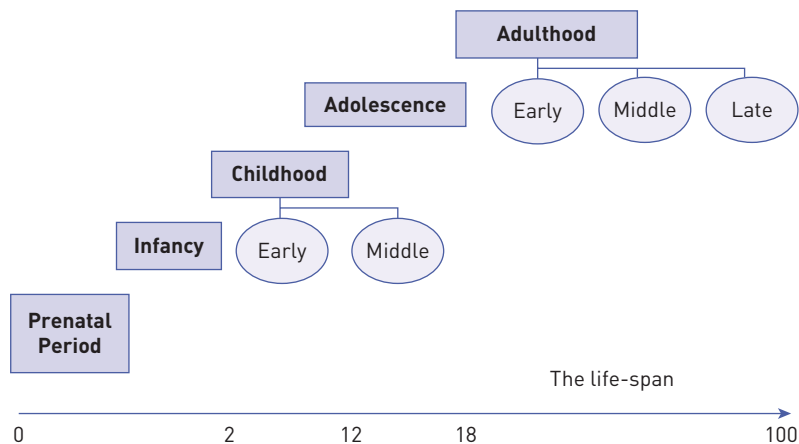


Photo 10.1

Contemporary families have become significantly smaller across the world. Why do women have fewer children than 20 years ago? In your opinion, what does a smaller family mean for a child's development?



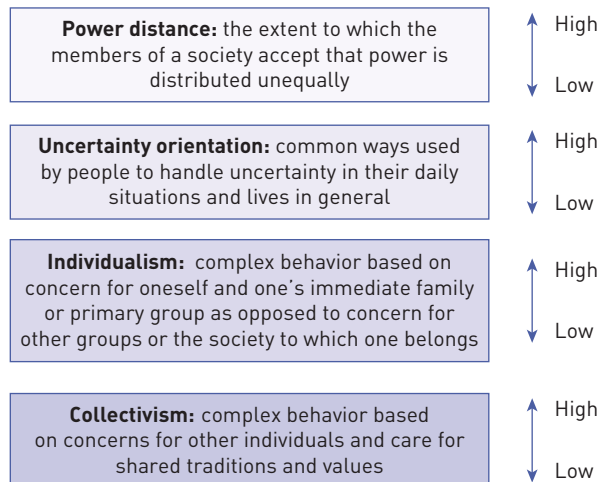
FIGURE 10.1 ● Stages of Individual Development



CHECK AND APPLY YOUR KNOWLEDGE

1. Explain human development and socialization.
2. Name the key developmental stages.
3. What is a midlife crisis? Ask a person who is over 40 if he or she has experienced a major crisis; if yes, what caused it?
4. Explain the consistency and oppress models of development.
5. Explain heterotypic and homotypic stability.
6. Have you experienced significant changes in your views of life and other people due to a major event in your life? If yes, what was the event, and what were the changes?

FIGURE 10.2 ● Cultures Described in Terms of Cultural Dichotomies



CHECK AND APPLY YOUR KNOWLEDGE

1. Explain collectivism, power distance, uncertainty orientation, and individualism.
2. Explain the suppression–facilitation model.
3. Do you personally want to look younger or older? Ask other people in class. Do people want to look older sometimes? Why do so many people want to look younger? What do people do to look younger? Use your personal observations or other sources to discuss in class how people in different families and cultures cope with aging. Which businesses are interested in creating hype about the “younger image”?

TABLE 10.1 ● Kohlberg’s (1981) Stages of Moral Development

Stage 1. Preconventional level I: Judgments about what is right and what is wrong are based on fear of punishment.

Stage 2. Preconventional level II: Moral conduct produces pleasure, whereas immoral conduct results in unwanted consequences.

Stage 3. Conventional level I: Any behavior is good if it is approved by significant others.

Stage 4. Conventional level II: The existing laws determine what is moral and immoral.

Stage 5. Postconventional level I: Moral behavior is based on individual rights and underlying social circumstances.

Stage 6. Postconventional level II: Moral conduct is regulated by universal ethical principles that may rise above government and laws.

CHECK AND APPLY YOUR KNOWLEDGE

1. Describe in three sentences the key points of the psychoanalytic approach to an individual’s development.
2. Describe the six stages of moral development, according to Kohlberg.
3. Explain the trolley dilemma. How would you personally act in a similar hypothetical situation? Would you sacrifice the life of one person to save the lives of five? Explain your decision.



Photo 10.2 According to Vygotsky, a child is typically ready to learn more and understand better than a teacher or parent might assume. Imagine you are in the role of a parent or a teacher and explain this statement in practical terms.

TABLE 10.2 ● **The Big Five Personality Traits and the Life-Span**

Extroversion	<ul style="list-style-type: none"> • Average levels tend to slightly increase with age, especially attributes linked to self-confidence and independence. • Variations remain less significant with age.
Agreeableness	<ul style="list-style-type: none"> • Average levels gradually increase across the life-span. • Variations remain less significant with age.
Conscientiousness	<ul style="list-style-type: none"> • Research is inconclusive. Some studies show that average levels gradually increase across the life-span until midlife or old age when they tend to decline. • Other studies find this relatively stable across the life-span.
Neuroticism	<ul style="list-style-type: none"> • Level gradually declines across the life-span but has a tendency to increase in old age.
Openness to experience	<ul style="list-style-type: none"> • Average levels increase during adolescence and then gradually decline by midlife and across the life-span.

Sources: Donnellan and Robins, 2009; Hampson et al., 2015.

CHECK AND APPLY YOUR KNOWLEDGE

1. Describe the stages of development, according to Piaget.
2. What is the zone of proximal development? Which one of your personal features do you think was overlooked when you were a child? What can you do to develop and advance this feature today?
3. What was William James's view of an individual's personality characteristics?
4. Describe how extroversion, agreeableness, openness to experience, neuroticism, and conscientiousness change during the life-span.

Photo 10.3 Suicide is the second-most common cause of death in adolescents. Suicide-prevention centers are always looking for volunteers and qualified professionals.

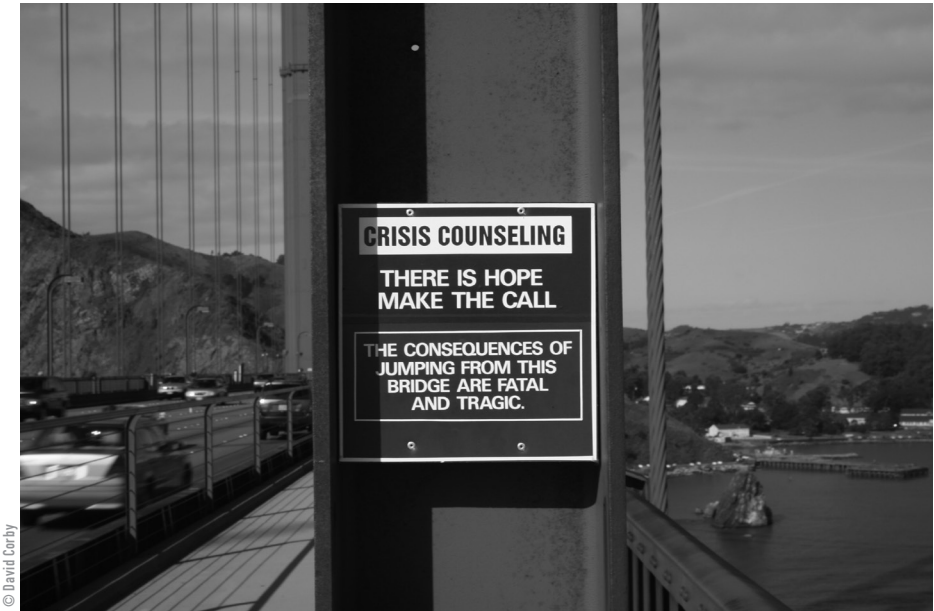


TABLE 10.3 ● Risk Factors of Suicide: A Developmental Comparative View

Risk Factors	Older Individuals	Younger Individuals
Depressive illness or other mental illness	A significant factor	A significant factor; not common in young children
Substance abuse	A significant factor, especially in combination with depression	A significant factor, especially in combination with depression; not common among young children
Suicidal ideation	A significant factor	A significant factor
Chronic illness	A significant factor	A possible but not common factor
Significant life stressor	A significant factor	A significant factor
Impulsivity, risk propensity	A factor due to the loss of reasoning	A factor due to undeveloped reasoning
Lack of social interaction	A substantial factor	Typically not a factor
Loss of social status, loss of "face"	A substantial factor	A factor, but insignificant among young children
Physical decline	Can be a common factor	Usually not a common factor



CHECK AND APPLY YOUR KNOWLEDGE

1. Describe the development factors of suicide. Which age groups are the most susceptible to suicide?
2. Explain why crime can be viewed as a developmental issue.
3. According to your personal view, what is more important in your educational success: drill and memorization or creative discussion?

Visual Review

