



**What is the difference
between power and
influence?**

Lesson 1

Community volunteers or social media influencers – who has the most power and influence?

**Lesson 1:
What is the difference between power and influence?
Key Stage 3 (Year 9)**

<p>Overview</p>	<p>To underpin their learning throughout this scheme of work, students explore the meaning of the terms, 'power' and 'influence' in the context of a community. They investigate local and national public institutions with the capacity to effect change, as well as other individuals and groups that hold power and influence within communities. Finally, they discover how public institutions work alongside voluntary groups and examine the differences in their contributions to individuals.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: change, responsibilities, community cohesion, making a difference, identity, power, legislation</p> <p>Skills: political literacy, decision-making, analysis</p>
<p>Essential teaching guidance</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>The purpose of this lesson is to encourage students to reflect and explore the relationship between power and influence, focusing on the impact public institutions and community groups make to local communities. Personalising learning to reference students' local communities will help them to engage fully with the lesson. For example, you could research specific names in your local community for your local councillor, MP, Metro Mayor or other powerful local government figures. You can find information about your local government here:</p> <p>https://www.gov.uk/find-your-local-councillors https://members.parliament.uk/FindYourMP</p> <p>Further research about local volunteer and community groups can be found here:</p> <p>https://www.gov.uk/find-a-community-support-group-or-organisation</p>

	<p>https://www.gov.uk/volunteering</p> <p>For further information on the best value statutory guidance, follow this link: Best Value Statutory Guidance</p> <p>Be mindful of the diverse viewpoints that may arise, and seek to encourage empathy and promote community cohesion. Where the issues raised in teaching this lesson 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>Learning questions</p>	<ol style="list-style-type: none"> 1. What do the terms, ‘power’ and ‘influence’ mean? 2. What public institutions have power and influence to change a community? 3. Who else has power and influence in a community? 4. How do public institutions and community groups work together to support individuals within a community?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Power and influence within a community (for the Starter Task)</p> <p>Worksheet: Power, influence or both? (for Task 2)</p> <p>Worksheet: Best Value statutory guidance extracts (for Task 3)</p> <p>Worksheet: Who has the power and influence? (for Task 4)</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem or persuading. ● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible open and closed questions for students. ● Stretch the questions with Socratic dialogue or pose, pause, pounce, bounce. ● Scaffold feedback – use prompting, recasting, eliciting, highlighting a language pattern (e.g. influence = ‘flowing in’), correcting, commenting on student language, promoting learning through discovery. ● Consider the reading age of pairings – the reading age for the legislation worksheet is 14, so suitable pairings may need to be considered. ● Give different levels of support, for example paired work,

	<p>scaffolding frameworks, one-to-one, TA supported, model answers, sea of talk.</p>
<p>Assessment opportunities</p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check knowledge has been acquired). Students can also be assessed on their mind map contributions, their venn diagram decisions, their analysis of legislation and their understanding of the timeline tick box activity.</p> <p>They will be expected to draw upon knowledge from across the lesson in the plenary and this will be revisited in the next lesson to ensure students have understood the material.</p>
<p>Do now / starter / entry task</p> <p><i>(10 minutes)</i></p>	<p>Power and influence</p> <p><i>Slides 2 to 7</i></p> <p>For background information, Matshona Dhilwayo is a Zimbabwean-born and Canadian-based philosopher, entrepreneur and author.</p> <p>Share the Matshona Dhilwayo quote on slide 2:</p> <p>“Power without influence is like a heavy rain that destroys, while influence without power is like a gentle rain that nurtures.”</p> <p>Ask students to reflect on this quote. Pose the following questions, rewording and expanding on these as necessary to support differentiation.</p> <p><i>What is Matshona inferring in this quote?</i> Matshona is explaining the relationship between power and influence. He is suggesting that without having influence, power is a destructive force that has a negative connotation to it. Influence without power shows care and gentleness and can help a community grow.</p> <p><i>What does the term ‘nurture’ mean?</i> Matshona is using the term ‘nurture’ to show that people with influence are generally caring and want to improve their community. Influence is long lasting, rather than power which can be held for a limited time.</p> <p>Share slide 3 and explain that within a community, power is <i>‘the ability to make others act in the way you want based on authority’</i>.</p> <p>Share slide 4 and explain that in the context of a community, influence is <i>‘the ability to change how someone behaves or thinks based on persuasion or good work’</i>.</p>

	<p>Move on to slide 5 and use a think-pair-share activity to engage students with the three questions examining the relationship between power and influence:</p> <ol style="list-style-type: none"> 1) <i>What is the difference between power and influence within a community?</i> 2) <i>Who has power and who has influence?</i> 3) <i>Does anyone have both power and influence?</i> <p>Make students aware that these questions are key to understanding the whole scheme of work and they will be able to answer with more detail as we go through the activities in this lesson.</p> <p>If you feel your students would benefit from the additional support and there is time available, give them a copy of the worksheet ‘Power and influence within a community’, which helps to draw out the complicated relationship between power and influence.</p> <p>As background, be aware that power is often considered to be a combination of influence <i>and</i> authority to decide/act. For example, a community nurse has the power to determine what treatment to give, but also has influence over the person’s life because they are the ones going to visit them in their home. Arguably, the true power here is held by the government, which funds the NHS that employs the community nurse. Citizens confer power to governments by electing them and confirming their power to make decisions for the people of a country via a mandate. Trust is linked to influence and authority – once this is breached, power can disappear.</p> <p>Share slides 6 and 7 and explain that in this lesson students will reflect on the relationship between power and influence within the community and find out how public institutions and community groups work together to support people in communities.</p>
<p>Task 1</p> <p><i>(10 minutes)</i></p>	<p>Mind map and community roles</p> <p><i>Slides 8 to 12</i></p> <p>Share slide 8. To understand the difference between power and influence in a community, ask students to work in pairs to map out at least three words that summarise power and influence, and three people in a community with power and influence.</p> <p>Encourage open discussion and collaborative working. Students could think of a range of responses, for example:</p> <ul style="list-style-type: none"> ● Power – authority, control, obedience, rules, command, control, jurisdiction, govern, determine, sway, force

	<ul style="list-style-type: none"> ● Influence – inspiration, persuasion, choice, effect, impact, direction ● People with power – police, local councillor, MP, local government, mayors, monarchy, national government, public institutions, the Prime Minister ● People with influence – volunteers, social media influencers, campaign groups <p>Ask the students to feed back their suggestions. Share slide 9 and make sure students realise there are many correct responses they could have included on their mind map.</p> <p>Move on to discuss the question on slide 10 as a class. Encourage students to think of as many people as they can who have power or influence within a community setting. Share the ideas on slide 11 and fill in students’ additional ideas in the empty pink bricks on the wall (e.g. the monarch, friends, school managers, youth leaders). A completed example is provided on slide 12.</p>
<p>Task 2</p> <p><i>(10 minutes)</i></p>	<p>Power, influence or both?</p> <p><i>Slides 13 & 14</i></p> <p>Discuss with students what a venn diagram is while showing them slide 13. A venn diagram is an illustration that uses circles to show the relationships between things. Anything that is written where the circles overlap have a commonality, while things in the spaces to either side do not share those traits. Venn diagrams help to visually represent the similarities and differences between two concepts.</p> <p>Working in pairs, give the students a copy of the worksheet ‘Power, influence or both?’. Explain that they need to use their learning from the previous parts of this lesson and their prior knowledge of Citizenship to complete the venn diagram. Do they think the 20 people and organisations listed have power, influence, or both?</p> <p>This task should prompt lots of discussion, encouraging debate and developing oracy, critical thinking and deliberation.</p> <p>Conduct a feedback session, allowing students to discuss their opinions openly. Ask students the reasons for their decisions, drawing out the difference between power and influence in a community. Share slide 14 as an aid to feedback. This is also a good opportunity to ensure students know the definitions of these public institutions and community groups from prior learning.</p> <p>If you would like to extend this activity, students could write a sentence justifying their placement of each of the people and institutions of power and influence on their venn diagram.</p>

Task 3

(10 minutes)

Best Value legislation

Slides 15 to 19

Explain to students that they will now be looking at a piece of important legislation for this unit, which shows how the government works together with the community for the benefit of the public. This is a literacy reading task.

Ask students if they know what legislation means. Share the definition on slide 15.

Give each student a copy of the worksheet ‘Best Value statutory guidance extracts’ and a highlighter pen. Share the task on slide 16 and explain that they need to highlight any passages of the text that help to answer the question:

What has the government committed to in this guidance?

Emphasise that they need to be selective with what they highlight.

Ask students to read the worksheet in pairs and discuss anything they don’t understand or need further clarification on (this will help different reading ages to access the text more effectively). Direct targeted questioning around the class will ensure full participation.

During feedback, students may respond with some of the following answers, which are included on slide 16:

- Removing barriers to more efficient public services
- Freeing local authorities from targets, prescription and duties
- Encouraging collaboration between public and voluntary sectors
- Exercising appropriate discretion in considering circumstances in individual cases
- Promoting local authority leadership – equal for all, including local voluntary and community organisations
- Consulting representatives of anyone using local services and including voluntary and community organisations in such consultation
- Removing unnecessary paperwork and obstacles to contracts
- Being responsive to the benefits and needs of voluntary and community sector organisations of all sizes and small businesses

Stress to the students how this guidance tries to share out the power, so that local communities can access funding and be considered in different stages and activities within their own

	<p>community. Draw out that some believe that people in power exist to be able to distribute part of it to those who can make an influence.</p> <p>Move on to discuss the question on slide 18 as a class:</p> <p style="text-align: center;"><i>Why do you think this legislation exists?</i></p> <p>Target questioning to allow for whole class participation. Responses are included on slide 19 to aid feedback.</p>
<p>Task 4 <i>(12 minutes)</i></p>	<p>Who has power and influence in a person’s life within a community?</p> <p><i>Slides 20 to 23</i></p> <p>Introduce this task by asking whether students think public institutions and voluntary groups have anything to do with their own lives. This activity will reveal the impact and influence that community groups and public institutions may have on their life now and in the future.</p> <p>Share slide 20 and explain to students that they are going to explore one of three important stages of people’s lives and how different people and organisations within the community have power or influence over events that happen.</p> <p>Working in groups, give each group one of the three ‘Who has the power and influence?’ worksheets (birth, marriage or death), ensuring there is an even spread across the class. Ask students to read about the life event on their worksheet and tick the relevant boxes in the chart to say who they think has power, influence, or both.</p> <p>Some groups will need help with this activity. You may want to complete the ‘birth’ example together and explain the instructions in more detail. Use slides 21 to 23 to help with modelling or feedback.</p> <p>After completing the activity, as a class discuss the importance of different roles in different events. Ask groups to summarise ‘their’ event and who they think had the most power or influence.</p> <p>Make sure students understand that many different people in a community have roles that can be powerful and influential in inspiring change – including all of us as individual citizens and representatives of our local community.</p>

Plenary / reflection

(8 minutes)

Review five questions

Slide 24

Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of the difference between power and influence in the community.

Slide 24 lists the four learning questions for this lesson, plus the key question that is the title of the lesson.

1. What do the terms ‘power and influence’ mean?

This reflects students’ learning in the Do now/starter/entry task and the development of their understanding of these terms throughout the lesson. Answers could include the definitions shared at the start of the lesson, power being ‘the ability to make others act in the way you want, based on authority’, whereas influence is ‘the ability to change how someone behaves or thinks based on persuasion or work, not authority.’

2. What public institutions have power and influence to change a community?

Students may give a variety of responses to this question, for example the police, local councillors, local government, national government, institutions like the NHS, MPs, the Prime Minister, Metro Mayors, monarchy.

3. Who else has power and influence in a community?

Individual responses might focus more on influence, for example community groups, local volunteers, social media influencers, family members, friends, social workers, celebrities, local charities, NGOs, religious leaders, carers, support workers.

4. How do public institutions and community groups work together to support individuals within a community?

Responses will include feedback and recall from the legislation task. These can be developed further here by encouraging students to think about how else public institutions and community groups could work together for the good of their members.

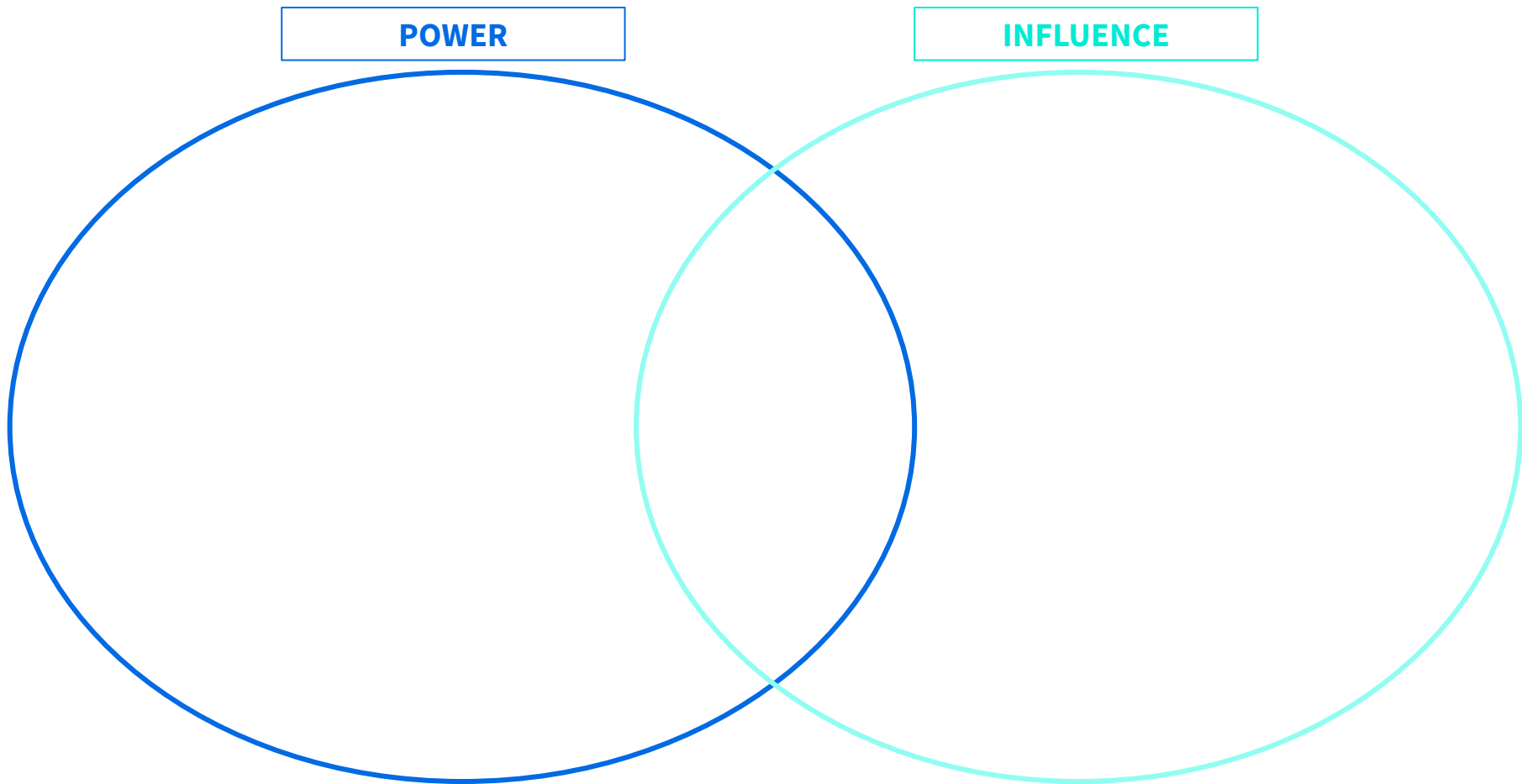
5. What is the difference between ‘power’ and influence’?

Answers may include a comparison with different words, for example authority and control versus inspiration and choice. Students may refer to particular people with power and those who have influence, for example government versus volunteers. Some students may draw out the relationship between the two and recognise that they are very much connected and can be synonymous in certain circumstances.

<p>Takeaway task</p>	<p>Ask students to:</p> <ul style="list-style-type: none">● research two articles about public institutions that have changed something for the better in their local community● Write two paragraphs explaining how the institutions' actions brought about change in the community
<p>Additional teacher links & resources</p>	<p>There are lots of resources that can assist in delivering this lesson. You may find it helpful to look at the census to find out more about your local community before you teach this lesson:</p> <p>Census Information</p> <p>The following resources can support you in extending and differentiating discussion, which is key to this lesson:</p> <p>Group discussion skills TeachingEnglish British Council</p> <p>Assigning Roles for Group Work Teaching Strategy Facing History & Ourselves</p> <p>My Top 5 Questioning Techniques For Teachers 2021 JONATHAN SANDLING</p>

Name:

Power, influence or both?

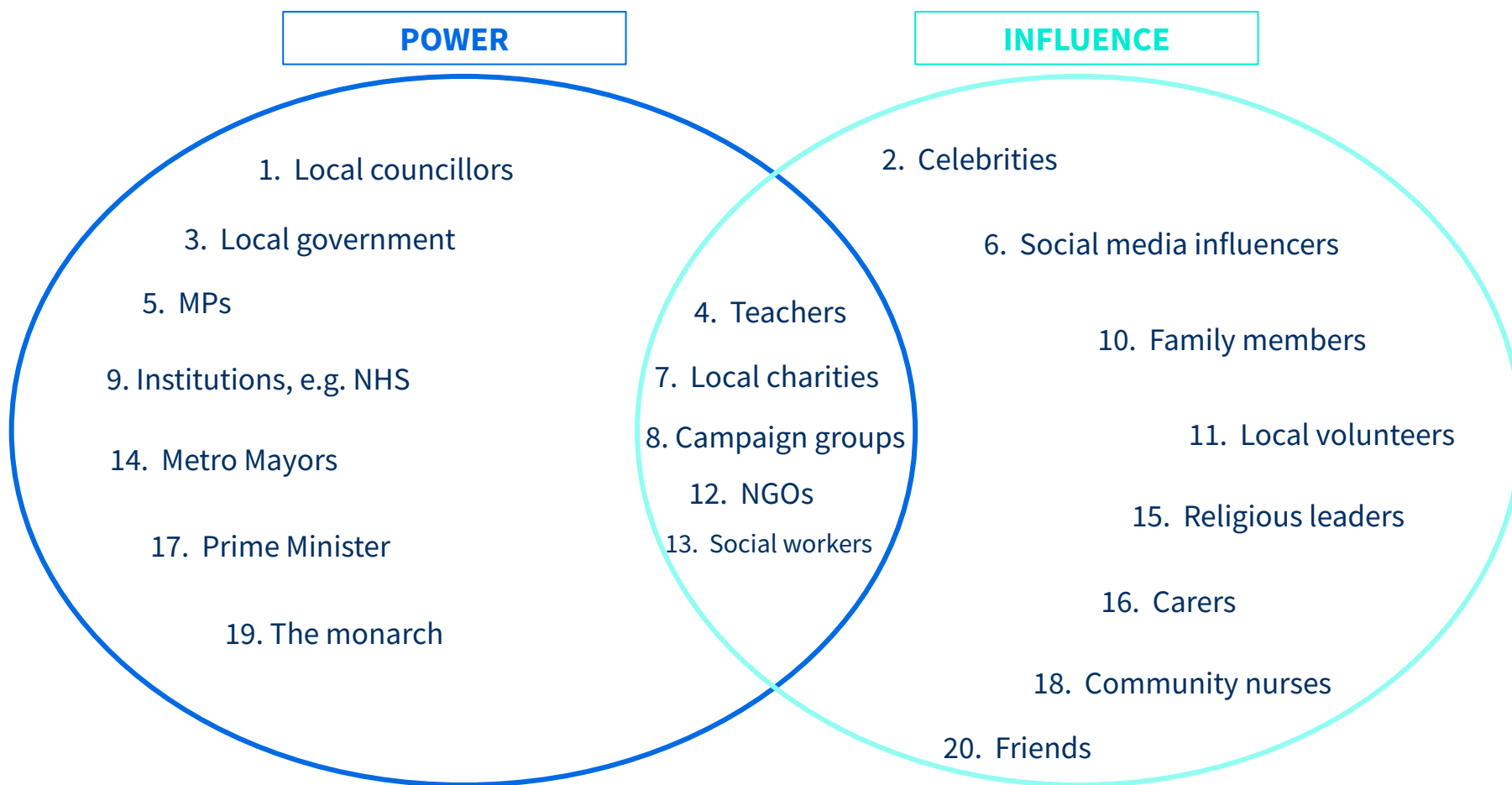


1. Local councillors
2. Celebrities
3. Local government
4. Teachers
5. MPs
6. Social media influencers
7. Local charities

8. Campaign groups
9. Institutions, e.g. NHS
10. Family members
11. Local volunteers
12. NGOs
13. Social workers
14. Metro Mayors

15. Religious leaders
16. Carers
17. Prime Minister
18. Community nurses
19. The monarch
20. Friends

Power, influence or both?



- | | | |
|-----------------------------|---------------------------|-----------------------|
| 1. Local councillors | 8. Campaign groups | 15. Religious leaders |
| 2. Celebrities | 9. Institutions, e.g. NHS | 16. Carers |
| 3. Local government | 10. Family members | 17. Prime Minister |
| 4. Teachers | 11. Local volunteers | 18. Community nurses |
| 5. MPs | 12. NGOs | 19. The monarch |
| 6. Social media influencers | 13. Social workers | 20. Friends |
| 7. Local charities | 14. Metro Mayors | |

Best Value statutory guidance extracts

- Best Value authorities are under a general Best Value Duty to: “make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to a combination of economy, efficiency and effectiveness.”
- This government is acting to remove barriers to more open and efficient local public services by freeing local authorities from targets, prescription and duties. We want to encourage public agencies and civil society to collaborate more, including greater involvement for voluntary and community organisations as well as small businesses in the running of public services.
- In this context, this short statutory guidance on the Best Value Duty sets out some reasonable expectations of the way authorities should work with voluntary and community groups and small businesses when facing difficult funding decisions. It allows them the flexibility to exercise appropriate discretion in considering the circumstances of individual cases, without the government trying to predict every possible variable.
- This guidance, taken together with measures such as Community Right to Challenge in the Localism Act, reduces the barriers that often prevent voluntary organisations competing for local authority contracts. These measures aim to promote local authority leadership in providing a level playing field for all, including local voluntary and community organisations.
- The government is committed to the principles in the renewed National Compact – the agreement which aims to ensure that government and civil society organisations work effectively to achieve common goals and outcomes for the benefit of communities and citizens in England.
- To achieve the right balance – and before deciding how to fulfil their Best Value Duty – authorities are under a Duty to Consult representatives of a wide range of local people; this is not optional. Authorities must consult representatives of Council Tax payers, those who use or are likely to use services provided by the authority, and those appearing to the authority to have an interest in any area within which the authority carries out functions. Authorities should include local voluntary and community organisations and small businesses in such consultation.
- Authorities should avoid gold-plating the Equality Act 2010 and should not impose contractual requirements on private and voluntary sector contractors, over and above the obligations in that Act. Local authorities should seek to remove unnecessary paperwork and obstacles to contract compliance thereby making it easier for small and medium firms and the voluntary sector to apply and bid for contracts, and lowering costs to taxpayers.
- Authorities should be responsive to the benefits and needs of voluntary and community sector organisations of all sizes and small businesses.



Power and influence within a community

Power and influence can both help change people's behaviour and actions, but in very different ways.

Power uses force to prompt someone to take action, while influence typically guides individuals without making them feel pressured or compelled.

Influence is about giving people a choice and guiding people during the decision-making process, rather than powerful rule-making.

Power can be dangerous when people start to resent it, or feel they are acting against their beliefs because they have no choice.

However, when people are positively influenced, they feel that they are acting in the right way and are not being coerced.

Local and national government have power in our society, but perhaps it is the people who work in our communities who have the influence.

Some people believe the words 'power' and 'influence' are very interlinked. You have to have power to influence events, and with influence comes the power to change our communities.



Sandra planned to deliver her child in the comfort of her home. Midwife expertise and support ensured a smooth initial stage. The NHS contributed significantly by providing essential healthcare infrastructure and resources. As Sandra went into labour early, an ambulance was called due to potential complications. The paramedics' prompt response and intervention ensured Sandra's wellbeing during transportation to the hospital. One of them drove and the other sat with her, held her hand and gave her pain relief. Upon arrival at the hospital, she started to give birth before she got to the delivery room. A stranger saw that she was alone and came and held her hand, giving her comfort.

Sandra safely gave birth and called her daughter Maria. While recovering in a hospital ward, a volunteer from a maternity health charity came to see her to check on her wellbeing. It was lovely for her to chat to someone and know that there were places that could support her. Sandra's family came to visit her as soon as they heard. Once she was allowed home, a community midwife came to help her learn about all of the things she needed to know. The collective contributions of the midwife, NHS, ambulance service, paramedic, stranger, community midwife, family, and the charity ensured she had a positive birth experience.

Who has the power and influence?

	Power	Both	Influence
NHS			
Midwife and nurses			
Ambulance service			
Paramedic			
Individuals			
Community midwife			
Maternity health charity			
Family			

- Who had the most power?
- Who had the most influence?



Marriage

When Maria was 20 she met her boyfriend, Tim. Five years later they arranged to get married. They had to apply for a marriage licence from the Church of England and the local authority. Maria and Tim then had meetings with the local parish priest to learn about the significance of a Christian marriage. Members of the local community offered to arrange the flowers and the decoration of the church. Their families and friends were fully supportive and helped them to plan the wedding. The church was on a really narrow road so the local council arranged for parking restrictions for other visitors so the guests could park for the occasion.

The day went well – the food at the reception was excellent and the waiting staff were polite and efficient. Everyone worked collaboratively to make Maria’s day special.

Who has the power and influence?

	Power	Both	Influence
Church of England			
Local authority			
Parish priest			
Local volunteer			
Family and friends			
Local council			
Chefs			

- Who had the most power?
- Who had the most influence?



When Maria turned 85, she became ill. Her GP referred her to the hospital and she was diagnosed with terminal cancer. Her consultant contacted Macmillan nurses and the local hospice, which agreed she could stay living at home. NHS Continuing Healthcare instructed a care company to have carers come in four times a day to look after her. Family members kept her company during the afternoons. A local cancer charity also visited Maria at home to talk through benefits she was eligible for and other important financial considerations. Macmillan nurses came to talk through the emotional side of being terminally ill with her and she was able to talk to someone comfortably without upsetting her family.

After six months of living at home, Maria was transferred to a hospice and died with her family by her bedside. Her family were unsure what to do with her bills, so they found a government helpline that deals with it all when someone dies, which was a huge relief. So many people contributed to making Maria comfortable in her final stages of life.

Who has the power and influence?

	Power	Both	Influence
GP			
Hospital			
Macmillan nurses			
Hospice			
NHS continuing healthcare			
Carers			
Family			
Local cancer charity			

- Who had the most power?
- Who had the most influence?