

Chapter 1 : Best Games for Teaching Children Right and Wrong

Teaching Right From Wrong I recently struggled with this question when my dog became ill with cancer. She was a loving 9-year-old black Labrador retriever who slept in my daughter's bed and greeted us cheerfully whenever we came into her line of sight.

Newsweek, March 13, The Roman Catholic Church pegs it at the early end of that range: Developmental psychologists and other researchers who study the question are not so sure. How old a child must be to both know in his mind and feel in his heart that lying, stealing, cheating, hurting--let alone murdering--are morally wrong is a matter of scientific debate. But the question of when is not nearly so fraught as the question of how. And that requires both cognitive and emotional components. The reason is that empathy, the key emotion supporting a sense of right and wrong, emerges early and, it seems, naturally. Toddlers offer their security blanket to a teary-eyed parent or a favorite toy to a distraught sibling, as if understanding that the very object that brings them comfort will do the same to another. The other emotional ingredients of conscience are that quaint pair, guilt and shame. Although some child advocates insist that no child should ever be shamed, scientists who study moral development disagree. In young children, the sense of right and wrong is born of the feeling that you have disappointed someone you love, usually your parents. If there is no one whose love you need, whose disapproval breaks your heart, you are missing a crucial source of the emotions that add up to knowing right from wrong and acting on it. Important as emotions are in the development of conscience, the heart can falter without the head. The very thought of shooting a little girl inspires in most people a profound feeling of horror. But feelings can fail us when we face more ambiguous moral choices, such as whether it is right to help a struggling friend cheat on a test. Much as children pass through stages of cognitive reasoning, so they pass through six stages of moral reasoning. But most preschoolers also grasp and believe in abstract ideas like fairness and reciprocity. Also in the early years, roughly until 6 or 7, "most children make moral judgments on the basis of the damage done," says David Elkind, professor of child development at Tufts University. They condemn the child who broke three glasses while helping Mom load the dishwasher more than the child who broke one glass while playing with the good crystal. But after the age of 7 or 8, children begin to make judgments based on intent: By middle childhood, if all goes well, children begin to seek social approval. In the final stage, one that even many adults fall short of, abstract ideals guide moral reasoning. The age at which a child reaches these milestones of moral reasoning varies with how he is raised and how those around him act. Unlike empathy, full-fledged conscience does not seem innate. Children acquire the cognitive understanding of right and wrong by observing the behavior of the people most important to them, usually and hopefully their parents. If Dad reacts to injured pride--"He dissed me! Both autocratic and permissive parenting, although they seem like opposites, tend to shape the same behavior and attitudes in children. Children of permissive parents often struggle to learn the limits of acceptable behavior. They typically develop poor self-control, perhaps because anything-goes parenting conveys the message that none is needed. Autocratic parenting says that the course of control is outside the child--namely, parents--so there is no need to develop an inner moral compass. Authoritative means setting firm limits, letting your child know your views of right and wrong, but "explaining instead of forcing," says Berkowitz. Authoritative falls short of the "do it because I say so! For that reason, many cultural conservatives blame authoritative parenting for everything from kids who kill to gangsta rap, but authoritative does not mean permissive. It does not mean negotiating over whether a year-old can leave the house at 9 p. And it does not mean trying to lay out the fine points of retributive justice to a 2-year-old who just shoved the playmate who "pushed me first! It will come as no surprise to parents that children have built-in hypocrisy detectors. Heart and head will take a child only so far, however. How much he understood about the consequences of shooting and the finality of death is unknown. But choosing not to undertake a horrific act requires the third ingredient of conscience: Some people simply lack this stress response, but probably not because of a genetic defect. Compared with kids with a normal stress response, they had a greater chance of being criminals at the age of Perhaps low arousability makes kids seek out excitement and danger, Raine suggests. Or maybe it makes them fearless. When do the heart, the

head and the gut come together to produce, if not a moral philosopher, at least a moral child? These are class notes, intended to comment on readings and amplify class discussion. They should be read as such. They are not intended for publication or general distribution.

Chapter 2 : Helping Children Learn Right From Wrong â€¢ ZERO TO THREE

*Teaching Right from Wrong: Forty Things you can do to Raise a Moral Child [Arthur Dobrin] on calendrierdelascience.com *FREE* shipping on qualifying offers. Caring parents want to raise children who are kind, trustworthy, considerate and fair.*

She started sneezing one day. After taking her to the vet and then the specialty clinic it became evident that she had a slow growing cancer. We kept our daughter posted on findings while she was away at college, waited, watched and weighed the options. From the lens of comfort, Ziggy smiled, wagged her tail and pranced in spite of the fact that her sneezes now produced blood splatter that covered her, the walls, the floor and us. From a medical perspective there was little to be done except radiation to decrease the size of the tumor and forestall the inevitable. As for our daughter, she was right in the middle of exams. While this is not a pleasant circumstance to share, it highlights the complexity of teaching right from wrong. Medically, the end was getting closer and, with a daughter in college, radiation for Ziggy was not in the budget. Speaking of our daughter, how is she going to deal with the loss of her dog? Is this the right time? Do we try to hold on for another 8 weeks for her to come home? Clearly there is no one right answer. This is a complex issue with many facets to consider. There is the dog, our daughter, our home and our finances in addition to our own emotional reactions. This circumstance highlights for me the significance of teaching our children beyond right and wrong. While there are clearly things that are right and wrong, good and bad, black and white, most things are not so clear. There is great importance to teaching our children the ideas of context, perspective and shades of grey. What is right in one circumstance or from one perspective may not be the best answer. We all know about social lies and how necessary they are to getting along. So, the bigger challenge as parents is to address the considerations that underlie why something is right or wrong in that moment, circumstance or for that person. Our goal as parents is to raise thinking, responsible and hopefully compassionate human beings. It is therefore necessary to move beyond the simple dichotomy of right and wrong. As for our sweet, loving Ziggy, we decided to put her down in our home so we could be with her and love her to the end. We told our daughter after her exams. We still miss Ziggy.

Chapter 3 : Helping your child choose right from wrong - School A to Z

In our last post, we addressed the fact that punishment doesn't actually teach kids right from wrong. In fact, many studies show that punishment just teaches kids not to get caught doing wrong. So today, let's think about how children learn right from wrong.

Teaching robots right from wrong Scientists and philosophers team up to help robots make good choices Kathryn Hulick Apr 20, 2017: But one area where they stumble: Choosing among a series of options. What do you do? The answer seems pretty simple: Run over and try to stop her before she hurts herself. Who cares if you might be a little late for class? To figure out the best solution, such a decision balances the effects of your choice. You make such choices all the time. But what about robots? Can they make such choices? Should a robot stop your friend from falling into the hole? Soon, they might be. So robot developers are turning to philosophy. And with it, they are starting to develop robots that can make basic ethical decisions. A third robot is learning how to handle tricky situations in a nursing home. Such research should help robots of the future figure out the best action to take when there are competing choices. This ethical behavior may just become part of their programming. That will allow them to interact with people in safe, predictable ways. In time, robots may actually begin to understand the difference between right and wrong. The three laws The most famous set of rules for robots comes not from research but from a science fiction story by Isaac Asimov. Speedy is programmed with three basic rules: But the story shows that such simple rules may not be enough. The men gave Speedy an order to get some materials to repair their space station. But along the way, Speedy ran into danger. Rules 2 and 3 now contradicted each other. The robot found itself in an endless loop of indecision. And, it turns out, there were some other problems. These rules would certainly compel a robot to rescue your friend. For this reason, some scientists instead build robots with the ability to learn ethical behavior. A robot watches examples of people doing the right thing in different situations. Based on the examples, it then develops its own rules. The robot might, however, learn behaviors its creators do not like. It lets go of the leash in order to save a human in danger. When the robot returns home later without the dog, it needs to be able to explain what happened. Its ethics also should prompt it to go look for the lost dog! For many scientists working on such issues, their robot of choice is one named Nao. This humanoid robot is about the size of a doll. It can be programmed to walk, talk and dance. And in this research, Nao can even learn to do the right thing. This roboticist "an engineer who builds robots" works at University of the West of England in Bristol. A robot would need a human-like ability to think and reason in order to make ethical decisions, he thought. But over the past few years, Winfield has changed his mind. Scientists should be able to create a robot that can follow ethical rules without thinking about them, he now concludes. The hard part is getting the robot to notice a problem or danger. Remember your texting friend who was about to fall in a hole? Deciding to save her requires more than just a sense of right and wrong, Winfield says. You also know that falling into a hole would hurt. Finally, you can predict whether you have enough time to run over and stop her. This all seems completely obvious. In fact, it is pretty amazing behavior. They named their new Nao A-Robot, after Asimov. A-Robot can recognize other robots in its environment. It can predict what might happen to them and to itself in the near future. Finally, it automatically takes action to help in a way that will cause the least harm to itself and others. Researchers have programmed a robot to rescue others who seem to be in danger. But they had to modify the situation a bit. Instructions tell A-Robot to walk toward a goal on the other side of the room. But when it notices that an H-robot is heading toward the danger area, it veers off its path to intervene. When two H-robots need to be rescued, however, A-robot tends to get stuck. It wavers from side to side, unsure which to save. Usually, it ends up saving neither. Clearly, there is still work to do. A-robot is still an ethical zombie, though. It just follows the instructions in its programming. It has no idea that a choice even exists. I will catch you Another Nao robot is no zombie. It has the ability to predict the near future. But when it foresees danger, it can choose not to act. He is a computer scientist at Tufts University in Medford, Mass. Story continues below video. A Tufts University lab taught Nao to look for danger and only proceed if there was none ahead. If it walks forward, it will fall. It decides to walk forward despite the danger. Scheutz

believes that a robot should recognize that it has a choice to make. Then, it should consider consequences of each possible action. Once it chooses, the robot must be able to explain its reasoning. The robot realized that it had to pick up the knife by the blade in order to avoid harming a human when handing it over. Right now, the Tufts robot can only decide to act or not in response to specific instructions. But the researchers are working on more complicated situations. For a new demonstration, the team worked with PR2, a robot that is better than Nao at grasping objects. A researcher asked PR2: It also realized that the blade of a knife is dangerous. So it made sure to hand over the knife handle-first. The right medicine Winfield and Scheutz both built robots with basic ethical systems meant to avoid harm. However, many ethical questions are far more complex. For example, what should a robot in a nursing home do if a patient refuses to take the medication it offers? The patient may need this medicine to improve or at least to not get sicker. A third team of researchers created a program for Nao that can resolve this dilemma. Susan Anderson is an ethicist – a philosopher who studies ethics – at the University of Connecticut in Stamford. Susan and Michael Anderson programmed their robot, Nao, to handle ethical dilemmas that a robot might face while working in a nursing home. University of Hartford Instead of trying to write their own rules for Nao, the Andersons instead turned to machine learning. This is a technique that allows a computer or robot to learn from examples. The Andersons gave the machine-learning program several examples of the medication dilemma, along with the correct action to take in each case. From these examples, the program came up with a single ethical principle. The rule looks at the amount of good a medicine will provide. It also considers how much harm could occur from not taking the medicine. It also may remind the patient again later or alert a doctor. The Andersons published the results of their work with Nao in

Chapter 4 : Learning Right From Wrong

A few years ago, my husband went to pick up our eldest child from a playdate at a neighbor's house. At 4, absentminded Sam had already lost a number of other kids' toys, so when he asked his dad if he could bring home an action figure, Haywood reminded him of our new no-borrowing rule.

It seems they have many challenges that most of us have integrated in our lives successfully. As I think of the many questions these are some that come to mind. How do we help an autistic child to freely talk and express themselves? How do we help an autistic child to feel emotion and use their eyes to make contact with others? How do we make it easier for an autistic child to experience change in their normal routine and accept it? How do we help our autistic children to eat healthier and not be as fussy? How do we help our autistic children while they are experiencing a meltdown and help them afterwards? How do we teach our autistic children in understanding right from wrong so they finally do understand? How do we teach our autistic children the fundamentals of sports so they have less difficulties with coordination and gain an appreciation of sports participation? I have learned though that it is very important to embrace your autistic child and show them love, understanding and compassion. Equally as important is letting them know that you will always be there for them no matter what. I have had times of great frustration in seeing my son struggle and seemingly shy away from others. I know the pain of being lonely and feeling shy so I certainly can empathize with my son. I only wish to see him be happy, feel good about himself, make friends, follow the rules, behave appropriately at school, in public, at home and at family gatherings, do his homework and always try his best in whatever he does. I am praying for my son everyday and hoping his behavior will improve as he realizes the consequences of his actions. He is a pre-teen and I am concerned for him during his teenage years and hoping he will be a mature and responsible kid as he grows. He has his share of difficulties socially and sometimes has a disconnect with reality and acts out in ways that are considered inappropriate and I get so frustrated because it seems no matter how many times I talk to him to help him in realizing right from wrong he seems to not understand and I am trying my hardest in looking for answers as to why. Anything can cause him to react out and have a bad outburst such as a meltdown. He does not seem to have a grasp of his surroundings at times and will react. This is quite hard on us as his parents. We want him to always feel comfortable within himself in any given situation and it seem that is not so easy for him. We speak to parents of autistic children and they also feel similar to us in how their child will react out at any given time and any given moment. It is a financial drain also as we are responsible for part of the medical bill and seemingly not getting all that we need to help our son. I wish I knew how to calm my son and get him on the right track. Is it going to be sedation from medication that we will ultimately have to choose or will he finally come around as he matures? Honestly I do not want to have to face that choice as I lost my mom to being heavily sedated from medication from her illness and it affected me and made me realize how so unfair life can be sometimes. No matter how difficult the road seems and how emotionally draining the situation I need to always be there for my son and guide him as best I can. I am far from an expert in raising an autistic child and I personally have not met an expert in childcare but I do know that my son needs me and needs our love and encouragement and that is certainly something we can provide as his parents. I also need to be as patient and understanding with my son as I possibly can and be not only his father but his friend. When I was told long ago we would face many challenges in our life I did not realize that my biggest challenge would be in understanding my son and loving him with all my heart and soul and being the best dad that I can possibly be. This is my greatest challenge and one I accept with all the love in my heart. My son also has the biggest challenge in his life and that is to always listen, follow the rules, try his best always and find the internal strength to conduct himself appropriately in all situations and live his life to always respect, honor, obey and know we are there with him and God is always by his side. This is his fight to be the very best he can be and we are on his side as we always have been. Matty, Please always remember this!

Chapter 5 : Teaching robots right from wrong | Science News for Students

The Wrong Way to Get People to Do the Right Thing The Human Nature of Teaching II: What Can We Learn from Hunter-Gatherers? Why We Need to Talk with our Kids about Occupy Wall Street, the Tea.

Each child has two crackers, but one of the children has taken a third cracker. One of the other children takes the extra cracker away and puts it back in the snack basket. Where does this sense of fairness come from? How do children begin to develop a sense of right and wrong? Believe it or not, moral awareness starts emerging very early in life—long before a child can tell us about it. What the Research Says How do we measure the morals of babies before they can speak? Imagine your baby is watching a puppet show: A circle puppet is working hard, trying to make its way up a hill. Soon, a yellow square comes along and gives the circle a helpful push toward the top. Then, a red triangle comes onstage and pushes the circle down the hill. Nurturing relationships in which young children feel loved, understood, and responded to, are the foundation for empathy and social-emotional development. After a group of 6- to month-old infants watched a puppet show at the Infant Cognition Center at Yale University, each was offered a helpful square puppet and a naughty triangle puppet on a tray. What Can We Do to Help? We can offer kindness and model empathy. As calm, steady caregivers, we help children develop a conscience. A good conscience is the internal voice that encourages us to act with compassion, respect, and fairness. It also prods us to make things right as well as we can when we do not behave our best. We can highlight differences. What rides do you like? We can provide boundaries. Setting age-appropriate rules that are grounded in kindness and respect also helps nurture the fairness and decency we all want to see in our children. For example, the rule might be that hands are for hugging or clapping, and not for hitting. When children break rules, adults can provide calm guidance. We can help children make sense of their emotions. Emotions are not right or wrong, but the way we act on them can be helpful or not-so-helpful. You are really screaming! Give me back my train! Why Patience Is Key Children do show empathy for others starting very early in life. In fact, babies cry more when they hear the cries of other babies than they do when they hear tape recordings of their own crying. But, like all skills, morality, ethics, and compassion develop over time. We need to keep this in mind when young children are not able to show kindness and moral decision-making on a regular basis. You are their teacher, guide, trusted authority figure, and later—when they are adults—their friend. Each issue offers science-based information on a topic of interest to parents and caregivers of young children—from sleep to challenging behaviors, and everything in between.

Chapter 6 : Teaching Right from Wrong: Forty Things you can do to Raise a Moral Child by Arthur Dobrin

Take the time to talk with your children. Talk about what they did right, what they did wrong, how to make better moral decisions, what character traits God wants to see in us, and why you've made certain choices in your own life.

Transcript At a glance Be a role model “ if you behave consistently, your child will learn from you. Create an environment at home where you talk about what happened at school, and go into depth with questions like, “How did you feel about it? Provide a safe environment with some well-defined boundaries, explaining why you feel the way you do about a certain issue. A very interesting subject this time “ ethics. James Now, did you agree with what I said in the introduction? Simon Well it depends on what you are trying to do. I mean, I think the key to getting children to be supported and to play a supportive role with them as they develop as ethical beings is, firstly, to be consistent yourself. You really need to know something about what you stand for and to be able to give expression to that in your own conduct in relation to your children. But also to get them to the point, as soon as you can, where they start to think a little bit about the sorts of situations they are making choices about. These schools, I know from when my own children were in primary school, they had a really well-developed ethical code that was there, which was about respect for each other and the world they lived in, and to be proud for what they were and honest and things of that kind. One of the things you said earlier was to ask questions “ when, how and that information gathering process, which is only possible if your child is open to you and trusts you “ sounds like a very important first step. Of course, reality too is that people live very busy lives and as children get older they may not want to share all of the details of their day at school. And so a way in which to engage with that is of course not just to have a climate for open communication with your child, but also for parents to be involved with the school. I know there are lots of things that parents do in support of their children. James So, you gather information as much as you can. Children are remarkably well-attuned to basic ethical concepts, even from an extremely early age. They will be upset if some other child comes and takes something of their own which they know should be theirs. Why do I have to do it? How can you assist in steering them back? Simon Well I think, all I can talk about is my own approach to this and that is to provide “ James The cane! To provide a really safe environment in which at each stage of their life, there are some well-defined boundaries, which are there not just because you say so “ although ultimately you have to evoke on occasions your authority as a parent for their own protection “ but because, those boundaries are there because you can give some kind of account of the way things are in the world and the kind of experience they need to have. Now within those boundaries “ James Can you give me an example of one? And then you can have points of contention. Simon Yes, both a well-developed sense for yourself and with your partner and family, but also bearing in mind the framework for the school. For example you might hear your child talking about what a group of other people were doing, for example, bullying someone “ Simon Yes, any of those things, and you can either just let it go, or you can use it as an opportunity to say, “What do you think about it? There is a place for that, but particularly in the early years, being alive to the circumstances that the child is experiencing, being attuned to their world and responding to that and making it all constantly real for them. James Simon Longstaff, thank you very much. James Thanks for listening. For more information check out the School A to Z website at [www. Dr Simon Longstaff](http://www.DrSimonLongstaff.com) Simon Longstaff is a philosopher whose focus is in the field of ethics. He has been executive director of St James Ethics Centre since The not-for-profit centre provides a non-judgemental forum for the exploration of ethics.

Chapter 7 : BIBLE VERSES ABOUT KNOWING RIGHT FROM WRONG

Teaching Right from Wrong: The Moral Education of Today's Youth. DiGiacomo, James J. For moral education to be effective, it must take into account the cultural, philosophical, and religious factors that influence moral development.

He made it known by sending his angel to his servant John, who bore witness to the word of God and to the testimony of Jesus Christ, even to all that he saw. Blessed is the one who reads aloud the words of this prophecy, and blessed are those who hear, and who keep what is written in it, for the time is near. John to the seven churches that are in Asia: Grace to you and peace from him who is and who was and who is to come, and from the seven spirits who are before his throne, and from Jesus Christ the faithful witness, the firstborn of the dead, and the ruler of kings on earth. To him who loves us and has freed us from our sins by his blood He made it known by sending his angel to his servant John, Galatians 5: I, Paul, say to you that if you accept circumcision, Christ will be of no advantage to you. I testify again to every man who accepts circumcision that he is obligated to keep the whole law. You are severed from Christ, you who would be justified by the law; you have fallen away from grace. For through the Spirit, by faith, we ourselves eagerly wait for the hope of righteousness. The old has passed away; behold, the new has come. Rise and be baptized and wash away your sins, calling on his name. One person believes he may eat anything, while the weak person eats only vegetables. Let not the one who eats despise the one who abstains, and let not the one who abstains pass judgment on the one who eats, for God has welcomed him. Who are you to pass judgment on the servant of another? It is before his own master that he stands or falls. And he will be upheld, for the Lord is able to make him stand. For God did not send his Son into the world to condemn the world, but in order that the world might be saved through him. Jesus also was invited to the wedding with his disciples. My hour has not yet come. Are we to continue in sin that grace may abound? How can we who died to sin still live in it? Do you not know that all of us who have been baptized into Christ Jesus were baptized into his death? We were buried therefore with him by baptism into death, in order that, just as Christ was raised from the dead by the glory of the Father, we too might walk in newness of life. For if we have been united with him in a death like his, we shall certainly be united with him in a resurrection like his. Hear, O heavens, and give ear, O earth; for the Lord has spoken: They have forsaken the Lord, they have despised the Holy One of Israel, they are utterly estranged. Why will you still be struck down? Why will you continue to rebel? The whole head is sick, and the whole heart faint. Fret not yourself because of evildoers; be not envious of wrongdoers! For they will soon fade like the grass and wither like the green herb. Trust in the Lord, and do good; dwell in the land and befriend faithfulness. Delight yourself in the Lord, and he will give you the desires of your heart. Commit your way to the Lord; trust in him, and he will act. All the descendants of Jacob were seventy persons; Joseph was already in Egypt. Then Joseph died, and all his brothers and all that generation. But the people of Israel were fruitful and increased greatly; they multiplied and grew exceedingly strong, so that the land was filled with them. Suggest a Verse Enter a Verse Reference e. Unless otherwise indicated, all content is licensed under a Creative Commons Attribution License.

Chapter 8 : Moral Machines - Hardcover - Wendell Wallach; Colin Allen - Oxford University Press

Robots of the future will face tricky dilemmas. Researchers are working on tools to help robots make the right choices and keep people safe.

Chapter 9 : Teaching Right From Wrong

Find knowing right from wrong lesson plans and teaching resources. Quickly find that inspire student learning.