

## APPENDIX A

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# Guidelines for Moral Education

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### I. AIMS AND OBJECTIVES

The long-term aim of moral education is the development of human beings with empathy, a sound conscience and strong self-concept, and the ability to make wise value judgments. Achievement of this goal requires the development of at least ten essential virtues by means of (1) carefully selecting and organizing the experiences to which the child is exposed, and (2) modeling and reinforcing appropriate behavior. The following list could be debated, and no doubt could be added to or subtracted from. However, it would seem to represent the ethical core of the great world religions and philosophies, and to incorporate those attributes most necessary for individual fulfillment and group life. Individuals who learn to be virtuous in these terms will be sensitive to the needs and suffering of others, self-disciplined and self-assured. They will also be equipped to apply ethical principles to the problems of everyday life.

### II. VIRTUES REQUIRING INCULCATION

1. *Compassion* (based on empathy and manifested in kindness and helpfulness)
2. *Honesty*
3. *Nonviolence* (involving a desire for peaceful relations with others, tolerance and a willingness and ability to employ compromise rather than coercion in conflict resolution)
4. *Perseverance* (requiring self-discipline and manifested in the ability to defer gratification and to work hard to achieve excellence)

5. *Responsibility*
6. *A Sense of Justice*
7. *Courage* (manifested in the desire to explore new situations rather than to withdraw, and in the habit of asking questions and demanding evidence, rather than merely following the pronouncements and dictates of powerful others)
8. *Respect for the Rule of Law*
9. *Respect for Life*
10. *Respect for Human Dignity*

These virtues cannot be placed into the learner by fiat, nor by preaching. They must be slowly and painstakingly developed over the years, from infancy on, through the provision of experiences suitable for each age level. It is neither possible nor desirable to designate before-the-fact the precise activities that could be planned for all children in every learning situation. Nonetheless, the age-appropriate “desired learning outcomes” on the following pages can provide guidance for parents and educators in the selection of essential experiences, and in the protection of the child from those which serve to distort and cripple moral development. A few suggestions as to fruitful approaches are also included.

### III. SUGGESTED APPROACHES

#### A. Integration as the Necessary Premise

Moral education should not be perceived as an isolated “course” to be added to the curriculum. Rather, it implies a new way of teaching every subject. The virtues listed above should permeate the entire curriculum. Simply by operating in the role, every teacher is inevitably a moral (or immoral) role model. Therefore, all teachers must recognize their responsibility for developing moral values in the children who pass through their classes. The entire staff of teachers or leaders in a daycare facility or school or leisure-time organization who are working at each of the designated age levels are advised to form a planning group devoted to the attainment of the appropriate “desired learning outcomes.” The group will meet to discuss, confirm and readjust these learning outcomes at regular intervals. They will also share their plans for utilizing the opportunities provided by their regular course materials and activities in order to achieve the required moral education, and share the results of their efforts as well. They will realize that the “desired learning outcomes” are cumulative and ongoing; that is, all those listed for previous levels will have to be continuously reinforced and expanded, in conjunction with the incorporation of the new. Evaluation will be con-

stant and informal, with success or failure being reflected in the *behavior* of the children concerned—not in their verbalized responses.

### B. Culture, Current Events and Daily Experience as Sources

Some school subjects lend themselves more readily to the task of moral development than do others. For example, storytelling and reading (and, subsequently, literature) are rich sources of the vicarious experience critical for developing the empathy underlying compassion. Fables, legends and the poetry of earlier times, as well as biographies of worthy human beings: all can provide priceless moral inspiration, if suitably presented. History is a mine of the past actions of humankind, for good and ill—including information about the moral precepts of the great world religions and philosophies. Sports activities offer invaluable practice in following rules, cooperating and demonstrating consideration for others. Finally, and perhaps most important, everyday experience in any home or classroom provides ample opportunity for driving home moral lessons if the parent or teacher is appropriately motivated and adequately prepared.

### C. The Developmental Nature of Morality

Moral learning is integrally related to intellectual growth. In fact, at each level of development, a specific capacity to handle mental operations is necessary for the corresponding moral learning to occur. The “desired learning outcomes” for moral education listed in the following pages have taken this essential relationship into account. They are carefully planned to accord with the general developmental process of the average child at the relevant age levels. Teachers, parents and other moral leaders working in terms of these objectives will, of course, be aware that some children are more advanced intellectually than would be expected by their chronological age and others less so. However, we all need to be aware that intellectual maturity, in itself, guarantees nothing about morality. The total learning environment is crucial. While virtues are learned gradually from the experiences to which the child is exposed, the successful achievement of each level of moral development depends upon the prior achievement of a corresponding intellectual level.

### D. Discrimination as the Key

The necessary limitations and *restrictions* to be placed on the experience of the children concerned are as significant for subsequent moral development as is what is selected for *inclusion* in that experience. Every

source and activity available in the home or used in any school curriculum subject should be scrutinized carefully with the “desired learning outcomes” for moral education in mind. For purposes of moral development, only those experiences of listening, reading, viewing (and otherwise participating), which provide opportunities for learning *desirable* values—that is, the virtues—should be accessible in early childhood environments and educational settings. This is not a question of censorship. It is, rather, a question of discrimination in favor of making available to the children during their brief but precious time in our care, the *best possible* experiences in terms of our immediate and long-term objectives.

#### IV. DESIRED LEARNING OUTCOMES

##### A. Early Childhood (approximately aged 3 and under)

###### 1. *Compassion*

(a) To learn that animals and other people feel the same hurt (from pinches and rough handling) that one does oneself.

(b) To learn to recognize the rights and needs of other children in play situations.

###### 2. *Honesty*

(a) To learn what it means to pretend.

(b) To learn how to tell about what has actually happened.

###### 3. *Nonviolence*

(a) To learn not to strike or bite others.

(b) To learn that screaming and kicking do not result in attentive and loving responses.

###### 4. *Perseverance*

(a) To learn to sit quietly and look at pictures, or listen to short stories and songs or poems.

(b) To learn to complete simple tasks with building blocks and puzzles.

###### 5. *Responsibility*

(a) To learn where toys are kept.

(b) To learn to replace at least a few of the toys after play.

###### 6. *A Sense of Justice*

(a) To learn what it means to possess toys and to share them with others.

(b) To learn to share the time and attention of the parent or caregiver and to take turns.

### 7. *Courage*

- (a) To learn to explore unfamiliar spaces.
- (b) To learn to be away from family members for brief periods.

### 8. *Respect for the Rule of Law*

(a) To learn to accept *physical* limits such as hot stoves, light switches, and busy streets.

(b) To learn to accept *social* limits as established by caregivers concerning matters like sleeping times and eating habits as well as toilet training.

### 9. *Respect for Life*

(a) To learn to distinguish between living things that need special care and toys that do not.

(b) To learn that living things can get sick or be hurt.

### 10. *Respect for Human Dignity*

(a) To learn to feel loved and wanted.

(b) To learn to offer and accept expressions of love.

## **B. Nursery School or Kindergarten-aged Children (aged approximately 4 and 5)**

### 1. *Compassion*

(a) To learn that others feel pain, sorrow, humiliation, fear and happiness as one does oneself.

(b) To learn to recognize the kinds of actions that can hurt people and make them sad.

### 2. *Honesty*

(a) To learn to distinguish between fantasy and reality.

(b) To learn to describe real-life experiences clearly and precisely.

### 3. *Nonviolence*

(a) To learn that it is not possible to have one's own way all the time.

(b) To learn that people can disagree without fighting.

### 4. *Perseverance*

(a) To learn to sit quietly during the telling or reading of relatively long poems and stories, and to listen patiently to the contributions of other children.

(b) To learn to complete whatever simple tasks one has chosen to begin.

### **5. Responsibility**

- (a) To learn to help tidy up after eating or play time.
- (b) To learn to put away one's own toys and outdoor clothes.

### **6. A Sense of Justice**

- (a) To learn to distinguish between greedy ownership and generous sharing of possessions.
- (b) To learn that some children have less than others, and some children have more, but that does not make them either better or worse than oneself.

### **7. Courage**

- (a) To learn that it is not necessary to wear the same clothes as or to look and talk like everyone else.
- (b) To learn to speak up when someone is being bullied and to refuse to take part.

### **8. Respect for the Rule of Law**

- (a) To learn to behave according to the specific rules spelled out by the parent or teacher.
- (b) To learn to behave according to a set of rules about "good" behavior in general, as contrasted to "bad" behavior.

### **9. Respect for Life**

- (a) To learn to appreciate the beauty and importance of a variety of living plants and animals.
- (b) To learn about the helplessness and needs of babies, kittens, puppies and other pets and the role of human and other animal families in protecting and nurturing their young.

### **10. Respect for Human Dignity**

- (a) To learn that no one should be made to feel ugly, unimportant or stupid, or be excluded when children are being "chosen" for games.
- (b) To learn that we feel good or bad as a result of what we do, and because of what others do, and that others may also feel good or bad because of our actions.

## **C. Primary-School Children (aged approximately 6 to 8)**

### **1. Compassion**

- (a) To learn to "stand in the shoes" of people in other times and places, and to imagine their feelings.
- (b) To learn to see oneself through the eyes of others.

## 2. *Honesty*

(a) To learn that if one acquires the habit of lying, no one will listen when one is telling the truth.

(b) To learn that lies hurt the liar more than the one lied to, for every lie demands more lies to cover up the previous ones.

## 3. *Nonviolence*

(a) To learn that shouting and name calling lead to violence, and must be curtailed if the chain reaction to violence is to be avoided.

(b) To learn that any form of “ganging up” on individuals is taboo.

## 4. *Perseverance*

(a) To learn to stick to assigned tasks until they are completed, even though others may have finished faster.

(b) To learn that careless work is not acceptable.

## 5. *Responsibility*

(a) To learn that it is never possible to undo the hurtful or harmful things that one has said or done.

(b) To acquire the habit of punctuality, both in avoiding late arrival at school, and in being where one is supposed to be at the appointed time.

## 6. *A Sense of Justice*

(a) To learn that people differ in abilities, and that we can share our skills with others just as we share our belongings.

(b) To learn that one must never allow others to take the blame for what one has done, nor must one ever take credit for what another has accomplished.

## 7. *Courage*

(a) To learn to stand up against one’s friends if they are abusing some child or animal.

(b) To learn to refuse to break the rules, even if one’s friends are all breaking them.

## 8. *Respect for the Rule of Law*

(a) To understand that rules are necessary in games, or any other setting, in order to prevent cheating and to ensure an equal chance, and the maximum of freedom, for all players.

(b) To understand that rules are made by human beings in order to make it possible for people to live together in peace and order; and to protect the “commons” or public places.

### **9. Respect for Life**

(a) To learn how all living things are born, undergo changes as they develop, and eventually grow old and die.

(b) To learn how all living things depend on one another in some way, and that plants and animals depend in a special way on humans.

### **10. Respect for Human Dignity**

(a) To learn to appreciate and accept differences in people, including their diverse appearances and ways of doing things, and of celebrating special occasions.

(b) To learn that it is acceptable to doubt the religious or traditional beliefs of others and *vice-versa*, but that it is not acceptable to make fun of what others believe, or to abuse them because of their beliefs and rituals.

## **D. Middle Elementary-School Children (aged approximately 9 and 10)**

### **1. Compassion**

(a) To learn that kindness toward others will likely result in their being kind in return.

(b) To learn that helpfulness toward others makes for a generally helpful family, classroom and community—all of which feeds back in the form of help for oneself in times of need.

### **2. Honesty**

(a) To learn to respond to what one's conscience is indicating about a proposed action—such as cheating in games or tests—even though that action cannot be seen or known by others.

(b) To learn to keep promises, and to understand that one's word is a bond connecting friends and society. To understand that people who cannot be trusted to do what they have contracted to do lose all credibility and dependability as companions in life.

### **3. Nonviolence**

(a) To learn that fighting resolves nothing and that it is, instead, an obstacle to problem solving.

(b) To learn that the use of weapons to abuse any person or animal is taboo.

### **4. Perseverance**

(a) To learn to work cooperatively and diligently on a group assignment, taking pride in the group's objective; and to postpone playtime, if necessary, until the objective is achieved.



(b) To learn to complete required tasks willingly and on time (whether at home or school) and to devote the extra time and effort necessary to achieve the feeling of “a job well done.”

### **5. Responsibility**

(a) To learn to take on the sole care of a pet or garden, and to accept the temporary care and teaching of some younger child or children.

(b) To learn that one’s first responsibility is to maintain the health and soundness of one’s own body—through exercise, nourishing food intake, and protection from harmful and addictive substances such as drugs, alcohol and cigarettes.

### **6. A Sense of Justice**

(a) To learn to question unfairness whenever it is experienced or witnessed—especially when one’s group refuses to welcome newcomers or any other child who seems different.

(b) To learn to appreciate all the privileges that one has, and to share these as much as possible with less fortunate friends, while understanding that one has no right to take the possessions of anyone else or to force anyone else to share.

### **7. Courage**

(a) To learn to stand up to bullies, whether they are attacking others or oneself.

(b) To learn to express one’s ideas in group situations, and to attempt to influence others through reasoned argument.

### **8. Respect for the Rule of Law**

(a) To learn to be both leader and follower, as the circumstances require.

(b) To learn how to be a rule-maker and a rule-changer for one’s group, as well as a rule-follower.

### **9. Respect for Life**

(a) To appreciate the gift of life on earth and to work at acquiring only those habits that will protect and prolong that precious one-time-only gift.

(b) To appreciate that all of our daily choices have unavoidable consequences for our own lives, and for the lives of other living things.

### **10. Respect for Human Dignity**

(a) To appreciate the past and current contributions of older people in the community—including parents, grandparents and teachers—and to respect their ideas and teachings.

(b) To appreciate the contributions of mentally and physically handicapped people, and to offer the kind of help that allows them to participate as much as possible in everyday activities.

## **E. Pre-adolescent Children (aged approximately 11 to 13)**

### **1. Compassion**

(a) To learn to be concerned and caring about people who are different, and even those who are distant from us.

(b) To become aware of how one is viewed and known by others and how one will be remembered by them.

### **2. Honesty**

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(a) To learn that one must not “bear false witness,” nor deny culpability when rightfully accused.

(b) To learn to accept without complaint the consequences of one’s own stupid or wrong-headed behavior without making excuses or blaming others.

### **3. Nonviolence**

(a) To learn that violent acts create lasting resentment and anger in the victim, and guilt or increased insensitivity to suffering in the perpetrator.

(b) To learn that the use of violence makes for a family, school and community that are full of hate and dangerous for everybody—including the violent ones.

### **4. Perseverance**

(a) To learn to save up one’s allowance or earnings for future projects.

(b) To learn to work at difficult menial jobs for designated periods, without giving up when the going gets tough.

### **5. Responsibility**

(a) To learn to take on a specified role in some sort of sports or special interest organization, or to acquire a specific skill, and to see it through.

(b) To learn to do one’s part and take pride in keeping the home area, schoolyard and community free of refuse.

### **6. A Sense of Justice**

(a) To appreciate the contributions of people who have devoted their lives to doing away with injustice.

(b) To understand that each individual should try to struggle against injustice wherever it is found.

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### **7. Courage**

(a) To learn to take a position that seems right according to one's conscience, even though it is unpopular with the peer group.

(b) To appreciate the heroic behavior of certain historical figures and their impact on civilization.

### **8. Respect for the Rule of Law**

(a) To develop a willingness to apply the same rules of conduct to oneself as one would have applied to the conduct of others.

(b) To acquire the habit of obeying the law as well as awareness of the price to be paid for disobedience—by oneself and family as well as by society.

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### **9. Respect for Life**

(a) To appreciate how the lives of great moral leaders throughout history continue to provide inspiration for humankind.

(b) To learn to trust that it is possible for a person growing up today to achieve a life that is similarly meaningful and significant.

### **10. Respect for Human Dignity**

(a) To understand that sex is not a competitive game of conquest to be played by adolescents but a precious type of relationship to be shared in maturity with the love of one's life.

(b) To learn, first and foremost, to respect oneself and to insist on that respect from friends.

## **F. Teen-aged Youth (aged approximately 14 to 19)**

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### **1. Compassion**

(a) To learn to respond to signs of distress in the people with whom one interacts on a regular basis.

(b) To acquire the capacity to sympathize with the suffering of all people, everywhere, and to feel a desire to alleviate it.

### **2. Honesty**

(a) To learn to distinguish between times when it is appropriate to express one's feelings openly and those times when it is better for all concerned that they remain private.

(b) To learn to distinguish between those situations in which integrity requires that one should voice an honest opinion, and those situations in which polite dissimulation may be called for.

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### 3. *Nonviolence*

(a) To understand that the viewing of violent images in the mass media can make people less sensitive to the suffering of others.

(b) To understand how playing violent games and watching violent behavior can create an addiction to violence as entertainment, and to brutal behavior as a means of getting what one wants.

### 4. *Perseverance*

(a) To aspire to excellence in all that one does.

(b) To acquire the capacity to defer immediate gratification in the pursuit of long-term goals.

### 5. *Responsibility*

(a) To learn to accept personal responsibility for punctuality in the meeting of deadlines in leisure-time, work and academic activities.

(b) To understand that, if one is to enjoy the rights and benefits of membership in society, one must be willing to contribute to the welfare of the social group.

### 6. *A Sense of Justice*

(a) To understand that social injustice is a function of the degree of inequality in income, power, prestige and privilege existing within a society; and that it can be decreased only by attacking unwarranted disparities in the reward system, as well as discrimination on the basis of irrelevant criteria, wherever these occur.

(b) To understand that civic injustice has to do with a lack of equality in the application of the law, and that it can be decreased only by strengthening the rule of law as opposed to nepotism and other kinds of political favoritism.

### 7. *Courage*

(a) To acquire the ability to withstand the pressures of the peer group—or the current media-inspired fad—in the interest of the greater good.

(b) To develop a commitment to making and expressing independent value judgments, in the light of the evidence, and with one's own long-term goals in mind.

### 8. *Respect for the Rule of Law*

(a) To understand the relationships and distinctions among moral precepts, the rules of conduct in particular organizations, cultural mores, ethical principles and the law.

(b) To learn that the law must be respected at all times and that, if one

should decide to attempt to change an outmoded law by disobeying it (rather than by working for improved legislation) one must do so in a nonviolent, public manner and be prepared to accept the consequences.

**9. *Respect for Life***

(a) To understand the principle of “reverence for life” and to begin to work out one’s personal application of the principle to complex modern issues such as birth control, capital punishment, the request for assisted suicides and the problem of overpopulation.

(b) To understand the relationship of the human species to the total “web of life.”

**10. *Respect for Human Dignity***

(a) To refuse to participate in any way in the spread of ideas or the use of terminology hateful or injurious to any individual or group.

(b) To refuse to support any product of an artist or mass medium that degrades human beings—either through passive viewing or consuming the goods or services of advertisers who sponsor these products.

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