

Part 2: Theoretical Background and Further Information

The field of personality development makes a distinction between concepts such as identity, self-image and self-esteem. These terms are often applied synonymously in everyday usage, despite having different meanings. The concept of sexuality plays a central role in personality development.

Sexuality:

Sexuality is not simply a byword for sexual intercourse and does not solely deal with male and female genitals; there is much more to it and it is closely associated with other areas of life.

Sexuality is a universal vital energy that plays an active physical, intellectual and social role in all phases of human life. Sexuality is about pleasure. Pleasure may be experienced with one's own body and with other bodies as a sensual and emotional medium and as an essential prerequisite for enjoying life. It is frequently hampered by embarrassment and indifference, boredom and violence, however.

Sexuality is associated with self-esteem and identity, with the possibility of experiencing one's own significance as a man, woman, boy or girl, with the possibility of developing self-esteem and also with the possibility of learning to love one's own body.

Self-image:

Self-image is regarded as a series of elements that constitute the self-knowledge acquired by young person through interaction with other people. What are the answers to questions such as: What can I do well? What do I like?, What don't I like?, What do people admire about me?, What annoys me about other people?. A self-image does not first start to develop in adolescence; it is already developing in elementary school age boys. In elementary school age children this process is confined to competing against and with other children ("I'm good at drawing" or "I can sing better than Kevin."). These comparisons play a significant role in the relationship to other children and adolescents in the later adolescent phase. For a boy 'speed' for example means that he is regarded as an asset in a football team. Self-image is consequently largely determined by how others see it.

Self-esteem:

The attainment and maintenance of a positive self-perception by others, mostly friends and peers or by adults as well) creates positive a self-esteem. These external reactions give boys the encouragement they need to work on their own development.

Identity:

Kohnstamm (2004) defines identity as a self-perception – a perception of being one and the same person in all situations and atmospheres. In other words, identity is the answer to the questions: 'Who am I?' and 'Who do I want to be?' The last question explains why boys constantly (allow themselves to) compete with other boys/children, with certain values and views and with knowledge and learning environments.

At school adolescents have to learn to position themselves in comparison to and with other children and young people. Kohnstamm also explains that identity implies an aspect of conduct as well, namely what someone does out of a sense of his own identity. The extent to which a boy has developed a sense of identity determines the extent to which a boy can and will work with a sense of purpose.

For the teacher this means that some boys will begin and complete their identity development earlier and others later. The following distinctions may be made between boys in this respect:

- boys who opt for a certain course after a minimal search for their identity
- boys who are still searching for their identity, but have opted for a specific course for the time being
- boys who opt for a certain course after a long search for their identity
- boys who do not consciously search for an identity which would determine their actions

Problems with identity may emerge during adolescence. They manifest in experimentation and trying things out for example. The activity described above may help to shorten the duration of this phase.

Bibliography and List of Sources:

Bundeszentrale für gesundheitliche Aufklärung (Hrsg.): Heterosexuell? Homosexuell?
Bonn 2004

Kohnstamm, Rita: Kleine ontwikkelingspsychologie deel III. Houten. Boom Stafleu Van Loghem 2004

VENUS-project Vlaanderen

<http://images.google.be/images?hl=nl&client=firefox-a&channel=s&rls=org.mozilla:nl:official&q=lewis%20hamilton&um=1&ie=UTF-8&sa=N&tab=wi>

<http://images.google.be/images?hl=nl&client=firefox-a&channel=s&rls=org.mozilla:nl:official&q=tokio%20hotel&um=1&ie=UTF-8&sa=N&tab=wi>

<http://www.bzga.de/?uid=97630f2a8d44df30a7231a5b1d55a583&id=medien&sid=71&idx=42>

Further Information:

<http://griechische-sagen.de/>

http://de.wikipedia.org/wiki/Liste_griechischer_Gottheiten

<http://www.rhodos-welten.de/gott/goetter.htm>

<http://www.geschiedenisvoorkinderen.nl/Griekengoden.htm>

http://www.jugendinfo.be/sexualitaet/beziehung_sexualitaet.html

<http://www.nasowas.org/download/hhbn.pdf>