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| **Objective:** Explain Erikson’s social development, paying specific attention to the crisis in each stage and the virtue gained from each stage.  
| **AP College Board Standard:** Describe the influence of temperament and other social factors on attachment and appropriate socialization.  
| **Essential Question:** How do developmental crises shape one’s identity?  
| **Agenda:**  
| ○ Book Check  
| ○ Stages Expert Groups  
| ○ Presentations  
| ○ Assessments and Research  
| ○ Closure: Personal Application  
| **Homework:** Reading - Modules 48 and 51; Finish personal application  
| **Materials:** In-class activity handouts, Graphic Organizer, Personal Application Worksheet  
| Warm Up (2 min) | Students complete 3-question Book Check to demonstrate that they completed the assigned reading.  
| Input (5 min) | Provide students with background information about Erikson’s stages:  
|  
| Dramatic changes  
| Eight developmental stages  
| Crisis that must be resolved  
| Adaptive and maladaptive solutions  
| Nature v. Nurture  
| Guided Practice (10 min) | Divide students into groups. Hand out the in-class activity and go over instructions:  
|  
| Students make a visual that they will use to teach the class about Erikson’s eight stages of development.  
| Visual must identify: Name of stage, age, crisis, description, examples, possible outcomes, visuals  
| Monitor students as they work and make suggestions/answer questions as necessary  
| Check for Understanding (20 min) | Groups take turns teaching the class about their stage using their visual under the document projector. Facilitate and add information as necessary  
| Input (5 min) | Briefly explain assessments and research that have been done on Erikson’s stages.  
| Closure, Check for Understanding, and Independent Practice (8-10 min) | Hand out the Introspection worksheet and explain instructions. In-class, students take turns with their elbow partners to identify the crisis at each stage. Independently, students reflect upon whether or not they have successfully resolved that stage. Any work not completed is homework. |
### ET 9-5: Erikson’s Eight Stages of Development

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<th>Age</th>
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Erikson's Eight Stages of Human Development

Activity Overview

Directions:
Divide the students into 8 groups and give each group their appropriate handout sheet to complete. The groups will make a visual addressing the key components of each of Erikson’s stages of psychosocial development.
The presentations can be completed in front of the class or as a gallery walk if the students make posters.

Optional Presentation Rubric (if the students are presenting the information in front of the class)

Presentation Rubric

Stage: ____________________________  Class Period: ______
Group Participants: ____________________________________________________________

Presentation Time: ______________

__ Performance is rehearsed and clear
__ Visual enhances student learning
__ Presentation keeps the class engaged throughout
__ Group shows comprehension of the topic and is able to answer most student questions on the topic (if applicable)
__ Acts in a professional manner
__ Facial expressions, eye contact, and body language generate a strong interest and enthusiasm about the topic in others
__ Presenters do not get distracted or act bored during the presentation
__ Information summary/definitions goes beyond recounting the facts to include an analysis of the topic which draws conclusions, makes inferences or explains similarities to other areas of psychology.
__ Information is factually accurate
__ All of the information is summarized in student’s own words (not copied directly from the book)

Automatic F Grade:
__ The project is incomprehensible OR
__ Includes content that has been plagiarized, made up, and/or falsified

Comments:
Erikson's Eight Stages of Human Development

For the stage that your group is given, make a visual demonstrating the following:

- Name of stage
- Age of stage
- Crisis
- Brief description (in your own words)
- 2 examples of this crisis
- Possible positive and negative outcome of each example
- Visuals to represent your stage and crisis examples

Background Information:

- Babies are born with some basic capabilities and distinct temperaments. But they go through dramatic changes on the way to adulthood, and while growing old. According to psychologist Erik H. Erikson, each individual passes through eight developmental stages (Erikson calls them "psychosocial stages"). Each stage is characterized by a different psychological "crisis", which must be resolved by the individual before the individual can move on to the next stage. If the person copes with a particular crisis in a maladaptive manner, the outcome will be more struggles with that issue later in life. To Erikson, the sequence of the stages are set by nature. It is within the set limits that nurture works its ways.

Stage 1: Infancy -- Age 0 to 1

Crisis: Trust vs. Mistrust

Description: Erikson defined trust as an essential trustfulness of others as well as a fundamental sense of one's own trustworthiness. In the first year of life, infants depend on others for food, warmth, and affection, and therefore must be able to blindly trust the parents (or caregivers) for providing those. He thought that an infant who gets fed when he is hungry and comforted when he needs comforting will develop trust. He also said that some mistrust is necessary to learn to discriminate between honest and dishonest persons. If mistrust wins over trust in this stage, the child will be frustrated, withdrawn, suspicious, and will lack self-confidence.

Positive outcome: If their needs are met consistently and responsively by the parents, infants not only will develop a secure attachment with the parents, but will learn to trust their environment in general as well.

Negative outcome: If not, infant will develop mistrust towards people and things in their environment, even towards themselves.

Essential Question: Is my world supportive and predictable?
Erikson's Eight Stages of Human Development

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Stage 2: Toddler -- Age 1 to 2

**Crisis:** Autonomy (Independence) vs. Doubt (or Shame)

**Description:** Toddlers learn to walk, talk, use toilets, and do things for themselves. Their self-control and self-confidence begin to develop at this stage. During this period it is important that the parents create a supportive atmosphere in which the child can develop a sense of self-control without a loss of self-esteem. Shame and doubt about the child's self-control and independence occur if basic trust was insufficiently developed or was lost such as when the child's will is broken by an over controlling parent. In this stage, Erikson said the child encounters rules, such as which areas of the house he is allowed to explore.

**Positive outcome:** If parents encourage their child's use of initiative and reassure her when she makes mistakes, the child will develop the confidence needed to cope with future situations that require choice, control, and independence.

**Negative outcome:** If parents are overprotective, or disapproving of the child's acts of independence, she may begin to feel ashamed of her behavior, or have too much doubt of her abilities.

**Essential Question:** I do things for myself or must I rely on others?
Erikson's Eight Stages of Human Development

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Stage 3: Early Childhood -- Age 2 to 6

Crisis: Initiative vs. Guilt

Description: Children have newfound power at this stage as they have developed motor skills and become more and more engaged in social interaction with people around them. They now must learn to achieve a balance between eagerness for more adventure and more responsibility, and learning to control impulses and childish fantasies. This is the stage in which the child must find out what kind of person he/she is going to be. The child develops a sense of responsibility which increases initiative during this period. If the child is irresponsible and is made to feel too anxious then they will have uncomfortable guilt feelings. Erikson believed that most guilt is quickly compensated for by a sense of accomplishment.

Positive outcome: If parents are encouraging, but consistent in discipline, children will learn to accept without guilt, that certain things are not allowed, but at the same time will not feel shame when using their imagination and engaging in make-believe role plays.

Negative outcome: If not, children may develop a sense of guilt and may come to believe that it is wrong to be independent.

Essential Question: Am I good or bad?
Erikson's Eight Stages of Human Development

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Stage 4: Elementary and Middle School Years -- Age 6 to 12

Crisis: Competence (aka. "Industry") vs. Inferiority

Description: School is the important event at this stage. Children learn to make things, use tools, and acquire the skills to be a worker and a potential provider. And they do all these while making the transition from the world of home into the world of peers. This is the period in which the child wants to enter the larger world of knowledge and work. School is where he is exposed to the technology of his society: books, multiplication tables, arts and crafts, maps, microscopes, films, and tape recorders. However, the learning process does not only occur in the classroom according to Erikson, but also at home, friend's houses, and on the street. Erikson said that successful experiences give the child a sense of industry, a feeling of competence and mastery, while failure gives them a sense of inadequacy and inferiority, a feeling that one is a good-for-nothing.

Positive outcome: If children can discover pleasure in intellectual stimulation, being productive, seeking success, they will develop a sense of competence.

Negative outcome: If not, they will develop a sense of inferiority.

Essential Question: Am I successful or am I worthless?
Erikson's Eight Stages of Human Development

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Stage 5: Adolescence -- Age 12 to 18

Crisis: Identity vs. Role Confusion

Description: During this period the identity concern reaches climax. According to Erikson this is the time when adolescents seek their true selves. This is the time when we ask the question "Who am I?" To successfully answer this question, Erikson suggests, the adolescent must integrate the healthy resolution of all earlier conflicts. Did we develop the basic sense of trust? Do we have a strong sense of independence, competence, and feel in control of our lives? Adolescents who have successfully dealt with earlier conflicts are ready for the "Identity Crisis", which is considered by Erikson as the single most significant conflict a person must face.

Positive outcome: If the adolescent solves this conflict successfully, he will come out of this stage with a strong identity, and ready to plan for the future.

Negative outcome: If not, the adolescent will sink into confusion, unable to make decisions and choices, especially about vocation, sexual orientation, and his role in life in general.

Essential Question: Who am I?
Erikson's Eight Stages of Human Development

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Stage 6: Young Adulthood -- Age 19 to 40

Crisis: Intimacy vs. Isolation

Description: In this stage, the most important events are love relationships. No matter how successful you are with your work, said Erikson, you are not developmentally complete until you are capable of intimacy. An individual who has not developed a sense of identity usually will fear a committed relationship and may retreat into isolation. Intimacy with other people is possible only if a reasonably well integrated identity emerges from stage five.

Positive outcome: Adult individuals can form close relationships and share with others if they have achieved a sense of identity.

Negative outcome: If not, they will fear commitment, feel isolated and unable to depend on anybody in the world.

Essential Question: Shall I share my life with someone or live alone?
Erikson’s Eight Stages of Human Development

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Stage 7: Middle Adulthood -- Age 40 to 65

Crisis: Generativity vs. Stagnation

Description: By "generativity" Erikson refers to the adult's ability to look outside oneself and care for others, through parenting, for instance. Erikson suggested that adults need children as much as children need adults, and that this stage reflects the need to create a living legacy. The main concern of Erikson's seventh stage, is to assist the younger generation in developing and leading useful lives. When the individual feels that he has done nothing to help the next generation then they experience stagnation.

Positive outcome: People can solve this crisis by having and nurturing children, or helping the next generation in other ways.

Negative outcome: If this crisis is not successfully resolved, the person will remain self-centered and experience stagnation later in life.

Essential Question: Will I succeed in life?
Erikson's Eight Stages of Human Development

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Stage 8: Late Adulthood -- Age 65 to death

Crisis: Integrity vs. Despair
Important

Description: Old age is a time for reflecting upon one's own life and its role in the big scheme of things, and seeing it filled with pleasure and satisfaction or disappointments and failures. If the previous stages have developed properly then they will experience integrity. If the previous stages have not developed in a positive way then they will feel despair.

Positive outcome: If the adult has achieved a sense of fulfillment about life and a sense of unity within himself and with others, he will accept death with a sense of integrity. Just as the healthy child will not fear life, said Erikson, the healthy adult will not fear death.

Negative outcome: If not, the individual will despair and fear death.

Essential Question: Have I lived a full life?
Erik Erikson’s Psychosocial Stages of Development
Introspection Assignment

Your assignment is to reflect upon your progression through the first six stages of Erik Erikson’s stages of Psychosocial Development. While reflecting, try to identify the source of conflict for each stage. Then, write a response in which you identify the conflict and discuss whether or not you have successfully or unsuccessfully completed that stage.

• For example, for stage one Trust vs. Mistrust, think about a moment in your life when you realized that you either trusted or mistrusted your environment. Perhaps when you were five years old, your parents divorced and your father sat you down and promised that he would visit you once a week. Then as the weeks wore on, he never came. This example would result in you questioning the safety of your environment which leads to mistrust.

• A few things to note:
  • You will not be able to directly recall a conflict when you were 0-1 years old, so feel free to brainstorm moments of Trust vs. Mistrust throughout your life.
  • Adolescents re-experience stages 1-4 and pre-experience stage 6 while they are experiencing Stage 5 Identity vs. Role Confusion, so feel free to discuss more recent conflicts.
  • You must identify a conflict for each of the first six stages (refer to the examples below to guide your brainstorming).
  • Examples:
    • Stage 1: Trust vs. Mistrust - someone betrays or leaves you, you are left in an unsafe environment, you feel safe and cared for when you experience a danger / injury
    • Stage 2: Autonomy vs. Shame and Doubt – learning to tie your shoes, walking in high heels, finding your way home when lost
    • Stage 3: Initiative vs. Guilt – breaking a social rule and feeling guilty, being praised for following social guidelines
    • Stage 4: Industry vs. Inferiority – successfully or unsuccessfully completing a math problem at the whiteboard, being picked last for kickball, creating art
    • Stage 5: Identity vs. Role Confusion – choosing or exploring gender roles or sexuality, choosing to be athletic or academic, choosing your fashion or music interests
    • Stage 6: Intimacy vs. Isolation – love relationships, choosing to focus on self-identity vs. romance, choosing to date or wait

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<th>Age</th>
<th>Personal Source of Conflict</th>
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