Moral development

1) Sense of right and wrong
   What groups require of us
   Left previous social and moral and new. What moral rules of new environment are. Can be mismatch
   Subjective- right and wrong. Reflect value judgement – from osicla groups we belong to place in time and space
   Morality different from moral rules of this century
   Many ways of meaning morality psychologist have done and be ready for change for different purposes.

2) Teaching children to be ‘good people’
   Assumption is If you are only taut to be right ‘perfect’ moral beings
   Citization training on attempt 1928
   If taut moral – does not always have effect
   Follow rules when think we may get caught if not be in the moral way
   Less moral if can get away with it
   No relationship of say and do
   Psychologist take a question instead of philosophical abd do empirical perspective.
   Investigating outcome

   Social role – rules that govern behaviour of youngster variet of methods used.

4) Asking child to reticulate rules. Concept of rules is meaningless doing things cant. See development – extent take int account what we know and don’t.
   Bad enough child constructs its view of the world. Watching what they do when they play.
   Asking questions of physical world – moon beam at night. Explaining understanding.
   Technique start scenarios: make judgement and explain why made decision.
   First in field identified stages children go through moral reasonings

5) No sense of rules to follow. Awareness of rules only when accept commands.

6) Good v bad. Different outcomes. Worse outcome

7) See how they responded to outcomes. Child not differentiating from intentions.

8) 

9) Consequences not intention no consciousness (6 yearS) go to stage of heteromy morality.
   Rules are unchangeable. Authority. Handed down. This is how should play game. Faith in justice.
   Fear bad is going to happen and punished is present at this stage.

10) 9 years thinking of role intention. Stage of autonomous morality. Based on intention not consequence. At this stage can roles be changed? Child agree can be changed if participants agrees to change roles. Immant justice is gone away.
   Threaten to carry it through, different approaches how to discipline child.

11) No theory without criticism. Cross cultural rises issues.
    Mixed findings.
    Develop approaches underestimate abilities of children
    Nature of task
    Another issue, stories based are simpl and hypothetical if you want to study morality, have to ask what they do than what they think