

# Daria Schaffeld's Two-Day Lesson Plan Designed for a Topic in Psychology

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**This plan addresses the following content standards from the National Standards for High School Psychology Curricula:**

## **Standard area: Lifespan Development**

### **Content Standard**

After concluding this lesson, students understand:

- 2. Theories of lifespan development
- 6: Adolescence

### **Content Standard With Performance Standard**

Students are able to:

- 2.2 Discuss theories of moral development
  - 6.2 Describe the development of reasoning and morality
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## **DAY ONE: Understanding Kohlberg's Theory of Moral Development**

### **Context**

I teach on a traditional 8 period day with 50 minutes per period. Human Development is my 3rd unit in AP Psych. It follows the Biological Bases of Behavior and my Intro Unit on the History of Psych, Perspectives and Methods. I teach my Human Development Unit thematically instead of chronologically. I begin with Physical Development and do various lessons that explain how we change physically (brain and body) throughout the lifespan beginning with infancy and ending with old age. Then I discuss Cognitive Development in infancy, followed by childhood, then adolescence, and then adulthood.

### **Step 1: Opening Small Group Discussion (5 minutes)**

To begin class today students will be seated with their AP Psychology Families and will discuss their thoughts on the topic of morality and moral development. No prior knowledge needed.

- What is morality?
- Where do our morals come from?
- How do they develop throughout life?
- Are we born good?

### **Step 2: Entire Class Discussion (5 minutes)**

After about 10 minutes, the class will be brought back together and the family leaders will be asked to stand to share a few thoughts that were discussed in their small groups.

### **Step 3: 60 Minutes Video Clip (15 minutes)**

I like to take the topic of moral development beyond Kohlberg. This video clip from 60 minutes is a great introduction to this 2 day lesson. <https://www.youtube.com/watch?v=FRvVFW85IcU>

Summary: Are We Born good? Babies help unlock the origins of morality. Can infants tell right from wrong? And if so, how would you know? Come to Yale's baby lab. Lesley Stahl reports.

### **Step 4: Lecture (5 minutes)**

At this point it is time to transition into Kohlberg's work. Students will be asked to take notes on a short lecture on the the psychological definition of morality and moral development and an introduction to Lawrence Kohlberg.

### **Step 5: Poll Everywhere (5 minutes)**

After the brief introductory lecture, students will share their thoughts on the following prompt.

1. If your friend came up to you with a copy of this years AP Psychology examination would you take a peak? Why or why not?
2. Let's say you are guaranteed not to get caught, would you cheat? Why or why not?

Using Poll Everywhere, students will share their thoughts on the above prompt publicly but anonymously. We are a 1 to 1 school. Poll Everywhere is an excellent resource when attempting to gather data quickly and anonymously.

### **Step 6: Lecture (15 minutes)**

Due to the sensitive nature of the prompts above, we will not discuss as an entire class but I will use this moral dilemma as inspiration for explaining the details of Kohlberg's Theory. The 3 levels and 6 stages of will be covered. The Heinz Dilemma will be used to help students process the levels and stages. I use Prezi as my lecture delivery method.

### **Homework Assignment**

Students will be asked to read a few pages from their textbook tonight to process Kohlberg a bit further and will be also asked to read tomorrow's family application exercise (see assignment at end of this lesson beginning on Page 4) so that their families can hit the ground running upon arriving to class.

## **DAY TWO: Applying Kohlberg's Theory of Moral Development**

### **Context**

I've executed this application lesson the past two school years and have been very pleased with the results. I created it last year because nothing I had tried up until that point seemed to help students remember Kohlberg's stages. They always understood the point of the theory and the basics but could never keep the 6 levels straight. Connecting the theory to characters that they know and love has really seemed to work.

### **Plan**

Students will meet with their Families immediately upon entering class. They will be given the class period to complete the assignment. Since I want to ensure that the group is working together and not dividing and conquering, only the leader will be invited to take out his/her iPad and will be the one posting their Families thoughts.

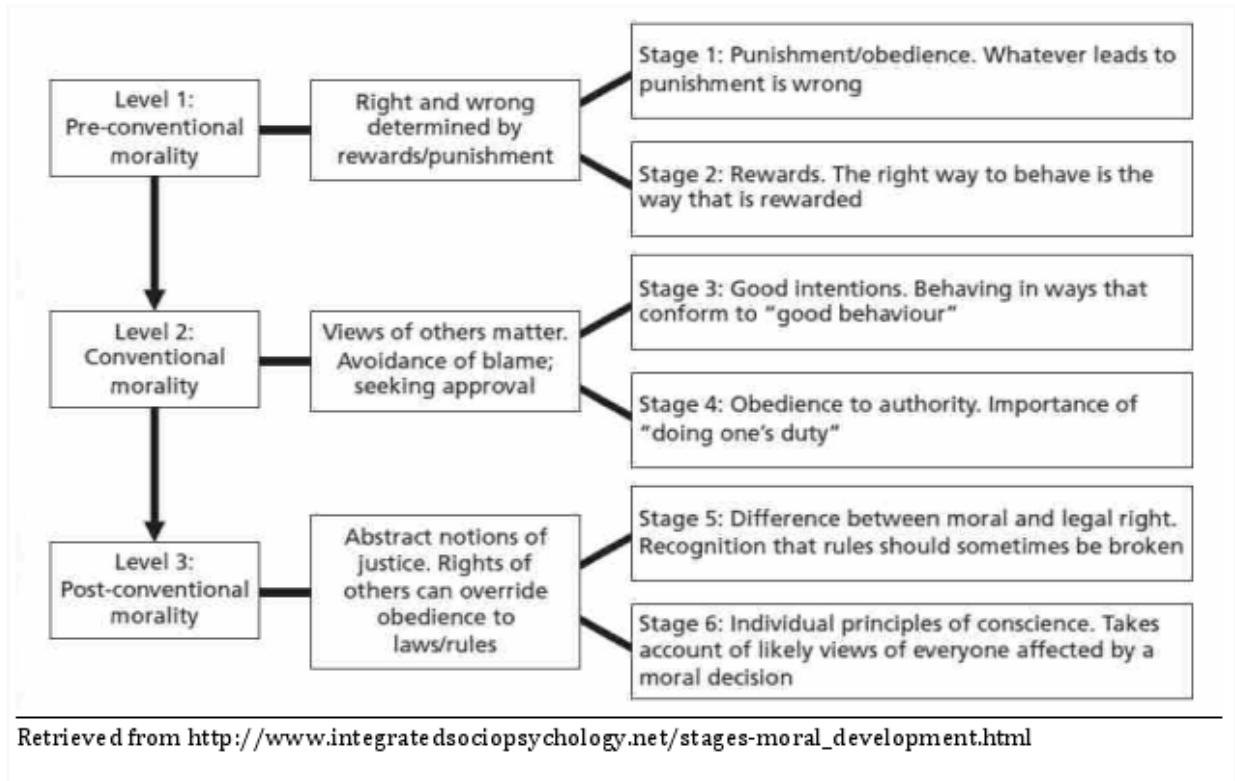
### **Homework**

This lesson typically is my final lesson prior to beginning Social Development. Thus, tonight students will prepare for a short quiz to be given in class tomorrow on Cognitive Development. My unit quizzes are always multiple choice and often include short answer.

# Kohlberg's Theory of Moral Development

## Step 1: Discuss

1. What was Kohlberg trying to accomplish with his theory?
2. How does moral development relate to cognitive development?
3. What is the difference between moral decisions and moral reasoning?
4. Discuss each of the stages. How does moral reasoning develop over time?



## Step 2: You and the theory

Read the prompt below. Come up with an accurate response for each of the 6 stages of Kohlberg's Theory. There is an image below the chart to assist you. Prompt: If your friend came up to you with a copy of this years AP Psychology examination, would you take a peek?

Stage	Peek or NO Peek?	Reasoning. The "why" is very important!
Stage 1		
Stage 2		
Stage 3		
Stage 4		
Stage 5		
Stage 6		

### **Step 3: Apply the Theory to Movie/TV Characters**

Literature, movies and television shows are filled with characters making moral decisions and the reasoning for those decisions. Your objective is to think of an example for as many of Kohlberg's stages that you can in the time provided. You are going to make a NEW Schoology post for each stage you discuss.

*Note: Keep in mind that ALL DECISIONS ARE NOT MORAL ONES. You need to think of scenes that are about "right vs wrong".*

#### **1. Your leader will make a Schoology post that includes 4 things**

- a. Name of Movie/TV Show
- b. Character Name and Image (or gif)
- c. The characters moral dilemma and decision (what is going on). Provide dialogue from movie or show if possible.
- d. Connect it to Kohlberg - Clearly demonstrate understanding of a character's behavior/decision making as applied to the theory.

#### **2. Please see my example below and model your posts after it.**

- a. Remember, any time you write you should be thinking "this is FRQ practice".
- b. Thus, use full and complete sentences and psychological vocab!

### **Schaff's Example**

#### **Movie: Ferris Bueller's Day Off ~ Character: Cameron Frye**

Early in the movie, Cameron is faced with the moral decision as to whether or not he should leave his house (he is home sick) and participate in the day fun in Chicago with Ferris and Sloane. He knows going out is the wrong choice (his parents called him out of school and he is expected to stay at home) but he is conflicted and is faced with a dilemma. He is obviously troubled by the choice ahead of him as he sits in his car (banging his head on the steering wheel) "He will keep calling me, he will make me feel guilty...I'll go I'll go I'll go..." In the end, Cameron decides to leave his house and go with Ferris and Slaone.



#### **Application to Kohlberg ~ Level 1 (Preconventional Morality) Stage 1 (Punishment Avoidance)**

The moral decision to leave his house when home sick is based on Level 1 Preconventional Stage 1 Punishment Avoidance Reasoning because Cameron does not want to be "**punished**" by Ferris (removal of friendship or Ferris mad at him as punishment) and believes he will if he does not go. Thus he goes on the adventure even though he should stay home and get healthy.

### **Step 4: Read and Reply to Classmates Posts**

After you write a post please read and respond to at least 2 other posts from other families. You can agree or disagree with what they wrote. You can help them see the situation from another perspective. Maybe they put a character in one stage and you think he or she belongs in another. Or maybe the character changes stages during the movie.