

Development Lasts a Lifetime

Chapter 21



WORDS FOR THOUGHT

"Somehow we learn who we really are and then live with that decision."
(Eleanor Roosevelt)

IN YOUR OWN WORDS

How will you figure out who you really are?

SECTION 21-1

Developing as a Teen

OBJECTIVES

After studying this section, you should be able to:

- Describe the major areas of human development.
- Explain how teens change in each area of development.
- Describe the impact of developmental changes on teens.
- Explain what influences development.
- Analyze your own growth in each developmental area.

TERMS TO LEARN

development
hormones
body image
temperament
life events

Have you ever looked at baby pictures of yourself and said, "I can't believe that was me"? An older relative might have

remarked, "Even then, you were an interesting child. I remember one..." Fifteen years from now, if you find your high school picture or an assignment that you wrote last week, what do you think your reaction will be?

The process of growth and change over the course of life is called **development**. All areas of life are included: physical, intellectual, emotional, social, and moral. Development has already taken you a long way from childhood. It will take you farther still in the years to come. In some ways, you may stay the same. In other areas, changes may make you look back and say, "I can't believe that was me." Will these changes bring you

closer to the person you want to be? That remains largely up to you.

YOUR PHYSICAL SELF

Your physical self is the combination of your body's outward appearance and internal functions. Your basic body type and physical traits were inherited from your birth family.

During the teen years, the physical self undergoes rapid change—more than in any age except infancy. Changes in the body's production of hormones allow teens to develop the adult traits of their gender. **Hormones** are chemical substances that regulate cellular activity in the body. This process of physical change generally begins and ends a few years earlier in females than in males.



Body Image

Physical change in the teen years is normal and healthy, but it can be disturbing. A teen who develops more quickly or slowly than peers may feel especially awkward. This new awareness of the body can cause problems with **body image**, or the way you see your physical self.

Problems with body image start as people try to live up to some ideal, usually set by celebrities and models in the media. People may not realize—or care—that

those images owe a lot to the wonders of skillful photography and makeup. The people in the posters and glossy magazine ads literally look better than life.

The pressure to live up to false images can cause teens to focus on so-called flaws. Overlooking their good points, they magnify what they believe is negative. One teen feels short. Another sees only a nose that is too big.

Strangely, the features that people dislike in themselves are usually not noticed by others. A winning personality tends to counteract any negatives. As people get to know each other better, in fact, physical traits seem to disappear. Think of the people you know and like. What makes you care about these people—the way they look or the way they treat you?

Making the Best of Yourself

Telling yourself that looks are only skin deep is one thing; believing it may be harder. What can you do? First, make the best of yourself physically. Following the principles of good health and hygiene and exercise puts you on the right track. Be realistic about what you can be and work toward that.

Second, learn to like what you see in the mirror. Everyone has good qualities. If your nose or your teeth are a problem, focus on your hair color or your eyes. Use positive self-talk. If you start to fall into negatives, stop and treat yourself to a compliment instead. Eventually, you'll boost your own body image.

From the beginning to the end of the teen years, physical change is dramatic. Continually seeing yourself as a “new” person can bring mixed emotions. What might some of them be?



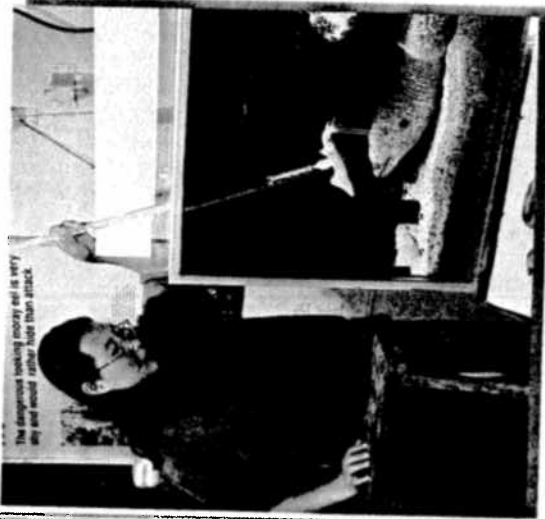
“My feet are too big and my nose, well” Appearance means little when there’s something special inside.

YOUR MENTAL SELF

The mental, or intellectual, self is the thinking self. You develop intellectually as you learn and use knowledge, logic, and reason. Understanding ideas and the relationships between them shows mental growth, too.

Some people mistakenly believe that mental abilities are shown only through school achievement. Actually, intelligence shows in

many other ways as well. You might notice people who have musical talent, creative skills, and problem-solving abilities, to name a few. Obviously people don’t all have the same strengths to the same degree. For example, Aaron is known as a genius with motors. He can listen to a lawn mower engine and quickly have ideas about what might fix it. His friend Paulie, however, wouldn’t dream of fixing a lawn mower, but he plays the guitar well.



A teen grows mentally through many experiences. How can a part-time job or volunteer work spur mental ability?

You learn in all of these ways, but one may be more effective for you than the rest. A preferred way of learning, or learning style, helps facts and concepts "stick."

Auditory learners excel at absorbing spoken messages. They benefit most from discussions and taped material. Visual learners understand written material most easily. They work well with computer programs, charts, exhibits, demonstrations, and videos. Kinesthetic learners do well with some type of physical action. It may be writing, speaking, performing skits, playing games, or running experiments. They might also learn by creating something through needlework, woodworking, or metal work.

Learning is reinforced if you use more than one style. When you take notes in class, for instance, you're both listening and doing. Viewing a movie involves seeing and hearing. Working on a computer means seeing and doing.

To take advantage of your preferred style, you may need to adapt information. Shannon learns best by writing. As she explained, "I redo my notes after a lecture and take notes when I read. If I'm trying to remember how to spell a word, it helps to write it in the air with my finger."

Understanding how you learn best can help you develop your learning abilities. You can apply your best learning style to the most important materials.

During the teen years, you develop a more adult way of thinking. You come to understand that behavior has consequences. Sometimes these consequences are positive, sometimes negative. As your thinking matures, you are better able to choose appropriate behavior that brings rewards and satisfaction.

Predicting consequences improves your ability to plan. Young children can't anticipate the future; they learn everything by experience. When you understand the possible outcomes of actions, you can sometimes avoid problems or solve them before they occur. Your plans are more likely to succeed.

Learning Styles

All people learn through their senses. People learn by listening (auditory), by seeing (visual), and by doing (kinesthetic).

without much regard for the effect on other people. Part of growing up is understanding and managing your emotions. You begin to see that emotional control and tact are vital to getting along with others.

The teen years can present stumbling blocks to handling emotions. Not only do you feel new emotions, but hormonal changes in your body may also bring on mood swings. You may wonder why you feel lukewarm about some things—even though everyone else is excited—and passionately happy one moment and very low the next? Feelings themselves aren't right or wrong. Right or wrong enters in how you deal with your emotions. The ability to cope effectively with emotions is one sign of growing up, of being an adult.

YOUR SOCIAL SELF

Your social self is the side of you that relates to other people. Each person has an inborn style of reacting to the world and relating to others. Called **temperament**, this style is shown very early in life. Infants reveal temperament in how active and persistent they are, in how well they adapt to new people and experiences, and in how intensely they respond to their environment.



By discovering how you learn best, you can improve your mind—and your grades. What learning techniques work best for you?

YOUR EMOTIONAL SELF

Emotions are often pleasant, sometimes painful, and always necessary. They provide information that you can use to understand yourself and others.

There are eight basic emotions: fear, surprise, sadness, disgust, anger, anticipation, joy, and acceptance. Emotions can vary in intensity. Anger may be felt as mild irritation or red-hot rage. The basic emotions combine to make additional ones. Disappointment, for example, is a blend of sadness and surprise.

As a young child, you were naturally self-focused. You expressed emotions freely, often

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Controlling Emotions

For more information on controlling emotions, see Section 22-1.

Some infants have an easygoing temperament. They adapt easily to new people, places, and changes in routine. In contrast, a baby with an excitable temperament is more sensitive to change and more easily upset by new faces and experiences.

A third type of temperament falls between the other two. Some babies react cautiously to their environment. When Carson first saw a wind-up car rolling toward him, he drew back and looked distressed. As the car passed harmlessly by, Carson watched with interest. A few minutes later he was giggling with delight.

Basic temperament is inherited. Its influence tends to persist throughout life, affecting the way people react to events and to others.

Inheriting a certain type of temperament, however, doesn't lock you into certain social behavior. You can learn effective ways to deal with people. An excitable person can learn to control reactions. A cautious person can work at trusting others. Someone with an easygoing nature can develop assertiveness.

Temperament shows at an early age. Whatever you inherit, however, you can shape as you grow.



YOUR MORAL SELF

Morally you are also developing. When you were very young, you had no concept of right or wrong. Your actions were driven primarily by self-interest. Gradually, you learned that some behavior is not acceptable. You discovered that what you do has an effect on others, a powerful consideration when making decisions about appropriate behavior.

As you know, moral principles are first taught within the family. A family impresses their values upon the younger members. Often religious teaching influences a person's moral code. Teens and young adults develop their ability to evaluate situations and issues according to these principles.

Moral development is vital, not only to individuals but to society as well. What happens when people have no regard for others?

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Moral Development

For more information about moral development, see Section 23-1.

Building Character

Honesty: A Quality That Counts

Honesty is more than simply not lying. It's being truthful. That means being true to your feelings and beliefs, and giving your best, your honest effort. A teen could show honesty by:

- Telling the sales clerk after receiving too much change from a purchase.
- Writing a report for school rather than finding one on the Internet.
- Giving a coworker credit for a good job rather than accepting unearned praise.
- Telling details of weekend plans to parents, knowing that they might not approve.

QUESTIONS

1. Is it more difficult to be honest with yourself or with others? Why?
2. What might be some long-term consequences of dishonesty?
3. Is honesty always the best policy? Explain.
4. In what ways have you shown honesty?

What happens when they act on selfish impulses? You know how destructive the results can be. Only when each person strives to follow morally sound principles can people be strong together as well as apart.

INTERRELATED DEVELOPMENT

Areas of development are interrelated. What affects one area can affect them all. Jim felt this firsthand when he injured his spine in a fall while skateboarding. This event had impact reaching far beyond just his physical development.

First, Jim missed many months of school, delaying intellectual growth. Emotionally,

however, he grew. He learned to manage his fear and anger after the accident. Recovering his physical skills taught him hope and patience. Jim's social development was set back at first when he missed out on activities with his friends. Relying on others and refocusing his life had a profound moral effect on him. Jim put new value on family, friends, and many things he had taken for granted before. He found ways to show these thoughts and feelings.

This one event in Jim's life changed him in every area of development. Situations that are less dramatic can also have far-reaching effects. For example, what happens if you become close to someone who has a strong influence on you? What else has an effect on the way you develop?

INFLUENCES ON DEVELOPMENT

You know, of course, that heredity has shaped part of what you are today. The environment also makes many contributions. These are some of the environmental influences you encounter every day:

- Technology influences your health, the information you have at your fingertips, and the way you handle work and free time.
- Economic conditions affect your health as well as the opportunities you have.
- Social factors have impact. For example, laws aim to protect you from discrimination and problems. Changing gender roles allow you to have a wider range of opportunity than people of earlier generations had.

- Life events, the experiences that people have, can have strong impact on development. Injury or a health problem causes change. A teen who has a baby alters the future. What other events could change the direction of a person's life?
- Support from family and friends gives you a foundation for living and adds incentive to do well in life.

Between heredity and environment, there's so much going on, but don't forget one more force at work: you. Despite what you may think, it's not too soon to consider the way your life will go. Right now you're setting the stage for adulthood. You can make decisions and plans that will give direction and purpose to your life.

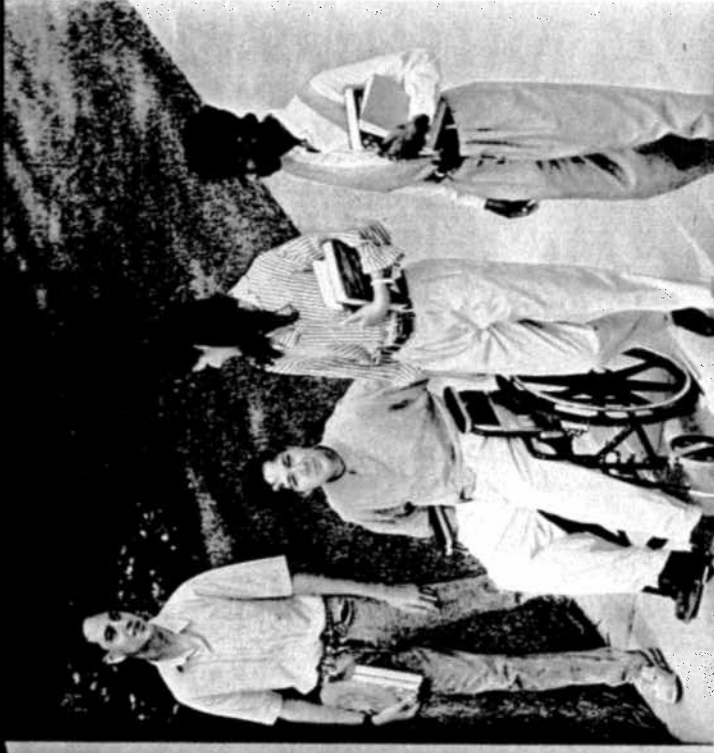
What's ahead for you? As you'll soon see, the path ahead, from now and through your adulthood will be filled with change and opportunity. Your development has just begun.

Tips & TECHNIQUES

Building Confidence. Imagine your school principal asks you to head the organizing committee for a fund-raising project. Do you react with eagerness, dread, or something in between? Your response to new or difficult life events is a reflection of your confidence, your faith in yourself and your abilities. Few people, even those who are quite talented in some area, possess total self-confidence. Whatever your confidence level, these exercises can help you raise it:

- Stand up straight and look people in the eye when talking to them.
- Go out of your way to do something nice for someone.
- Learn a new skill through practice or instruction from someone.
- Make a plan for improving yourself as a student, employee, or family member, and carry it out.

Try It Out. List three situations where you feel most confident. Write down three things about those times that help you feel that way. Now list three situations when you feel least confident. Plan ways to incorporate the confidence-building aspects that you identified into those latter situations.



As a teen, you make choices about who your friends will be. How does this affect the person you are becoming?

SECTION 21-1 REVIEW

Check Your Understanding

1. What effect do hormones have on development?
2. What can a person do to become more comfortable with his or her body image?
3. How are the three learning styles used?
4. What is temperament?
5. Why is the moral development of individuals so important to society?
6. **Thinking Critically.** How do you think certain body types and physical features become favored in a society?
7. **Problem Solving.** Morgan's efforts to be more outgoing are paying off as she makes new friends and gets involved in new activities. Now her best friend says Morgan no longer has time for her. She asks if Morgan has "outgrown" their friendship. Morgan still cares about her friend, but she likes what she is becoming too. What should Morgan do?

Life-Span Development

OBJECTIVES

After studying this section, you should be able to:

- Explain the concept of life-span development.
- Describe the life tasks of adolescence.
- Identify the stages of adult life and the life task of each.

TERMS TO LEARN

life-span development
life task
adolescence

Do you remember, as a child, wanting to be “grown up”? Actually, you may never reach that point. To those who remain open to learning and change, “growing up” can be a continual, lifelong process. Even if development in adulthood is less apparent than in younger years, it can be just as dramatic.

In its very core, these events affected the tree’s growth and health and left a lasting mark.

In the same way, each of your experiences leaves a lasting impression on you. You can’t erase the scars from the past, any more than in younger years, but you can move beyond them.

IMPACT OF LIFE-SPAN DEVELOPMENT

Have you ever had a good look at a tree that has been cut down? The tree’s life story, year by year, shows in the cross section of rings in the trunk. The rings are not always evenly spaced. You see warps, scars, and discolored places. Each event the tree experienced—a summer of good rains or a spring of termites—has been imprinted



the person I want to be.”

Carl is a firm believer in life-span development, the concept that change occurs throughout a person’s life. All aspects of life—physical, mental, emotional,

In spite of past adversity, the tree continued to develop—and so will you. As Carl said, “I’ve made some bad decisions in my life—who hasn’t? But I know I can change. Every day I get another chance to work toward being

certain events mark significant moments of passage from one stage of life to another. This is one. Can you think of others?

social, and moral—enjoy ongoing growth and development. People are never “finished.” They are always works in progress.

As you read the description of life-span development that follows, remember that it’s only a guide to future development. It’s not a blueprint. You will meet life’s challenges and tasks in your own time as your life unfolds.

STAGES OF LIFE

Each person, in living, passes through various stages. Generally, these stages are infancy, childhood, adolescence, young adulthood, middle life, and late life. All people follow similar patterns of development. Particular development, however, is as unique as each individual’s personality and circumstances.

Like development itself, the stages of life are interrelated. Each stage, with its own potential, traits, and problems, builds on the ones before it. Managing each stage successfully provides a solid base for the next. Within you are elements of the child you once were. These elements influence the teen you are now and the adult you are becoming.



The idea of life as stages is a useful framework for examining and measuring growth. On the other hand, it may suggest a precision that doesn’t exist. Stages don’t arrive and depart on schedule. You may enter a stage years ahead of another person, yet remain there longer.

Life Tasks

A life task is a challenge to be met at each stage of growth. It can be the skills, habits, knowledge, or attitudes you need to cope with the events in that stage. Accomplishing a life task inspires feelings of competence and success. You feel well positioned to meet the tasks of the next stage. In contrast, failure at a task leads to feelings of inadequacy, making success at future tasks more doubtful.

ADOLESCENCE

Adolescence (AD-ul-ES-unts) is the stages of life between childhood and adulthood. This is where you are now—the teen years. Like an agent in a spy film, you have missions to accomplish. They are the life tasks of adolescence.

Finding Your Identity

Before you can figure out what you want from life and how to get it, you must know who you are as a person. A secure sense of self gives you the confidence to deal with the demands made of you, to plan for the future and move toward adult responsibilities.

As a child, you were asked, "What do you want to be when you grow up?" As a teen, that question takes on new urgency. You start to ask, "What are my values and my goals? What do I want for the future?" With growth and experience, you form a solid understanding of yourself that you'll carry through life. In other words, you find your identity. Building a sense of identity is the main life task of adolescence.

The search for identity involves all facets of life. Growth can be uneven at times and frustrating, with progress made in some areas and not others. During these years, however, teens keep working, searching, learning, and growing. As they discover their unique goals, talents, and styles, they gradually begin to see who they are and where they fit in society.

Sloan described the feeling this way: "I've always been my parents' son and my sister's little brother. Somehow, I never seemed to stand alone. Last year, I took a graphic arts class and loved it. I think I can see myself as a Web site designer someday. I also won a seat on the student council. I feel like I'm starting to uncover pieces of myself that I didn't know were there."

Sloan's words show that he has begun another part of forming identity. He is integrating his personality, piecing together the various elements to create a unique identity. You integrate your personality as you gradually discover what interests you want to pursue as an adult. Your emotions stabilize and form a pattern for dealing with life. You mold your roles, talents, values, and attitudes into a cohesive whole.

Tips TECHNIQUES

Thinking About the Future. Think back over the last three years. How have you changed? Can you see a pattern or process in your development? What do you think the future holds for you?

- Imagine you are opening fortune cookies. Write five fortunes that you hope or expect to be true for yourself. Base your predictions on the developmental tasks of young adults that you have read about, but personalize them to your own circumstances.
- Ask a friend to write five fortunes for you. (You could do the same for the friend.)
- Seal your ten fortunes in an envelope marked with a date for opening.

Try It Out. Follow the steps above. On the given date, open the envelope and see whether your predictions and your friend's were "on the mark."

Becoming Independent

A second task of adolescence is becoming independent. At some point, most people separate themselves from their parents. They leave home, symbolizing the end of childhood and adolescence. They earn their own money and control their own lives. The young person is seen as a separate, self-sufficient adult. Some young people struggle eagerly to break free. Others are in no hurry.

To live independently, you need problem-solving, decision-making, and management skills. Learning these skills prepares teens to depend less on parents.

Planning for Employment

Still another task of adolescence is planning for your life's work. Most years of adult life are spent earning a living, often in more than one job.

Generally, people who choose careers for themselves are happier than those who take whatever comes along. To choose the right career, you need to know your talents and interests. Are you good at working with machines, or perhaps with people? Does an office setting or outdoor work sound more appealing?

Jobs that offer greater challenge, satisfaction, and income usually require preparation, and the teen years are the time to start. Daniel wants to be a chef. He knows he'll need training, so he's starting to investigate what schools are available and what he needs to do now to be accepted.

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Career Planning

For more information on selecting and preparing for a career, see Section 29-1.



"Who am I? What will I be?" The search for identity can be frustrating at times, but it can also point you toward a bright future as you learn to know and respect yourself.

Some fields that you might choose require college education. You need certain coursework in high school to be admitted. The better your grades, the better chance you have of getting into the school of your choice. Other fields offer on-the-job training through apprenticeships or company training programs. Technical training from a community college or trade school is required for other jobs.

Moving Through Adolescence

People move through adolescence at their own pace. Some seem to sail through their life tasks. Others find them more difficult. No one route through adolescence works for every teen.

Many people believe that adolescence is a time of turmoil and stress. The teen years are stereotyped as a constant clash with parents, siblings, teachers, friends, and employers. Certainly some teens do find adolescence to be an uphill battle. Rapid change and development can bring problems in rela-

tionships. Moving toward independence, teens are bound to clash at times with parents, who may be reluctant to let their caregiving role go.

For the majority of teens, however, adolescence is an exciting and satisfying age, a time of typical growth and development. They are able to build good relationships and form strong ties with family and friends. Most teens accept their parents' religious, political, and social views. They find ways to work toward independence without the conflict that some expect of these years.

ADULT DEVELOPMENT

As teens slip into adulthood, the life tasks of adolescence should be gradually coming into place. Young people who have a sense of what they are and what they want to be are ready to be independent and move on with life. Many years and more life tasks lie ahead.

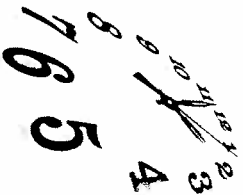
Most experts who study adult development have found a similar pattern that applies to most people. Each decade of life seems to be characterized by a basic life task. The illustration below shows what these are. Remember, of course, that exceptions always exist. Ages can vary and exceptions may

occur. Each adult handles life tasks in an individual way.

As you enter adulthood, you will begin to establish a structure for your life. A life structure is based on three components. First are the roles you fill, such as parent, spouse, and worker. The second element is relationships with family members, friends, coworkers, and others. Finally, life structure includes the physical world in which you live, from your residence to your neighborhood and community. The ability you have developed to make sound decisions will help you adopt a life structure that suits you.

Stages of Adult Life

Researcher Daniel Levinson described these life tasks that must be accomplished in each stage of adult life.



Developing Intimacy in the Twenties. To avoid loneliness, people build relationships. Some marry and form families.

Creating a Life Structure in the Twenties. People establish the roles and lifestyles they prefer.

Establishing Roots in the Thirties. Settling down brings stability. Focus may be on children, career, or community.

What might happen if a person doesn't accomplish the life task in a particular stage?

Reevaluating Life in the Forties. Rearing time is limited, people question earlier choices. Opportunities and new interests are often seized.

Finding Stability and Peace in the Fifties. People have freedom from child-raising; more contact with friends; fewer money problems; and happy marriages.

Coming to Terms after Age Sixty. People look forward to retirement, anticipate life's end, and come to terms with how they've lived.



The directions people take in adulthood depend on their goals and interests. What directions are ahead for you?

What causes the life structure to change? Both external and internal influences have impact. Externally, a new job or a health problem could cause change. Internally, feelings of dissatisfaction or interest could cause a person to make changes.

Change gives adults opportunities for growth. Through change, they move on to the next life task. By handling each task as it comes, adults prepare themselves for the task ahead.

AIMING FOR THE FUTURE

When you're a teen, imagining how you'll feel and what you'll think as a forty-, fifty-, or sixty-year-old seems impossible—even pointless. That's so far away. You won't wish you had done things differently in your youth, or will you?

Throughout adult life, you will have times of stability and times of change. During stable periods, the life structure stays the same. In times of change, the life structure shifts. Changes can be major or minor. Will you take on a new role or leave an old one behind? Will you build a new relationship or end an old one? Will you move near or far?

Too often people do look back with regrets. Some are sorry they ignored certain rules. Some wish fervently that they had never started a bad health habit. Some wish they had tried harder to make a relationship work. Some wonder why they didn't plan for a career they would enjoy.

Ask any older adult how quickly life passes by, and the answer will probably be "very." It's a mistake to think you won't care how your life is going when you're older, because you will. You'll want to live an enjoyable life as a mature adult just as much as you do right now. In fact, with fewer years left to you, you may wish it even more.

You'll never be able to go back and change the past, but right now you're creating what will become the past. What an opportunity this is for you. You can make decisions and plans to give your life direction and purpose. You can aim for a good life throughout all your years, but you need to start right now.



Adulthood continues to be a time for personal growth. People master new skills and learn more about themselves. To make the most of the life you've been given, you can continue to improve and learn for many years to come.

SECTION 21-2 REVIEW

Check Your Understanding

1. What is life-span development?
2. How does each stage of life relate to the next?
3. What is a life task?
4. What are the three life tasks of adolescence?
5. What are the stages of adult life and the life task for each stage?
6. **Thinking Critically.** As you think about life tasks, what do you think might help an aging person be more at peace with the prospect of death?
7. **Problem Solving.** Darrin's father has decided to take a lower-paying, less demanding job so he can return to school for his college degree. Darrin plans to go to college when he graduates in two years. He wonders whether family financial help will be there for his own tuition, but he doesn't want to sound negative about his father's goal. What should Darrin do?

