Chapter 1 – Introduction

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1. Chapter Overview

A) Learning Objectives

1.1 Describe how views of adolescence changed in the West from ancient Greece through medieval times.

1.2 Explain what life-cycle service involves and specify when it was most common.

1.3 Identify the three features that made the years 1890–1920 the Age of Adolescence.

1.4 Summarize the influences that have led to an earlier beginning and end to adolescence.

1.5 Summarize the five features of emerging adulthood.

1.6 Identify the three markers of adulthood that are the most common across cultures.

1.7 Give examples of how criteria for adulthood vary across cultures.

1.8 Describe the five steps of the scientific method.

1.9 Explain the process that requires that research on adolescents must be done within ethical guidelines.

1.10 Describe the research methods used in research on adolescents and emerging adults.

1.11 Define reliability and validity, and indicate which is easier to establish and why.

1.12 Explain the difference between a cross-sectional and a longitudinal research design.

1.13 Name the main challenges facing African adolescents in the 21st century, and identify positive cultural traditions and recent trends.

1.14 Explain how Islam structures development for adolescents in North Africa and the Middle East.

1.15 Describe the distinctive features of the cultural context for Asian adolescents.

1.16 Identify the main challenges for Indian adolescents in the 21st century.

1.17 Describe the common features of Latin American countries and the two key issues for today’s adolescents there.

1.18 List the common features experienced by adolescents in the countries that make up

“the West,” and indicate what is distinctive to minority adolescents.

1.19 Describe the disciplines that contribute to a complete understanding of adolescence and emerging adulthood.

1.20 Explain why gender issues are especially prominent in adolescence and emerging adulthood, and summarize the range of gender expectations for adolescents in different cultures.

1.21 Explain why it is important to account for globalization in understanding adolescents and emerging adults.

B) Chapter Outline

I. Adolescence in Western Cultures: A Brief History

A. Adolescence in Ancient Times

B. Adolescence from 1500 to 1890

C. The Age of Adolescence, 1890–1920

II. From Adolescence to Emerging Adulthood

A. Adolescence Arrives Earlier

B. Distinctive features of Emerging Adulthood

III. The Transition to Adulthood

A. The Transition to Adulthood: Cross-Cultural Themes

B. The Transition to Adulthood: Cultural Variations

IV. The Scientific Study of Adolescence and Emerging Adulthood

A. The Scientific Method

B. Ethics in Human Development Research

C. Research Methods

V. Methods and Designs in Research

A. Reliability and Validity

B. Research Methods

V. Adolescence Around the World: A Brief Regional Overview

A. Sub-Saharan Africa

B. North Africa and the Middle East

C. Asia

D. India

E. Latin America

F. The West

VI. Other Themes of the Text

A. Interdisciplinary Approach

B. Gender Issues

C. Globalization

C) Thinking Critically

1. Plato and Aristotle argued that young people are not capable of reason until about age 14. Give an example of how the question of when young people are capable of reason is still an issue in our time. (Page 3)
2. Do you agree or disagree with the view that adolescence is inevitably a time of storm and stress? Specify what you mean by storm and stress, and explain the basis for your view. (Page 7)
3. Is 25 a good upper age boundary for the end of emerging adulthood? Where would you put the upper age boundary, and why? (Page 14)
4. How is the Moroccan conception of adolescence similar to and different from the view of Plato and Aristotle described earlier in this chapter? (Page 17)
5. Have you traveled to another country in recent years? If so, can you think of examples you have witnessed that reflect the globalization of adolescence? If not, can you think of examples you have read about or heard about? What positive and negative consequences do you anticipate from the globalization of adolescence? (Page 32)

D) Applying Your Knowledge

1. In your view, what marks the attainment of adulthood for yourself? For others, generally? (Page 3)
2. Think of a research question on adolescence or emerging adulthood that interests you and a hypothesis based on the question. How would you find a representative sample for your study? (Page 19)
3. Find an article pertaining to adolescence or emerging adulthood, in a newspaper or magazine or on the Internet, and evaluate whether it meets the standards of scientific research. (Page 20)
4. Of the three hypothetical studies described in this section, which do you think would be likely to receive *Institutional Review Board* (IRB) approval and which not? (Page 20)
5. From your daily life, think of an example of how you or people you know may have mistaken correlation for causation. Then, think of how you would design a study to show whether or not causation is truly involved. (Page 26)

2. Lecture Suggestions

A) Think-Jot-Share

One way to engage students with the course material is to have them reflect on course material and share that reflection with a classmate and/or the class at large. You can use this activity to instigate and initiate class discussions. Having students first think about their reflections and jot them down encourages reflective thinking. Moreover, this approach also provides those students who are more reluctant to participate in class discussion the opportunity to discuss their viewpoints with others.

Listed below are several ideas for THINK-JOT-SHARE activities for course material on the introduction to adolescence. Handouts are provided at the end of this section. These are just a few samples of ways to get a class discussion going – feel free to develop some of your own questions, or use the Thinking Critically questions listed in Section 1 (Chapter Overview) to highlight important issues.

These activities can easily be adapted to the online classroom environment as well.

1. Adolescence and the Media

TO BE USED: HANDOUT 1.1

Ask students to think about the portrayal of adolescents in the media. For example, you might want to have them bring in a recent newspaper or magazine article on adolescents as a lead-in for discussion. Use HANDOUT 1.1 to obtain their reflections.

2. Habitats of Adolescents

TO BE USED: HANDOUT 1.2

Ask students to spend some time observing adolescents hanging out in groups (e.g., at the mall, downtown, on social media, etc.) Use HANDOUT 1.2 to obtain their reflections on their observations about adolescence.

3. Characteristics of Emerging Adulthood

TO BE USED: HANDOUT 1.3

Ask the students to focus on one of the five characteristics of emerging adulthood outlined in the textbook: (1) the age of identity explorations; (2) the age of instability; (3) the self-focused age; (4) the age of feeling in-between; and (5) the age of possibilities.

With this focus in mind, have the students jot down examples from their own experiences of how this characteristic is true of their experience and is NOT true of their experience.

B) Exit Slips

Another way to have students actively participate in class is to allow them to reflect on the information they have read in the chapter. The Exit Slip is an activity that can be done in the last 10–15 minutes of class. Students are asked to reflect on something they read in the chapter. The Exit Slips are designed to allow students to voice their opinions, ask questions, or incorporate their previous experiences with the material being presented to them. You can use this exercise to allow students to be reflective not only of their own experiences but also of the material they are currently learning.

Listed below are several ideas for Exit Slip activities for course material on introduction. These are just a few samples of ways to get your students to reflect on the chapter material – feel free to develop some of your own questions. (The Thinking Critically questions listed above and found throughout the chapter provide excellent questions for inclusion on these Exit Slips.)

TO BE USED: HANDOUT 1.4

1. Think about G. Stanley Hall's view of adolescence. If Stanley was around today, what would he have to say about "storm and stress" in today's adolescents? For example, would he have a negative or positive view of adolescents? Why or why not?

TO BE USED: HANDOUT 1.5

1. Do you consider yourself to have reached adulthood? Why or why not?

TO BE USED: HANDOUT 1.6

1. One of the key issues in interpreting research is the issue of correlation vs. causation. Describe one example that clearly illustrates causation and then describe one example that illustrates correlation.

C) Class Activities / Demonstrations / Lecture Launchers

Discussion: Discuss the Cultural Approach of this Textbook

The Arnett text takes a cultural approach to development during adolescence and emerging adulthood. It is important to frame this idea for the students, as many of them have a very narrow view of culture. Introduce the definition of culture to the students. Have the members of the class generate examples of the culture, or cultures, to which someone may belong. Some of the categories that may be represented might include nationality, race, SES, family, college or university, religious affiliation, etc.

## Lecture Launcher: What Is Culture?

According to Arnett, *culture*is the total pattern of a group’s customs, beliefs, art, and technology. Thus, a culture is a group’s common way of life, passed on from one generation to the next. Note that this definition of culture does not mention race, SES, etc.

*Does it make sense to use the concept of race?* Hector Betancourt and Steven Regester Lopez (1993) caution against the tendency to confuse the concept of culture with the concepts of race, ethnicity, nationality, and social class. Zuckerman (1990) argues that the concept of race is particularly likely to be misused in social science research and provides evidence of greater within-group differences than between-group differences in characteristics of the three “races” (Caucasoid, Negroid, and Mongoloid). Betancourt and Lopez (1993) point out that even biological factors found to vary with “race” (such as hypertension) may be attributable to cultural factors (such as diet, lifestyle, or psychological stress). Zuckerman (1990) cites cross-cultural studies in which findings of "racial differences" were a result of arbitrary sampling decisions. For example, several early studies of infant temperament reported cross-cultural differences based on a single sample from each of three different "racial" groups. According to Zuckerman, however, similar variation in temperament has been demonstrated in comparisons of infants in samples from three different groups of Africans—Kikuyu, Digo, and Masai (De Vries & Sameroff, 1984).

Robert Wald Sussman of Harvard University has written a book (2014) called *The Myth of Race*. You can share a link to the Newsweek (11/8/14) article entitled “There is No Such Thing as Race” here: <http://www.newsweek.com/there-no-such-thing-race-283123>

There have been a number of TED talks on the topic of racism in America. You can find those here: <https://www.ted.com/playlists/250/talks_to_help_you_understand_r>

*References:*

Betancourt, H., & Lopez, S.R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist, 48,* 629–637.

De Vries, M.W., & Sameroff, A. J. (1984). Culture and temperament: Influences on human temperament in three East African societies. *American Journal of Orthopsychiatry, 54,* 83–96.

Winston, A. S. 2004). *Defining difference: Race and racism in the history of psychology* (1st ed.). Washington, DC: American Psychological Association. doi:10.1037/10625-000

Zuckerman, M. (1990). Some dubious premises in research and theory on racial differences: Scientific, social, and ethical issues. *American Psychologist, 45,* 1297–1303.

Activity: What Is Culture?

TO BE USED: HANDOUT 1.7

Provide students with a list of different social groups and ask them to determine whether each is a culture by applying the definition listed in the Lecture Launcher: What Is Culture? These might include such social groups as, for example, soldiers, women, hip hop music fans, Irish people, Canadians, or people in poverty.

Then, have students write down which culture or cultures they are members of and how that may have influenced their development. Finally, in small groups of 4–5 students, they should discuss their cultural similarities and differences. This is a good rapport-building activity for the first or second day of class. In an online class, this is treated as a discussion board activity where the students respond to the same prompts and then read others’ replies and find 3 students with whom they have cultural similarities and differences to respond to on the discussion board.

If you are teaching an online class, you can put your students in teams in your Learning Management system so that they can work together on this assignment.

Activity: Adults’ Perceptions of Adolescents/Adolescence

TO BE USED: HANDOUT 1.8

This is an activity that can serve as an introduction to adolescents/adolescence. Have students complete selected subscales of the Offer Self-Image Questionnaire (OSIQ) with the same responses they believe would be given by a well-adjusted, healthy adolescent. You can then compare their responses with what is "typical" of an adolescent (you can use norms from the OSIQ manual). This then leads to a discussion of the research on adults’ perceptions of adolescence. Note that only three subscales of the OSIQ, namely, Emotional Tone, Family Relationships, and Educational and Occupational Goals, were chosen for this activity because of a study by Offer et al. (1981), examining mental health professionals’ perceptions of adolescence. These were the scales on which the most discrepancy was found between the responses of adolescents themselves and the responses mental health professionals thought that adolescents would give (the research has consistently found that adults perceive adolescents feel much more negative than adolescents themselves report).

Students genuinely like this activity because it gives them an opportunity to try and see the world through the eyes of adolescents and provides them with a context of some of the research in the area of adults’ perceptions of adolescence.

OSIQ Activity – Lesson Plan

Part I:

1. Begin by telling students they are now going to be transformed into adolescents. Give students copies of selected subscales of the OSIQ (see HANDOUT 1.8). Randomly distribute these and tell them they do not have to choose the one of their same gender. Make copies of the measure in four different colors and then, either on an overhead or the chalkboard, tell them who they are (e.g., if your questionnaire is green, you are a young adolescent female; if your questionnaire is purple, you are an older adolescent female, etc.).
2. Next, have students read the directions on the measure – and emphasize that they need to respond with the same answers that they believe would be given by a mentally healthy, well-adjusted adolescent. Make sure that students read the directions (e.g., respond in the manner that you believe an adolescent would respond). You can have the students write their responses on a separate sheet of paper so you can reuse the OSIQ copies.
3. After the students have provided their responses, have them give themselves one point each time their response is the same as the response given by the majority of adolescents. You can then go through the norm responses. Note that there are four responses for each question – one for early females, one for older females, etc.
4. At the end, tell them to add up their responses and then ask them how many have a score above 30, 20, 10, 5, and so on. Students rarely get anything above 15.
5. Lastly, tell them that even though they thought they knew adolescents, they might not. So they had better pay attention the rest of the term!

Part II:

For the next part of the lecture, summarize some of the findings from research on adults’ perceptions of adolescence. Below are some of the findings that you may want to highlight:

* In a study comparing the responses on a self-image questionnaire (i.e., the Offer Self-Image Questionnaire or OSIQ) of normal adolescents, psychiatrically disturbed adolescents, and juvenile delinquents to the responses of 62 mental health professionals who completed the same self-image questionnaire with the responses that they believed would be given by a normal, mentally healthy adolescent, Offer, Ostrov, and Howard (1981) found that the mental health professionals viewed normal adolescents as significantly more disturbed than the normal adolescents viewed themselves. Moreover, the mental health professionals perceived that normal adolescents had more problems than were reported by either the psychiatrically disturbed or the delinquent adolescent. (Note that a follow-up to this study was published in 1996, and Stoller, Offer, Howard, and Koenig found that psychiatrists’ responses in 1993 were generally more positive about the self-image of the normal adolescents when compared to the responses of the mental health professionals in the 1981 study presented above. Nonetheless, when asked to complete the OSIQ with the responses that they believed would be given by disturbed adolescents, psychiatrists were significantly more negative about their self-image when compared to the actual responses of disturbed adolescents.)
* Research has also found that the longer a teacher works with adolescents, the more strongly he/she believes that adolescence is a difficult stage (Buchanan et al., 1990). Moreover, both teachers and parents are likely to endorse the phrase early adolescence is a difficult time of life. Note that this is also useful to talk about correlations. For instance, you can talk about the correlation between years of teaching and negative perceptions of adolescence and discuss why this relation may exist (e.g., teachers who had been teaching for many years may have been using outmoded teaching styles, which their students found boring and thus acted up more in these classrooms).

Research has found that middle school teachers are inaccurate (more negative) in their perceptions of early adolescents. More specifically, in a recent study investigating preservice and inservice teachers' beliefs about early adolescents, Schonert-Reichl, Jarvis, and Krivel-Zacks (2000) had 249 middle school students, 79 middle school teachers, and 60 teacher education students enrolled in the middle years teacher education program at the University of British Columbia. (These students were classified as preservice teachers and had not yet had any student teaching experience with middle school students.) Schonert-Reichl et al. gave all of their participants the Offer Self-Image Questionnaire (short form). The middle school students were asked to complete the measure with their own responses, whereas both the inservice and preservice teachers were instructed to complete the measure with the responses that they believed would be given by a mentally healthy/well-adjusted early adolescent (ages 10–14 years) of their same gender. Results revealed that, in comparison to the responses given by the early adolescents, preservice teachers were more negative on all of the OSIQ subscales. Inservice teachers, while more positive than preservice teachers, still held more pessimistic views of early adolescents on the subscales assessing body image, family functioning, and self-reliance.

* Early adolescents hold negative stereotypes of early adolescence. In the study by Schonert-Reichl et al. described above, the researchers also asked their early adolescent students to complete the OSIQ with the same responses that the early adolescent believed a "typical" early adolescent of their same gender would respond. Schonert-Reichl et al. found that not only do teachers of early adolescents hold negative views of early adolescence, but that early adolescents also believe a "typical" adolescence is more negative than their own personal experiences.

These references/suggestions for further readings will provide perspectives of the issue over the years:

Buchanan, C. M., Eccles, J. S., Flanagan, C., Midgley, C., Feldaufer, H., & Harold, R. D. (1990). Parents’ and teachers’ beliefs about adolescence: Effects of sex and experience. *Journal of Youth and Adolescence, 19,* 363–394.

Offer, D., & Schonert-Reichl, K. A. (1992). Debunking the myths of adolescence: Findings from recent research. *Journal of the American Academy of Child and Adolescent Psychiatry, 31*, 1003–1014.

Offer, D., Ostrov, E., & Howard, K. I. (1981). The mental health professional’s concept of the normal adolescent. *Archives of General Psychiatry, 38*, 149–152.

Offer, D., Ostrov, J. D., Howard, K. I., & Dolan, S. (1992). *The Offer Self-Image Questionnaire, Revised*. Los Angeles: Western Psychological Services.

Stoller, C. L., Offer, D., Howard, K. I., & Koenig, L. (1996). Psychiatrists’ concept of adolescent self-image. *Journal of Youth and Adolescence, 25*, 273–283.

Activity: Stereotypes of Adolescence

TO BE USED: HANDOUT 1.10

Hill and Fortenberry (1992) argue that adolescence in American society has been medicalized. They examined the views of adolescence held by medical students and adults from various agencies and organizations via a series of open-ended surveys and a forced-choice format and concluded that adults perceive adolescents in largely negative ways (p. 75). One way in which they examined adults’ views on adolescence was by asking them to circle the adjectives that they believed best described adolescents. Hill and Fortenberry found that the negative adjectives most frequently chosen included conformist, confused, and rebellious-wild. The most frequently chosen positive adjectives were energetic, youthful-fresh, and independent. They argue that the negative adjectives most frequently chosen depict psychological or behavioral aspects, while the positive adjectives appeared to be more in the physical realm.

As a class activity you can use Hill and Fortenberry’s adjective lists (see HANDOUT 1.9) to initiate a discussion about the positive and negative ways in which adolescents are perceived. You can have some of your students complete the lists with regard to early adolescents and another with regard to older adolescents and emerging adults. Another modification is to have your students complete the questionnaire with regard to adolescents from various Western and non-Western cultures and discuss how our images of adolescence may differ when taking into account culture.

Hill, R. F., & Fortenberry, J. D. (1992). Adolescence as a culture-bound syndrome. *Medicine, 35*, 73–80.

Activity: Adolescents Teach About Adolescence

Organizing a class visit of adolescents to your class on adolescent development promises to be a highlight of the course both for you as an instructor and for your students. Although the activity takes a great deal of planning and preparation, it is definitely worth the effort because, among other things, it makes concrete the many concepts and issues that are discussed throughout the course. Additionally, you may find that your students gain a newfound respect for adolescents and youth, and the adolescents and youth, in turn, obtain a sense of empowerment and competence because they are given an opportunity to teach university students about adolescence. Delineated below are some steps to ensure a good activity.

Step One: Identify an appropriate group of adolescents to invite. Think of issues of proximity (e.g., How far away will the adolescents have to come?) as well as the number of adolescents and the groups they are representing (e.g., range of ages, cultural, and gender composition). A variety of techniques can work to identify a group of adolescents. This may be dictated by the time and day that your course meets. For example, if your course takes place during the day when most adolescents are in school, you may want to contact a teacher in a local school and ask him/her if he/she would like to have their students come to the university for a field trip. Explain the nature of the activity (described in more detail below) and offer to come and meet with him/her and his/her students to describe the goals and format of the activity. It is important to emphasize that the adolescents will be helping university students learn about the lives of real adolescents from the experts – the adolescents themselves.

Step Two: Meet with adolescents and their teacher to inquire about their interests and to tell them what will happen. Have a few of your students come with you to meet with the adolescents. Bring along a copy of the syllabus for the adolescents, along with the text, so that the adolescents can get a sense of what the class is about. Emphasize that you believe your students will learn a lot from them and that you also believe they (i.e., the adolescents) are the experts. This usually piques their interest and motivates them. Then ask them about the type of format they would like. Begin by telling them how things have been organized in the past. Experience with this activity has shown that adolescents prefer to:

1. Answer questions in smaller groups, and
2. See the questions that they will be getting from the students ahead of time, so they can have a chance to think about their answers. (This also reduces their anxiety about coming into a university class of students who can seem somewhat scary and intimidating.)

You also might ask them to come up with some questions they might like to ask the university students. This approach also really generates their interest. Many of the adolescents may never have been in a university classroom before, let alone on a university campus. Many of them have asked naive questions (e.g., Do you have to ask the teacher if you can leave to go to the bathroom?), while others ask questions that really put the students on the spot. (e.g., Do you ever cut classes?) The general focus of this step should be to put the adolescents at ease about coming to your class and giving them some guidelines, as well as taking some suggestions from them about what they would like. The experience will be much more fulfilling and empowering for them if they know what to expect.

Step Three: Organize your students. At least one week prior to the adolescents’ visit, divide your students into small groups to generate questions for the adolescents. Given that classes generally consist of 40 to 45 students, have students generate a list of four or five topic areas for questions (e.g., peer and family relationships, feelings toward school, career aspirations). Then put your students into small groups, with each group having the task of generating a list of questions for one specific topic area. Prior to breaking into groups, spend some time with your students discussing issues regarding appropriate interview methods (e.g., no leading questions) and discuss with them the issue of intrusive and inappropriate questions. This latter issue is particularly important for insuring that the activity will go well for all involved.

Some issues important to discuss include:

* Appropriate language
* No leading questions
* Think about your vocabulary level
* Not too intrusive
* No yes/no questions (unless you also ask them to explain)
* Think about probe questions

After the questions have been generated, go through them and select those that are appropriate. Then send these questions to the adolescents’ teacher(s) so the adolescents will have an opportunity to examine the questions ahead of time.

Step Four: Organize for the day. During the class prior to the adolescents’ visit, ask your students if they would like to begin the activity by having a welcoming reception for the adolescents. Then ask for volunteers from your class to bring cookies and/or snacks for the reception. Ask for volunteers to be adolescent greeters; it is nice if several of your students go to meet the adolescents at some designated spot on campus so that they can find their way to the appropriate building and classroom. You may also want to arrange for additional class space for smaller break-out groups.

Step Five: Set up for the adolescents’ visit. On the day of the adolescents’ visit, arrive at the classroom early and organize the room into an appropriate set-up for discussion (e.g., desks in a circle). Then set up the refreshments for the welcome reception and have your students put on name tags. The following schedule works well for a two-hour class session:

Welcome reception – 10 minutes

(Adolescents arrive, have a chance to meet my students informally while enjoying some cookies and juice.)

Get into four groups – 5 minutes

(Teachers will have divided adolescents into groups prior to their arrival.)

Sessions 1 to 4 – 15 minutes each

(Each of the four groups meets for 15 minutes. After the first round, have your students move to another group of adolescents to ask their questions, and so on until all of your students have met with each of the adolescents in the four groups. Thus, adolescents stay in their same seats and your students move around.)

Return to larger group and farewell – 15 minutes

(After all groups have met, reconvene into one classroom and briefly debrief. The adolescents at this time can ask their questions of the university students if they have not already done so. This can also be a time to ask all of the students what they have learned. At the end, have some of your students accompany the adolescents back to their bus.)

Step Six: Conduct debriefing activity. For your next class, have your students return to their small groups and discuss what they learned. (It is a good idea that, on the day of the adolescents’ visit, several of them take notes regarding the adolescents’ responses to their questions.) Give them about 20 minutes to complete this activity. Then reconvene into the large class and have each group present their findings. Also, sometimes the adolescents have written emails or letters to your students about their experiences, and you can read these to your class.

Activity: Historical Perspectives on Adolescence Through Interviews

TO BE USED: HANDOUT 1.10

Interviews can be a great way to gather information about the experience of adolescence from individuals who were adolescents many decades ago. HANDOUT 1.10 provides questions for gathering data on historical perspectives on adolescence. In this project, students are asked to interview someone who is over the age of 70. You can have your students do this activity and then come back to share their findings with the class.

Activity: Compare and Contrast Activity

Research life for today's adolescents in one of the following regions:

Sub-Saharan Africa

India

Asia

Latin America

Have students create a poster board, PowerPoint, or use any other media that they would like to compare and contrast adolescents from their country with one of the countries on the list. They can "create" a snapshot of a "typical" teen from each of the two countries. Have them include the following information in their work:

* personal information (name/age/favorite food/music, etc.)
* family information
* living conditions (home/town/city, etc.)
* school life
* work life
* other...

Lecture Launcher: Ways of Knowing

Most students have difficulty understanding why they need to understand research methods in order to study psychology. Many students have the idea that psychology is all “common sense.”

There are at least six ways to acquire knowledge: five unscientific and one scientific. The unscientific ways are: tenacity, intuition, authority, rationalism, and empiricism. Tenacity involves persistent superstition. This is where beliefs are reacted to as if they are fact. Intuition is not based on any known reasoning or inferring process (e.g., psychics). Authority involves acquiring information from a respected source (e.g., a person, document). The authority is often well-known in one area, maybe even an expert, but is often not an expert in the area in which they are providing information. Rationalism involves gaining knowledge through reasoning processes and assumes that valid knowledge is acquired if correct reasoning processes are employed. Empiricism touts knowledge from experience. If something is experienced it must be valid and true. Each of the unscientific methods has obvious problems, but we use them every day to acquire information. We then use this information to make decisions that influence our lives and the lives of people around us.

The scientific method or process has two major advantages. It uses objective empirical observation that should be independent of opinion or bias. It also has a method for establishing the superiority of one belief or theory over another. The theory that is more precise (operational definitions), more parsimonious, and more testable is deemed as the better theory. Skepticism, the philosophical belief that all knowledge is questionable, is assumed. No scientific fact can be known with 100% certainty, which is why we never use the word “prove” to refer to research findings in psychology.

It is often helpful to give the class examples of questions and ask them where they would seek the information to inform their answers. For example, what is the cause of the medical symptoms I am experiencing? What kind of car should I buy? What is the best reading program to teach children to read? How can we reduce the divorce rate? Should antidepressants be prescribed to adolescents? Do video games cause violent behavior in gamers?

## Lecture Launcher/Discussion: Understanding Experiments

After covering “The Scientific Study of Adolescence and Emerging Adulthood” from Chapter 1, you can provide students with a good visual demonstration by showing a very easy to understand video (14:58 minutes) on the [basic research design of an experiment](http://www.thepsychfiles.com/2008/02/episode-45-basic-research-design-part-1) provided by Michael Britt, creator of [www.thepsychfiles.com](http://www.thepsychfiles.com). Although the video is not specifically related to developmental psychology, it does give excellent examples that students can understand. The basic terms your students should know are presented in the first 7:39 minutes of the video. More detailed terms, such as confound, within groups design, ANOVA, and noise are found in the second half of the video. After watching the video, provide students with another example of an experiment, but one that is related to topics of interest in this course.

## Lecture Launcher: Pseudopsychology and the Mozart Effect

In addition to the research methods material presented in Chapter 1, you may want to introduce the concept of pseudoscience to your students. Ask students about their impression of the so-called Mozart effect. Most students have heard of the general phenomenon and have seen advertisements and CDs of music or videos “designed to increase your children’s IQ.” Bring in a magazine advertisement and read from it or show a YouTube video clip, touting the merits of the product. Ask students if they believe it, and if they would buy the product. Ask what “proof” they would need that the product actually works. Usually, students will begin to question the merits of the product, at which point you can discuss the actual psychological findings of this moneymaking gimmick by summarizing the work of Steele, Bass, and Crook (1999).

Pseudoscience quite literally means “false science.” Its “claims [are] presented so that they appear scientific even though they lack the supporting evidence and plausibility” (Shermer, 1997, p. 33). Furthermore, pseudoscience appears to use scientific methods and tries to give that “science-y” impression. Some characteristics of pseudoscience include the following (from <http://www.pseudoscience.org>):

1. It associates itself with true science.
2. It relies on, and accepts, anecdotal evidence.
3. It sidesteps disproof.
   * + - 1. Any possible outcome is explained away.
         2. A theory is not a good theory if it can explain everything because it can never make specific predictions.
4. It dangerously reduces complexity to simplicity (to a consumer society).

Ask students why the Mozart effect would be considered pseudoscience based on the four aforementioned characteristics. Have students give other examples of possible pseudoscience such as graphology, palmistry, and aromatherapy.

Michael Britt has an excellent website ([www.thepsychfiles.com](http://www.thepsychfiles.com)) that provides a great podcast on the [Mozart Effect](http://www.thepsychfiles.com/2008/06/episode-59-the-mozart-effect-is-there-anything-to-it/feed), as well as background information on this topic.

## 

## Activity: Design a Research Study

TO BE USED: HANDOUT 1.11

An appropriate collaborative learning activity for this chapter on research methods is to allow students the opportunity to design their own research. Arrange your class into groups. Tell them their assignment is to design a study in some area related to adolescent or emerging adult development. Some suggestions are: What foods do adolescents prefer? What percentage of adolescents experience bullying? Why do adolescents like to hang out at malls? What methods of quitting smoking are most effective? Why do we fall in love? How do emerging adults choose a major? How do adolescents use social media? How many adolescents text and drive? Groups can brainstorm some ideas of their own.

D) Technology-Enabled Learning Activities

For each chapter, this section provides activity suggestions that incorporate learning with or about technology. Many of the Thinking Critically questions and activities can easily be adopted for your flipped, blended, or fully online course as discussion questions or essays.

Use your imagination and investigate learning technologies and resources available to you and your students through your institution. Consider strategies and activities to provide information and encourage interaction through technology (e.g., online discussion groups, wikis, blogs, student web pages, or online portfolios, to name a few).

Collaborating Using Text or Instant Messaging

In the context of a group work assignment, have your students collaborate, work, or study together using text messaging and instant messaging. Remind them that using instant messaging allows for their "discussion" to be saved in transcript form. This comes in very handy while collaboratively generating material for a paper or group presentation. In terms of text messaging, ask those students with cell phones to text other members of their working group if they come up with an idea for their assignment, or if they have a question.

Afterwards, ask students to reflect on how instant messaging and text messaging facilitated their learning and collaboration.

Globalization Debate Online

TO BE USED: HANDOUT 1.12

The aim of this activity is to allow students to probe the issues related to globalization. A debate allows students to explore both sides of the issue. Set up a listserv, email group, or use an online discussion board that is available to your class.

Allow students to randomly choose the cards (see HANDOUT 1.12). Each card is designated pro or con and a help topic is listed on the card. These help topics may be used to help students research their position. You may tell them that they can take any tack they want, but the help topic is just that – help.

Give students some time to research their arguments for the side they chose. Allow the class time to debate the issues online between classes. When your class meets face to face, have a discussion about the issues.

E) Watch and Learn

Television doesn’t have to be a bad thing! Mass media can be a great source of critical thinking exercises, classroom debates, and discussions. This section provides a suggestion based on chapter content for incorporating some aspect of television in a discussion or activity.

TV Research: Portrayals of Adolescence and Emerging Adulthood

During the course of a week or several days between classes, have your students take note of portrayals of adolescents and young adults that they observe on television, movies, and social media. Have a discussion about the observational findings based on the following reflection questions or others.

Reflection questions to guide the observation exercise:

1. What did you watch? In what type of programming did you observe the portrayals of adolescents and young adults (e.g., advertising, situation comedies, news, etc.)?
2. Were the portrayals realistic? Explain.
3. Would you characterize any of the portrayals as stereotypical? Explain.
4. Was there a clear delineation depicted between adolescents and adults? Explain.
5. Other observations?

TV Networks Around the Globe

Have your students look at various national broadcasting service websites (e.g., Canadian Broadcasting Corporation, Al-Jazeera, British Broadcasting Corporation, etc.) and examine and discuss the varying perspectives in coverage of world events.

3. Practical Resources

A) Internet Resources

There is so much information available via the Internet – how do we know the information we are gleaning is reliable, accurate, and meaningful? Promote the critical analysis of websites and Internet resources with your students. Most university library websites contain guides to critically assessing Internet resources. For example, the University of British Columbia offers this evaluation resource on their website – http://www.library.ubc.ca/home/evaluating/.

APA Style Writing Guide

[http://www.apastyle.org](http://www.apastyle.org/)

Need some clear guidelines for producing those term papers according to APA format? Contains a sample manuscript for teachers and students alike and is intended to be used with the latest edition of the American Psychological Association Publication Manual.

<http://owl.english.purdue.edu/owl/resource/560/01/>

APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

ERIC Full Text Internet Library on Research in Education

[http://ericae.net](http://ericae.net/)/

Electronic access to full text versions of current articles on a variety of educational research and related topics and issues. Topics include: surveys, questionnaires, interviews, action research, and the evaluation and application of research. Updated regularly. A great resource for those of you writing research papers or conducting research studies.

Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/>

Comprehensive information detailing guidelines for ethical conduct for psychologists and responsible research in the social sciences. A must for students of research and researchers alike.

Pew Research Center: Teens and Youth

<http://www.pewinternet.org/topics/teens-and-youth/>

The Pew Research Center has extensively researched many topics related to the Internet, Science and Technology. They have a number of interesting and relevant reports on adolescent technology usage and its impact on the human experience. Some notable reports are:

Parents, Teens and Digital Monitoring (January 7, 2016)

<http://www.pewinternet.org/2016/01/07/parents-teens-and-digital-monitoring/>

Teens, Technology and Friendships (August 8, 2015)

<http://www.pewinternet.org/2015/08/06/teens-technology-and-friendships/>

Teens, Social Media & Technology Overview 2015

<http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>

Qualitative Research Page

<http://www.qualitativeresearch.uga.edu/QualPage/>

An excellent resource for those interested in studying and conducting, or just learning more about, qualitative research. It's a thorough treatment of methods, philosophical issues, and resources and contains links to electronic journals, discussion forums, and conference information.

Quiz Yourself on Psych Web

<http://www.psywww.com/selfquiz/>

A good place to prime yourself before you plunge into the text and your course. A series of interactive multiple-choice quizzes on a variety of psychology and development-related topics.

Research Methods in the Social Sciences

<http://www.socialpsychology.org/methods.htm>

Need some help navigating social research methods? Want to understand validity, data analysis, and a variety of other topics? This is a comprehensive site that includes methodology resources, research tips and tools, links to professional research organizations as well as social sciences-related headlines.

Society for Research on Adolescence (SRA)

[www.s-r-a.org](http://www.s-r-a.org/)

The official website of the Society for Research on Adolescence (SRA), which is the main organization for scholars on adolescence. Contains information about conferences and publications related to adolescence. SRA is a dynamic multi-disciplinary international organization dedicated to understanding adolescence through research and dissemination.

Society for the Study of Emerging Adulthood

[http://www.ssea.org](http://www.ssea.org/)

The website of the Society for the Study of Emerging Adulthood contains information about conferences on emerging adulthood, resources for teaching courses on emerging adulthood, and a bibliography of useful articles and books on the topic.

The International Forum on Globalization

<http://www.ifg.org/>

This site provides information about the Forum, which consists of sixty leading activists, scholars, economists, researchers, and writers who have been brought together to stimulate new thinking, joint activity, and public education in response to economic globalization. This site provides a comprehensive look at the IFG and all its events, publications, and associations.

United Nations Educational, Scientific, and Cultural Organization

<http://www.unesco.org/new/en/>

Interested in exploring issues of globalization and other hot topics mentioned in your text? This is an excellent resource. Provides access to information services, documents, information on current events, publications, statistics, and more.

B) Films and Videos

Note: Many of the popular film descriptions are abstracted from The Internet Movie Database (www.imdb.com) and All Movie (www.allmovie.com). Other film descriptions are abstracted from Martin, M., & Porter, M. (2006). DVD & Video Guide 2006. New York: Ballantine Books. Educational videos were sourced from both university and public library databases including ERIC. Try your own search at your local libraries for additional materials.

Hulu (<http://www.hulu.com> – can only be streamed in the U.S.) offers free films and television series, as well as movie previews. This site is legal and the material is authorized for web distribution. You can browse through and find older films, vintage television shows, and educational videos. (See introduction to IRM for additional information regarding copyright.)

Another great source for current and insightful educational videos and documentaries is the Public Broadcasting Service website (<http://www.pbs.org/>). The site has a link to instructional resources as well as to audio podcasts you can download and play in your class. Also, check out the website About.com (<http://websearch.about.com/od/imagesearch/a/education_video.htm>) for a listing of free educational videos on the web.

Educational Videos

1. Inside the Teenage Brain

(PBS, Frontline, 2002, 60 minutes)

This documentary chronicles how scientists are exploring the recesses of the brain and finding some new explanations for why adolescents behave the way they do. These discoveries could change the way we parent, teach, or perhaps even understand our teenagers. Watch the full episode online at <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>

2. Coming of Age: Ethnographic Profiles from a Global Perspective

(BBC, 2005, 60 minutes)

A global collage of adolescence represented by young people from 6 different countries – China, Malaysia, Russia, Uganda, Dominican Republic, and Canada’s Baffin Island – and how their coming of age is interpreted by their culture.

3. The Corporation

(Description from Knowledge Network, http://www.knowledgenetwork.ca/)

An excellent film to initiate discussion of globalization. The corporation is one of today's most dominant institutions. It has created not only unprecedented wealth, but also illness, death, poverty, pollution, exploitation and lies. This acclaimed BC documentary investigates the inner workings of the corporation, exploring its curious history, controversial impacts and possible futures. It is brilliantly illuminated with commentary from CEOs, whistle-blowers, brokers, gurus, spies, players, pawns and pundits, including Noam Chomsky and Michael Moore.

Popular Films

1. American Teen

(dir. Nanette Burstein, 2008, 95 minutes)

This documentary follows a group of small-town Indiana adolescents through their lives in high school and their social relationships.

2. High School Confidential

(dir. Jack Arnold, 1958, 85 minutes)

An excellent film to use as an example of stereotypes of adolescence in the 1950s. The story revolves around a narcotics officer's attempt to bust "hopheads" in a tough high school. Funny but revealing in terms of issues of adult perceptions of youth culture.

3. American Graffiti

(dir. George Lucas, 1973, 110 minutes)

This film is about the coming-of-age of a group of high school students in northern California. Issues of moving from adolescence to emerging adulthood are highlighted in a context of 1960s culture.

C) Popular Reading Room

Novels, nonfiction, and other literature you can suggest as related reading for your students. Besides being entertaining and enlightening, you may find excerpts, quotes, or cartoons to bring illustrative examples to your lectures and presentations.

1. Teenagers: A Natural History

(David Bainbridge, 2009, Greystone Books)

Reimagines the way people think about adolescents. No longer society's scourge and scapegoat, the teenager emerges from David Bainbridge's fascinating study as an awe-inspiring natural phenomenon that evokes reverence and wonder. Bainbridge, a veterinarian and anatomist, suggests that the second decade is the most important in the human life cycle.

2. Boomerang Nation: How to Survive Living with Your Parents...the Second Time Around

(Elina Furman, 2005, Fireside)

A tongue-in-cheek resource guide for "emerging adults" who take a long time to emerge! That is, adults who move back in with Mom and Dad.

3. Race Against Time

(Stephen Lewis, 2005, Toronto, Ontario: Ananse)

Humanitarian Stephen Lewis's account of Africa's AIDS crisis and the role of the wealthy world. Offers attainable solutions.

D) Annotated Readings

Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469–480.

*Written by the textbook author, this article discusses Arnett's new conception of emerging adulthood (the period of development from the late teens through the twenties). The article presents a theoretical background and offers evidence supporting the idea that emerging adulthood is a distinct period. The article includes an explanation of how emerging adulthood differs from young adulthood.*

Berzonsky, M.D., & Kuk, L.S. (2000). Identity status, identity processing style and the transition to university. *Journal of Adolescent Research*, *15*(1), 81–98.

*This article describes the investigation into the role of identity orientation in the transition to university. The authors found that identity status accounted for significant variation in students' progress on academic autonomy, educational involvement, and mature interpersonal relationships. The research showed that students with an informational identity style were best prepared to effectively adapt with the university context.*

Bowman-Kruhm, M. (2003). *Margaret Mead: A Biography*. Westport, CT: Greenwood Publishing Group.

*This biography follows her from childhood years to her college days at Columbia University under the tutelage of Franz Boas, and finally to her fieldwork in the South Pacific. Margaret Mead began working in Samoa when she was 22 years of age. The book includes private and public parts of her life which are interwoven with coverage of her marriages, close friendships, writings, and career progression.*

E) Additional References

Alessandri, G., Eisenberg, N., Vecchione, M., Caprara, G. V., & Milioni, M. (2016). Ego-resiliency development from late adolescence to emerging adulthood: A ten-year longitudinal study. *Journal of Adolescence, 50*, 91-102.

Arnett, J. J. (2015). Introduction to the special section: Reflections on expanding the cultural scope of adolescent and emerging adult research. *Journal of Adolescent Research, 30*(6), 655-660.

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Baggio, S., Studer, J., Iglesias, K., Daeppen, J., & Gmel, G. (2016). Emerging adulthood: A time of changes in psychosocial well-being. *Evaluation & the Health Professions,* 16327871666360.

Bandura, A. (1964). The stormy decade: Fact or fiction? *Psychology in the Schools, 1,* 224–231.

Bynner, J. (2005). Rethinking the youth phase of the life-course: The case for emerging adulthood? *Journal of Youth Studies, 8*(4), 367–384.

Cote, J. (2000). *Arrested adulthood: The changing nature of maturity and identity in the late modern world.* New York: New York University Press.

Lesko, N. (1996). Denaturalizing adolescence: The politics of contemporary representations. *Youth & Society, 28*(2), 139–161.

Rodriguez, V. C., Gillen-O’Neel, C., Mistry, R. S., Brown, C. S., Chow, K. A., & White, E. S. (2016). National and racial-ethnic identification: What it means to be American among early adolescents. *The Journal of Early Adolescence, 36*(6), 807-839.

Tanner, J. (2008). Review of emerging and young adulthood: Multiple perspectives, diverse narratives. *Journal of Youth and Adolescence, 37*(7), 888–891.

Vadeboncoeur, J. A. (2005). Naturalized, restricted, packaged and sold: Reifying the fictions of "adolescent" and "adolescence." In J. A. Vadeboncoeur & L. P. Stevens (Eds.), *Re/constructing "the adolescent": Sign, symbol and body* (p. 1–24). New York: Peter Lang.

4. Handouts

1.1 Think-Jot-Share

1.2 Think-Jot-Share

1.3 Think-Jot-Share

1.4 Exit Slip

1.5 Exit Slip

1.6 Exit Slip

1.7 Activity: What Is Culture?

1.8 Activity: Adults’ Perceptions of Adolescents/Adolescence (Offer Self-Image Questionnaire Activity)

1.9 Activity: Adolescence as a Culture Bound Syndrome

1.10 Activity: Historical Perspectives on Adolescence Through Interviews

1.11 Design a Research Study

1.12 Technology Enabled Learning Activities: Global Debate Online

HANDOUT 1.1

|  |
| --- |
| **THINK - JOT - SHARE** |

Think about the portrayal of adolescents in the media.

* What are some of the messages communicated in the media about adolescents?
* How might these messages influence our observations of adolescents’ behaviors?

HANDOUT 1.2

|  |
| --- |
| **THINK - JOT - SHARE** |

Think about your observations of adolescents out in the world.

* How do adolescents spend their free time? For example, who are they with? How do they interact?
* What questions did your observation raise for you? What would you like to ask the adolescents about their behaviors, thoughts, feelings, etc.?

HANDOUT 1.3

|  |
| --- |
| **THINK - JOT - SHARE** |

* The characteristic I am focusing on is:
* In my experience, this characteristic applies because:
* In my experience, this characteristic does NOT apply because:

HANDOUT 1.4

Exit Slip

1. Think about G. Stanley Hall's view of adolescence. If Stanley was around today, what would he have to say about "storm and stress" in today's adolescents? For example, would he have a negative or positive view of adolescents? Why or why not?
2. What is the main unanswered question you leave class with today?

HANDOUT 1.5

Exit Slip

1. Do you consider yourself to be an adolescent or an adult?
2. List some signs that indicate that you are an adolescent/adult.

HANDOUT 1.6

Exit Slip

One of the key issues in interpreting research is the issue of correlation vs. causation.

1. Describe one example that clearly illustrates causation.
2. Describe one example that illustrates correlation.

HANDOUT 1.7

**What Is Culture?**

According to Arnett, culture is the total pattern of a group’s customs, beliefs, art, and technology. Thus, a culture is a group’s common way of life, passed on from one generation to the next.

Based on Arnett's definition, which of the following groups could be considered a culture and why?

|  |  |  |
| --- | --- | --- |
| **Group** | **Culture? Yes or No** | **Why?** |
| Soldiers |  |  |
| Women |  |  |
| Hip hop music fans |  |  |
| Irish people |  |  |
| Canadians |  |  |
| People in poverty |  |  |
| Soccer players |  |  |
| Southerners |  |  |
| Other groups? |  |  |

**HANDOUT 1.8**

**INTRODUCTION TO THE OFFER SELF-IMAGE QUESTIONNAIRE**

**IMPORTANT INSTRUCTIONS: PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE WITH THE SAME RESPONSES YOU BELIEVE WOULD BE GIVEN BY A MENTALLY HEALTHY/WELL-ADJUSTED EARLY ADOLESCENT (10–14 YEARS) OF YOUR SAME GENDER.**

THERE ARE NO RIGHT OR WRONG ANSWERS.

AFTER CAREFULLY READING EACH OF THE STATEMENTS ON THE FOLLOWING PAGES, PLEASE CIRCLE THE NUMBER ON THE ANSWER SHEET THAT INDICATES HOW WELL THE ITEM DESCRIBES YOU:

THE NUMBERS CORRESPOND WITH CATEGORIES THAT RANGE FROM "DESCRIBES ME VERY WELL" (1) TO "DOES NOT DESCRIBE ME AT ALL" (6). PLEASE CIRCLE ONLY ONE CHOICE FOR EACH STATEMENT.

**EXAMPLE**

*STATEMENT: I AM AN ADOLESCENT.*

**CHOICE OF ANSWERS**:

1-DESCRIBES ME VERY WELL 4-DOES NOT QUITE DESCRIBE ME

2-DESCRIBES ME WELL 5-DOES NOT REALLY DESCRIBE ME

3-DESCRIBES ME FAIRLY WELL 6-DOES NOT DESCRIBE ME AT ALL

RESPONSE: (1) 2 3 4 5 6

PLEASE RESPOND TO ALL ITEMS.

**THANK YOU**

DANIEL OFFER, M.D.

|  |  |  |
| --- | --- | --- |
| **1-DESCRIBES ME VERY WELL** | **3-DESCRIBES ME FAIRLY WELL** | **5-DOES NOT REALLY DESCRIBE ME** |
|  |  |  |
| **2-DESCRIBES ME WELL** | **4-DOES NOT QUITE DESCRIBE ME** | **6-DOES NOT DESCRIBE ME AT ALL** |

**EMOTIONAL TONE**

1. I FEEL TENSE MOST OF THE TIME. 1.\_\_\_\_\_\_\_\_

2. I FEEL INFERIOR TO MOST PEOPLE I KNOW. 2.\_\_\_\_\_\_\_\_

3. MOST OF THE TIME I AM HAPPY. 3.\_\_\_\_\_\_\_\_

4. MY FEELINGS ARE EASILY HURT. 4.\_\_\_\_\_\_\_\_

5. I FEEL RELAXED UNDER NORMAL CIRCUMSTANCES. 5.\_\_\_\_\_\_\_\_

6. I AM SO VERY ANXIOUS. 6.\_\_\_\_\_\_\_\_

7. I FEEL SO VERY LONELY. 7.\_\_\_\_\_\_\_\_

8. I ENJOY LIFE. 8.\_\_\_\_\_\_\_\_

9. EVEN WHEN I AM SAD I CAN ENJOY A GOOD JOKE. 9.\_\_\_\_\_\_\_\_

10. I FREQUENTLY FEEL SAD. 10.\_\_\_\_\_\_\_

**FAMILY RELATIONSHIPS**

11. I THINK THAT I WILL BE A SOURCE OF PRIDE TO

MY PARENTS IN THE FUTURE. 11.\_\_\_\_\_\_

12. MY PARENTS ARE ALMOST ALWAYS ON THE SIDE

OF SOMEONE ELSE, e.g., MY BROTHER OR SISTER. 12.\_\_\_\_\_\_

13. MY PARENTS WILL BE DISAPPOINTED IN ME IN THE

FUTURE. 13.\_\_\_\_\_\_

14. VERY OFTEN I FEEL THAT MY FATHER IS NO GOOD. 14.\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **1-DESCRIBES ME VERY WELL** | **3-DESCRIBES ME FAIRLY WELL** | **5-DOES NOT REALLY DESCRIBE ME** |
|  |  |  |
| **2-DESCRIBES ME WELL** | **4-DOES NOT QUITE DESCRIBE ME** | **6-DOES NOT DESCRIBE ME AT ALL** |

15. UNDERSTANDING MY PARENTS IS BEYOND ME. 15.\_\_\_\_\_

16. I CAN COUNT ON MY PARENTS MOST OF THE TIME. 16.\_\_\_\_\_

17. MOST OF THE TIME MY PARENTS GET ALONG

WELL WITH EACH OTHER. 17.\_\_\_\_\_

18. WHEN MY PARENTS ARE STRICT, I FEELTHAT

THEYARE RIGHT, EVEN IF I GET ANGRY. 18.\_\_\_\_\_

19. WHEN I GROW UP AND HAVE A FAMILY, IT WILL BE

IN AT LEAST A FEW WAYS SIMILAR TO MY OWN. 19.\_\_\_\_\_

20. I FEEL THAT I HAVE A PART IN MAKING FAMILY   
DECISIONS. 20.\_\_\_\_\_

21. MY PARENTS ARE USUALLY PATIENT WITH ME. 21.\_\_\_\_\_\_

22. VERY OFTEN PARENTS DO NOT UNDERSTAND A   
PERSON BECAUSE THEY HAD AN UNHAPPY  
CHILDHOOD. 22.\_\_\_\_\_

23. USUALLY I FEEL THAT I AM A BOTHER AT HOME. 23.\_\_\_\_\_

24. I LIKE ONE OF MY PARENTS MUCH BETTER

THAN THE OTHER. 24.\_\_\_\_\_

25. MY PARENTS ARE ASHAMED OF ME. 25.\_\_\_\_\_

26. I TRY TO STAY AWAY FROM HOME MOST OF THE TIME. 26.\_\_\_\_\_

27. I HAVE BEEN CARRYING A GRUDGE AGAINST MY

PARENTS FOR YEARS. 27.\_\_\_\_\_

28. MOST OF THE TIME MY PARENTS ARE SATISFIED

WITH ME. 28.\_\_\_\_\_

29. VERY OFTEN I FEEL THAT MY MOTHER IS NO GOOD. 29.\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **1-DESCRIBES ME VERY WELL** | **3-DESCRIBES ME FAIRLY WELL** | **5-DOES NOT REALLY DESCRIBE ME** |
|  |  |  |
| **2-DESCRIBES ME WELL** | **4-DOES NOT QUITE DESCRIBE ME** | **6-DOES NOT DESCRIBE ME AT ALL** |

**VOCATIONAL AND EDUCATIONAL GOALS**

30. I FEEL THAT WORKING IS TOO MUCH RESPONSIBILITY

FOR ME. 30.\_\_\_\_\_\_

31 ONLY STUPID PEOPLE WORK. 31.\_\_\_\_\_\_

32. I AM SURE THAT I WILL BE PROUD ABOUT MY FUTURE

PROFESSION. 32.\_\_\_\_\_\_

33. I WOULD RATHER SIT AROUND AND LOAF THAN WORK.33.\_\_\_\_\_\_

34. AT TIMES I THINK ABOUT WHAT KIND OF WORK I WILL

DO IN THE FUTURE. 34.\_\_\_\_\_\_

35. I WOULD RATHER BE SUPPORTED FOR THE REST OF

MY LIFE THAN WORK. 35.\_\_\_\_\_\_

36. A JOB WELL DONE GIVES ME PLEASURE. 36.\_\_\_\_\_\_

37. I FEEL THAT THERE IS PLENTY I CAN LEARN

FROM OTHERS. 37.\_\_\_\_\_\_

38. AT TIMES I FEEL LIKE A LEADER AND FEEL THAT

OTHER KIDS CAN LEARN SOMETHING FROM ME. 38.\_\_\_\_\_\_

39. SCHOOL AND STUDYING MEAN VERY LITTLE TO ME. 39.\_\_\_\_\_\_

**ANSWER KEY FOR OFFER SELF-IMAGE QUESTIONNAIRE**

**INSTRUCTIONS**: You now have the opportunity to determine your own accuracy in predicting the typical answers of adolescents. Below you will find the numeric responses for which the majority of early and middle adolescent boys and girls gave in a large study of over 12,000 adolescents on three of the subscales of the Offer Self-Image Questionnaire. These three subscales – Emotional Tone, Family Relationships, and Vocational and Educational Goals – of the OSIQ were chosen because previous research conducted by Dr. Daniel Offer and his colleagues found it was for these three subscales that psychiatrists and psychologists were most inaccurate in predicting the responses of normal adolescents.

Compare your answers with those of adolescents and see how "in tune" you are with today’s adolescents.

**Young Male (YM) (13-15)**

**Young Female (YF) (13-15)**

**Older Male (OM) (16-19)**

**Older Female (OF) (16-19)**

**EMOTIONAL TONE**

1) YM=4 OM=5 YF=5 OF=5.

2) YM=6 OM=5 YF=6 OF=5.

3) YM=2 OM=2 YF=1 OF=2.

4) YM=4 OM=5 YF=3 OF=3.

5) YM=1 OM=2 YF=1 OF=1.

6) YM=3&4 OM=3&4 YF=3 OF=3.

7) YM=6 OM=5 YF=6 OF=5.

8) YM=1 OM=1 YF=1 OF=1.

9) YM=2&3 OM=1&2 YF=1 OF=2.

10) YM=6 OM=5 YF=5 OF=5.

**FAMILY RELATIONSHIPS**

11) YM=2 OM=1&2 YF=2 OF=2.

12) YM=6 OM=5 YF=5 OF=5.

13) YM=6 OM=6 YF=6 OF=6.

14) YM=6 OM=6 YF=6 OF=6.

15) YM=5 OM=6 YF=6 OF=6.

16) YM=2 OM=1 YF=1 OF=1.

17) YM=1 OM=1 YF=1 OF=1.

18) YM=3 OM=3 YF=2 OF=2.

19) YM=2 OM=2 YF=2 OF=1.

20) YM=3 OM=2 YF=2 OF=2.

21) YM=2 OM=2 YF=2 OF=2.

22) YM=6 OM=5 YF=6 OF=5&6.

23) YM=5 OM=5&6 YF=6 OF=6.

24) YM=6 OM=6 YF=6 OF=6.

25) YM=6 OM=6 YF=6 OF=6.

26) YM=4 OM=5 YF=6 OF=5&6.

27) YM=6 OM=6 YF=6 OF=6.

28) YM=2 OM=2 YF=1 OF=1&2.

29) YM=6 OM=6 YF=6 OF=6.

**VOCATIONAL AND EDUCATIONAL GOALS**

30) YM=6 OM=6 YF=6 OF=6.

31) YM=6 OM=6 YF=6 OF=6.

32) YM=1 OM=1 YF=1 OF=1.

33) YM=6 OM=6 YF=5 OF=6.

34) YM=1 OM=1 YF=1 OF=1.

35) YM=6 OM=6 YF=6 OF=6.

36) YM=1 OM=1 YF=1 OF=1.

37) YM=2 OM=2 YF=1&2 OF=2.

38) YM=3 OM=3 YF=3 OF=3.

39) YM=6 OM=6 YF=6 OF=6.

HANDOUT 1.9

Adolescence as a Culture-Bound Syndrome

Circle **3** items that **most** accurately describe adolescents.

Fashionable

Good at sports-dance

Energetic

Youthful-Fresh

Religious

Independent

Ambitious

Responsible

Moral

Circle **3** items that **most** accurately describe adolescents.

Cynical (Bitter, Sarcastic)

Sloppy

Uncoordinated

Lazy

Confused

Immoral

Oily-Pimply

Conformist

Confused

Rebellious-Wild

HANDOUT 1.10

Historical Perspectives on Adolescence

We begin this course by examining adolescence from a cultural and historical perspective. To learn about the lives of adolescents in previous decades, I would like you to interview someone who is over 70 years old. In your interview, find out how his/her experiences of adolescence were different from the experiences of today's adolescent. Following is a list of some questions – however, feel free to add in some of your own.

1. Did you attend high school? Did you want to? What kinds of subjects did you study? What kind of homework did you have?
2. What was your cultural background? What were the traditions that your family celebrated? How did your cultural background influence you?
3. What was your family life like during your teenage years? What were the expectations for teenagers with their relationships with their family (e.g., mother, father, siblings, grandparents)?
4. Did you work as an adolescent? If yes, where did you work? How many hours a week? Did you contribute to the family income? Did you want to work?
5. What kind of clothes did you wear? What were the "in" styles at that time? Were you concerned about fashion?
6. Who were your friends? How did you and your friends spend your free time? What were the popular teen "hangouts"?
7. What were the problems you confronted as a teenager?
8. What do you think are the critical issues that distinguish teenagers today from teens during your time? What do you think of today's teens?

HANDOUT 1.11

**DESIGN A RESEARCH STUDY**

You are the researcher. Design a study related to adolescent or emerging adult development. In doing so, address the following:

1. What is your research problem or question?

2. Are you seeking to establish cause and effect (an experimental design) or looking for a relationship between variables (a correlational design)?

3. What are your variables? Is there need to identify one as the independent variable and one as the dependent variable? If so, what are they? How are the variables operationally defined?

4. What is your hypothesis?

5. What major developmental design are you using? Note whether you are incorporating longitudinal, cross-sectional, cross-sequential, or cross-cultural methods.

6. Who is your population? How did you draw your sample? Will you have an experimental and control group? If so, how are subjects assigned to each group?

7. What data gathering strategies and/or "treatment" will you use?

8. Describe, diagram, or explain your research procedure.

9. What do you think your results will be?

10. How did you minimize bias in your study?

HANDOUT 1.12

Globalization Debate

Cut out cards for individuals to choose

|  |  |
| --- | --- |
| PRO  Help Topic:  Think about issues of Indian child labor. | CON  Help Topic:  Think about issues of Indian child labor. |
| PRO  Help Topic:  Think about issues of Western adolescent culture. | CON  Help Topic:  Think about issues of Western adolescent culture. |
| PRO  Help Topic:  Think about issues of changing global technologies. | CON  Help Topic:  Think about issues of changing global technologies. |
| PRO  Help Topic:  Think about issues of Latino children immigrating to the U.S. | CON  Help Topic:  Think about issues of Latino children immigrating to the U.S. |

Cut out cards for individuals to choose

|  |  |
| --- | --- |
| PRO  Help Topic:  Think about issues of Western European youth. | CON  Help Topic:  Think about issues of Western European youth. |
| PRO  Help Topic:  Think about issues of the globalization of information. | CON  Help Topic:  Think about issues of the globalization of information. |