Adolescence and Emerging Adulthood - A Cultural Approach 7th edition Arnett Test Bank

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Chapter 1 – Adolescent Development in Today's World

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1. Chapter Overview

A) Learning Objectives

1.1 Distinguish between adolescents in developing and developed countries in terms of income, education, and cultural values.
1.2 Explain why it is important to account for globalization in understanding adolescent development.
1.3 Explain why socioeconomic status (SES), gender, and ethnicity are important aspects of adolescent development within countries.
1.4 Name the main challenges facing African adolescents in the 21st century, and identify positive cultural traditions and recent trends.
1.5 Explain how Islam structures development for adolescents in North Africa and the Middle East.
1.6 Describe the distinctive features of the cultural context for Asian adolescents.
1.7 Identify the main challenges for Indian adolescents in the 21st century.
1.8 Describe the common features of Latin American countries and the two key issues for today's adolescents there.
1.9 List the common features experienced by adolescents in the countries that make up "the West," and indicate what is distinctive to minority adolescents.
1.10 Describe how views of adolescence changed in the West from ancient Greece through medieval times.
1.11 Explain what life-cycle service involves and specify when it was most common.
1.12 Identify the three features that made the years 1890–1920 the Age of Adolescence.
1.13 Summarize the influences that have led to an earlier beginning and end to adolescence.
1.14 Describe the five features of emerging adulthood, and the extent to which emerging adulthood exists in developed countries and developing countries.
1.15 Identify the three markers of adulthood that are the most common across cultures.
1.16 Give examples of how criteria for adulthood vary across cultures.
1.17 Describe the five steps of the scientific method.
1.18 Identify some key ethical standards for adolescent development research.
1.19 Describe the main measurements used in research on adolescents and emerging adults, and the importance of reliability and validity.
1.20 Distinguish between different types of research designs.
1.21 Explain the difference between a cross-sectional and a longitudinal research design.

B) Chapter Outline

I. A Demographic Profile of Adolescents
   A. Variations Across Countries
   B. Globalization
   C. Variations Within Countries
II. Adolescence Around the World: A Brief Regional Overview
   A. Sub-Saharan Africa
   B. North Africa and the Middle East
   C. Asia

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- D. India
- E. Latin America
- F. The West

III. A Brief History of Adolescence in Western Cultures
- A. Adolescence in Ancient Times
- B. Adolescence from 1500 to 1890
- C. The Age of Adolescence, 1890–1920

IV. From Adolescence to Emerging Adulthood
- A. Adolescence Arrives Earlier
- B. Distinctive Features of Emerging Adulthood

V. The Transition to Adulthood
- A. The Transition to Adulthood: Cross-Cultural Themes
- B. The Transition to Adulthood: Cultural Variations

V. The Scientific Study of Adolescence and Emerging Adulthood
- A. The Scientific Method
- B. Ethics in Adolescent Research

VI. Research Measurements and Designs
- A. Research Measurements
- B. Research Designs
- C. Research Designs to Explore Developmental Change

C) Thinking Critically

1. Can you think of examples you have experienced 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?
2. Which of these regions do you think is most likely to change for the better in the course of the lives of today's adolescents, and why?
3. 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.
4. 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.
5. Is 25 a good upper age boundary for the end of emerging adulthood? Where would you put the upper age boundary, and why?
6. How is the Moroccan conception of adolescence similar to and different from the views of Plato and Aristotle described previously in this chapter?

D) Applying Your Knowledge

1. 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?
2. From your daily life, think of an example of how you or people you know may have mistaken correlation for causation. How you would design a study to show whether causation is truly involved?

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3. In your view, what marks the attainment of adulthood for yourself? For others in your culture, generally?

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 then 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 adolescent development in today's world. 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.

<u>1. Adolescence and the Media</u>

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 magazine or online article on adolescents as a lead-in for discussion. Use HANDOUT 1.1 to obtain their reflections.

<u>2. Habitats of Adolescents</u>

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 of adolescents.

<u>3. Characteristics of Emerging Adulthood</u>

TO BE USED: HANDOUT 1.3
Ask the students to focus on one of the five characteristics of emerging adulthood outlined in the text: (1) identity explorations; (2) instability; (3) self-focus; (4) feeling in-between; and (5) possibilities/optimism.

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.

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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 adolescent development in today's world. 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 in Section 1 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 be an adolescent or an adult?

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/Jensen 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.

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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 primary "races." 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). More recently, Causadias (2020) proposes a p-model (people, places, and practices) to understand culture and uses racism to illustrate the p-model and suggest how it might be used in future research.

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.

Causadias, J.M. (2020). What is culture? Systems of people, places, and practices. *Applied Developmental Science, 24*(4), 310–322.

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.

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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 in which the students respond to the same prompts and then read others' replies. They should 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 for 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

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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 adolescent 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, adolescents with mental health issues, 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 adolescents with mental health issues or the delinquent adolescents. (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 adolescents with mental health issues, psychiatrists were significantly more negative about their self-image when compared to the actual responses of adolescents with mental health issues.)

- Research has also found that the longer a teacher works with adolescents, the more strongly they believe that adolescence is a difficult stage (Buchanan et al., 1990). Moreover, both teachers and parents are likely to endorse the phrase "early adolescence is

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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 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.

Hards, E., Ellis, J., Fisk, J. & Reynolds, S. (2019). Memories of the self in adolescence: examining 6558 self-image norms. *Memory, 27*(7) 1011–1017.

McKellar, S.E., Kai, S.C., & Ryan, A.M. (2020). Teaching practices and student engagement in early adolescence: A longitudinal study using the classroom assessment scoring system. *Teaching and Teacher Education, 89*, 1–11.

Offer, D., & Schonert-Reichl, K. A. (1992). Debunking the myths of adolescence: Findings from

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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 are most frequently chosen to depict psychological or behavioral aspects, while the positive adjectives appeared to be more in the physical realm. Further, recent investigations show clearly that more negative adjectives are often assigned to adolescents belonging to groups that are less preferred in the environment. So, if an adolescent belongs to an immigrant group that is less preferred, they will be seen more negatively (Constantin & Cuadrado, 2021).

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 others 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 as was done in the study by Constantin and Cuadrado (2021).

Constantin, A.A., & Cuadrado, I. (2021). The effect of imagined contact valence on adolescents' and early adults' stereotypes, emotions, and behavioral intentions toward ethnic groups. *Social Development, 30*(3), 697-712.

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

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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 will the adolescents have to travel?) as well as the number of adolescents and the groups they represent (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 them if they 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 the teacher and their 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 give them some guidelines, as well as take 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.

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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 ensuring 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

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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

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- 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 provided by Michael Britt, creator of 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.

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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 the claims, 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) and describing the aspects of culture that perpetuates a belief in the product (Oberleiter & Pietschnig, 2023).

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:

1. It associates itself with true science.
2. It relies on, and accepts, anecdotal evidence.
3. It sidesteps disproof.
    a. Any possible outcome is explained away.
    b. 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) that provides a great podcast on the Mozart Effect, as well as background information on this topic.

Oberleiter, S. & Pietschnig, J. (2023). Unfounded authority, underpowered studies, and non-transparent reporting perpetuate the Mozart effect myth: a multiverse meta-analysis. *Science Reports, 13*, 3175.

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

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development. Some suggestions are: What foods do adolescents prefer? What percentage of adolescents experience bullying? Do adolescents prefer hanging out in person or online? 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 students 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.

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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) 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 author of the text, this article discusses Arnett's 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.

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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.

B) Additional References

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McKenzie, J. (2019). Introduction to the special issue: Globalization as a context for youth development. *New Directions for Child and Adolescent Development, 2019*(164), 7–9.

Ozer, S., Meca, A., & Schwartz, S.J. (2019). Globalization and identity development among emerging adults from Ladakh. *Cultural Diversity and Ethnic Minority Psychology, 25*(4), 515–526.

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.

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van de Vijver, F.J.R. (2019). Towards a paradigm to study psychological ramifications of globalization. *New Directions for Child and Adolescent Development, 2019*(164), 117-122.

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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

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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?

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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 adolescents about their behaviors, thoughts, feelings, etc.?

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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:

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HANDOUT 1.4

Exit Slip

- 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?

- What is the main unanswered question you leave class with today?

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HANDOUT 1.5

Exit Slip

- Do you consider yourself to be an adolescent or an adult?

- List some signs that indicate that you are an adolescent/adult.

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HANDOUT 1.6

Exit Slip

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

- Describe one example that clearly illustrates causation.

- Describe one example that illustrates correlation.

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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?		

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HANDOUT 1.8

INTRODUCTION TO THE OFFER SELF-IMAGE QUESTIONNAIRE

<u>IMPORTANT INSTRUCTIONS:</u> 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.

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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._____

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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._____

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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

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

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._____

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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.

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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.

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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

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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 this person's 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?

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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.

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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?

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HANDOUT 1.12

Globalization Debate

Cut out cards for individuals to choose.

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

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Cut out cards for individuals to choose.

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

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