

Adolescence  
= development through  
crises

or how the decorations and tools/props  
are changing,  
but we are still playing the same drama



Dedal și Icar - Anthony van Dyck, 1630

Task for each of you:  
Please draw the map of the world  
as you remember it

Sarcina pentru fiecare dintre voi:  
Vă rugăm să atragă harta lumii așa  
cum vă amintiți

# WORLD MAP





# Upside down World Map

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## LEGEND

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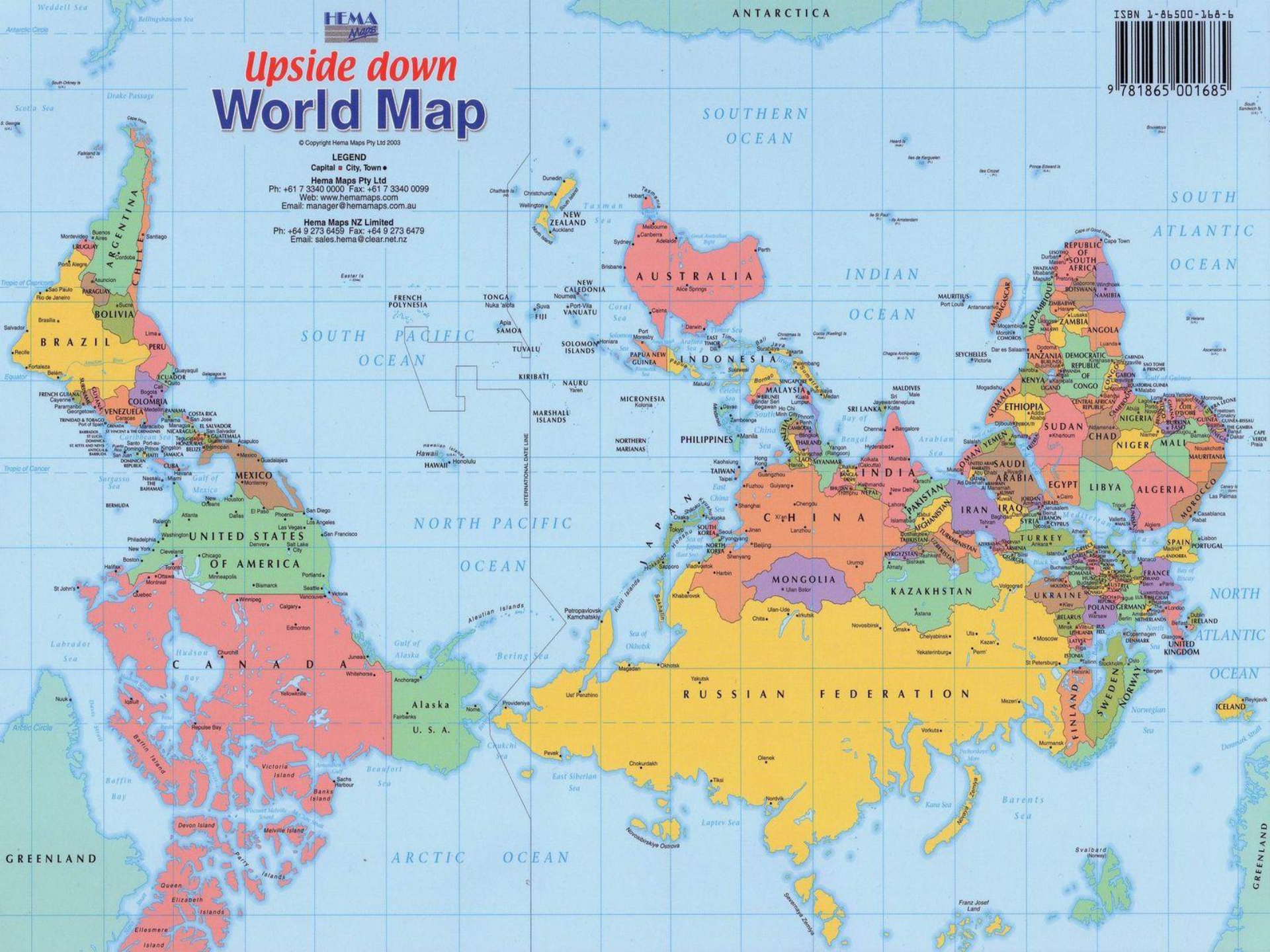
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# Instruction (1)

Divide each national group into 2 subgroups

- 1st group will elaborate youngsters' perspective of world perception
- 2nd group will elaborate adults' perspective of world perception
- in subgroups discuss the topic and draw a poster – a metaphore of chosen perspective

## Instruction (2)

- subgroups within each nationality change the focus - adults „become“ youngsters, youngsters „become“ adults
- each subgroup elaborates perspective of world perception according to received categories (on flip-charts):

How does a teenager perceive ...?

How does an adult perceive...?







# 1. Time

## Youngsters:

short perspective (*tomorrow, until weekend, till holidays come*)

I have plenty of time (*I'll manage to be on time everywhere*)

time goes by slowly, "going by" doesn't exist

I have an illusion that time can be taken back

everything important will still happen in my life

## Adults:

long perspective (so called „life goal“)

I have less and less time, (there are many things which I won't manage to do)

time goes by so quickly, I'm accompanied by inevitability of „going by“ awareness

you can't take time back

there is less and less to happen...

## 2. Experiences

### **Youngsters:**

being hungry for new experiences

each experience is appealing and important (everything must be tried)

lack of consequences' anticipation

adventure is priority

### **Adults:**

willing to avoid new experiences or selecting and planning them

fewer and fewer experiences are appealing (better not to try, let it be as it is)

immediate anticipation of consequences

comfort is priority





# 3. Risk

## Youngsters:

willingness to take excessive risk and even taking it

underestimating of risk regarding risky behaviour (*It will be successful for sure*)

## Adults:

risk avoidance, and even fear of taking risk

tendency to overestimate risk while calculating it



Sarah Jayne Blakemore

The mysterious workings of the adolescent brain

**TED**

# 4. Assessment

## **Youngsters:**

superficial assessments

tendency to extreme  
opinions (everything is black  
or white)

## **Adults:**

attempts to deepen  
assessments

bigger caution

balancing opinions





# 5. Duties/Pleasure

## **Youngsters:**

pleasure first, then -  
possibly duties

## **Adults:**

duties first, then - possibly  
pleasure

# 6. Responsibility

## **Youngsters:**

avoiding to take  
responsibility

putting responsibility  
and blame for  
everything on others  
(adults, so called  
"them")

## **Adults:**

taking responsibility

putting responsibility and  
blaming oneself for  
everything





# 7. Conformity

## **Youngsters:**

excessive individualism

need to be recognised

demonstrating  
independence with  
reference to the world of  
adults and at the same time  
submitting to a peer group

## **Adults:**

it's better not to be  
recognised

need to survive

conformity

## 8. Mind as a library...

### **Youngsters:**

thousands of brochures  
scattered on the floor

completely unimportant  
facts mixed with crucial  
ones

it takes only some steps to  
get the information needed

### **Adults:**

a lot of thick books on high  
bookshelves

to get the information  
needed one has to take a  
ladder







# 9. Life, health

## **Youngsters:**

unclear but great life goals

my own health - obviously  
- can't be ruined

## **Adults:**

limited and  
clearly defined life goals

health – a relative thing -  
you have to take good care  
of it

# 10. Ethics

## **Youngsters:**

narcistic ethics: pleasant - unpleasant

source: peer group

## **Adults:**

mature system of values  
(according to Kohlberg):

**conventional morality**  
(law and order oriented)

**based on principles  
morality** (*social agreement  
oriented; ethical principles  
oriented*)

# 11. Self-esteem

## **Youngsters:**

external sources of self-esteem

self-esteem based on appearance and physical attractiveness

source of self-esteem is the opposite sex

## **Adults:**

self-esteem is internal

based on features and skills

source of self-esteem is the same sex

We tell you a secret...

**you need to be  
a chameleon...**



**The teacher needs to have  
an access to both perspectives  
and ability to change them  
fluently**





Rita Pierson  
Every kid needs a champion

**TED**





Pieter Bruegel de Oude  
De val van Icarus, 1557



