

RRGWk7

Chapter 5

The Psychological Regime

Main idea

Discussion

1. Why has psychology become the way educators express moral education?
2. What is the proper role of self-esteem (emotional intelligence) in education? Are feelings really in important part of education?
3. Where do you see the influence of the psychological regime in education today? What could replace it?
4. What is the purpose of sex education?
5. Do you see Miller's and Bradshaw's advice as helpful or accepted in society?
6. What is the bottom line formula of the "regime" of psychology?

My Question(s):

Reflection

1. What psychological theory fits best with your beliefs about moral education?

Reaction

1. What type of “development” do children in your classroom go through during an academic year?
2. Make a chart that relates faith development to other developmental theories.
3. Evaluate one of the current moral education programs (sex education, drug education, health, or conflict resolution). What do they really teach?

Character Matters: How to help our children develop good judgment, integrity, and other essential virtues. by Likona, Thomas (2004).

This book will be read quickly for the big ideas. Chapter 6 outlines a number of principles for teaching Character with Content. Using these principles write out a plan for your own teaching. Be sure to identify those principles you use in the plan.

Building Moral Intelligence: the Seven Essential Virtues that Teach Kids to Do the Right Thing or Don't Give Me That Attitude! 24 Rude, Selfish, Insensitive Things Kids do And How to Stop Them

by Borba, Michele

A different approach to character education is to focus on the behavior of children as the evidence of moral behavior. Read a chapter or two from one or both of the books above. Choose a virtue or a behavior. How does the development of the virtue assist you in developing a classroom climate that teaches virtues? Or how effective will the virtues chosen to address the behavior work in your, now expert, opinion?