Your Name

Instructor Name

Course Number

Date

Project 4: Child Development

“Social identity is a person's sense of who they are based on their group membership(s).” This is the theory of social identity presented by Tajfel. He proposed that these groups are based on the family, social class and playing teams they are linked with. This is considered as a significant source of self-esteem and pride. The groups provide us with an identity sense, which is a sense of belonging to this social world. We human beings divided this world into two social categories 'us' and ‘them’. While the stereotyping depends on the process of normal cognitive, it is a tendency to perform things together in a group. It could be based on the similarities in the same group as well as differences among groups. This view if prejudiced among cultures, might result in encouraging racism in extreme forms as racism induces genocide which happens in Germany. The social identity concept used in the human sciences and it required the conceptual bridge analysis on group and individual level(Brewer). The theory of social identity has three stages; first is social categorization, second is social identification and the third one is social comparison. The examples of social categorization are Muslim, Christian, American, bus driver and student they all are useful for identification. In the second stage, group identity is referred as self-belonging; there can be an emotional attachment with the individual identification group as well as the person's self-esteem is bounded with the group members. The final stage is social comparison when categorization and identification are done, people used to compare one identity group with the other groups. To maintain one’s self-esteem it is required to maintain a favorable comparison with other different groups. The people who overly utilize the idea of identity often find it hard to accept their deficiencies and weaknesses. They hide their insecurities mainly related to aging and in front of people, they behave as confident healthy people.

This project is based on social interaction at the micro-level in outdoor fluid learning spaces. The methodology is entirely centered on the child which is usually not acknowledged by adults although linked with practical and ethical dilemmas. The outdoor context is merely linked with lower-level activities and is not associated with adult control and presence. In these situations children are performing independently these are regarded as inter-child interaction and play. It is also focused on child behavior in the classroom and what strategies must be implemented to lessen the issues linked with children's behavior and support children in social learning and development. The conversation of the child must be analyzed in schooling, society and cultures through conceptual lenses(Waite et al.). This project also recognizes unfairness in children and how it impacts on the children personality as a child understand that unfairness hurts badly. Also, this project will demonstrate how a child can utilize his skills for empowerment when dealing alone or in a group against discrimination and prejudice. Whenever the social and personal identity aspect is brought together, it is often observed that the individual is stressed out about their identity in a collective sense. It is noticed that brown people are often motivated to enhance their self-image based on their identity which makes them unique people. Such people are regarded as the social category representative. In this way, the person act as the social category and their self-esteem needs can also be identifiable in the form of social category which is required for self-esteem. There is a constant reciprocal interdependence and interaction between a person's psychological process as well as their relations and activity. Also, identity has both collective and personal aspects as well as considered as the dynamic process which unfolds the lifetime of a person. On such occasions, the identity aspect is highly stressed on others. The borders among these two are not usually well defined and clear which adds a sense of change, conflict and fluidity. South Asian used to face challenges being minority due to living in abroad.

‘I am discussing an important issue faced by the minorities I am speaking this about the demographic location I am an Asian-American who is always labeled as minority groups. I am not brought up in the community which has conversation and awareness about social justice. By this, I don't mean that it never occurs in Asian American communities as I know it does but won’t be discussed when I grew up. When I moved here in the US there was a viral campaign at that time related to Black Lives Matter which was translated in several languages of south Asian and Asian. At that time people have voluntarily translated these statements so the young generation can talk with parents regarding why minorities and Asian Americans should stand with Blacks in solidarity. This generates feeling inside me that I am not alone in this situation as well as observe the desire in the young people who wanted to be engaged was very motivating.’

Children demands more focus. It is also noticed that older children reject unfair benefits frequently. Gaining nothing seems better to them rather gaining more from their peers even more from the child from whom they met. Such an act of self-sacrifice for fairness is really surprising this emphasizes on the fact that children understand the difference between fairness and unfairness. This fact also leads us to think how children learn about fairness. Although, this is generally believed that human beings are unfair and selfish. As fairness is not something that is required to take a long time in development, however, fairness is an integral part of human being development through which we understand how this social world operates and also guiding children from an early age. The unfairness and favoritism hurt the child badly which is often regarded as an injustice. Although thinking overly about unfairness won't do anything which would change it. Though it affects the children's abilities as the obsessive thinking magnifies the person's emotions, child focus is more towards issues rather than solutions and it also drains the person's energy. When a child recognizes such thoughts in his/her mind it is the time when you should become a positive thinker and stop visualizing these signs in your head. It is required that the child repeat these affirmation lines in their heads either to accept the unfairness or change it. There is something that we can change and also there is something that we can't change. Like we cannot change someone's behavior and decision but we can change how we respond to them by choosing how we assist them in education and how we positively influence them. Similarly, a person cannot change the prodigies which occurred and will occur in their lives but could support the causes through which they seek the prevention of future tragedies. Also, a child cannot guarantee his/her actions outcomes though we can be patient, consistent and clear-headed. A child must go beyond the things which are not in their control(“How to Deal with Unfairness and Change the Things You Can”).

Children also have rights like adults but they are vulnerable and fragile as compared to adults. Although, children liberties are restricted to ensure their well-being and security. Though children also need respect and have freedom of expression. Parents and state must listen carefully to children and also consider their opinion while making decisions.

**Work Cited:**

Brewer, Marilynn B. “The Many Faces of Social Identity: Implications for Political Psychology.” *Political Psychology*, vol. 22, no. 1, 2001, pp. 115–25. JSTOR.

“How to Deal with Unfairness and Change the Things You Can.” *Tiny Buddha*, 3 Sept. 2012, https://tinybuddha.com/blog/how-to-deal-with-unfairness-and-change-the-things-you-can/.

Waite, Sue, et al. "Freedom, Flow, and Fairness: Exploring How Children Develop Socially at School through Outdoor Play." *Journal of Adventure Education & Outdoor Learning*, vol. 13, no. 3, Sept. 2013, pp. 255–76. *DOI.org (Crossref)*, doi:10.1080/14729679.2013.798590.