

# Youth Values

## E.g. of grid analysis

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AGE/CHANGE				
25. OLDER PEOPLE SHOULD BE RESPECTED	3-11-m-4	<p>****.  ... ... ... </p> <p>Consensus agree</p>	General opinion that deserve respect as 'have been through a lot', have suffered. Strong view that should take care of your old (not put into homes). Not all older people respected, winos, people in jails. Everyone should get respect. Did not want to make unqualified generalisations. Recurring theme that things are not your fault if you were brought up that way family influence and 'cycle of deprivation/immorality'	
	4-10-m-5	<p> ..** . *.  ** .  ... </p> <p>Spread, 3 agree, 3 disagree</p>	3 maintained a strong position that elders should be respected as wiser. Some comment on bad parents, 'they give too much freedom'. I no respect for her mum who is too hard. 5 doesn't respect elders, just gets money from them. Question whether they will look after their elders, do not expect to have to do this materially, ambivalent attitude to putting into homes.	
	6-10-b-4	<p> **.** ... ... ...* </p> <p>Consensus agree, apart from 1</p>	general agreement that they should except for 1 ( father situation) explained in terms of 'if they respect you'. 2 made strong point about family, including extended family. Some interesting stuff on trust and friendship between adults and young people.	
	6-10-g-5	<p>****.**.. . *.  ..... </p> <p>Agreement consensus apart from one</p>	Discussed teachers who did not respect them, but expected respect. Parents should be respected since family. Generational -respect grandparent , but parents more. Discussed different ways boys and girls treated in family - girls thought mums too overprotective - more worried for their safety than for	"young people should be respected as well"

			brothers. Generally - people outside family had to earn respect - not given just on basis of age.	
	7-12-b-7	. ** . .... * .... * .. **  Total spread	Discussed grandparents, time spent with them, relationships, admired because of skills, teach things. Older people have to earn respect not be given (related to feeling good about things that you worked for/earned , not just given - emphasis on achieving).	
	12-11-b-2	.... .... . **.* ...*  Disagree consensus	No - older people not family members no automatic respect - want to curtail young people's fun - The group seemed to present themselves as being much younger than their years in this conversation. Family members did deserve respect. The boys got into a familiar conversation on cussing their mothers - the ultimate in family /personal insult. Whether or not they would look after their parents in their old age was another issue, one suggested that his sister would be more likely to do it.	
	9-14-m-1	**.. ....* .... . **  Complete range	Differences in opinion. M focused on equality - all should be respected regardless of age. One M and F (3/5) had heated exchange on this. M questioned 3's generalisations - he believed that yp undervalued older people .4/M thought anyone , even someone a few years older who has done something you can learn from should be respected.	4 - "respect shouldn't be given it should be earned"
79. ADULTS CAN'T BE TRUSTED	3-10-m-8	.... .***** . ....  Strung out across the middle, agree/disagree	Depends what they have done, who the adult is. Cannot trust paramilitaries, break cease fire. Cannot trust adults in politics. Prompt if they would be different if adult, Gemma thinks yes.	Gemma, yp would make better decisions as adults 'cos then we would know what environment we were going to grow up into'

			Adults never listen to yp.	
	4-12-b-6	<p> ... ... *... ... </p> <p>One boy, just disagreed</p>	Ma and Dad have never let him down. Never asked any other adults for anything. Discussed friendship with friends mother developing from an argument between self and friend. Very sad and hurtful, still apart.	
	13-12-g-1	<p> ...*...*... ... </p> <p>Tend to agree</p>	They did not want to single out adults as such - people in general . Need to suss people out before you can trust them - “it’s people in general” 2 said that every generation of young people felt that adults made a mess of things.	
91. THE WORLD IS CHANGING FOR THE BETTER	5-11-m-8	<p> ... ... ... .**. </p> <p>2 boys, disagree</p>	General sense of pessimism, ‘too many people’ and the idea that the area is going down hill (from people who have left area and returned) andthat the world getting worse (from tv).	
	6-11-m-7	<p> .** ..****.. ... </p> <p>4 in the middle, 2 agree</p>	Technological changes was the main point of discussion - ease of work and labour saving devices. 2 mentioned - freedom to go where want, of speech, to dress how want. Prompted on their world - no change - just the same except 1 who thought that his world was.	
Could not find	10-11-m-1			
	9-14-m-1	<p> *... ...**... .**. </p> <p>Total spread</p>	Long animated and at times heated discussion. Things which have changed for the better - medicine, and technology. The news was source of knowledge that showed that the world was not changing for the better - poverty, famine. Government policy was criticised, the new deal, policy on housing, education and benefit. The fact that more support was available for doing nothing (JSA) than was for following	

			education course. A lot of anger directed against the system, sense that they felt trapped and unfairly treated by the youth and educ policies.	
88.POLITICS ARE A WASTE OF TIME	1-10-b-5	<p> ... *.* *..* ...* </p> <p>Spread, agree to strongly disagree</p>	<p>‘The 12th of July marches used to be a good time, people took their sandwiches, then politics came into it’ (6), distinction made between politics and religion (5), politics identified with ‘getting peace’ and religion with conflict. Generally a muted positivity expressed towards politics ‘it can be positive to try’ (5) and the chance of peace ‘maybe sometime’ (3) although also fatalism ‘I believe the will never be peace in NI’ and lateral thinking ‘half the violence is caused by baaed teenagers’ (5)</p>	
	5-11-m-8	<p> ...* ... *... ... </p> <p>2 boys, differ</p>	<p>Politics identified with runway and Swampy. No sense of connection with any sort of politics. A few locals had gone down to runway protests. No knowledge of local counsellors or community politics. General sense that leave politics to adults. Example of political participation given as ‘filling in questionnaires’</p>	
	6-11-m-7	<p> ...**.*... ... </p> <p>From middle to agree</p>	<p>Generally yes. Distinction drawn between the news which was interesting, parliament which was boring and policies on benefit that affected them. 3 and 4 felt that politics did affect them - when the rates go up , money comes out of their mums purse. No sense that they were actively involved in any political social campaigns. Talked about fairly much in the abstract.</p>	
	6-9-g-3	<p> **** *.*.... ... </p> <p>Consensus</p>	<p>Yes - although they thought that they would like to be involved in school politics, having responsibility for decisions that affect their years. Every week one assembly is on current</p>	

		agreement	affairs - head gives a talk on current issues - boring. No faith in politicians, no one listens to what they have to say. Millennium dome - stupid waste of taxpayers money	
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