- What audiences are subjected to will influence possible behaviour and attitudes.
- Media can cause “copy-cat” incidents, people imitate what they see e.g planking on the internet, people start doing it.
- Plays important parts in the creation of consumer culture, use of celebrity role models to sell images of their products. One example if Kate Moss, modelling for a Chanel ad. After a drug accusation, fired by firm. Moss regained her status by designing and modelling for Top Shop. This case indicates the power of role models in selling a product (or not) and suggests media coverage positive or negative may have an advantage in a commercial setting.

**Religion:**
- Many different religious groups in society choose our faith. Contemporary UK allows religious groups the freedom to practice without the fear of persecution.
- Religious beliefs arguably provide guidelines for human actions (Parsons, 1965).
- Through written rules or through encouraging individuals to follow particular moral codes, different religions promote particular values in society e.g. Jewish people not eating pork.
- Figure of authority worshipped who acts as a role model to follow this figure has a large influence on followers.
- Religion can effect gender in different ways e.g. Muslim women with their head scarves, male Sikh's turban.
- Strong links between religion and ethnicity, research done by (Holden, 2006) concluded that Asian Muslim teenagers were more tolerant compared to white school students, and that most ideas about religion came from their parents.
- (British Social Attitudes Survey, BSA, 2006) concluded that religious identities as a form of social identity has been declining since the 1960s.

**Peer group:**
- People of a higher age who may be your friends, most influential between ages 5-16.
- (Skelton and Francis, 2003) show how the peer groups are essential to play-time in primary schools. Girls being excluded from footballs, boys excluded from skipping.
- Peer groups can form around visions of rebellion and resistance e.g. Middle aged punk groups get the same out of this peer group as they did since their young punk days (Bennett, 2006).
- Peer groups encourage each other to conform to shared norms and values, and influences people to fit in.
- Usually an individual in peer groups who has a higher status within the group, and who are role-models for others.
The role of socialisation in the creation of identities:

What is identity:
- Identity is a common concept in the contemporary UK, and widely contested. Identity can relate to individual issues and collective issues.
-(Jenkins, 2004) distinguishes between individual identity and collective identity.
-National identity and corporate identity are more collectively focused, where a group identity and attachment to a shared team, country or vision is important. Identity is essentially based around the characteristics or features you share with others. This is a crucial aspect of identity because it can push individuals towards adopting particular norms, values or styles.
-In early conversations and encounters, people often try to identify elements of sameness such as shared interests of similar backgrounds. Factors like these are likely to be influential in ascribing an identity to the other person.
-Identity as difference can also been seen as the opposite, where characteristics and features make you different from other around you.
-(Woodward, 2000) argues that for someone to have an identity, an element of choice is required. Individuals must choose to identify with something or somebody, and it is difficult to have an identity without doing that.
-(Bradley, 1996) distinguishes between passive and active identity. A passive identity is one which you were born into or socialised into e.g gender. Active identities are those which people actively choose to pursue; being a footballer, a singer in a band. However, this distinction is not always so clear-cut.

Social class identity:
What is social class identity?:
-The term “social-class” is often synonymous with “socio-economic class”, which is defined as people having the same social, economic or educational status.
-Social classes are the key social division between groups for many sociologists, who believe that there is a division between the wealthy upper class, a middle class which has well paid non-manual jobs, and a working class which has less well paid manual jobs.
-Social mobility, movement of a social group in ranking in society.
-The social class of a person will have some bearing on how they will vote, but what is most influential is Income and Aspiration.
-Objective social class: source of measurement device: NS-NEL, the National Statistics Socio-economic classification.
-Subjective social-class: what the people themselves think, where they place themselves and how they define themselves.
7. Cultural capital, foreign holidays or an appreciation of high culture
- Over time, the division over working class (manual jobs) and middle class (non-manual jobs) has decreased, they have essentially blended
- The rise in white collar occupation and call centre culture has meant a huge change in the nature of employment, with an expansion of administrative office-based jobs. May fit comfortably in middle class culture and yet have more in common with the pay and limited benefits of the working class.
- Opportunities for further education increases, income rises for people in the UK as organisations such as organisation such as the NHS and other government bodies grow in number, it is increasingly the case that the middle class has split into different groups
- (Archer, 2003) did a study into higher education, and found that middle-class parents encouraged them to go to 6-form, whereas working-class parents encouraged them to get a job instead.
- (Devine et al, 2005) carried out 50 in-depth interviews with a sample of doctors and teachers in Manchester. He found they did not refer to this social label of “middle class”, and Devine suggests that they feel uneasy using the label of class as they found being perceived as superior to others.
- (Self and Zealey, 2007) stated that “middle-class includes both the higher managerial profession, and the lower sales and customer service level”. Middle class is approx. 65% of the workforce in the UK.

Upper class culture and identity:
- Upper class is a much smaller group than either of the other two and in many ways is more content and solid.
- It is described as “socially closed”, meaning that those who belong to it are not keen on allowing outsiders a view of their lifestyle, and therefore it can be difficult to research from a sociological angle.

Traditional upper class:
- Made up of largely aristocracy, who were born into their wealth and titles. These are high families who own vast estates and make most of their money from owning land.
- Often associated with intermarriage, which marries people from similar backgrounds together, and this increases their social capital as families become related.
- They value tradition, hierarchy and order, keeping the national heritage of a country special, which means they have a high culture capital.
- The traditional upper class may have property and wealth, but don't always show it like the super-rich do.
Gender identity:

Socialization, identity and gender:
- Sociologists distinguish between the concepts of sex and gender:
- Sex refers to the biological between males and females e.g hormones, genitalia
- Gender refers to the cultural expectations that society associates with “masculinity” and “femininity”.
- “Sexuality” refers to cultural expectations about sexual behaviour.
- Gender expectations are transmitted to the next generation through gender-role socialisation.

-(Connell, 2002) refers to these expectations of how male/female are to act in the UK's society as hegemonic masculinity and femininity. This set of ideas allocates very distinct family roles; women tend home and children, men head of the household breadwinners.

-Much of this is effected by the family. (Oakeley, 1982) identities four processes central to the construction of gender identity:
1. **Manipulation**: refers to the way in which parents encourage and reward or discourage behaviour on the basis of whether it is appropriate for the child's sex. Example, father discourage crying in boy, mother encouraging appearance in girl.
2. **Canalization**: refers to the way in which parents direct children's interests into toys and play activities that are seen as normal for that sex.
3. **Activity exposure**: Parents assign gender appropriate chores to children, such as washing cars, making cakes etc
4. **Verbal appellation**: Parents may reinforce cultural expectations by referring to their daughter and sons as “pretty” or “handsome”.

-This also involves learning the gender codes, which generally result in the social conformity to expectations about appropriate gender behaviour:
1. Colour codes-pink/blue
2. Appearance codes-what is appropriate to where based on sex
3. Toy codes-gender-specific toys gives us clues about expected future gender roles e.g cars for boys/dolls for girls
4. Play codes-boys to play rough while girls should play docile
5. Control codes-boys/girls subject to social control, particularly in teenage years e.g girl being interrogated about boyfriend, etc

- (Stantham, 1986) found that by the age of 5, most children had a clear gender identity, and knew what was the appropriate behaviour for said gender.
- The experiences of men and women vary greatly. There are huge differences in the experience of socialization because of factors such as ethnicity, social class.
58, when her male counterparts like David Dimbleby who was 69, were allowed to continue.

-Empty nest syndrome, kids leave home.
-Mid life crisis, realise life is slipping away from them, strive for things to fee young again
-(Neugarten, 1968) found that most interviewees accepted the signs of middle age, and most critically understood the generation gap between their parents and children.
-(Atchley, 1988) middle age is the period of life when a person initially become aware of the fact that he/she is ageing.
-(Hart, 2005) New opportunities to stay looking youthful in a consumer culture but allows choice related to this stage of life, but are still impacted by orientation of gender and income.

Old age:
-(McKingsley, 2005) suggests that 85 year olds and over are the fastest growing segment of the population-referred to as the “oldest old”. This suggests there is a stage of being “young elderly”. Without a clear age boundary, it may be useful to consider old age as a social category which brings new roles, assumptions and barriers.
-(Victor, 2005) suggest old age is stereotyped and defined as a part of:
1. Loneliness
2. Being unable to learn
3. Having poor health
4. Being dependent on others
He also said it was a homogeneous category.
-(Bytheway, 2005) found that people accept chronological ageing as a fact of life, but they have difficulty defining themselves into the ill defined categories of middle/old age.
-(Clarke and Warren, 2007) found that most of their respondents in a survey of 23 people aged between 60 and 96 about the experiences of ageing identified this age of life in an active and engaged way; they used the concept of “active ageing” to represent this.

-(Laslett, 1991) challenged the use of the 3 categories of age and suggested 3 ages of life approach:
1. 1st Age- period of socialisation
2. 2nd Age- period of work and childrearing
3. 3rd Age- time of independence
Also been suggested that a 4th Age could be added as life expectancy increases.
-(Walker and Foster, 2006) argue that social class impacts on pensions, health and life expectancy.