**Module Number/Title:**

**Presentation Title:**

**Instructor Name:** Dr. Brianne Stanback

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| Include a Table of Contents to show the structure and relationship of the content to be presented in this presentation. |

| **Slide #** | **Topic Title** | **What you want to say** | **Ideas to represent** |
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|  | **How to use this column:**  Enter the title of this subject matter.  *TIP: Always start with an introduction slide and end with a wrap-up in a conclusion slide.* | **How to use this column:**  Enter the content you want to cover using a conversational tone. | **How to use this column:**  Enter any special instructions for the presentation here.  *TIP: Capture your ideas with links to graphics, clip art, attachments, videos, charts, graphs, etc.*  Images?  Insert small version of the image here and indicate source if possible. Or show the link to the image. For Windows clipart insert directly into this box.  Idea sources for graphics and images:  <https://www.gettyimages.com>  Indicate the Creative #.  <http://commons.wikimedia.org/wiki/Main_Page>  Indicate the url  Video?  Include URL to video. |
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| 1 | **Title Slide – Self Personality, and Social Awareness** | **Welcome to the lecture on self, personality, and social awareness.** |  |
| 2 | **Development of Self** | **We're going to**  **start off by talking about the development of self.**  **First we realize that there is a sense of agency. A sense of agency is recognizing**  **that our actions cause objects and people to react in predictable ways. If you**  **remember from when we studied Piaget's cognitive developmental theory, during**  **the primary circular reaction stage, between the first four months of life, infants**  **repeat pleasurable activities that center around their own bodies. For example,**  **they might repeatedly kick to make a mobile move.**  **Self-recognition is the next stage of self-development. This is the perception of**  **yourself as a separate being, distinct from other people and objects in the world**  **around you. This emerges in Piaget's secondary circular reaction stage, surround**  **four to six months. At this age, babies are readily trying to make objects in the**  **environment do what they want them to.**  **During the secondary circular reaction stage, there's a beginning of knowledge**  **for infants that they are separate from the world around them. So according to**  **Piaget, over the first few months babies begin to distinguish their physical self**  **from the external world.**  **As early as a few months of age, infants will smile at their own reflection. At what**  **age, however, do they realize that that reflection is them?** | **No image** |
| 3 | **Self-recognition (Lewis& Brooks-Gunn Recognition Experiment)** | **This is referred to as**  **self-recognition and was studied by Lewis and Brooks-Gunn. They studied**  **infants who were about 9 months to 24 months of age.**  **They developed this unique way of testing whether or not babies could recognize**  **themselves. They would have their mothers put a spot of rouge or blush or red**  **paint on the baby's nose and then place them in front of the mirror. Now, if infants**  **recognize that their reflection is their own, they will instantly touch their nose.**  **Other signs that they recognize themselves might be acting silly or coy because**  **of the red spot on their nose.**  **What Lewis and Brooks-Gunn found is that younger infants demonstrated no**  **self-recognition. They treated the image as if it were another kid. By 15 to 17**  **months of age, babies showed a few signs of recognition. Among the group, selfrecognition first occurred at 15 months of age. By two years of age, the majority**  **of children show self-recognition. So by two years of age, the majority of children**  **touch their noses when put into this paradigm.**  **About the same age, they will label themselves in pictures. Interestingly, this is a**  **universal aspect of development. Even children from nomadic tribes who have no**  **experience with mirrors show this universal pattern. What about even nomadic**  **tribes do you think might make them familiar with their reflection? Think about**  **that for a minute and it'll come to you.** | **Image of someone looking into a mirror** |
| 4 | **Self-Concept** | **Self-concept is another aspect of self-development. This is very cognitive in**  **nature and is dependent upon social interaction. Cooley came up with the**  **concept of the looking-glass self. This is different than the self-recognition task**  **we just talked about, so don't confuse the two.**  **The looking-glass self is the idea that a child's self-concept is largely determined**  **by the way other people respond to them. So our understanding of ourself, or our**  **self-concept, is a reflection of how other people respond to us. Cooley and Mead**  **proposed that self-concept evolves from social interactions, and that it undergoes**  **many changes across the lifespan.**  **Interestingly, the looking-glass self is not unique to humans. Reflections in the**  **social mirror enable normal chimpanzees to develop a knowledge of self. But**  **among chimps who are isolated, they never develop a self-concept or knowledge**  **of self.**  **With age, chimpanzees who are raised normally will recognize themselves with**  **the rouge test, but chimpanzees raised in isolation never recognize themselves.**  **They always act as if their image is another animal. Reflections in the social**  **mirror of others around you enable normal chimpanzees to develop a knowledge**  **of self.**  **Some theorists assert that the preschool years in particular are instrumental in**  **developing a sense of self.** | **Image of a chimpanzee eating by the water.** |
| 5 | **Psychosocial Development (Erikson’s Stages)** | **This brings us to Erikson's theory of psychosocial**  **development. For an overview of the stages, review the chart on page 32 of your**  **textbook.**  **Erikson was concerned with the inner dynamics of personality, and proposed that**  **our personalities evolve through systematic stages. At each stage, we are**  **confronted with different challenges. Erikson emphasized social influences on**  **personality development, including not only our parents, but also our peers,**  **teachers, and social organizations such as schools or churches.** | **No image included (image idea: chart of Erikson’s stages of psychosocial development)** |
| 6 | **Trust vs. Mistrust** | **The first stage of Erikson's theory is trust versus mistrust. The crisis to resolve is,**  **can I rely on others to meet my needs? Can I trust others to care for me? In this**  **stage of life, you either develop a sense of trust or mistrust. The outcome of this**  **stage of development will impact how you view yourself in adulthood. As you can**  **see, Ainsworth and Bowlby's ideas of attachment are similar to Erikson's theory.** | **Image of smiling baby with mom.** |
| 7 | **Autonomy vs. Shame & Doubt** | **The next stage is autonomy versus shame and doubt. This occurs when you're a**  **toddler. Toddlers learn that they can do things on their own and gain a sense of**  **autonomy. On the other hand, the negative outcome of this stage is if toddlers**  **feel shame and doubt about their abilities.**  **Toddlers master new skills to demonstrate their independence. You often hear**  **them say, I want to do it myself, and me do it, during this stage. And it's proper to**  **allow them such opportunities so that they can learn autonomy.** | **Images of toddlers exploring/playing independently.** |
| 8 | **Initiative vs. Guilt** | **The next stage, in preschool, is initiative versus guilt. According to Erikson, a**  **young child's self-concept becomes defined by their expanding range of skills**  **that they must master to continually demonstrate their independence-- and more**  **specifically, to demonstrate that they have an initiative of their own to complete**  **tasks.**  **What do you think a parent should do in a situation where their four-year-old has**  **tried to make them breakfast on their own initiative and has made a huge mess of**  **things? It's important that parents support and not criticize their children's effort to**  **initiate mastery of new skills. They need to encourage their attempts to perform**  **well.**  **So according to Erikson, in the initiative versus guilt stage preschoolers eagerly**  **take on new tasks and activities. They may feel guilty when their efforts result in**  **failure or criticism. At this stage of development, as we'll discuss a little bit later,**  **children seem to really overestimate their ability.** | **Image of Preschool child hiking on rocks independently.** |
| 9 | **Self-Esteem** | **Another aspect of self-emerging as we age is how we value ourself, or evaluate**  **ourself. We refer to this self-esteem. Self-esteem is one's evaluation of self-worth**  **as a person based on an assessment of the qualities that make up the selfconcept.**  **Self-esteem is emotional in nature. Self-esteem includes an overall evaluation of**  **your worth as a person. Harder found that middle childhood is a time in which the**  **social world expands and distinctive competencies emerge. These competencies**  **can be classified into different categories. Understanding these competencies**  **and seeing them in yourself fosters development of self.**  **The competencies fall into specific categories. We're going to categorize them**  **into four. The first one is cognitive, or scholastic, confidence. This is when you do**  **well in school, feel smart, feel like you remember things well. Social competence**  **is when you feel like you have a lot of friends, that you're popular, and that you're**  **well-liked.**  **Physical competence involves being good at sports, such as being chosen early**  **for the team or wanting to play rather than watch. Also, physical appearance**  **contributes to how you feel about your physical competence. Finally, there is**  **general self-worth, or behavioral. This is being sure of yourself, feeling good**  **about who you are, being happy the way you are** | **Image of students interacting by a locker, image of an honor roll certificate.** |
| 10 | **Does Self-Esteem Change with Age?** | **Does self-esteem change with age? It does, and in predictable ways. Selfesteem is very high throughout early childhood. It drops over the first two years of**  **elementary school as children compare themselves to others. So, self-esteem**  **begins high and decreases in early elementary school.**  **Preschool children typically overestimate their abilities and competencies in all**  **areas. They have generally quite positive self-impressions. So if you ask a**  **preschooler, are you good at playing ball? Yes. Are you good at playing house?**  **Yes. Are you good at helping mommy do the dishes? Yes. They're good at**  **everything. And this really continues up to about seven years of age.**  **However, during that time children will begin to rate different competencies as**  **being important. For example, those competencies that they rate themselves as**  **being very high on are those that they rate as being most important. Around eight**  **years of age, middle-aged children start to rate themselves differently on all the**  **different competencies.**  **At the same time, by about eight years of age their ratings tend to be more**  **accurate reflections of how others perceive them. So the ratings of, say, their**  **athletic competence, would be similar to that of their parents, peers, or teachers.**  **This demonstrates more mature self-concept and self-esteem.** | **Image of a preschool or kindergarten classroom.** |
| 11 | **Differences in Self-esteem** | **What predicts differences in self-esteem among children? Well, positive social**  **feedback is related to higher self-esteem. Children with parents who are very**  **loving and accepting have higher self-esteem. Feedback from not only parents,**  **but also teachers and peers and others, can play a critical role. Children with high**  **self-esteem tend to have parents who are warm and democratic,**  **By making social comparisons, we can often feel more competent than others.**  **Social comparisons are defining and evaluating yourself by comparing yourself to**  **other people.**  **Of the four types of competencies, social and cognitive competencies are most**  **important in predicting what one's [? self-esteem ?].** | **Images of a young football player and of young scientists.** |
| 12 | **Industry vs. Inferiority** | **Back to Erikson's theory, he viewed middle childhood as a period of emotional**  **quiet, when children face the crisis of industry versus inferiority. As children strive**  **to develop competence in the skills that are valued by their society, they come to**  **view themselves as either productive and industrious or inadequate and inferior.**  **Whereas younger children tend to focus on observable behavior, schoolchildren**  **begin to understand the affective internal and emotional origins of behavior. They**  **appreciate that emotions have internal causes, and they're thus better able to**  **control their own emotional actions. Because of their widening social network,**  **school age children perceive themselves in terms of their various skills and roles,**  **as Harder explained as well.**  **Children's ratings appear to be accurate reflections of how others appear them in**  **middle childhood. This suggests that their self-knowledge and self-esteem**  **depend on the way others perceive and react to their behavior.**  **Because of increased social awareness during middle childhood, kids actually**  **become more self-critical and have a lower self-esteem then as younger children.**  **From fourth grade on, self-esteem rises for the majority of that time period, with**  **the exception of the transition to junior high. At junior high, you often see some**  **drops in self-esteem. This is primarily due to all the changes preteens or**  **teenagers experience at that time. Overall, most teenagers have pride and selfconfidence.**  **An interesting note about this stage of development according to Erikson-- this is**  **when your work ethic emerges. So if you've ever worked with someone who**  **didn't have the best work ethic, then something apparently went wrong in their**  **middle childhood in the industry versus inferiority stage.** | **Image of young children with a soccer ball.** |
| 13 | **Identity vs. Role Confusion** | **The next stage of development according to Erikson's theory is identity versus**  **role confusion. This is the period of adolescence. The most influential system in**  **the growth of self-esteem at this stage is the peer group. Peer relationships**  **provide unique opportunities for self-understanding and learning how to relate to**  **others. Adolescence heightens the search for self-understanding because of**  **many changes that occur during the teenage years.**  **Erickson says that during puberty we go through many physical, cognitive, and**  **social changes, and that this may erode self-esteem as we search for a stable**  **identity. More recent research indicates that some do experience a decline in**  **self-esteem, but that most do not show any erosion of self-esteem, or maybe just**  **a small decline.**  **Most teenagers emerge from high school with the same level of self-esteem as**  **they started. Again, in our modern day culture we're more likely to see a drop at**  **the junior high age than at the high school age. And those who do experience**  **declines in self-esteem, usually it's related to many life changes all at the same,**  **such as changing schools, a changing body, dating, divorce in their family.**  **Erikson felt that between 12 to 15 years of age we face an identity crisis. The**  **identity crisis is Erikson's term for the uncertainty and discomfort that adolescents**  **experience when they became confused about their present and future roles in**  **life. Erikson believed that at this stage of development it's important that we form**  **a stable identity.**  **Identity is a well-organized concept of self made up of values, beliefs, and goals**  **to which an individual is solidly committed. Erikson believed that the most**  **important personality achievement is to develop a sense of identity.** | **Image of a high school soccer player.** |
| 14 | **Identity Formation and Statuses** | **Marcia further researched Erikson's idea about identity formation and delineated**  **four different identity statuses that we experience in this stage of development.**  **Marcia developed an interview that classified teenagers and young adults into**  **one of four identity statuses. These statuses include identity diffusion,**  **foreclosure, moratorium, and achievement.**  **There's not one particular pathway to identity achievement, but we might go**  **through all or some of these stages in a different order. The healthy outcome,**  **according to both Marcia and Erikson, is identity achievement. These different**  **statuses can be explored in the next slide through an interaction.**  **Erikson found that 15- to 18-year-olds have an identity crisis. But based on**  **Marcia and others research, it appears that he was a little early in his estimate.**  **When Marcia gave the interview to 12- to 24-year-olds, he found that most 12- to**  **18-year-olds were in the identity diffuse status. It was not until about 21 years of**  **age or older that most had reached identity achievement.** | **Image of a young adult or college student with a backpack leaning against a wall.** |
| 15 | **No slide/No Audio** | **Marcia identified four different identity statuses with development. This shows the**  **percentage of people in each status across age groups. By 24 years of age,**  **almost 60% of the people in the study had established their identity or reached**  **identity achievement. Diffusion and disclosure status decreased in frequency with**  **age. Some remain in moratorium status even into their 20s.**  **The identity diffusion is when you have not yet thought about identity issues or**  **what you believe or what your values are, and you fail to make any future**  **commitments. If you asked someone if they were happy when they were in this**  **stage, they might say, I haven't really thought about it. Or if you ask somebody**  **what they want to be when they grow up they would just say, I don't know. I**  **haven't really thought about it. Most people between 12 and 18 years of age are**  **in the identity diffusion status.**  **The moratorium state is someone who is currently experiencing an identity crisis.**  **They're asking a lot of questions. They're questioning what they've been taught.**  **They're exploring issues and options in their life. Going through this time is a**  **healthy pathway to achievement. They don't have any definite commitments, but**  **they're exploring many different values, interesting careers.**  **Identity achievement is a healthy outcome. After having questioned and struggled**  **with the issues and considered various options, a person comes to a firm**  **commitment about who they are and what they believe.**  **The foreclosure status is someone who's made firm commitments and decisions,**  **but have never considered the options or questioned or explored their own**  **values. Foreclosure might be someone, for instance, whose parents have told**  **them their whole life, you're going to be a doctor. And so they never questioned**  **it. They just say, I'm going to be a doctor. They've committed themselves to**  **values and goals without exploring alternatives. Foreclosure is a negative**  **outcome.** |  |
| 16 | **Identity Crisis/ Achievement** | **Identity crises are not painful unless it takes a long time to find your identity, or if**  **you fail to reach identity achievement. Adolescents are often troubled by**  **inconsistencies between their real self and their ideal self. Sometimes they will**  **take on a false self, behaving in ways that are contrary to their true nature. This is**  **more likely if you have a perception that your real self is rejected by your parents**  **or peers, if you have an intense desire to please or impress others, or sometimes**  **it's just out of experimentation, wanting to try out different behaviors or different**  **looks sometimes.**  **Identity achievement is when adolescents establish their own goals and values.**  **Usually this is by abandoning some of those set by their parents and society**  **while accepting others. Interestingly, people who reach identity achievement**  **have the highest self-esteem.** | **Young adult smiling happily** |
| 17 | **Influences on Identity Formation** | **So what predicts whether or not you reach identity achievement? Cognitive**  **development does. Formal operational thought, as described by Piaget's theory,**  **allows us to imagine and consider possible future identities and roles. The**  **relationship we have with our parents also impacts our identity achievement.**  **Distant, neglectful, and rejecting parents have children who experience crises.**  **Warm, close, and caring parents have children who are more likely to reach**  **identity achievement.**  **Our social experiences outside the home also impact identity formation. The**  **more you're exposed to diverse ideas and cultures and people who encourage**  **you to think independently, the more likely you are to reach identity achievement.**  **Also, your cohort, the broader social and historical context-- culture definitely**  **impacts when you reach identity formation.**  **Earlier cohorts reached it at much earlier times. Since more modern cohorts are**  **likely to continue their education through college, this also has continued their**  **search for an identity and kind of drawn out adolescence in a lot of ways.**  **Also, not all cultures value having a separate identity. It's actually a very**  **westernized kind of idea. So a lot of Marcia's research, and the approach to this**  **whole concept, would not in all be accepted or applied to other cultures,**  **especially more collective cultures.** | **Image of a family walking together.** |
| 18 | **Intimacy vs. Isolation** | **The next stage of Erikson's theory is intimacy versus isolation. Young adulthood**  **is a time for dealing with this conflict. One must achieve a sense of identity before**  **they're able to commit themselves to another person. You must know yourself**  **before you can love someone else. So according to Erikson, it's healthiest if you**  **achieve an identity before you begin an intimate relationship.**  **Sometimes young people can become overly dependent upon a romantic partner**  **as a source of their own identity. This is usually more typical of women.**  **Especially the more feminine they are with regard to stereotypical feminine traits,**  **the more often they will choose a route where they look for intimacy and then**  **define their own identity by it. Or, women are more likely to struggle with the**  **intimacy and identity issues at the same time.**  **Assertive, or more stereotypically masculine females-- and males-- form their**  **own identity before becoming seriously intimate with others.** | **Image of a husband and wife at their wedding.** |
| 19 | **Generativity vs. Stagnation** | **Erikson's middle adulthood stage is generativity versus stagnation. At this age,**  **you become concerned with gaining the capacity to produce something that**  **outlives you. In this stage, you genuinely begin to care about future generations.**  **This is referred to as generativity. A lot of people express their generativity by**  **becoming caring and committed parents. Or, they become mentors, productive**  **workers, or community leaders.**  **Middle aged adults contribute to the next generation through meaningful work,**  **creative activities, or raising their family. If they don't find an outlet to be**  **generative, then they become stagnant in their development.** | **Image of a family enjoying a picnic together.** |
| 20 | **Integrity vs. Despair** | **According to Erikson, the final stage is integrity versus despair. Older adults try to**  **make sense out of their lives, either seeing their life as a meaningful whole or**  **despairing at goals they never reached. In old age we try to find a sense of**  **meaning for our life that helps us to face inevitability of death.**  **Interestingly, further research has found that older adults on the most part say**  **that there is little if anything they would do differently if they had their life to live**  **over. This suggests that most older adults attain a sense of integrity and have**  **very few regrets.** | **Image of an older couple holding hands.** |
| 21 | **Wrapping up Erikson’s Stages** | **Here's a saying that I think reflects Erikson's stages of development well. "At 20**  **to 30, I learned how to get along with my wife." What stage is that? "From 30 to**  **40, I learned how to be a success at my job. From 40 to 50, I worried less about**  **myself and more about my children."** | **No image included (possible image: chart of Erikson’s stages with correlated pictures)** |
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