Older children can coordinate opposing self-representations and can compare themselves with others based on objective performance

- Development of conceptions of self: **self in adolescence**
  - Abstract thinking emerges
  - There is concern with social competence and social acceptance
  - Adolescents can conceive of themselves in terms of a variety of selves
    - Different with friends than you are with parents
  - Adolescents are **egocentric** (selfish/personal fable)
  - "**Imaginary audience**": the belief that everyone is focused on your appearance and behavior
  - By the middle teens, adolescents often begin to agonize over contradictions in their behavior
  - In late adolescence, self-concept become more integrated and less determined by what others think
  - Multiple selves in a 15-year-old girl

- **Identity in adolescence**: **Erikson’s theory**
  - The developmental task of adolescence is to resolve the **crisis of identity** versus identity confusion
  - **Identity**: the choice of personal, occupational, sexual, and ideological commitments
  - **Identity confusion**: an incomplete and incoherent sense of the self
    - **Identity foreclosure**: commitment to an identity before consideration of other options
  - **Negative identity**: an identity that represents the opposite of what is valued by people around the adolescent

- **Influences on identity formation**
  - Parents
  - An individual’s own behavior may undermine the ability to develop a healthy identity
  - Identity formation is influenced by social and historical contexts

- **Gender identity**: personal beliefs about whether one is male, female, transgender, bigender, agender
  - Spectrum

- **Ethnic identity**
  - **Ethnic identity**: an individual’s sense of belonging to an ethnic or racial group
  - Ethnic identity includes partaking of the feelings and behaviors associated with membership in that group
    - **Explicit ethnic identity**: our conscious conceptualizations of our ethnicity
    - **Implicit ethnic identity**: aspects of our identity that are less accessible
      - How people treat us based on our ethnicity
  - Five components of ethnic identity:
    - Ethnic knowledge
▪ Behavior designed to solicit others’ approval and maintain good relations with them (for example, acceptance of societal regulations)
  o **Postconventional level**: ideal centered (not all people make it to this level)
    ▪ Rational judgments with conduct controlled by an internalized ethical code independent of the approval or disapproval of others
  o Critique of Kohlberg’s theory
    ▪ Kohlberg demonstrated that there are relatively systemic changes with age in children’s moral development
    ▪ His work is not validated cross-culturally, especially in less intellectualized societies
    ▪ It is not clear that the development of moral reasoning is discontinuous; children may more gradually acquire differing skills
    ▪ Gender differences in moral development
      ▪ **Carol Gilligan**: Vietnam War; men think about this in a way that is stereotypical of the way women think
      ▪ Men don’t want to talk about the war in fear they will be seen as thinking in ways that women are supposed to think
  ▪ Perspectives on morality
    o Gender and prosocial development (no real gender differences)
      ▪ Justice and rights vs. caring and responsibility
    o Culture and prosocial development
      ▪ Interpersonal obligations vs. justice obligations