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Delivery Guide

H180/H580

SOCIOLOGY

Socialisation, Culture and Identity
Section B Option 2: Youth subcultures

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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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AS Level content only



Curriculum Content

Section B Option 2: Youth subcultures

This option focuses on youth as an important period in the socialisation process when individuals are developing a sense of identity within their peer groups. It allows learners to explore different types of youth subcultures and the roles they may play in society.

Key Questions	Content	Learners should:
<p>1. How and why are youth culture and subcultures formed?</p>	<p>Theoretical views of the role and formation of youth culture and subcultures:</p> <ul style="list-style-type: none"> • functionalism • Marxism/neo-Marxism • feminism • postmodernism <p>Subcultures as related to:</p> <ul style="list-style-type: none"> • social class • gender • ethnicity • hybridity 	<p>use illustrative examples of subcultures to explore how and why youth culture and subcultures are formed.</p> <p>consider issues of consensus versus conflict, social order and control in relation to theoretical views of the role and formation of youth culture and subculture.</p>
<p>2. Why do young people participate in deviant subcultures?</p>	<p>Deviant subcultures:</p> <ul style="list-style-type: none"> • delinquent subcultures • criminal subcultures • spectacular youth subcultures • anti-school subcultures • gangs <p>Patterns and trends in youth deviance related to:</p> <ul style="list-style-type: none"> • social class • gender • ethnicity <p>Explanations for young people participating in deviant subcultures:</p> <ul style="list-style-type: none"> • functionalism/New Right • Marxism/neo-Marxism • interactionism • culture and identity <p>The media and youth deviance:</p> <ul style="list-style-type: none"> • deviance amplification • folk devils • moral panics 	<p>consider newer/emerging types of deviant subcultures.</p> <p>consider patterns and trends (within the last 30 years) of youth deviance based on the evidence presented by official statistics.</p> <p>consider both theoretical and identity based explanations, which could include issues of ethnic identity and gender.</p>



Thinking Conceptually

Approaches to teaching the content

The Youth Subcultures option seeks to develop an understanding of connections between different elements of the subject of socialisation, culture and identity and for learners to draw together knowledge, understanding and skills of this topic and apply them to youth subcultures and deviance.

Within the teaching of the topic, learners would benefit from developing an understanding of the history of youth culture and the formation of different youth subcultures since the 1950s. Learners should use illustrative examples of subcultures to explore how and why youth culture and subcultures are formed. This means that learners will need to assess changes to society and its impact on young people. Additionally, having an understanding of specific youth subcultures and their place in British history will mean that learners are able to assess changes to these groups based on social class, gender, ethnicity and hybridity. For example, the importance of youth subcultures based on social class could be skinheads in the 1970s and 80s and the changes in youth subcultures based on gender could be punks in the 1980s. Similarly, learners will be able to develop an understanding of changes to youth subcultures based on ethnicity from the development of Rastafarians to the development of Britain as a multicultural society and newer hybrid subcultures. This understanding of the history of youth subcultures with specific examples can also allow learners to understand the development of social theory in relation to young people, such as focussing on the work of the Centre for Contemporary Cultural Studies (CCCS)

in the 1970s and 80s and critically evaluating them with the work of functionalists, feminists and postmodernists in this area.

The second section of this option allows learners to focus on deviant subcultures and patterns and trends in relation to youth deviance. It is important for learners to consider which of the youth subcultures learnt in the first section may be deviant but also consider more recent deviant subcultures including gangs, anti-school subcultures and delinquent groups. Additionally learners should be encouraged to assess recent statistics on youth offending to consider differences according to social class, gender and ethnicity and the possible reasons for these differences. Learners will then need to compare and contrast the different theoretical explanations for these trends as well as youth deviance as a whole. As part of these explanations, focus should be given to the contribution of the media to youth deviance and the development of moral panics.

Common misconceptions or difficulties students may have

Students often find it difficult to understand that youth is a modern social construct and that events post World War Two meant that a new classification of an age group emerged. Students often don't get the chance to study Modern History before A-level so it is important to give students an understanding of life for teenagers before and during World War Two so that they can see and understand the social changes that caused 'youth' to emerge. Because of this,



Thinking Conceptually

students also have difficulty in understanding the difference between the traditional youth subcultures and the changes in society that caused them to emerge. Excellent summary videos of some of the more prominent youth subcultures can be found at <http://www.fredperrysubculture.com/film>. These videos helpfully explain the changes in music, fashion, and industry that caused the formation of some youth subcultures including Teddy Boys, Mods, Punks, Skinheads and Ravers.

Furthermore, students are often confused by the functionalist theoretical approach to youth culture and youth deviance as this differs more than other theoretical approaches to these topics. With regards to youth culture, make sure that students understand that functionalists only consider youth culture as a whole and not smaller youth subcultures unlike the other theorists. Similarly, students may struggle with understanding the difference between structural and subcultural theories of deviance. It is useful to give students an understanding of the structural explanations of deviance as a whole in order to introduce the different subcultural explanations of youth deviance.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

The first step when teaching youth culture and subcultures is to focus on the social construction of youth and the social changes that occurred to make this group emerge in the first place. This can also lead to an assessment of how youth culture changes over time by studying the emergence and

styles of youth subcultures. Learners should be encouraged to apply concepts and ideas learnt in Section A of this component such as norms, values, socialisation, social control and aspects of identity. Once this has been done, learners can then progress to assessing the theoretical explanations of youth culture and subcultures. Specific focus should be given to consensus versus conflict theories of youth subcultures and comparing and evaluating all theories against each other as theoretical debate will be continued in the rest of the course content.

The second step of teaching this option is to focus on the definition of deviance and possible deviant groups that exist in society. This will lead learners to focus on patterns and trends in youth deviance in relation to social class, gender and ethnicity. It is important to consider the reasons for these patterns and trends referring to concepts learnt in section A of this component such as socialisation, norms, values, social control and identity. Once this has been done, learners then progress to assessing the theoretical explanations of youth deviance, evaluating their effectiveness, a theme which continues throughout the course content. The media's impact on youth deviance is a topic which also appears in Section B Option 3: Media in this component.



Thinking Contextually

ACTIVITIES

The following activities are designed to be undertaken at the beginning or at the end of lessons to introduce topics or consolidate learning and enable the learners to think contextually about the subject of youth culture, subcultures and deviance. Some of the activities also allow students to apply difficult sociological theory to youth culture, subcultures and youth deviance.

Activities	Resources
<p>Introducing Youth Subcultures Students could research one of the key youth subcultures throughout history. A good starting point could be to watch the series of films or the one specific to their subculture made by Fred Perry - http://www.fredperrysubculture.com/film and then create posters/leaflets/flyers/costumes/presentations to explain the key features of their subculture. Students could use a variety of sources to find out about their subculture including textbooks, websites, music, pictures and newspaper articles. Students could be given key questions to answer which relate to the context such as why the subculture developed the style and behaviour of the subculture, musical influences, class, ethnic and gender differences, but present their findings in a creative and imaginative way. The resources made by the students can then be posted on the wall and referred to throughout the topic or presented by students and used as displays or revision materials.</p> <p>Fred Perry Presents Subculture A series of six short films about teenage subculture, directed by Don Letts.</p>	
<p>Pinterest People: examples of youth subcultures Working individually or in pairs, students are assigned a specific youth culture to investigate as above. They are tasked with creating a pinterest page of images which represent the styles of dress, music, norms of behaviour, attitudes, interests etc of their group. Pinterest is a useful tool for this as when other students click on the different images, it will take them straight to the website this material came from. A valuable tool for 'flipping the classroom'.</p>	



Thinking Contextually

Activities	Resources
<p>Introducing Theories of Youth Culture and Subcultures</p> <p>Students could research the key theories of Marxism/neo Marxism, functionalism, feminism and postmodernism and their view of youth culture and subcultures before creating 'tweets' to describe each one. As a tweet can only be 140 characters long students will not only be researching theories but creating good summaries and consolidating their understanding.</p> <p>The tweets can be used in a number of different ways: by getting students to find relevant sociologists who would support the view or by finding historic examples of subcultures that are an example of the view and arranging the tweets into order of relevance to essay style questions. In order to test understanding of the theories at the end of a lesson or for revision, students could play simple mix and match games with them. This activity can also be used in the same way to summarise the theories of youth deviance.</p>	
<p>Consolidating Youth Culture and Subcultures</p> <p>This activity would work best on a large scale, perhaps using one side of a classroom wall although it can be scaled down onto one side of A3 for individuals.</p> <p>Students will be given a time line with decade spaces from the 1940s to now, as well as a list of events and pictures of young people dressed in different youth subcultural fashions. In teams or pairs, students have to be the first to place the events and pictures in the correct order on the timeline. The timeline can be used for revision or as display materials.</p>	
<p>Introducing Anti-School Subcultures</p> <p>Students could draw a picture of a student who is 'anti-school' on a card and annotate it to explain why they behave that way and how it will affect their educational achievement and possibility of becoming deviant. Once students have learnt studies and concepts related to the area they can add these annotations to their card to develop their own revision aids and use throughout the course.</p>	
<p>Explaining Social Class, Gender and Ethnic Differences in Youth Deviance</p> <p>Students could create news stories to apply their knowledge and understanding of patterns and trends of youth deviance. Students can be given purposefully stereotyped 'headlines' which relate to the statistics on social class, gender or ethnic differences in youth crime and then be encouraged to write a story to explain the headline including as many sociologists and key concepts as possible. Teachers can change and amend the concepts to suit their own lessons and studies can also be included such as Oakley, Sewell, Hood, Alexander and the CCCS to encourage the students to apply ideas and develop communication and literacy skills. The stories can be shared or read out and could even be used in display work or as an online resource for other students to comment on.</p>	



Thinking Contextually

Activities	Resources
<p>Consolidating Theory of Youth Deviance Students could be given profiles (or Facebook homepages) of imaginary young offenders which include details of their deviant behaviour, home background and the reason they became deviant or criminal. Alternatively students could be given news stories which describe the experiences of real young offenders (see suggestions below).The aim is for the students to assess which theoretical perspective would use that young person or people to support their theory of youth deviance. This will encourage students to think about each theoretical perspective and develop their ability to apply the theory to specific examples. If using news reports, this activity can also allow students to critically evaluate sources and political spin. This activity can also be done as a large group activity with different 'offenders' on each table and the students have to move around the room, read each case study and make a secret ballot as to which theoretical perspective they think the case study best supports. The results can then be tallied up and revealed at the end.</p>	
<p>Possible newspaper stories of young offenders The Independent – The 16 year olds who have committed 86 crimes each http://www.independent.co.uk/news/uk/crime/the-16yearolds-who-have-committed-86-crimes-each-7878741.html The Guardian – 'I usually just sit in my room and watch the TV' http://www.theguardian.com/society/2009/mar/11/cornton-vale-young-offenders-female The Daily Mail – Truth about Britain's feral youth: Small core of youngsters commit staggering 86 crimes by age 16. http://www.dailymail.co.uk/news/article-2163979/Trith-Britain-s-feral-youth-Small-core-youngsters-commit-staggering-86-crimes-age-16.html</p>	
<p>Application of theoretical perspectives to other societies Students could be encouraged to develop their evaluation skills by critically considering the extent to which the theories they have studied translate well to other cultures. A good documentary to use here is "Killing Boys: Russia". This is a film about a street gang of Russian ten year olds that clean cars, beg, steal and sometimes even murder. In 1994 the gang killed and mutilated a 50 year old man. Police records show that the gang were involved in at least four other killings. Early synoptic links with the Crime and Deviance topic could be considered via a focus on how the children are or are not punished, as well as a discussion about the age of criminal consent in different countries. http://documentaryheaven.com/killing-boys-russia/</p>	



Thinking Contextually

Activities	Resources
<p>The media and youth deviance: young people as folk devils</p> <p>Recent research indicates that in Scotland, young, White, working-class boys are four times more likely to be stopped than any other group. They are more likely to be stopped than a Black or Asian youth living in London (who we know have fallen victim to stop and search powers).</p> <p>Students could read the news article listed below and consider the extent to which young people in different parts of the country have been labelled as 'deviant'. They may also wish to consider their own experiences of prejudice, eg shops which only allow two school children in at a time.</p> <p>http://www.theguardian.com/uk-news/2014/jan/17/police-stop-and-search-scotland</p>	
<p>Consolidation of all studies: the amazing shrinking notes</p> <p>Using either the learner resource, or your own paper/post it notes, students work on shrinking their notes down. They can start off with a piece of paper, maybe the size of a side of A5 paper. On this they outline their knowledge and understanding, or whatever you are working on, on the paper. After reading through it a few times, students are then required to pick out the salient points and provide a brief, bullet pointed account of the material on a smaller piece of paper – perhaps the size of an index card. After re-reading the information, students need to then choose a phrase or sentence which for them summarises the study/theory etc. They then write this on a piece of paper which is about the size of a regular post-it note.</p> <p>This activity is fantastic at getting students to cut through material and it really builds their confidence at exam time.</p>	
<p>Key thinkers: SocBook</p> <p>Students are assigned, or choose, one of the key sociologists they will be studying or have studied as part of the course. Taking the Facebook platform as a starting point, students work in pairs to identify types of information shared on their sociologists' imaginative Facebook profile (or 'SocBook' profile because of the focus on sociology). This will include status updates, books read and a friends list (bearing in mind it is possible to sometimes have 'frenemies'). What sociological status update might they share? What pictures and images could be on their wall? Templates for this activity can be found at http://www.educatorstechnology.com/2013/03/3-awesome-facebook-templates-for-your.html. This is a really student-friendly way for students to investigate and organise their research on the sociologists they have or will be studying. (It also makes a great wall display for Open Evenings.)</p>	



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Activities	Resources
<p>Cultural hegemony: the power of a single story</p> <p>Chimamanda Adichie passionately teaches us the “danger of a single story” in her 2009 TED Talk http://www.npr.org/2013/09/20/186303292/what-are-the-dangers-of-a-single-story). Adichie demonstrates the ways in which our society is a collection of social stories or narratives, the most pervasive and controlling of which are/were manufactured by people with social power (the power elite).</p> <p>Single stories can include stereotypes, ideologies and cultural hegemony. Those that “stick” often are constructed by people with power and used to limit opportunities for the stereotypes’ subjects. Depending on the social power of those holding and employing these ideologies, they can have significant impact on social structures and the life chances of others.</p> <p>Students could select a news story and analyse it. Firstly they could examine a stereotype, then an ideology, and lastly (for those students really looking for a challenge) a hegemonic narrative. For each, they could explore the story, its origins, its functions, and its impact on society. They could then examine the alternative stories: those told by the victims of the single story and/or those who are able to see through the discursive fog.</p>	
<p>Getting you thinking: the ‘problem’ of youth</p> <p>Geoffrey Pearson (1983) shows us that, from the 19th century onwards, there has been a ‘recurrent problem of youth’. This ‘problem’ is seen to be one which is specific to that time period, ie it was not a problem in the previous generation. Pearson notes that there are some ‘common sense’ explanations of youth deviance which are present in all time periods:</p> <ol style="list-style-type: none">1) Lack of parental responsibility2) The breakdown of the family (especially among the working class)3) The breakdown of authority and respect for the law4) The breakdown of community values5) The lack of discipline in schools6) The ‘permissive society’7) The negative influence of the mass media <p>Students could be provided with newspaper articles outlining criminal/deviant youth acts – it is useful to identify stories from the students’ own locality so they can consider the extent to which this can be considered a contributory factor. They then use post-it notes to write down their ideas on the extent to which these ‘common sense’ ideas explain why the perpetrator conducted that act.</p>	



Thinking Contextually

Activities

Children and young people in gangs: a longitudinal study

Students could be provided with a copy of the above study, conducted by the University of Manchester and the NatCen Social Research. It is useful for students to look at an 'original text' in lesson as it can be that students feel quite put off accessing original papers, imagining them to be something which isn't written for them. Whilst this may be the case for some work, this study is written up in an extremely user friendly way.

Students can work in pairs to identify the different findings of the study – providing a useful link to Research Methods. They could then construct a diagram (see learner resource) which takes each finding and considers the implications/impact of that specific finding. Such an activity also helps students to learn skills of analysis – see the component parts of a study.

The study - http://www.nuffieldfoundation.org/sites/default/files/files/Children_young_people_gangs.pdf

Resources



Learner Resource 1.1 Introducing youth subcultures

Introducing youth subcultures

In pairs or small groups you will be responsible for researching and teaching the rest of the class about one of the following youth subcultures.

TEDDY BOYS MODS RASTAFARIANS SKINHEADS PUNKS GOTHS RAVERS

You are required to use a variety of sources to research one of these subcultures and develop a creative summary which can be used to teach the rest of the class. For example you can create a poster, an annotated drawing, a leaflet, a blog, a presentation or any other imaginative summary you desire, but you must aim to answer the following questions.

When did the subculture emerge in the UK?

Why did the subculture emerge?

Were there any key social events that created the youth subculture?

What were the style, dress and behaviour of the young people involved in the subculture?

What social class did the young people come from in that subculture?

What gender were the majority of the members of the subculture?

What ethnic groups did the young people in that subculture belong to?

Has the subculture remained? Why?

Your summaries should be imaginative and colourful and give the rest of the class a good understanding of your chosen youth subculture. A good starting point is to watch the film related to your specific subculture made by Fred Perry <http://www.fredperrysubculture.com/film> and then focus on researching and answering the questions included above. Feel free to include any other interesting points you find out about your youth subcultures.



Learner Resource 1.2 Timeline of youth subcultures

Timeline of youth subcultures



List of events to place on the timeline. (These are just suggestions and can be changed.)

End of World War 2	The Wind Rush arrives in the UK	Rationing Ends
Elvis single 'All Shook Up' is his first number one in the UK	The Mods and Rockers fight on the Brighton seafront causing damage and panic	The summer of love
A double dip recession hits Britain and causes mass unemployment	Margaret Thatcher becomes Prime Minister	Brixton Riots
A year-long miners' strike ends	A wave of psychedelic and other electronic dance music, acid house and Techno emerged and caught on in the clubs, warehouses, and free-parties in Manchester	The Cure release Pornography, the third and final album that cemented their stature as purveyors of the emerging gothic rock genre
Tony Blair becomes Prime Minister	Popstars' is aired on ITV as the first programme to create a pop band live on television	Riots



Learner Resource 1.2

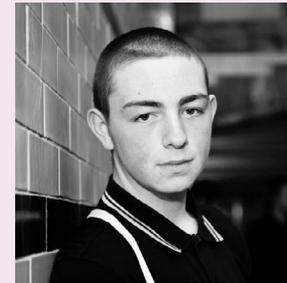
Pictures of youth subcultures



MODS



RASTAFARIANS



SKINHEADS



TEDDY BOYS



PUNKS



GOTHS



RAVERS

Learner Resource 1.3 News story headlines

News story headlines

Write a news story using one of the following headlines. The aim of your story is not only to explain the headline but to including as many sociologists and key concepts you have learnt about the topic as possible. Choose one of the following headlines.

1. Working class youth poverty causes crime increase
2. Middle class youths are a dark figure of crime
3. Boys will be violent boys
4. Over protected girls are not deviant
5. Deviant girls on the increase
6. Government to tackle racist police force
7. Black boys culture increases delinquency
8. Islamaphobia amongst police

Aim to include as many of the following as possible:

SOCIALISATION NORMS MORAL PANIC WHITE COLLAR CRIME HYPER MASCULINITY
BEDROOM CULTURE CHIVALRY THESIS INSTITUTIONAL RACISM BLUE COLLAR CRIME
PASSIVE FEMININITY VALUES LABELLING RESISTANCE CAPITALISM
DARK FIGURE OF CRIME STEREOTYPE ISLAMAPHOBIA MACPHERSON REPORT

Teachers can change and amend the concepts to suit their own lessons and studies can also be included such as Oakley, Sewell, Hood, Alexander and the CCCS to encourage the students to apply ideas and develop communication and literacy skills.



Learner Resource 1.4 Application of theoretical perspectives to other societies

Killing Boys: Russia

Provide a brief synopsis of the documentary

What contributing factors may have played a part in the gang's criminal/deviant activities?

What do you now know about the criminal justice system in Russia for 10 year olds?

What questions do you have after watching this documentary?



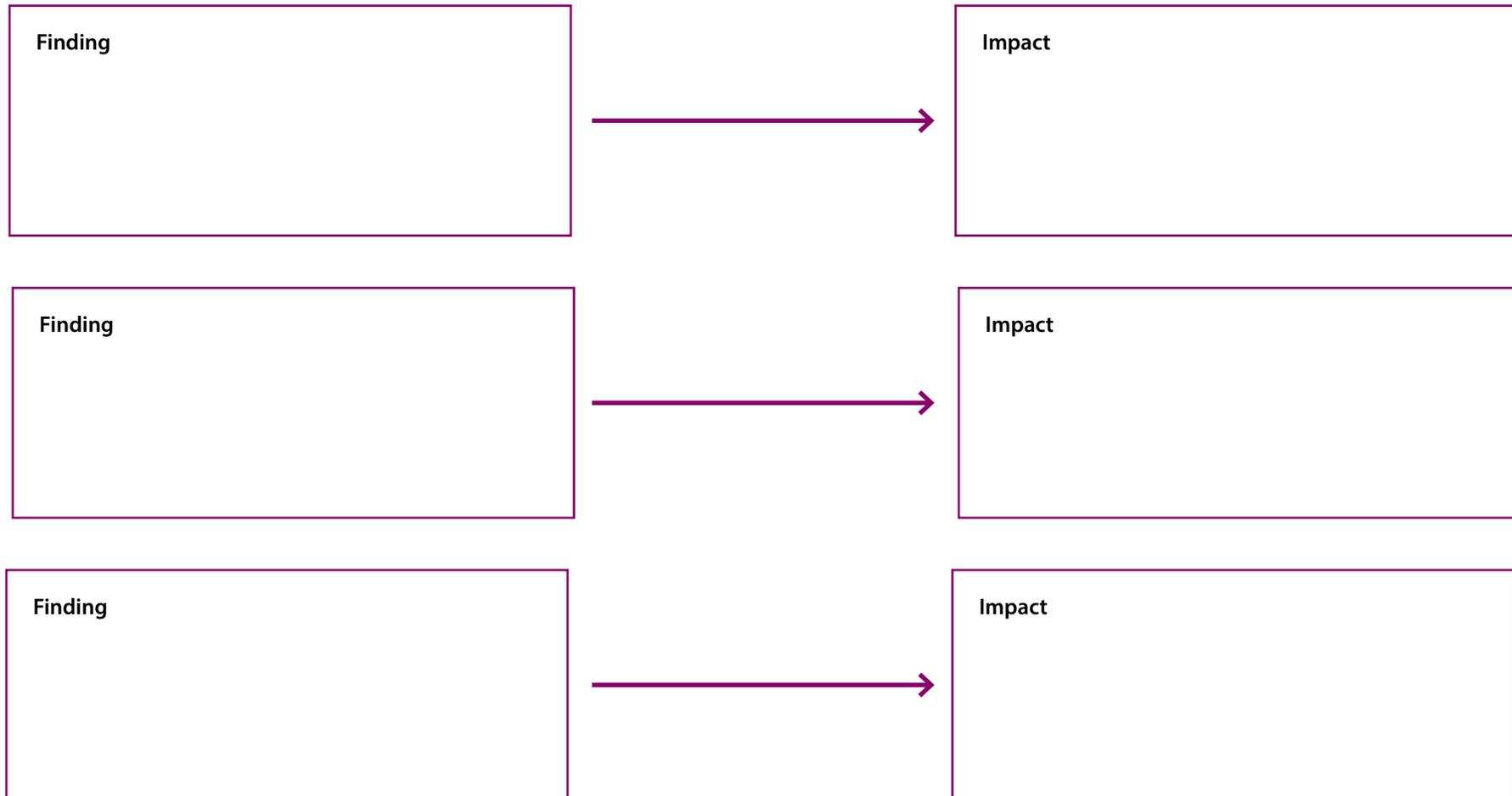
Learner Resource 1.5 The amazing shrinking notes

The amazing shrinking notes



Learner Resource 1.6 Nuffield Foundation Study

Nuffield Foundation Study





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