

Subject	<u>Psychology</u>
Class/ Division	<u>Year 9 (A-F)</u>
Week	<u>8</u> <u>18th – 22nd October 2020</u>
Work send to students via	<u>Google Classroom</u>
Total number of lessons per week	<u>4 lesson</u>
Chapter 1 (Term 1 Lesson)	<u>Development</u>
Lesson Topic	<u>Issues and Debates around the Development of Morality</u>
Content in Development	<p><u>Learning objectives:</u></p> <ol style="list-style-type: none"> a. Define pre-conventional, conventional and post-conventional stages of morality. b. Use content, theories and research drawn from cognitive development to explain development of morality and morality issues <p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> a. Define the terms moral and morality. b. Explain the meaning of pre-conventional, conventional and post-conventional stages of morality. c. Discuss how different theories used to explain the development of morality in humans.
Task	<p>Task 1:</p> <p>Evaluate the strengths and weaknesses of these theories. (zoom session)</p>

Resources	Task 2: Application Question will be posted in Google classroom. Compare and contrast Piaget's and Kohlberge's theory of moral development and with Damon on developing a moral self. Textbook pp. 24-27 Ppt.
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