Name:
Period:
Psychology

Paper Bag Project

Instructions: Using a standard-size paper lunch bag, you will create a visual representation of yourself as an adolescent and your status in achieving Initiative, Industry, and Identity**.** You will be using objects and pictures to represent yourself as you have moved through adolescence. **Parts 1-4 are due on Day 6 so that you can complete part 5 during class.**

First: On the outside of your paper bag, create a collage which represents you as you appear to the outside world (or as you think you appear) during adolescence.

-Your collage should represent your 1) **physical**, 2) **social** and 3) **cognitive** development. (15 points)_____

Second: Submit a brief explanation of the collage. Respond to the following questions:

1. How do the images on it capture the external image of you during adolescence?
2. Your physical, social, cognitive appearance. How do you think it might appear to others?

(15 points)_____

Third: Place a series of artifacts in the bag which represent where you were as you achieved 1) **Initiative**, 2) **Industry**, and 3) **Identity**. (1-2 for each of the three stages)

(15 points)_____ (6 extra points, 2 for every additional item)_____

Fourth: Provide a description (to be placed in the bag) of the artifacts in which:

1. You explain each artifact and how it represents initiative, industry, or identity.

(15 points)_____ (6 extra points, 2 for each extra explanation)_____

Fifth: Share your bag with four other people.

(5 points)_____
(5 Points)_____
(5 Points)_____
(5 Points)_____

Sixth: Write a one-page response to one of the people (Do not include their name, you will turn this into me.) who shared their bag with you. Address the following issues:

1. Do you see them as they think the world sees them? (10 points)
   A) How do you see them physically?
   B) Socially?

C) Cognitively?

2. In your opinion, have they achieved a sense of: (10 points)
   A) Initiative? Why do you think that?
   B) Industry? Why do you think that?
   C) Identity? Why do you think that?

Total: (100 points possible)_____

Due: Day 7 (Part 6 will be due the day of the Test)

Psychosocial Conflict: Initiative versus Guilt
Major Question: "Am I good or bad?"
Basic Virtue: Purpose
Important Event(s): Exploration, Play
Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. This stage occurs during the preschool years, between the ages of three and five. During the initiative versus guilt stage, children begin to assert their power and control over the world through directing play and other social interaction.

Children need to begin asserting control and power over the environment by taking initiative by planning activities, accomplishing tasks and facing challenges. During this stage, it is important for caregivers to encourage exploration and to help children make appropriate choices. Caregivers who are discouraging or dismissive may cause children to feel ashamed of themselves and to become overly dependent upon the help of others.

Play and imagination takes on an important role at this stage. Children have their sense of initiative reinforced by being given the freedom and encouragement to play. When efforts to engage in physical and imaginative play are stifled by caregivers, children begin to feel that their self-initiated efforts are a source of embarrassment. Success in this stage leads to a sense of purpose, while failure results in a sense of guilt.

Psychosocial Conflict: Industry versus Inferiority
Major Question: "How can I be good?"
Basic Virtue: Competence
Important Event(s): School
Industry versus inferiority is the fourth stage of Erik Erikson's theory of psychosocial development. The stage occurs during childhood between the ages of six and eleven. School and social interaction play an important role during this time of a child's life. Through social interactions, children begin to

develop a sense of pride in their accomplishments and abilities.

During the industry versus inferiority stage, children become capable of performing increasingly complex tasks. As a result, they strive to master new skills. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful.

According to Erikson, this stage is vital in the development of self-confidence. During school and other social activities, children receive praise and attention for performing various tasks such as reading, writing, drawing and solving problems. Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Psychosocial Conflict: Identity Versus Confusion
Major Question: "Who am I?"
Basic Virtue: Fidelity
Important Event(s): Social Relationships
Identity versus confusion is the fifth stage of Erik Erikson's theory of psychosocial development. This stage occurs during adolescence between the ages of approximately 12 to 18. Teens need to develop a sense of self and personal identity. During adolescence, children are exploring their independence and developing a sense of self.

As they make the transition from childhood to adulthood, teens may begin to feel confused or insecure about themselves and how they fit in to society. As they seek to establish a sense of self, teens may experiment with different roles, activities and behaviors. According to Erikson, this is important to the process of forming a strong identity and developing a sense of direction in life.

Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will insecure and confused about themselves and the future.