



Who has power in our school community?

Lesson 3

What role can I play in making our school a fairer place?

Lesson 3 of 6
Who has power in our school community?
Key Stage 3 (Year 7)

<p>Overview</p>	<p>Having considered rights and responsibilities in school, students go on to explore the concept of power. They consider the part that power plays in different aspects of their lives. They identify different types of people who have power in school and establish a hierarchy of power. Finally, they consider their own power to influence the school community and learn about opportunities for student voice.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: power, rights and responsibilities, participation, community, fairness, justice, change, making a difference</p> <p>Skills: discussion, influencing, teamwork, critical reflection, active participation, representing others' views</p>
<p>Essential teaching guidance</p>	<p>ACT's research with Middlesex University has identified that:</p> <p>“The quality of teacher-student relationships and students' perceptions of their school have an impact on students' Citizenship outcomes. When students perceive they have a good relationship with teachers, whom they respect, they are likely to have more positive attitudes towards democracy and to be more likely to participate in a range of activities.”¹</p> <p>Building students' confidence in speaking to a wide range of audiences will assist them in all aspects of their school and future life. Student voice is powerful.</p> <p>As part of this lesson, students find out about the student council/student voice team in your school. In advance of the lesson, prepare to support this learning by:</p> <ul style="list-style-type: none"> ● asking the student council to make a short video introducing themselves and what they do, for you to share with the class ● asking a member of the student council to come into the lesson and talk about what they do ● finding information on the school website that you can share with the students

	<p>Be mindful of the diverse viewpoints that may arise during this lesson, and seek to encourage empathy and promote community cohesion. Where issues are sensitive or controversial in nature, ensure you are in line with your school policies on such matters. You may find the ACT guidance on Prevent and Controversial Issues and ACT guidance on Political Impartiality in Citizenship helpful.</p> <p>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> ● What is power among people? ● How does power play a part in your life? ● Who has power in our school community? ● As students, do we have the power to influence our school?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Power in my life (for Task 2)</p> <p>Worksheet: Our school's pyramid of power (for Task 3)</p> <p>Glossary of key terms</p> <p>Assessment rubric</p>
<p>Differentiation</p>	<p>If needed, incorporate more visual aids, diagrams and infographics to help visual learners understand the concept of power, hierarchy, and change.</p> <p>Use hands-on activities, such as creating a physical pyramid of power using cards, freeze-frame or drawing, to engage learners in understanding power structures.</p> <p>Encourage students to use the glossary of key terms.</p>
<p>Assessment opportunities</p>	<p>Students will be able to answer the learning questions by the end of the lesson, but their responses will be different, depending on their stage – please see the assessment rubric.</p> <p>Use questioning techniques in the plenary to give verbal feedback.</p> <p>Encourage redrafting of diagrams and written responses after peer feedback and whole-class feedback.</p>

<p>Do now/starter/ entry task</p> <p><i>(5 minutes)</i></p>	<p>Connecting the pictures</p> <p><i>Slides 2 to 5</i></p> <p>Display the images on slide 2 as the students enter the classroom and ask them to try to think of a word that connects the three pictures. Share ideas until someone suggests ‘power’.</p> <p>Share slides 4 and 5, introduce the key enquiry questions for this lesson and explain that you’re going to be exploring power in your school community.</p>
<p>Task 1</p> <p><i>(5 minutes)</i></p>	<p>Introducing power</p> <p><i>Slides 6 & 7</i></p> <p>Share the definition of power among people on slide 6:</p> <p style="text-align: center;">“Having influence over others to be able to bring about change.”</p> <p>As a class, discuss what type of change people with power can bring about. Help them understand that power can result in changing opinions, behaviour, actions and the course of events. Allow time for students to comment and question.</p> <p>Share slide 7, which shows a typical hierarchy of power in a supermarket. Encourage students to talk about what power means for people at each level of the chart. What type of influence do they have to bring about change?</p>
<p>Task 2</p> <p><i>(15 minutes)</i></p>	<p>Power in my life</p> <p><i>Slides 8 & 9</i></p> <p>Give students a copy of the worksheet ‘Power in my life’.</p> <p>Explain to them that we all experience power in our lives on a daily basis. Later on in the lesson they’re going to be exploring power in school, so for now you want them to focus on other examples of power in their life.</p> <p>Share the examples on slide 8:</p> <ul style="list-style-type: none"> ● family ● a sports club ● the Scouts ● a place of worship <p>Can the students think of others? Allow students to choose examples of power in their lives that resonate with their interests, such as hobbies, favourite sports, or personal</p>

	<p>experiences. This makes the activity more relatable.</p> <p>Ask the students to choose one example of power in their lives and to draw a chart showing the power structure on their worksheet. You could show them the template on slide 9 as an example of how they might want to present their chart. Where do they fit into the structure?</p> <p>At the bottom of the sheet, ask students to make some notes on what different people can influence.</p> <p>Allow time for students to share their diagrams with each other and to talk about their ideas and opinions about power in general. You might want to use a visualiser to share ideas with the whole class.</p>
<p>Task 3</p> <p><i>(20 minutes)</i></p>	<p>Power in our school</p> <p><i>Slides 10 to 13</i></p> <p>Move on to discussing power within your school setting.</p> <p>Show slide 10 and use the prompts to discuss the different people who have power in your school.</p> <ul style="list-style-type: none"> ● Who has the final say in the classroom? ● Who has the final say in school as a whole? ● Does anyone have power over the headteacher? <p>Break the class into small groups and give each group a copy of the worksheet ‘Our school’s pyramid of power’. Within their group, ask students to agree on five individuals/types of people in your school who have power, then decide how to position these on the pyramid of power on their worksheet. Explain that they should put the people they think have the most power at the top of the pyramid, and those with the least at the bottom. Use slide 12 to provide further support.</p> <p>Ask each group to present their pyramid back to the class. Based on this task, discuss the following as a class:</p> <ul style="list-style-type: none"> ● Overall, who do we think has the most power in our school? ● Which type of people have the least power in our school? ● How can different people use their power within school to bring about change for the better? ● As students, can we use our power to bring about change? <p>These are included as prompts on slide 13.</p>

<p>Task 4</p> <p><i>(10 minutes)</i></p>	<p>Student voice in school</p> <p>As a class, consider how student voice is used in school by introducing the student council or student voice team.</p> <p>You could:</p> <ul style="list-style-type: none"> ● ask the student council to make a short video introducing themselves and what they do ● ask a member of the student council to come into the lesson and talk about what they do ● find information on the school website <p>How effective is this as a method for students to have their say and bring about change?</p>
<p>Plenary / reflection</p> <p><i>(5 minutes)</i></p>	<p>Reflecting on our power</p> <p><i>Slide 14</i></p> <p>Share slide 14. Now students know about the student council, do they feel they have more power in our school than they realised?</p> <p>Encourage students to share experiences of being part of a school council at primary school. Did they feel their voice was heard? Did they bring about change?</p> <p>Would students like to be involved in the student council (or equivalent) now they are at secondary school? If so, why? If not, why not?</p>
<p>Takeaway task</p>	<p>Ask students to discuss what they have learnt about power face to face with an adult in their life. This could be a parent, carer, grandparent, teacher or neighbour.</p>
<p>Additional teacher links & resources</p>	<p>¹ Effective Teaching for Active Citizenship: a systematic evidence review</p>

Name:

Power in my life

Think of an example of power in your life and draw a diagram below to show the power structure.

What type of power do different people have? Where do you fit in?

Name:

Our school's pyramid of power

Agree on five types of people who have power in our school, then fill them in on the pyramid below. Put the people you think have most power at the top, and the people you think have least power at the bottom.

