### GCE Sociology: H181. G672 Sociology of Youth

#### SUGGESTED TEACHING TIME | HOURS 
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TOPIC | 15
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**1. KEY CONCEPTS AND THE SOCIAL CONSTRUCTION OF YOUTH**
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**TOPIC OUTLINE** | **SUGGESTED TEACHING AND HOMEWORK ACTIVITIES** | **SUGGESTED RESOURCES** | **POINTS TO NOTE**
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Introduce key concepts of Youth, Youth Culture, Youth Subculture and Peer Group | **Starter activity:** show video clips of how youth is portrayed in popular TV programmes | Video clips: Suggestions include Catharine Tate (BBC), Vicky Pollard (Little Britain, BBC), Chavs' documentary (Sky, 2005). Eastenders, Coronation Street | H:1 AS Sociology/Youth and Culture/YouTube - Catherine Tate Lauren, Periodic Table.mht
| **Pair work:** students discuss what term 'youth' means and stereotypes associated with it | | H:1 AS Sociology/Youth and Culture/YouTube - Little Britain - Vicky Pollard - Supermarket.mht
| **Discuss term 'youth culture' – board storm ideas associated with this term. Question the difference between youth culture, childhood and adulthood.** | **Sociology AS for OCR by Moore, S., Aiken, D., and Chapman, S. (2005) Harper Collins Pages 187 - 191** | Dictionary/text book definitions of the key concepts could be prepared on slides on the interactive whiteboard (Smart board) using Smart board software – space could be left to board storm students ideas and then switch to official definitions.
| **Discuss term 'youth subculture'. In pairs, learners look at handout with pictures of various subcultures and make notes about what they know about each one. Go through and finish completing as a class** | **Sociology in Perspective for OCR by Kirby, M., Kidd, W et al (2000) Heinemann Page 225** | Find picture examples using Google images (www.google.com)
| **Fill in definitions of key concepts on handout (different, between 'peer group' and 'subculture')** | **Modular A Textbook Sociology:** Revised and updated for OCR, Ed. P. M. Kidd, W et al (2000) Heinemann | 
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Introduce ‘Spectacular’ subcultures and the social construction of youth | **Watch documentary 'Almost Grown' (40 minutes)** – learners complete worksheet noting details of each subculture including when it began, style, dress, type of music, beliefs and reasons for its emergence – discuss as a class afterwards | **Documentaries:** 'Almost Grown' (40 minutes BBC, 1996) | Video material can be obtained from 'The Video Library' at Richmond upon Thames College www.rutc.ac.uk/vidolibrary
| **Board storm/class discussion on reasons for the development of 'youth & youth subcultures' from 1950's onwards** | | 'Almost Grown' documents and includes footage from the following subcultures: Teddy Boys, Beatniks, Mods, Rockers, Hippies, Hells Angels and Skinheads.
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The social construction of youth | **Learners discuss and make notes from PowerPoint/smart board slides on different reasons for including WW2, expansion of media, consumption and changes in compulsory schooling. Also consider the social construction of youth using Parsons and Rozak.** | **Notes on Fyvel’s research into Teddy Boys - 'The Insecure Offenders and the Welfare State' by T.R Fyvel (1961) Chatto & Windus** | The references listed here could be used as extension or enrichment activities.
| **Learners consider the Teddy Boys subculture and assess the relevance of the above explanations to its emergence** | **Abams on consumer culture – 'The Teenage Consumer' (1959)** | Extracts could be given to learners to read and summarise.
| **Video clips:** Suggestions include Catherine Tate (BBC), Vicky Pollard (Little Britain, BBC), Chavs’ documentary (Sky, 2005). Eastenders, Coronation Street | **Films/Books:** o 'City of Spades' (1957) by Colin MacInnes o 'Absolute Beginners' (1959) by Colin MacInnes: Play and Film by same title (1986) | Alternatively, students could act out a section from the play Absolute Beginners which highlights the violence and attitudes of the Teddy Boys.
| **Extracts could be given to learners to read and summarise.** | **Website:** www.sociology.org.uk has useful worksheets on the social construction of youth | H:1 AS Sociology/Youth and Culture/YouTube - Hells Angels Biker Funeral London.mht
| **Video clips:** Suggestions include Catherine Tate (BBC), Vicky Pollard (Little Britain, BBC), Chavs’ documentary (Sky, 2005). Eastenders, Coronation Street | | H:1 AS Sociology/Youth and Culture/YouTube - Mods and Rockers 1964.mht
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### 2. THE ROLE OF YOUTH CULTURE/ SUBCULTURES IN SOCIETY
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**TOPIC OUTLINE** | **SUGGESTED TEACHING AND HOMEWORK ACTIVITIES** | **SUGGESTED RESOURCES** | **POINTS TO NOTE**
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Functionalism | **Recap functionalism** o In pairs, students make brief bulleted notes about different aspects of functionalism | **OCR SOCIOLOGY AS + Waugh et al. (2008). Heinemann.** | Handouts can be devised using references listed here
| **Apply to Youth Culture/Subcultures:** o Students to discuss in pairs how they think functionalists would explain youth subcultures | **Sociology AS for OCR' by Moore, S., Aiken, D., and Chapman, S. (2005) Harper Collins Pages 192 - 193** | H:1 AS Sociology/Functionalism/Sociological Perspectives.doc
| These ideas can be discussed as a class | **Sociology in Perspective for OCR' by Kirby, M., Kidd, W et al (2000) Heinemann Page 229** | 
| Students to read textbook and complete class activities re Social Integration; | **From Generation to Generation' by Eisenstadt, S.N. (1956) Routledge** | 
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## 2. THE ROLE OF YOUTH CULTURE/ SUBCULTURES IN SOCIETY

### TOPIC OUTLINE

#### Marxism (including key concepts ‘cultural resistance’, ‘magical solution’, ‘bricolage’)
- Jigsaw task: Reading, notes and discussion on key Marxist writers: Phil Cohen, Brake, Hall & Jefferson, Hebdige
- Divide learners into groups of an equal number and give each group copies of a different reading from the list above.
- Learners read the extract individually and identify a number of key points (5 max).
- They then discuss in their group and agree on 4 key points which summarise what they have read including a key concept.
- Give each member of each group a number 1 – 5. The class then moves around so that all the 1’s reform as a new group etc. and then they can each explain their theory to the new group.
- Each leader should make notes on the new theories which are explained to them.
- **Dick Hebdige – ‘Subculture – The Meaning of Style’ (1979)** – on Rastafarianism
- **Use the references here to produce materials for students to use.**
- H/1 AS Sociology/Functionalist/Sociological Perspectives.doc

#### Marxism/Class
- Examine the Marxist perspective in relation to a number of subcultures.
- Teacher led notes and discussion on the strengths and weaknesses of the theory.
- Show clips of Skinheads and Mods and Rockers and apply Marxist theory to these examples.
- Pair work – students to compare working class subcultures and middle class subcultures and produce a list if differences.
- **Films:**
  - ‘This is England’
  - ‘(Shane Meadows, 2007) - Skinheads Made in Britain (Alan Clarke, 1982)’
  - Skinheads
  - Quadrophenia (1979) Mods & Rockers
- **These films can be suggested to students to broaden their understanding or used as enrichment opportunities outside the classroom.**
- Alternatively, you may want to show clips from them.
- H/1 AS Sociology/Youth and Culture/YouTube - This Is England on Newsnight Review.mti
- H/1 AS Sociology/Youth and Culture/YouTube - We’re the mods! QUADROPHENIA.mti
- H/1 AS Sociology/Youth and Culture/YouTube subculture - Wikipedia, the free encyclopedia.htm

#### Post Modernism (including key concepts 'neo tribes', ‘style over substance’, ‘symbolic creativity’, ‘subcultural capital’ and ‘fluidity’)
- Worksheet on the work of Andy Bennett, Paul Willis, Maffesoli, Hetherington, Sara Thornton, Paul Hodkinson.
- Pair work: learners examine the relevance of each post modernist theory in explaining Goth, Raver and Skater subcultures
- Learners devise a brief questionnaire to find out if subcultures are significant for the young people at their school, or college. They can then carry this out on a small sample and analyse their findings to see if they are support or refute the claims of the above post modernist theories.
- Sara Thornton – ‘Club Cultures’ (1995)
- **Andy Bennett – ‘After Subculture’ (2004)**
- **Iain Borden – “Skateboarding, Space and the City” (2001)**
- **These are degree level texts and teachers can use them to identify appropriate extracts or devise their own handouts summarising key points. They could also be recommended to those students who require more challenging material.**

#### Feminism/Gender (including key concepts ‘resistance’ and ‘bedroom culture’)
- Teacher led discussion/notes taking task on feminist criticisms of subcultural theories.
- Students to make a note of how they spend their time out of school/college during a typical week. Compare as a class to see if gender differences exist.
- Introduce McRobbie & Garber’s work on bedroom culture. Discussion on whether this still holds relevance.
- Reading and note taking task from extracts from ‘New Wave Girls’ – Shane Blackman (pick up on idea of resistance)

#### Ethnicity (including key concepts ‘hybrid cultures’, ‘resistance’, ‘incorporation’, ‘racism’, ethnocentrism)
- Watch part of documentary ‘The Great British Invasion’ (25 minutes) and complete questions on the influence of black culture on British subcultures.
- Discussion opportunity: are hybrid identities recent phenomena?
- **Documentaries: ‘The Great British Invasion’** (Channel 4, 5th August 2006)
- **Sociology AS for OCR** by Moore, S.,
- **Relate to prior learning on ethnic identities from first unit e.g. hybrid identities, ethnic resistance etc.**
- H/1 AS Sociology/‘Race’ and Ethnicity/YouTube - The Great Black British Invasion.mti

### SUGGESTED RESOURCES
- **Dick Hebdige – ‘Subculture – The Meaning of Style’ (1979)** – on Rastafarianism
- Use the references here to produce materials for students to use.
- H/1 AS Sociology/Functionalist/Sociological Perspectives.doc
- H/1 AS Sociology/Youth and Culture/YouTube - This Is England on Newsnight Review.mti
- H/1 AS Sociology/Youth and Culture/YouTube - We’re the mods! QUADROPHENIA.mti
- H/1 AS Sociology/Youth and Culture/YouTube subculture - Wikipedia, the free encyclopedia.htm
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| 15 HOURS | 2. THE ROLE OF YOUTH CULTURE/ SUBCULTURES IN SOCIETY | • Examine the Rastafarian subculture - draw out learners' prior knowledge and support with extracts from Hebdidge focusing on the idea of resistance.  
• Teacher led discussion and note taking about Asian youth (draw on work from Alexander)  
• Pair work: students to come up with examples for and against the idea that hybrid cultures exist amongst British youth | Aiken, D., and Chapman, S. (2005) Harper Collins Page 195  
• Other References:  
• Dick Hebdige – 'Subculture – The Meaning of Style' (1979) – on Rastafarianism  
• Page 377 | See references listed previously related to these subcultures  
• See sample lesson plan |
| 13 HOURS | 3. YOUTH AND DEVIANCE | | | |
| | Introduction and Key Concepts (Deviance, delinquency, crime) | • Board storm key terms: use Smartboard to write up learners’ own definitions and then show pre prepared ‘official’ definitions – students can then complete them on worksheet (could also include anti social behaviour)  
• In pairs, learners to write a list of all possible reasons why young people may commit crimes. Points from all pairs can then be incorporated into a list/spider diagram on whiteboard  
• Web quest task: learners given a task sheet and in pairs can search the internet for information on patterns and trends in relation to youth deviance (e.g. rates of crime, types of crime, patterns and trends in relation to gender, ethnicity and class)  
• Learners then feedback their findings to the group | | |
• Learners could be directed to websites such as:  
  o www.homeoffice.gov.uk  
  o www.nacro.org.uk  
  o www.jrf.org.uk  
  o www.guardianunlimited.co.uk  
  o www.criminalinfo.org.uk  
  o the British Crime Survey | | |
| | Ethnicity (including key concept institutional racism, | • Youths and Culture for OCR’ by Richardson, J. (2005) Causeway Press Pages 26 - 27  

#### SUGGESTED RESOURCES

- **Text books:**  

- **Other References:**  

- **Suggested websites:**  
  - www.homeoffice.gov.uk  
  - www.nacro.org.uk  
  - www.jrf.org.uk  
  - www.guardianunlimited.co.uk  
  - www.criminalinfo.org.uk  
  - British Crime Survey

- **See sample lesson plan**

- **Tables and graphs are available from www.homeoffice.gov.uk**

- **Alternatively they are published in ‘Key Data on Adolescence’ (See ‘Resources’ column). Therefore learners could find them using the internet or this could be prepared for them beforehand.**
# TOPIC OUTLINE

## 3. YOUTH AND DEVIANCE

**SUGGESTED TEACHING AND HOMEWORK ACTIVITIES**

- **criminal justice system.** (Refer to Hall, 1982)
- **Watch 25 minute clip of 'The Secret Policeman'** – learners identify evidence from the documentary which supports the idea that the police are institutionally racist and assess the strengths/weaknesses of using the documentary as evidence
- Learners then read summaries of other explanations including: the position of black youths in society (Gilroy, 1982; Lea and Young, 1984), Demographic explanations (age, employment status, class), Culture (Tony Sewell), Media (Claire Alexander), Teacher Labelling (O’Donnell) and evaluate them.

**SUGGESTED RESOURCES**

- **Documentaries:** 'The Secret Policeman' – BBC, 23rd October, 2005

**POINTS TO NOTE**

- Exam Practice: Moot Exams Paper – students to complete under exam conditions
- Class and Youth Deviance Functionalism: Teacher led introduction
- **Recap on the work of the CCCS and apply to deviance**
- Students to discuss the weaknesses of this theory – introduce and compare left realist approaches e.g. Lea and Young

**SUGGESTED RESOURCES**

- **Text books:** 'Youth and Culture for OCR' by Richardson, J. (2005) Causeway Press Pages 35 - 35

**POINTS TO NOTE**

- Marxism: Recap on the work of the CCCS and apply to deviance
- Students to discuss the weaknesses of this theory – introduce and compare left realist approaches e.g. Lea and Young

**SUGGESTED RESOURCES**


**CONSOLIDATION**

- Mix and match or card sort activity – produce a number of cards stating different explanations of youth deviance
- Students complete sections of exam question under timed conditions

**SUGGESTED RESOURCES**

- **Specimen exam questions available from o www.ocr.org.uk**

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# TOPIC OUTLINE

## 4. THE EXPERIENCE OF YOUTH IN EDUCATION

**SUGGESTED TEACHING AND HOMEWORK ACTIVITIES**

- **Teacher led introduction highlighting patterns and trends relating to schooling and social class**
- **Pair work:** list possible explanations for w/c underachievement leading to group discussion
- Reading and note taking task using research into experiences of schooling according to class.
- **Apply to exam question**

**SUGGESTED RESOURCES**

- **Text books:** 'Youth and Culture for OCR' by Richardson, J. (2005) Causeway Press Pages 35 - 36
- Pages 733 - 757
- Websites: o www.dfes.gov.uk

**POINTS TO NOTE**

- H1:1 AS Sociology/Youth and Culture/YouTube - Pink Floyd - Another Brick in The Wall.htm
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| **Ethnicity and Schooling** | Teacher led introduction highlighting trends in relation to ethnicity and schooling | Textbooks:  
- Sociology: Themes and Perspectives' by Haralambos, M. and Holborn, M. (2004) Collins Pages 773 - 787 | Proposals can be found my searching newspaper database e.g. www.guardianunlimited.co.uk  
- These could include: separate classes for black boys, additional leave for parents, fast tracking / greater pay for ethnic minority teachers, suggestions from Tony Sewell  
- www.statistics.gov.uk  
- Textbooks:  
| | Experience of black boys in school: in small groups of three students to examine proposals to raise the achievement of black boys and to list positive aspects of their given proposal. They should then take it in turns to present their argument to the group for debate/discussion. | Websites:  
- www.guardianunlimited.co.uk  
- Other references:  
- 'The Education Gender Gap’ (April, 2004) Sociology Review  
- Documentaries:  
| | Worksheet focussing on other aspects of ethnic minority experience e.g. labelling, curriculum, peer culture etc. |  
| **Gender and Schooling** | Students to identify key statistics in relation to gender  
- In pairs list all reasons for improvement in female achievement and reasons for male underachievement  
- Read section of article and complete for homework  
- Watch video | Textbooks:  
| | Students to carry out mini survey in their class to see if similar differences are apparent |  
| | Students to read key research e.g. Colley, Kelly, Sharpe and Grafton and to complete summary sheet |  
| **Gender and Subject Choices** | Students to list all the differences which they have observed in relation to gender and subject choices  
- Students to carry out mini survey in their class to see if similar differences are apparent  
- Students to read key research e.g. Colley, Kelly, Sharpe and Grafton and to complete summary sheet | Textbooks: Youth and Culture for OCR’ by Richardson, J. (2005) Causeway Press Pages 38 - 42  
| | Board storm definitions and examples of pro/anti school behaviour and values  
- In pairs students to research and prepare a handout on allocated type of subculture e.g. working class male, working class female, ethnic minority male, ethnic minority female, middle class male and middle class female | Textbooks:  
| **Consolidation** | Students to plan answers to different exam questions and explain to each other.  
- Marking tasks – students to assess  
- Sample answers  
- Pub style quiz – students participate in groups – could include different rounds e.g. picture round with pictures relating to different concepts or sociologists | Textbooks:  
- 'AS Level Sociology: The Revision Guide’ 2004 CGP  

**SUGGESTED TEACHING TIME**: 13 HOURS