

Adolescence

The Developing Person

(Chapter 4- p.142-152)

Adolescence is life between childhood and adulthood, extending from puberty to independence.



How would YOU describe adolescence?
Words, Moods, Feelings, Overall time? Explain.

A) Physical Development:

- adolescence begins with puberty= the time when one is maturing sexually
- Girls usually hit puberty between 9-11 years old
- Boys usually hit puberty between 12-14 years old

GIRLS

- breast development
- menstrual cycle begins
- hips often widen
- growth of pubic hair
- under-arm hair
- growth spurt (height)

BOYS

- first ejaculation
- facial hair growth
- deepening voice
- growth of pubic hair
- under-arm hair
- growth spurt (height) later...

Terms for Physical Development to Know:

- Adolescence
- puberty
- primary sex characteristics
- secondary sex characteristics
- menarche
- 'Tween'

B) Cognitive Development:

- As young teenagers become capable of thinking about their thinking, and of thinking about other people's thinking, they begin imagining what other people are thinking about *them*.

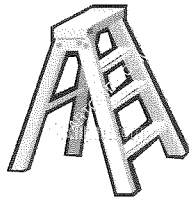
- Developing Moral Reasoning:

- i. Adolescents often assume their parents just can't understand (ie: you don't what it's like to _____)
- ii. Gradually most adolescents reach an intellectual summit that **Piaget** calls the *Formal Operations* stage.
- iii. Begin to debate human nature, good vs. evil, truth and justice.

- Developing Morality:

- i. A crucial task of adolescent years is to discern right from wrong and develop character.
- ii. Moral thinking: think morally and act accordingly
- iii. **Piaget** and **Lawrence Kohlberg** argued that as adolescents developed, they go through as many as 6 stages of moral reasoning.

These were then broken down into three basic levels by **Kohlberg:**



1. Pre-Conventional Morality
2. Conventional Morality
3. Post-Conventional Morality

(called Kohlberg's Moral Ladder)



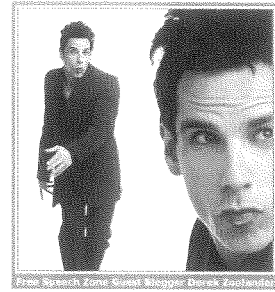
Moral Dilemma:

Over-Crowded Life Boat

In 1842, a ship struck an iceberg and more than 30 survivors were crowded into a lifeboat intended to hold 7. As a storm threatened, it became obvious that the lifeboat would have to be lightened if anyone were to survive. The captain reasoned that the right thing to do in this situation was to force some individuals to go over the side and drown. Such an action, he reasoned, was not unjust to those thrown overboard, for they would have drowned anyway. If he did nothing, however, he would be responsible for the deaths of those whom he could have saved. Some people opposed the captain's decision. They claimed that if nothing were done and everyone died as a result, no one would be responsible for these deaths. On the other hand, if the captain attempted to save some, he could do so only by killing others and their deaths would be his responsibility; this would be worse than doing nothing and letting all die. The captain rejected this reasoning. Since the only possibility for rescue required great efforts of rowing, the captain decided that the weakest would have to be sacrificed. In this situation it would be absurd, he thought, to decide by drawing lots who should be thrown overboard. As it turned out, after days of hard rowing, the survivors were rescued and the captain was tried for his action.

If you had been on the jury, how would you have decided?

C) Social Development: "Who Am I?"



- Theorist **Erik Erikson** (1963) contended that each stage of life has its own 'psychosocial' task, a crisis that needs resolution.
- It's the idea of forming an **Identity** and asking '**Who Am I?**'
 - i. *Forming an Identity*- individual vs. peers
 - ii. *Developing Intimacy*- the time when close emotional relationships are formed
 - a. Gender & Social Connectedness
 - iii. *Separating from Parents*- seeking to find their own identities. They won't 'hang out' with parents anymore. It's not 'cool' to go out with parents. Adolescents argue with their parents

ERIKSON'S STAGES OF PSYCHO-SOCIAL DEVELOPMENT Better Chart- p. 149 text (Figure 4.2)

Table 1

Stages of Development According to Erik Erikson	
Approximate Age	Developmental Task or Conflict to Be Resolved
Birth to 1 year	<i>Trust vs. mistrust.</i> Babies learn either to trust or to mistrust that others will care for their basic needs, including nourishment, sucking, warmth, cleanliness, and physical contact.
1 to 3 years	<i>Autonomy vs. shame and doubt.</i> Children learn either to be self-sufficient in many activities, including toileting, feeding, walking, and talking, or to doubt their own abilities.
3 to 6 years	<i>Initiative vs. guilt.</i> Children want to undertake many adultlike activities, sometimes overstepping the limits set by parents and feeling guilty.
7 to 11 years	<i>Industry vs. inferiority.</i> Children busy learn to be competent and productive or feel inferior and unable to do anything well.
Adolescence	<i>Identity vs. role confusion.</i> Adolescents try to figure out, "Who am I?" They establish sexual, ethnic, and career identities, or are confused about what future roles to play.
Young adulthood	<i>Intimacy vs. isolation.</i> Young adults seek companionship and love with another person or become isolated from others.
Adulthood	<i>Generativity vs. stagnation.</i> Middle-age adults are productive, performing meaningful work and raising a family or become stagnant and inactive.
Maturity	<i>Integrity vs. despair.</i> Older adults try to make sense out of their lives, either seeing life as a meaningful whole or despairing at goals never reached and questions never answered.

AP Psychology 12

Ms Carey

Unit 9: Developmental Psychology
Adolescence

Physical Development	Cognitive Development	Social Development