

## PANEL 9: CHILDREN AND THE YOUNG

**Should the 'The Wind in the Willows' be considered an innocent, idyllic representation of British countryside life or a narrative that influences children to follow the dominant ideologies of the time it was written.**

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“Animal narratives, like other cultural representations, are ways of reimagining human identities” (Nyman 2003 p.14). If as Nyman suggests the anthropomorphising of animals is a method of portraying human life, then it is possible that authors used this style of writing to express their views on the dominant ideas of the time in a less obvious manner. Whilst literature is not the only influence that children will experience it is considered “culturally formative and of massive importance educationally” (Knowles 1996 p.6). This dissertation will focus on the portrayal of ideological views of colonialism, race and National Identity in classic children’s literature. In particular exploring how the anthropomorphism of animals in ‘The Wind in the Willows’ supported the dominant ideas of the time and how this influences children.

### **A psychosocial exploration in to the mitigating factors of insecure attachment**

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The aim of this study is to investigate these outcomes in-order to identify any mitigating factors or strengths that may arise from being insecurely attached. Attachment theory is based on the seminal work of J. Bowlby (1907-1991) and it explains how the caregiver-child relationship emerges. It proposes that cognitive schemas based on early interactions with caregivers will critically influence how an individual perceives and behaves within future interpersonal relationships. Quality of attachment has been linked to various aspects of positive and negative psychological functioning over the lifespan. Most of the literature available has focused on the negative outcomes of insecure attachment.

### **Youth crime: Analysing Youth crime and its causes as well as the government’s preventative measures**

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The aim of this research will be to explore and define youth crime and its causes. The research will include looking at variety of different theories to determine why youth may commit crimes. Furthermore, the research will discuss the views of the government on youth crimes and analyse whether preventative measures are successful in reducing youth offending. Youth crime in the UK and other countries are one of the most debated topics in the recent news. Therefore, this research will analyse the different crimes associated with the youth and the reason behind it. The methodology that will be used for this research will be secondary data in order to answer the research question. Youth crime is increasing daily and the government need to bring programmes and amendments to decrease the level of youth offending.

**'If teachers were free to teach Shakespeare as they wanted to, youngsters would get so much more out of it.' (TES, 2004) – GCSE students' opportunity to learn and enjoy Shakespeare are restricted by historical pedagogical methods of teaching.**

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The 1989 Cos Report stated that 'Shakespeare's work conveys universal values, and [...] his language expresses rich and subtle meanings beyond that of any other English writer'. Shakespeare's work became compulsory on the National Curriculum when this was announced, since then, the debate about whether Shakespeare should be taught in schools has been continuous. Those against, argue that 'Shakespeare made [students] feel stupid rather than empowered.' (Guardian, 2014). Those in favour claim that 'Teachers increasingly report success as they employ a variety of methods, at the heart of which is social collaborative, imaginative, re-creative activities. Such methods deepen and enhance students' informed personal responses.' (Gibson, 1989). The focus of this dissertation will be on GCSE texts and the pedagogical method of "chalk and talk" teaching, compared to more active dramatic and creative approaches, highlighting the importance of making the playwright relevant in a modern context to engage students. Primary research about people's past learning experiences of Shakespeare will be collected via questionnaires. These results will have the potential to support the ongoing research that argues that a formal method of teaching has a negative impact in the classroom, thus raising awareness that those teaching the subject should be given more training and support, rather than removing the Bard completely.