning, guiding learners toward socially accepted moral standards

Zone of Proximal Development (ZPD):

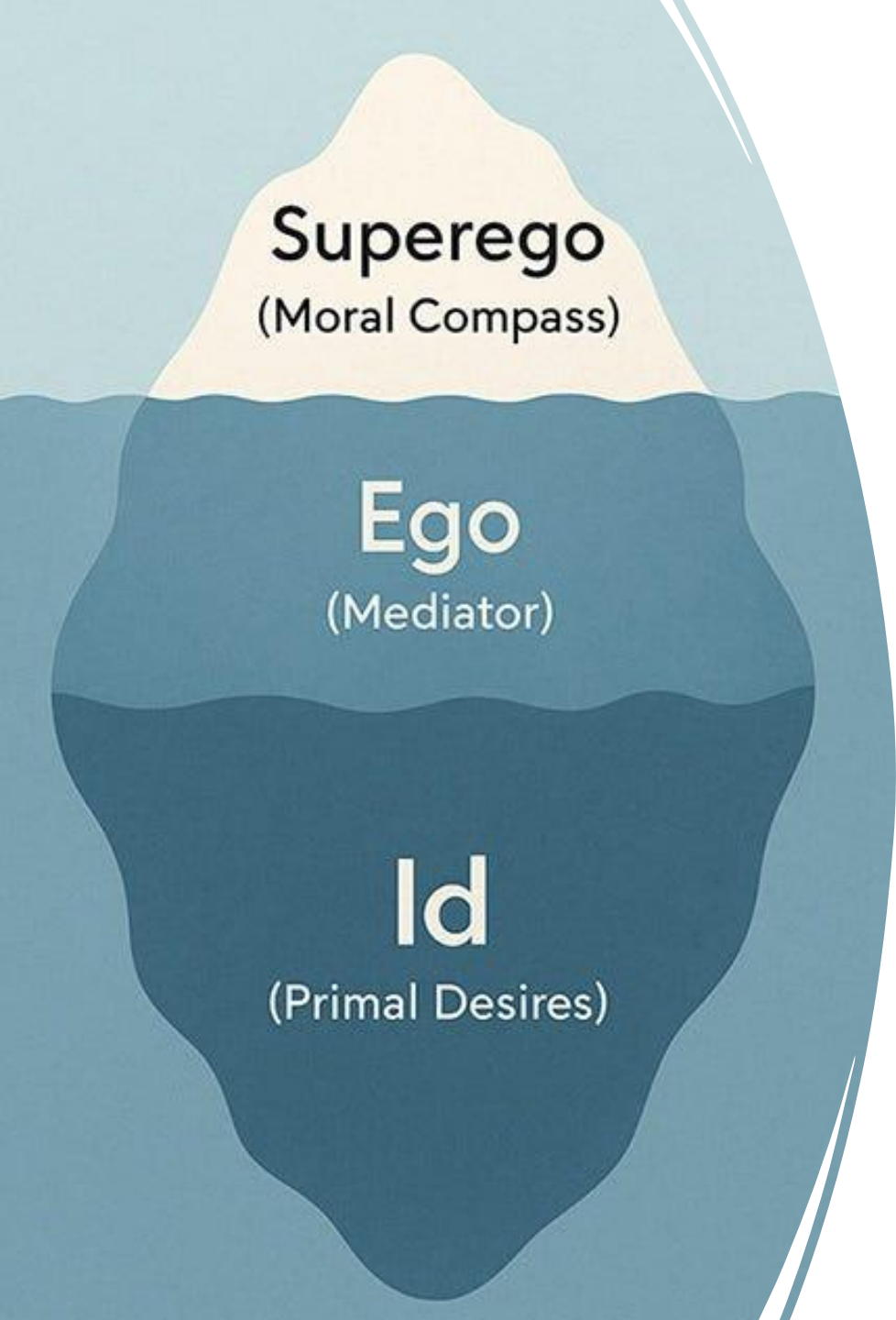
Moral reasoning develops when individuals are supported to think beyond their current level (to achieve cognitive development)

Internalisation:

Socially shared moral rules and values gradually become part of an individual's internal moral compass

Learning through participation:

Moral development occurs through active participation in social practices, rules, and shared decision-making



Psychodynamic / Psychanalytic approach

Moral development occurs through the formation of the **superego**

The superego develops as children internalise parental values, rules, and social norms

Coffee break



10 minutes

Biological approach: Brain structures interact

Prefrontal cortex:

- Caring
- Links feelings to decisions
- Careful thinking and following rules
- Links logic and self-control to moral decisions

Amygdala:

- Processing **strong emotions** (fear, anger, distress)
- Links emotional reactions to moral decisions

Cingulate cortex:

- Awareness of moral conflict
- links feelings of guilt and discomfort to moral decisions
- Self-reflection
- Links our values and who we feel we are to moral decisions

Striatum:

- Helps us learn which behaviours are **praised or punished** by society
- Links consequences to moral decisions

Insula:

- Feeling disgust, unfairness and empathy
- Links body feelings to moral judgements

Temporoparietal junction:

- Understanding other people's thoughts and intentions
- Links a sense of blame and judgement to moral decisions

Brain: moral thinking and behaviour

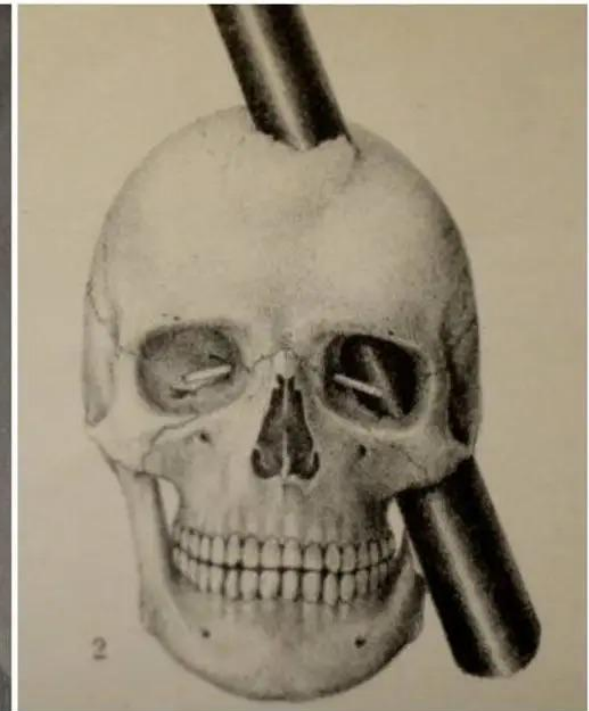
Brain damage, deficiency, delay or disease can interfere with moral thinking and behaviour

Phineas Gage: Damage due to accident

- Left frontal lobe
- Prefrontal cortex

Outcome:

- Impulsive, immoral and aggressive behaviour
- Alcohol abuse
- Marriage breakdown
- Difficulty maintaining friendly and romantic relationships



Brain: moral thinking and behaviour



Damage due to Dementia, such as Alzheimer's Disease, Lewy Body Dementia:

- Temporal lobes
- Parietal lobes

Increasing difficulty with cognitive functioning

- Memory loss
- Sensory misperception
- Emotional processing deficits

Behavioural outcomes

- Shoplifting – believes the items are their own possessions
- Verbally or physically abusive, makes accusations – paranoia
- Inappropriate behaviour (undressing in public, touching) – a chaotic form of communication
- Aggression – confusion, fear of people and/or the environment



Summary: Explanations of moral thinking and behaviour

Cognitive

Sociocultural

Psychodynamic

Social Learning

Brain



Assessment Practice

Assessment 1:

Identify the key points of the following TWO approaches:

- a) Behaviourist
- b) Cognitive

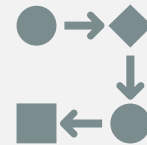
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Preparation, practice and support:



Identifying key points of an approach and write about these concisely and coherently.



Use **two other** approaches to practice.