**Peer Groups:** Groups of indiv. Of approx. the same age. INEVITABLE by products of socaliz.

**Contribute in dev of**

* Autonomy (indep decision making
* Intimacy
* Sexuality
* Dev of achievement
* H.S students spend twice as much of their time each week with peers as parents or adults.

Most impt factor influencing the rise of adol peer groups in contempt. society was the raid growth of the

Teenage pop betw 1955 and 1975.

* The nature and the strength of ado leer influence varies a great deal from one historical period

To the next and from one context to another

* Peer pressure is a mixed blessing: On the one hand, most teenagers feel that their friends are likely to

Pressure them NOT to sue drugs or engage in sexual behav. BUT a good amnt of adol report that their

Friends pressure them to do well in SCHOOL

Family & Peer Groups: influential Past> Present

**Particularistic norms**: Norms for behv that vary from person to person.

* Grouping adol. by age and sending them off to school is not effective for socializing them for adulhd

Since their family bkgrd not their age determines what their rights and responsibilities are.

**Universalistic norms:** In contemp. societies. Indiv. Are expected to learn the same set of norms because the rules governing

behavior apply equally to all members of the community.

* Whom you may marry, what kind of work you do, where you live, and how you treat under the law are not

based on family lineage.

* Norms that apply to you *apply to everyone*
* In societies that require indiv to learn universalistic norms, it is more efficient to group by age all the indiv

who are to be socializd. Teaching is better done in schools than left of to indiv. families.

**Boys**: alone time vs parent time **Girls:** Alone time and friend time.

**Sex Cleavage:** The separation of boys and girls into diff. cliques during late chldhd and early adol. (Most common in activ.

Of activities organized by parents for children)

**Changes in Peer Groups:**

* Puberty= sexual interest and serves to distance them away from parents.
* Cognitive= adol permit a more sophisticated understanding
* Social definition=may stimulate changes in peer relations as a sort of adaptive response

**Cliques:** Small groups of people between 2-12 indiv- the av is about 5/6-gernerally of the same sex and of course the same age.

* **Liaisons**: Indiv who interact with two or more adol who are members of cliques but who themselves are not in one
* **Isolates**: indiv who have few or no links to others in the network
* Fewer than half of adol in any school who were members of cliques. Girls were more likely than boys to be members of cliques

Whereas boys were more likely than girls to be isolates. Positions are relatively stable.

**Crowds**: Based on the identification of adol who share a similar image or rep, ethnicity or come from the same neighborhood.

* Not meant to be intimate reactions. Crowds are based on reputation and sterotypes than on interaction, they prob
* Contribute more to the adol’s sense of indemnity and self-conception-for better and for worse-than to his or her actual

Social dev.

**Social Class Segregation:**

*Elmtown’s Youth:* Examined the relation btw. The social position of adol families and the comp of teenagers’ cliques.

* Hollingshead found that adol associate chiefly with peers from the same social class. More than

60% of close friendships in Elmtown High were betw teenagers from the same bakgrnd

**Sociometric Popularity:** Refers to how well-liked someone is. Popularity is detrmined mainly by social skills, friendliness,

Sense of humor, and so forth which are valued pretty much by ppl of all ages.

**Perceived Popularity**: How much status or prestige an indiv has.

Instrumental aggression: Aggressive behav. That is deliberate and planned

Reactive aggression: Behav. That is unplanned and impulsive.