**Adol’s free time in Contemporary Society:**

* One of the most important contributors was the development of compulsory schools.
* One direct effect of compulsory high school, then, was to increase the amt of free time available to young people.
* Baby Boomers = Teenagers time period. Impt. For labeling and market targeting $$$$$

**Patterns of time use in contemporary America:**

* Data is striking about how similar the group’s time allocation is despite different backgrounds and living styles.
* Relatively busier adol are better adjusted & more achievmnt oriented than other peers but whether their adjustmt

Is caused by or results from their busy schedules is not clear.

* *American* adol spend far more time on leisure, and far less time in productive activities than their counterparts in

*Other countries.* American students’ use of their free time for school related activities is low.

**Adolescents and Work:**

* Between 80% and 90% of todays h.s will have worked an after school job before graduating.
* Laws passed requiring individuals to remain in school until @least 16
* Growth in retail and service sectors of economy= need for cheap labor, low pay for short work shifts 74/40
* **Older** adol = formal jobs ( retail, restaurant) **Younger** = informal ( babysitting, yard work)
* **Boys:** more likely to work in manual labor. **Girls**: service positions.
* Contemporary adol workers spend as much time on the job interaction w/ other adol as they do w/ their elders
* Teenage jobs= dreary. Few jobs allow for adol. to act independently, make decisions receive little instruction

And usually don’t use skills learned in school. Jobs are repetitive, monotonous and intellectually unstimulating.

**Premature Affluence**: Having more income than one can manage maturely, especially during adol. Adol getting used to having

A lot of money/ luxurious standard of living before any serious responsibility.

* The impact of working on the dev. Of maturity is that it depends largely on the nature of the job. It is possible for

an adol. to benefit psychological from working. Not probable given the nature of most adol. Jobs

**Impact on Schooling:** Its not whether a teenager works, but how much.

* 20 hours a week may jeopardize adol school performance and engagement. ( absent more often doesn’t participate in

Extra-curricular activities and earns slightly lower grades. Students who are less interested in school will work more. Doesn’t

Have high ambitions for **future** and will probably **drop out.** **NO ADVERSE EFECTS**

* **DOES NOT:** Deter from delinquent behavior. More money = buy alcohol/drugs. Inner city poor family more common.
* **Working later on in schooling = better than earlier.**

**Community Learning**: The involvement of young people in activities that serve some social or economic need of society.

**Service Learning**: Structured educational experience that involves volunteering in the community.

**Time after school:**

* Affluent suburban, and white children are most likely to be home unsupervised and poor minority and urban and

 Rural children Least likely.

**Youth Development:** The goal of programs designed to facilitate healthy development and not simply

Deter problematic dev.

**Confidence**: positive self-worth and self-efficiency; one’s global self-regard as opposed to domain specific beliefs

**Competence**: A positive view of one’s actions in domain specific areas: social, academic, cognitive, and vocational.

* Cognitive Competence pertains to cognitive abilities ( decision making)
* Academic: school grades, attendance, test scores
* Vocational: work and habits and career choice explorations.

**Connection:**  positives bonds w/ ppl & instutions that are reflected in bidirectional exchanges between the individual and peers and family,

School, and community in which both parties contribute to the relationship.

**Character:** Respect for societal and cultural rules, possessions of standards for correct behaviors, a sense of right and wrong

And integrity

**Caring/compassion**: A sense of sympathy and empathy for others.

**Cultivation theory**: A perspective on media use that emphasizes the impact media exposure has on indiv.

**Uses and gratification approach:** a perspective on media use and that emphasizes the active roles users play in selecting the media

 which they are exposed.

**Media practice model:** a perspective on media use that emphasizes the fact that adol not only choose what media they are exposed

 to but also interpret the media in ways that shape impact.

**Correlation:** extent to which two things vary systematically to ea. Other

**Causation:** the extent to which two things attribute to the effect one thing has on the other

**Reverse causation:** relationship in which the correlation between two things is due not to the first ting causing

the second but to the second causing the first.