**Chapter 3: Right and wrong**

**Section 1: Introduction**

If we talk about right and wrong, we talk about behaviour.

**Q:** - Is this true? Investigate whether we always talk about behaviour if we talk about right and wrong. Write your opinion in your notebook and explain your opinion.

Behaviour can be divided in:

- Right behaviour

- Wrong behaviour

- Neutral behaviour.

**Q:** - Why are questions about right and wrong important?

- Give two examples of right behaviour?

- Give two examples of wrong behaviour?

- Give two examples of neutral behaviour?

**Section 2: Norms and values**

A norm is a rule. When people live together there are rules. Rules can be written, like laws made by a government or a school statute. Rules also can be unwritten, like good manners.

**Q:** - Is this true? Investigate whether there always are rules when people live together. Write your opinion in your notebook and explain your opinion.

- Who does create rules? Make up a list of those who do.

- Give of each creator in your list an example of a created rule.

People don’t keep rules if they think a rule are useless. Whether rules are seen as useful or useless is a personal issue.

**Q:** - Give an example of a useful rule in your opinion. Explain why you think this rule is useful.

- Give an example of a useless rule in your opinion. Explain why you think this rule in useless.

<https://www.youtube.com/watch?v=1cLfd50BdcE>: norms (10:15).

Norms are based on values. Values are things or behaviours which are seen as important by a large group of people. Although an individual also can have personal values.

Examples of values:



**Q:** Each of you will get a paper with either a value, either a norm. Find out which value belongs to which norm. Copy the norms and values you found in your notebook. (Values and norms can be found at the end of this document)

Ethics is philosophizing about questions about right and wrong. If you philosophize about right and wrong, you think about how people should behave. It is not about what people actually do, but what they should do. There can be a gap between what people actually do and should have done. This means ethics has to do with norms and values.

<https://www.youtube.com/watch?v=IazZLVwUJUA>: norms and values (1:44).

<https://www.youtube.com/watch?v=RjhQQqrSLr8>: norms, values and cultures (3:03).

<https://www.youtube.com/watch?v=YlsWtHx1L9s>: cultural differences (6:51).

**Q:** What will you do? Decide what you will do in the following situations and name the values involved.

- The teacher asks you to get something in next doors classroom. Lying on the desk in next doors classroom is the test you will have to do tomorrow. And you see it! Will you do?

- You really want to have clothes from a specific brand which is expensive. You know your parents cannot afford to buy them at this moment. Will you do?

- You buy something which is fairly expensive in a department store. The cashier gives back 10 Euros too much. What will you do?

- You buy a bunch of flowers in the flower shop in your neighbourhood. You know the owner. The owner gives back 5 Euros too much. What will you do?

Problems as mentioned above are called ethical dilemmas. Ethical dilemmas are situations in which you have to choose between two (or more) values. All values have their advantages and disadvantages. So, in this kind of situations you have to balance the pros and cons. You also will see that you cannot do justice to both values and therefore you have to weigh up which value is the most important.

<https://www.youtube.com/watch?v=IYEzFH7HItA>: dilemmas (1:50).

<https://www.youtube.com/watch?v=5czp9S4u26M>:dilemma and Kohlberg stages of moral development (2:59).

Kohlberg categorizes three levels of moral development:

- Level 1. Preconventional morality

At this stage people see rules as fixed and absolute. Obeying the rules is important because it is a means to avoid punishment.

- Level 2. Conventional morality

At this stage people focus on maintaining law and order by following the rules. Doing this means doing one’s duty and respecting authority. Obeying the rules is important because you are seen as being nice.

- Level 3. Postconventional morality

At this stage people acknowledge the importance of laws and rules, but in certain circumstances they account for their own ethical principles of justice even if they conflict laws and rules.

**Q:** Give an example of a dilemma and give three answers how to deal with this dilemma. One answer has to be on level 1, one on level 3 and one on level 3 of Kohlberg’s stages of moral development.

<https://www.youtube.com/watch?v=dsyvWrQUXIs>: Slab City (6:29)

<https://www.youtube.com/watch?v=35ziVMZnaeY>: Slab City (2:55)

**Section 3: Golden rule**

<https://www.youtube.com/watch?v=5Pn0wplZmLs>: golden rule (1:59).

Golden rule means that you treat people the way you want to be treated. The Golden rule is universal. This means it is world-wide seen as a good rule. Look at the following examples:

Judaism What you hate you cannot do that to others

Christianity Do unto others as you do unto yourself

Islam You are not a believer unless you wish your fellow human being what you wish yourself

Buddhism Do not hurt others with that which pains yourself

Three steps to handle the golden rule:

- I point of view: what would you like or dislike in this situation?

- You point of view: what do you think the other would like or dislike in this situation?

- Weigh up both points of view and take a decision.

**Q:** What will you do if you handle according to the golden rule. Use the three steps.

- The teacher asks you to get something in next doors classroom. Lying on the desk in next doors classroom is the test you will have to do tomorrow. And you see it! Will you do?

- You really want to have clothes from a specific brand which is expensive. You know your parents cannot afford to buy them at this moment. Will you do?

- You buy something which is fairly expensive in a department store. The cashier gives back 10 Euros too much. What will you do?

- You buy a bunch of flowers in the flower shop in your neighbourhood. You know the owner. The owner gives back 5 Euros too much. What will you do?

**Section 4: Virtue**

<https://www.youtube.com/watch?v=PrvtOWEXDIQ&t=302s>: virtue (9:21)

A virtue is a good character trait. It is behaviour that is seen as good. and it is a skill that can be practiced and can be learned. The more virtuous someone is, the nicer it is to be friends with that person. In the video this was called eudaimonia, which means human flourishing.

Vice means behaviour in which someone shows a deficiency of virtue or an excess of virtue.

A list of 52 virtues:



Examples used in the video about virtuosity:

|  |  |  |
| --- | --- | --- |
| vice  deficiency | virtuous | vice  excess |
| cowardice | courage | recklessness |
| failing to say what need  to be said | honesty | brutal honesty |
| stinginess | generosity | prodigality |

**Q:** Describe a situation in which you showed virtuous behaviour. Describe also what would have happened if your behaviour would have been vice in the meaning of a deficiency of virtuosity and a vice in the meaning of an excess of virtuosity.

**PRACTICAL ASSIGNMENT ABOUT ‘RIGHT AND WRONG’**

For the greater part you are going to do this assignment during the lessons and a few things you have to do at home. You are going to do this assignment in pairs or alone and you have to hand it in in a folder. The assignment consists of 7 items which will be explained below.

1. **DOSSIER**

During three weeks You will get a newspaper from your teacher. You are going to use this newspaper to find articles which have to do with values and norms.

What you have to do is:

* Note the *title* of the article and the *date* of the newspaper.
* *Summarize* the facts mentioned in the article in three sentences.
* Name which *norm and value* you think can be found in the article.
* *Explain your opinion* about how the norm and value is handled in the article.

**Example:**

*Title:* A helping hand

*Date:* 2 January 2020

*Summary:* A girl helped an older lady who carried a loaded bag with groceries to cross a busy street. The lady appreciated the help greatly and gave the girl two pounds.

*Value:* Helpfulness.

*Norm:* If someone needs help and you are able to do it, you offer your help.

*My/our Opinion:* I don’t think you have to help everyone. You only have to help the ones you know.

1. **INTERVIEW**

**Part 1**

Use your mobile phone to describe the concepts *independence, charity* and *justice*. These concepts are all values. Besides this you also have to think of a *fourth value* and find its description. Note all the descriptions.

**Part 2**

You are going to interview an adult from your immediate vicinity (so, someone you know well). You ask this person what the values *independence, charity, justice* and the *fourth value* mean to him/her.

Things worth knowing about an interview:

**Before:**

* Think about someone you can ask for the interview, someone who is willing to give extensive information.
* Ask that person, explain why you want to do the interview and make an appointment.
* Prepare questions during a lesson. You can ask for example: ‘What means *independence* to you? Think also about which in-depth questions and which questions to clarify the answer you can ask. Like: ‘Why do you think so?’, ‘Can you give an example?’ and ‘Does this apply in all situations?’ (‘Geldt dat in alle situaties?’).

**During:**

* Use your notebook with all the prepared questions and write down the given answers. You can also record the interview with your mobile phone, but first ask permission.
* Ask the questions and do the best you can. Do not forget the in-depth questions and the questions to clarify the answers.
* Check whether you got answers to all your questions.
* When finished, express thanks to the interviewed.

**After:**

* Write out the interview. Do this at school.

1. **PHOTO TASK**

Search at home for four pictures, one symbolising *independence*, one symbolising *charity,* one symbolising *justice* and one symbolising the *fourth value* you used for the interview. In case you cannot find pictures, you can make drawings.

At school you glue the four pictures in your folder (or you make the drawings in your folder) and beneath each picture/drawing you explain why it belongs to *independence, charity, justice* and the *fourth value.*

1. **EXPERIENCE OF VIRTUE**

There must have been moments in your life in which you either *pushed yourself beyond your limits*, either *did not do what you could have done* or *behaved virtuous*. Think about the example we discussed in class about courage. If the old woman would have jumped in the water, she would *have pushed herself beyond her limits*. If the sports swimmer would not have jumped in the water, he would *not have done what he could have done*. The young man who is able to swim and therefore jumps into the water to rescue someone, *behaves virtuous,* because he has a proper judgement about his abilities and does what he is able to.

Write an essay about your own experience of virtuosity.

* Explain the situation carefully by telling the facts, so who did what.
* Explain whether you were *virtuous*, or *pushed yourself beyond your limits*, or *did not what you could have done*.

1. **FRONTPAGE**

Design a front page of a newspaper you invented yourself. This frontpage will be the first page in your folder. The following topics have to be on the frontpage:

* The *name of the newspaper.* The name of the newspaper has to be related to of the subjects of chapter 3.
* *Article with title about the golden rule.* In the article you have to show you understood the golden rule.
* *A suitable picture or drawing with caption.*

1. **LOGBOOK**

You have to fill in the logbook. Write down what you did and how much time you spent to do it. In case you work in pairs there is also the need to check off you controlled each other’s work.

**Example:**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Who did what | Time | Check off |
|  | Piet: searching two articles | 20 min | Jan |
|  | Together: searching the values and norms | 10 min | Together |
|  | Jan: write answers in folder | 10 min | Piet |

1. **NEATNESS**

Do your best to work neatly. Neatness does not mean you have to calligraphy or decorate your work. We assume you do your best to write readable and decorations are not required. Neatness has to do with: the way you glued your pictures in your folder, whether the papers you use in your folder are crumpled or not, whether you put your papers in your folder in the proper order. In a word, whether you worked with care and attention on your assignment.

**MARKING ASSIGNMENT ‘RIGHT AND WRONG’**

|  |  |  |  |
| --- | --- | --- | --- |
| What | Check off | Adequately  done | Score |
| 1. Dossier |  | 15 |  |
| 2. Interview |  | 15 |  |
| 3. Photo task |  | 8 |  |
| 4. Experience of virtue |  | 8 |  |
| 5. Frontpage |  | 8 |  |
| 6. Logbook |  | 6 |  |
| 7. Neatness |  | 5 |  |
|  | Total | 65 | :10= |
|  |  | Mark | |

In case you do this assignment adequately, which means ‘good’ your grade will be 6.5. If you show you think things out and your answers show excellency, you grade will increase.

**LOGBOOK**

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| --- | --- |
| Honesty | Do not lie |
| Fairness | Do not cheat |
| Positivity | Do not see things from a negative site |
| Thoughtfulness | Do think before act |
| Professionalism | Do not let personal things influence your work |
| Achievement | Do put in effort |
| Enthusiasm | Do things with pleasure |
| Quality | Do make sure your work is good |
| Commitment | Do feel responsible for your work |
| Reliability | Do be trustworthy |
| Courtesy | Do be polite to everyone |
| Family | Do not treat the people you love wrong |
| Creativity | Do try to think out of the box |
| Support | Do support people who need it |
| Health | Do take care of your health |
| Enjoyment | Do be cheerful |
| Honour | Make sure you can be proud of yourself |
| Success | Do things you need to do as good as possible |
| Stability | Do the things you need to be in balance |
| Loyalty | Do not let down the ones you love/work with |
| Resourcefulness | Do be as inventive as possible |