**Happy, Fun Moral Development Notes!**

***-the development of principles that guide how we treat others***

**Part I – Lawrence Kohlberg**

* Discontinuous theory
* People develop morality through stages
* Not every person will reach the highest stages
* Consists of three levels and six stages overall



**Kohlberg’s Levels of Moral Development**

**Pre-conventional**

 Stage 1: Moral decisions are based on consequences of the action. “Will I be punished?”

Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stage 2: Moral decisions are decided on the benefits derived from the action. “Will I get what I want?” In this stage, decisions are also made on the principle of reciprocity. “Does the victim deserve it?”

Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventional**

 Stage 3: Moral decisions are determined by evaluating the action in terms of love and approval of family and friends. “Will my family or friends get mad at me?”

Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stage 4: Moral decisions are based on the precepts of law/and or religion. “Is this right according to the law/and or religion?”

Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Post-conventional**

 Stage 5: Moral decisions begin to account for the differing values, opinions and beliefs of other people. Rules of law are important for maintaining a society, but members of the society should agree upon these standards. “Rules should sometimes be broken.”

Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stage 6: Kohlberg’s final level of moral reasoning is based upon universal ethical principles and abstract reasoning. The individual establishes his/her own rules according to a personal set of ethical principles.

Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**So why don’t we love Kohlberg?**

* After conducting multiple tests, it was discovered that one specific group *always* scored highest on Kohlberg’s moral scale…MEN
* According to Kohlberg’s theory, men were universally more morally developed than women
* Strangely, some psychologists took issue with this…

**Part II Carol Gilligan’s Stages (A female perspective)** Her research reflected that women’s development was set within the context of caring and relationships, rather than in compliance with an abstract set of rights or rules.

Level I: Preconventional Level🡪 Orientation to Personal Survival

* + Stage 1: Caring for oneself
	+ Stage 2: Caring for oneself judged to be selfish
	+ Transition 1: from personal selfishness to responsibility

Level II: Conventional Level🡪 Goodness as Self-Sacrifice

* + Stage 3: Goodness is caring for others, frequently equated with self-sacrifice
	+ Stage 4: illogic of the inequality between self and others becomes evident; search for equilibrium
	+ Transition 2: from goodness to reality

Level III: Post-conventional Level🡪 The Morality of Non-Violent Responsibility

* + Stage 5: focus on dynamics of relationship to eliminate the tension between self and others
	+ Stage 6: care is extended beyond personal relationships to a general recognition of the interdependence of self and other, accompanied by a universal condemnation of exploitation and hurt

**Part III Piaget’s Cognitive Theory of Morality**

**Morality of Constraint:** moral rules are handed down by authority figures. They are unchangeable and unbreakable. ***Following rules is based upon fear of consequence***.

**Morality of Cooperation:** moral rules are socially agreed upon guidelines designed to fit the group. ***Decisions are made based upon more than just fear***.



**Part IV Empathy as a Moral Motivator**

* Development of empathy contributes to prosocial behavior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Progresses from infancy through adulthood
	+ **Global empathy** – distress cues from others may cause an infant to react as though it happened to them (0-1 year)
* Children will match emotions they witness
	+ **Empathic distress** – feeling the perceived pain of another person

 (1 year-adolescence)

* Children will feel the emotional pain of another person and respond accordingly
* Early on the child will attempt to help the other in distress, but from their own point of view. For example, a child may bring another crying child to her mother instead of the child’s own mother.
	+ **Empathy** (adolescence onwards) understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling.

