



## LESSON PLAN

# Power and influence

### Learning outcome 3.1

Create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence

## Students will learn

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- ▶ To identify the contexts in which power and influence are evident and institutions to which they belong
- ▶ To consider the meaning of power and influence, particularly in their lives
- ▶ To create a visual representation of their power and influence

## Materials

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- ▶ Slide show
- ▶ Worksheet 1: Putting myself in context – one for each student
- ▶ Worksheet 2: Power and influence – one for each pair of students
- ▶ Flipchart pages or A3 sheets and markers – one for every group of four or five students

## Assessment for learning/Key skills

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- ▶ Discussion
- ▶ Putting myself in context worksheet
- ▶ Think-pair-share-square
- ▶ Managing information and thinking



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## 1 Class discussion – Where do I belong?

### SLIDE 3

Begin by brainstorming all the contexts and institutions to which students belong. Note the students' suggestions on the whiteboard.

Examples might include school, form, group, class, team, club, family and neighbourhood.

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## 2 Putting myself in context – part 1

### SLIDE 4

Give each student a copy of **Worksheet 1: Putting myself in context** (see page 4).

Ask students to draw sketches of the contexts they belong to inside the figure on the worksheet. The slide shows an example.

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## 3 Class discussion – Power and influence

### SLIDE 5

Ask the class to consider their understanding of the terms **power** and **influence**.

### SLIDE 6

Show the definitions of power and influence.

Discuss the people they would describe as powerful and those they would describe as influencers, both in their lives and in the wider world.

Give each pair of students a copy of **Worksheet 2: Power and influence** (see page 5) and ask each pair to complete it.

### SLIDE 7

Discuss the feedback with the whole class and fill the answers in on the slide.

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## 4 Putting myself in context – part 2

### SLIDE 8

Ask students to consider:

- ▶ Who has power or influence over them
- ▶ Where they have power or influence

Ask them to sketch these outside the figure on Worksheet 1. They can put power on one side and influence on the other, as in the slide.

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## 5 Think-share-pair-square

Ask students join into groups of four or five and share the thoughts they sketched on Worksheet 1.

### SLIDE 9

Give each group a flipchart page or A3 sheet and marker. Ask each group to create a visual representation of the day-to-day contexts and institutions to which young people belong and where they have power and influence. The visual representation can be in any format, such as a mind map, a Venn diagram or a larger version of the human outline used in worksheet 1.

**Note:** You could set this final task as homework. Students could use online tools such as [www.padlet.com](http://www.padlet.com) or [www.canva.com](http://www.canva.com).

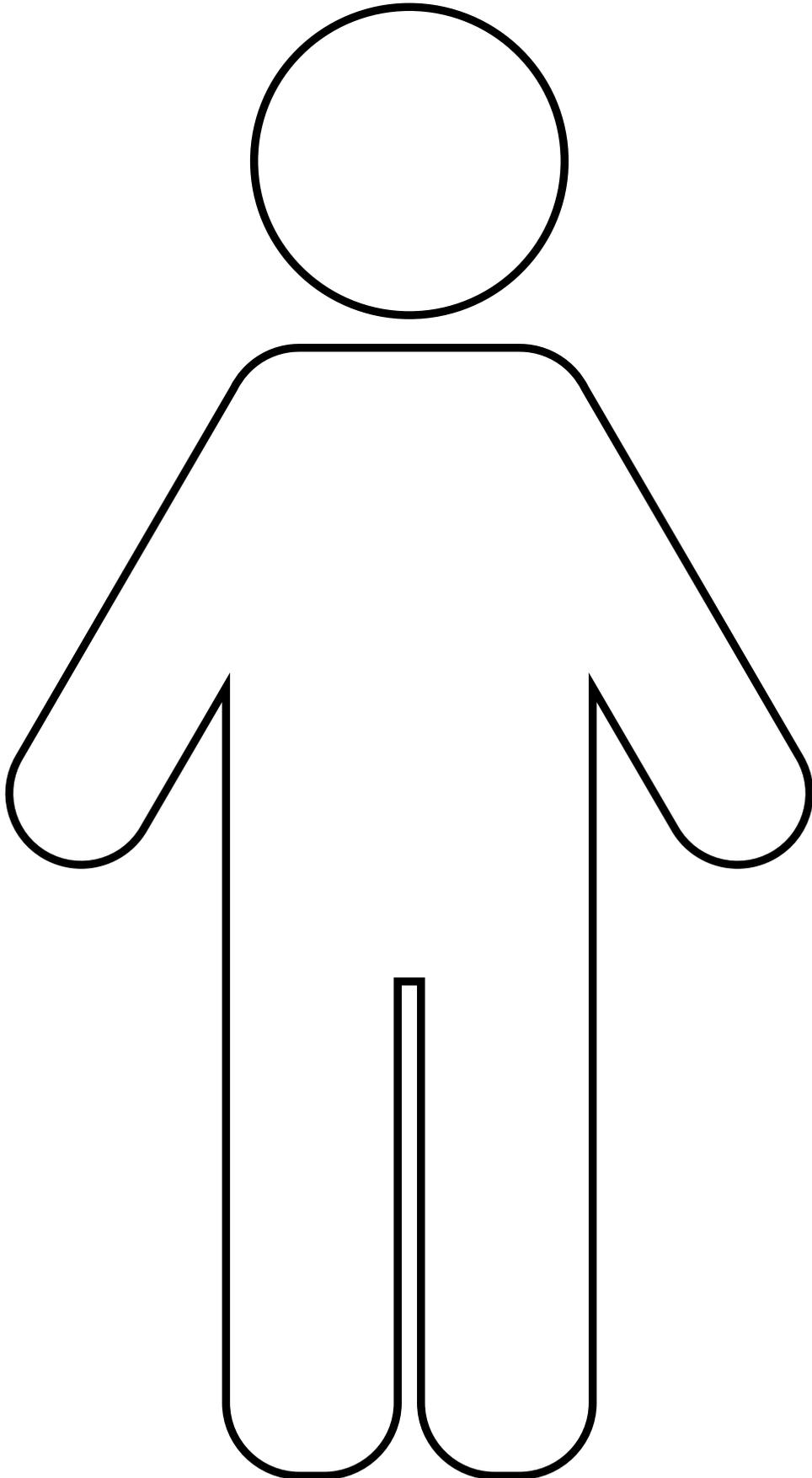
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### → Extension activity

Carry out a survey of younger and older students to establish where they believe they have power and influence. The findings can contribute to the final visual representation task.



# **Worksheet 1: Putting myself in context**





# Worksheet 2: Power and influence

Who has...	Power	Influence
 <b>in the world</b> 		
 <b>in my life</b> 		