3 Politics & Power

About this unit

The aim of this unit is to help students to understand where power lies in society and who wields it. It intends to increase students' knowledge of political processes and the impact these have on everyday lives.

Key Curriculum Links

These links cover only the Key Concept and Range & Content sections of the national curriculum for citizenship. The Key Processes and Curriculum Opportunities covered will vary depending on how this resource is used.

Citizenship KS3, Key Concepts

1.1 Democracy and justice

a Participating actively in different kinds of decision-making and voting in order to influence public life
b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict
c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society
d Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

Contents

3.1 What different kinds of power are there? **4**

3.2 Who is the most powerful person in this country? **13**

3.3 Where do they get their authority? **20**

3.4 Who should have a say? **26**

3.5 What is power for? **33**

3.6 Are they a good influence? **38**

3.7 Is there power in numbers? **45**

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3 Politics & Power

Key Curriculum Links

Citizenship KS3, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS3, Range & Content

a political, legal and human rights, and responsibilities of citizens
b key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections
c actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
d strategies for handling local and national disagreements and conflicts.

Citizenship KS4, Key Concepts

1.1 Democracy and justice

a Participating actively in different kinds of decision-making and voting in order to influence public life
b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict
c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society
d Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

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Key Curriculum Links

Citizenship KS4, Key Concepts

1.1 Democracy and justice

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS4, Range & Content

a political, legal and human rights and freedoms in a range of contexts from local to global
b actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
c the operation of parliamentary democracy within the UK and of other forms of government, both democratic and non-democratic, beyond the UK.

Opportunities for Active Citizenship

Students look at campaigning and different forms of protest in activity 3.7. You may want to use this as a springboard for them to devise and hold their own campaign.

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3.1 Politics & Power

Where does power come from?

Activity 3.1 Where does power come from?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three things that make people powerful.	Completed the collage activity.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of at least three things that might cause people to lose power.	Completed the collage activity.
Demonstrated the ability to explain how power effects one person's life.	Completed written work about one person from the collage.

Key Words

- **Power:** being able to control or strongly influence issues in society
- **Control:** being in charge
- **Influence:** being able to affect how people think and behave

Resources

- Clip from Lord of the Rings (see below)
- Images of powerful people that your students will recognise (eg Prime Minister, famous business people, sports people, celebrities)
- 'Sources of power' cards, p. 9
- Paper, glue and pens for collages
- 'Different types of power' writing frame, p. 10-11
- 'How does power affect me?' Table, p. 12

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3.1 Politics & Power

Where does power come from?

Additional Resources

Resource	Source
'If you don't do politics...' advert by the Electoral Commission. Good for promoting initial discussions on what politics is and how it impacts on your life.	http://www.electoralcommission.org.uk/document-summary?assetid=43762
Opening scene from 'Lord of the Rings: The Fellowship of the Ring'. Useful for starting a discussion on sources of power (you would only need to show the first couple of minutes, which explains that the rings are the source of power in Middle Earth, were given to certain groups and that Sauron had the most powerful one).	Lord of the Rings is widely available on DVD. You can find out more about the powers of each set of rings at http://en.wikipedia.org/wiki/Rings_of_Power.

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3.1 Politics & Power

Where does power come from?

Activities

	Activity	Resources
Starter	Show students the clip from 'Lord of the Rings: The Fellowship of the Ring'. Ask: ■ What is the source of power in this clip? ■ Who has power? Does one person have more than the others? ■ What things make people powerful in reality? Record the student's ideas for sources of power on the board. You will need these for the next activity. Use the 'Sources of power' cards to supplement their ideas if necessary.	Clip from 'Lord of the Rings: The Fellowship of the Ring' 'Sources of power' cards, p. 9
Main Activity 1	Collect some pictures of powerful people (eg politicians, business people and celebrities). Give these and large piece of paper to your students. They could do this activity in groups, pairs or individually. Around the edge of the paper they should write the sources of power identified in the starter or stick on the sources of power cards. They should then stick the images in the centre and link them with a line to the sources of power they think each person has. They can add more sources of power if they wish. Ask: ■ Which source do you think gives a person the most power? Why? ■ Which people have more than one source of power? Why? ■ Do these people have power for themselves or power that gives them responsibility for other people?	Pictures collected by you Large pieces of paper, glue 'Sources of power' cards, p. 9

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3.1 Politics & Power

Where does power come from?

Activities

	Activity	Resources
Main Activity 2	Students select one person from the collage they have just created. They should write a short explanation of: ■ Who the person is ■ The power that they have (eg to create laws) ■ The sources of their power ■ What could happen to make them lose their power. There is a writing frame that can be used to help with this.	'People with power' writing frame, p. 10-11
Plenary	Share ideas about the things that could make someone lose their power. Students should add these things to their collage in a different colour and match them up with the people that they might affect.	
Further/ Additional Activities	Students should complete the table to show the people that have power and have an effect on their lives. This might include: parents/carers, teachers or politicians. You could give them a list of people to work from if you wish.	Table, p. 12

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3.1 Politics & Power

Where does power come from?

Information Point

There are many ways in which people obtain power. Some examples include: being elected, money, having a certain job, having a responsibility for someone/something, using force and having certain skills. Most powerful people will have a combination of these – for example the Prime Minister has power because he/she is elected, but would have needed to have certain skills to get into the position to become the leader of a political party.

Internet Research

Q1 Search for 'Times Rich List' using a search engine and use the information to answer the following questions:

a Who are the wealthiest people in Britain?

b Where have they got their wealth from?

c How powerful do you think they are? In what ways?

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3.1 Politics & Power

Where does power come from?

Sources of Power

Money	**Good looks**
Personality	**Weapons**
Skill	**A job**
Friends	**Being chosen/elected**

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3.1 Politics & Power

Where does power come from?

People with Power

The person I am writing about is...

_____

The powers that they have are...

1) _____

2) _____

3) _____

They have power because...

1) _____

2) _____

3) _____

They might lose their power if...

1) _____

2) _____

3) _____

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3.1 Politics & Power

Where does power come from?

People with Power

How can people use power

In a good way?

In a bad way?

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3.1 Politics & Power

Where does power come from?

How does power affect me?

Person	What power(s) do they have?	How does that affect me?

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Activity 3.2 How do we choose our representatives?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of what an election is.	Completed election quiz and participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of who their Member of Parliament is.	Completed internet research.
Shown knowledge of what a manifesto is and how it helps people decide who to vote for.	Completed election quiz and 'My Manifesto' sheet.

Key Words

- **Election:** when the public chooses people to represent them
- **Representative:** someone who speaks for you
- **Government:** the body that makes the decisions for the country
- **Influence:** being able to affect how people think and behave

Resources

- What are elections? Video clip (see below for link)
- Elections Quiz, p. 18 or Unit 3 PowerPoint Presentation
- My Manifesto sheet, p. 19

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3.2 Politics & Power

How do we choose our representatives?

Additional Resources

Resource	Source
What are elections? Video from Parliament's Education Service.	http://www.parliament.uk/education/online-resources/videos/youve-got-the-power/ygtp-voting-1/
Information on the 2010 General Election results.	http://news.bbc.co.uk/1/shared/election2010/results/
A summary of the 2010 General Election manifesto pledges of the three main political parties.	http://www.epolitix.com/election/manifesto
All of the main parties have 'easy-read' versions of their 2010 manifestos on their websites.	http://www.conservatives.com/Policy/Manifesto.aspx http://www.labour.org.uk/manifesto/accessible http://network.libdems.org.uk/manifesto2010/LibDemEasyRead.pdf
Clip in favour of votes at 16.	http://video.google.co.uk/videoplay?docid=-4368789745548106203&ei=qStUS7i_J5DJ-AaFw8H0Dg&q=votes+at+16&hl=en&view=3#
Clip that gives some arguments against votes ate 16 (scroll down to find the clip).	http://www.bbc.co.uk/programmes/b00m0sd0

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3.2 Politics & Power

How do we choose our representatives?

Activities

	Activity	Resources
Starter	Show the video clip 'What are elections?' to the students.	Video clip, p. 14 for link
Main Activity 1	Student to complete the quiz using the sheet or the Unit 3 PowerPoint Presentation, the answers to which were all in the clip. Discuss their answers.	Elections Quiz, p. 18 or Unit 3 PowerPoint Presentation
Main Activity 2	Students should write their own party manifesto using the 'My Manifesto' sheet to help them. This can be done in groups or individually. You could show them the end of the clip used in the starter activity to remind them of what a manifesto is.	My Manifesto sheet, p. 19
Plenary	Students share the manifesto proposal that they feel is the most important to the group or in pairs.	
Additional Activities	Students can play one of the online games from Parliament's Education service to find out more about the role of an MP and Parliament. http://www.parliament.uk/education/online-resources/games.htm Students could identify a local issue that they want to contact their MP about.	

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3.2 Politics & Power

How do we choose our representatives?

Information Point

General elections in the UK are now held every 5 years. The UK is divided into 650 parliamentary constituencies. The population of each constituency varies and ranges from around 20,000 to 100,000. Each constituency elects one Member of Parliament, who is the person who gets the most votes. The party that wins the most constituencies forms the government, with the leader of that party automatically becoming the Prime Minister. This system is called First Past the Post. There will be a referendum in the UK on changing the electoral system to the Alternative Vote System. Under this system, constituencies select one representative but instead of voting for one candidate, voters rank them in order of preference. If one person gets more than 50% of the vote, they are elected. If they do not, the second choices of the candidate who came bottom are redistributed. This is repeated until one candidate has more than 50% of the vote.

Every party has a manifesto, which outlines the policies that they will carry out during their term in office.

The mains roles of a Member of Parliament are:

- To represent the people who live in their constituency in Parliament
- Propose, debate and vote on new laws
- Sit on committees
- Hold constituency surgeries
- Attend functions, visit local schools etc.

Some also hold additional responsibilities, such as being a Minister.

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3.2 Politics & Power

How do we choose our representatives?

Internet Research

Q1 Go to http://news.bbc.co.uk/1/shared/election2010/results/ and find out the answers to the following questions:

a Who is your MP?

b Which political party do they belong to?

c How many votes did they get in the last election?

d What was their majority?

e Which other parties stood in the last election in your area?

Visitor Opportunity

There is an opportunity here for you to invite your local MP to visit as well as candidates for other political parties. However, there is a code of conduct which prohibits MPs from party political campaigning in schools.

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3.2 Politics & Power

How do we choose our representatives?

Elections Quiz

Match each question to the correct answer

Q1 What is a general election?	**Hold a campaign**
Q2 Why do people vote in elections?	**A list of things a party promises to do if it gets into power**
Q3 How do politicians try and get people to vote for them?	**When people vote to choose the government**
Q4 What is a manifesto?	**Gives them a chance to have a say in how the country is run.**

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3.2 Politics & Power

How do we choose our representatives?

My Manifesto

Choose one thing that you would do in each of these areas if you were the government.

Area	What I would do
Education	
Health	
Taxes	
Benefits	

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Activity 3.3 What Types of Power are there?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Shown knowledge of what a direct democracy, indirect democracy and dictatorship is.	Completed 'Different types of power' worksheet.
Other Learning Outcomes The learner has:	**Evidence**
Shown knowledge of the types of power government has in different countries.	Completed the internet research.

Key Words

- **Direct Democracy:** A society where decisions are made by everyone
- **Indirect Democracy:** A society where people choose representatives to make decisions for them
- **Dictatorship:** A society where one person has all the power

Resources

- 'Different types of power' worksheet, p. 25

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Additional Resources

Resource	Source
'Democracy? You Decide' video from Parliament's Education Service. Introduces the concept of democracy in the context of the UK.	http://www.parliament.uk/education/online-resources/videos/democracy-youdecide.htm
Short clip on what democracy is.	http://www.youtube.com/watch?v=Arn8Fpljyok

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3.3 Politics & Power

What Types of Power are there?

Activities

	Activity	Resources
Starter	Quick fire quiz. Ask students: ■ Who is in charge of our country? ■ How do they get this power? ■ Do you think this the same in every country?	
Main Activity 1	Explain to students that there are different types of democracy. Write a question on the board and inform the group that a decision will be made on this issue today in 3 different ways (the question could be on anything, real or fictional – but should be a yes/no or either/or question). Ask the class to vote on the question and the option with the most votes wins. Explain to students that this is called a 'direct democracy' because everyone has a say. Students fill in the first column on their sheet. Make the decision for the second time. Tell the students that you have decided and give them the decision. Explain to students that this is called a 'dictatorship' because one person has all the power. Students fill in the second column on their sheet. Finally make the decision for a third time. This time, ask the students to select two or three people in the group to represent them and make the decision on their behalf. Explain to students that this is called an 'indirect democracy' because people pick someone that represents them and they make decisions. Students fill in the third column on their sheet.	'Different types of power' worksheet, p. 25

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3.3 Politics & Power

What Types of Power are there?

Activities

	Activity	Resources
Main Activity 2	Discuss as a group the following: ■ Which method of decision making did you prefer? Why? ■ What did you dislike about the others? ■ Which method do we use in this country? ■ Why do you think we use this method? ■ Why don't we use direct democracy?	
Plenary	Students to write a few sentences explaining which method they think is the best and why in the space on their sheet.	
Further/ Additional Activities	Students use the internet to find out about the types of power that the government has in different countries.	

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3.3 Politics & Power

What Types of Power are there?

Information Point

There is a huge range of different ways in which political power can be used. The three most well known are a direct democracy, indirect (or representative) democracy and dictatorship.

In a direct democracy, everyone is given the opportunity to vote to make a decision. This method is not commonly used in modern society because of the impracticalities of having a large number of people voting on every issue. The most common way in which this is used today is in a referendum on a single issue. The most recent examples of this in the UK were the referenda held to determine whether Scotland, Wales and Northern Ireland would have their own devolved parliaments.

Indirect or representative democracies are the most common forms of democracy used in modern society. The people elect a government that represents them and runs the country. This is the system that is used in the UK.

A dictatorship occurs when one person rules a country. Dictatorships often occur when one person takes control by the use of force, or by the changing of laws and rules once they have gained power in an election. An example of a dictatorship in recent history was Saddam Hussein, who was President of Iraq from 1979 to 2003.

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3.3 Politics & Power

What Types of Power are there?

Different types of power

The question we are deciding on is:

	First time	Second time	Third time
How was the decision made (what happened?)			
What is this called? (Circle the correct answer)	Direct Democracy Indirect Democracy Dictatorship	Direct Democracy Indirect Democracy Dictatorship	Direct Democracy Indirect Democracy Dictatorship
What was the decision?			
How did you feel about the way the decision was made?			

The method that I think is the best is...

I think this because...

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3.4 Politics & Power

Where do they get their authority?

Activity 3.4 Where do they get their authority?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the law as a source of authority.	Completed the quick quiz and participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the role of government and Parliament in making laws.	Completed the quick quiz and watched and discussed the video.

Key Words

- **Authority**: power which comes from a fair process, eg an election, rather than taken by force
- **Politics**: to do with a country's decision-making processes
- **Abuse of power**: using your power selfishly or in wrong ways

Resources

- 'All the power in the world', p. 30
- Quick quiz, p. 31 or Unit 3 PowerPoint presentation, p. 31
- Quick quiz answers, p. 32

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3.4 Politics & Power

Where do they get their authority?

Additional Resources

Resource	Source
A short film about where laws come from.	http://www.parliament.uk/education/online-resources/videos/ygtp-laws1.htm
A short film about how laws are made.	http://www.parliament.uk/education/online-resources/videos/ygtp-laws2.htm

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3.4 Politics & Power

Where do they get their authority?

Activities

	Activity	Resources
Starter	Read the story 'All the power in the world' to the class.	'All the power in the world', p. 30
Main Activity 1	Ask students: ■ Is that the kind of thing you would do if you had all the power in the world? Why or why not? ■ What things might stop you from doing something you were tempted to do? Why? ■ Do you think Dergil used his power well or did he abuse it? Why or why not? ■ What other things could Dergil have done with his power? ■ Why do you think Dergil didn't use his power to do things for the benefit of other people? ■ Was finding a belt a fair way for Dergil to get power? What would have been a fair way?	
Main Activity 2	Give students a copy of the quiz. They should write their answers in the spaces provided. Alternatively do this as a whole group using the PowerPoint presentation. Go through the answers, students should mark their work. For each question, ask: ■ Do you think it is fair that they have a right to do this? ■ Why or why not? ■ Where does that right come from? ■ Who makes the laws that gives people their authority? ■ What gives them the authority to make these laws?	Quick quiz, p. 31 or Unit 3 PowerPoint presentation Quick quiz answers, p. 32

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3.4 Politics & Power

Where do they get their authority?

Activities

	Activity	Resources
Plenary	Ask students to write down their answers to the following question: ■ Do you think the law gives these people too much power, too little power or just the right amount of power? Why?	
Further/ Additional Activities	Students to watch the video clip about where laws come from. Ask: ■ What are laws designed to do? ■ Who makes laws? ■ Where do the initial ideas for laws come from?	Video clip, see p. 27 for link

Information Point

People gain power in a number of ways, eg having a lot of money can buy a great deal of influence over people. Another very important source of power and authority is the law. While laws are made and shaped by Parliament, they are enforced by a range of different agencies such as the police and the courts.

In a democratic society such as ours it is Parliament that makes the laws. Parliament is made up of MPs who are elected at least every five years by the people. The largest political party in Parliament forms the government and other smaller parties become the opposition. Where no political party gains an overall majority, two parties may work together in a coalition, an example of this being the partnership between the Conservative Party and Liberal Democrats following the 2010 General Election. The government can decide what new laws to pass but as Bills go through Parliament they are open to criticism by MPs and members of the House of Lords. Bills are often changed a great deal and become better because of this process. However, the government has the power and authority given to it by the people through the voting system. Governments which become unpopular, for whatever reason can be changed. There are rules in the constitution which set out how governments must behave, eg no government can stay in power for longer than five years without holding an election and no laws can be passed which contravene the Human Rights Act.

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3.4 Politics & Power

Where do they get their authority?

All the power in the world

Many years ago, in ancient times, there was a young man called Dergil. Dergil felt hard done by. While the gods seemed to smile on some people and give them all the good things in life, they never seemed to smile on him.

When he was small his mother used to beat him. He never knew his father. He had one leg shorter than the other and the other children used to call him names and bully him.

As he got older, his luck grew worse if anything. When anything bad happened, he got the blame even if it wasn't his fault – or so he felt. No one wanted to give him a job and girls wouldn't even look at him.

Then something totally unexpected happened. Wandering in the hills one day, Dergil saw a hollow tree. Inside the trunk of the tree was a leather belt with a shiny, golden buckle.

He reached in, took out the belt and tried it on. As he did so, he began to feel different. It was a feeling he had never had before. For the first time in his life, Dergil felt strangely powerful.

It wasn't long before Dergil realised that this was no ordinary belt. It was the Belt of All the Power in the World. Whoever wore it could tell anyone else what to do and they would do it – just like that, with no arguing!

Dergil soon began to put the belt to good use. He loved making people do what he wanted. In fact, he couldn't get enough of it.

The first thing he did was to make himself king. This meant he was in charge of the whole country and could make all the rules and laws. Then he made all the children that had bullied him into his slaves. He forced all the girls he knew (and a few more besides) to marry him – so that he had a wife for every day of the year.

What gave him the greatest pleasure, however, was to have his mother soundly beaten every day.

Wasn't he being a bit cruel? Maybe, but isn't that the kind of thing you would do if you had all the power in the world?

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3.4 Politics & Power

Where do they get their authority?

Quick Quiz

	Yes	No
1 You are walking down the street when a police officer stops you and says he wants to search you because he thinks you might have illegal drugs. Can he search you?	☐	☐
2 Your teacher tells you that you have to stay in detention after school – even if your mother tells you not to go. Has a teacher got the right to make you do the detention?	☐	☐
3 You ask for some hairspray in a shop and the shop-keeper tells you she has some but she's not going to sell it to you. Has a shop-keeper got the right to refuse to sell you it?	☐	☐
4 Your boss at work thinks you've got some drugs and asks you to give them to him. Has a boss got the authority to make you give them to him?	☐	☐
5 You ask the doctor not to tell your mother why you have come to see her, but she says she is going to tell your mother all about it. Has a doctor got the right to go against your wishes?	☐	☐
6 You are desperate to leave home, but your father tells you that he is not going to allow it. Has a father got the right to refuse to let you leave?	☐	☐

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3.4 Politics & Power

Where do they get their authority?

Answers to Quick Quiz

Q1 Yes
The police have the right to search anyone that they suspect of carrying illegal drugs. If the search involves more than a check of outer clothing, it should be done out of public view. The reason for the search should be clearly explained before it is carried out.

Q2 Yes
The Education Act 1997 allows a school to keep a pupil under 18 in detention after school even though the pupil's parents may not agree. However, the detention must be reasonable and the pupil's parents must have been given at least 24 hours notice of the detention in writing. Pupils should not be held in detention for too long, nor should their safety be put at risk, eg if it makes them miss the last bus home.

Q3 Yes
If the hair spray contains a solvent, such as butane, propane, trichloroethylene or tetrachloroethylene that can be sniffed. The Intoxicating Substances (Supply) Act 1985 makes it an offence to supply a solvent to a young person under 18 if there is reasonable cause to believe that the fumes might be inhaled. Other products that contain solvents that can be sniffed include: butane gas cigarette lighter refills, liquefied domestic gas, solvent based adhesives, deodorant aerosols, pain relief sprays, aerosol air fresheners, other aerosols (even some containing whipping cream), some typewriter correction fluids, petrol, certain paints, paint thinners & removers, dry cleaning agents, petrol lighter fuel, nail varnish & varnish remover, some shoe & metal polish, and plaster remover.

Q4 Yes
Employers have a legal duty to confiscate drugs found at work and hand them to the police as quickly as possible.

Q5 Yes
if you are under 16 and the doctor thinks you don't fully understand what you are doing and why you've come. If the doctor feels you fully understand the situation, she is not obliged to tell your parents about your appointment. Once you're 16, you can decide about your own health care for yourself.

Q6 Yes
if you are under 16 you need your parents' consent before you can leave home.

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Activity 3.5 Are they a good influence?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three ways that people can influence others.	Completed post-it note and brainstorm activities and participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the positive and negative influences people can have on others.	Completed post-it note and brainstorm activities and participated in discussion.

Key Words

- **Influence:** something that affects how people think and behave
- **Peer pressure:** the influence of people your own age
- **Assertive:** when you stand up for yourself without being aggressive

Resources

- Letter, p. 37

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3.5 Politics & Power

Are they a good influence?

Additional Resources

Resource	Source
A short film about peer pressure and the importance of being yourself.	http://www.truetube.co.uk/media.php?do=detail&mediaid=1490

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3.5 Politics & Power

Are they a good influence?

Activities

	Activity	Resources
Starter	Read the letter with the group.	Letter, p. 37
Main Activity 1	Ask students to write down the people who had an influence on Nathan being late on post-it notes. Then ask them to put them in order of who they think had the most influence on his being late. Ask: ■ Who had the most/least influence on Nathan being late? Why? ■ Could he have prevented any of the people from delaying him? How?	
Main Activity 2	Give students a large piece of paper, ask them to brainstorm in groups other people that would be likely to have an influence on the everyday life of a young person like Nathan. Feedback with the group. Ask: ■ How could these people influence someone like Nathan? ■ Will their influence be a positive or negative one? ■ Do you think some young people let themselves to be influenced too much by other people? If so, who do they let themselves be influenced by? ■ What do you think can be done to stop them being influenced so much by them? ■ If someone feels they're being pressured to do something they are uncomfortable with, what can they do? Students should label each person on their brainstorm with a '+' or '-' depending on whether they think they will be a positive or negative influence (or both) and add the ideas about how they could influence someone.	

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3.5 Politics & Power

Are they a good influence?

Activities

	Activity	Resources
Plenary	Students to select the group on their brainstorm that would have the biggest influence on someone and write a short paragraph explaining why and how.	
Further/ Additional Activities	Students could reflect on how much influence the people in the brainstorm have on their own lives.	

Information Point

You can find out more about peer pressure at http://www.connexions-direct.com/index.cfm?pid=151+catalogueContentID=361render=detailedArticle&render=detailedArticle.

Internet Research

Q1 What can you do if you want to stay friends with someone you think is doing things that are wrong?

To find some ideas, got to http://www.thesite.org and click on 'Sex & Relationships', then on 'Friendship' and 'Shameful mates'

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3.5 Politics & Power

Are they a good influence?

Letter

At Westcott Park School, if students are late three times in a week, they lose some of their privileges – such as using computers and hot drinks at break time. To get their privileges back they have to write a letter to the head teacher explaining why they were late.

This is what one Westcott Park student, Nathan, wrote:

Sorry I was late three times last week, but it was not my fault. On Monday morning my big brother was messing about all the time, hitting me and that and wouldn't let me get ready. On Tuesday morning I met Bernice and Jules on the way to work experience and they wanted to tell me all about it. So I had to talk to them for a bit. On Wednesday morning I did get in on time. It was just that the caretaker wouldn't let me up the stairs coz he had just washed them down and they was slippery. He was meant to put a sign to say they was dangerous but somebody had nicked it. If he let me go up then Health 'n Safety would get on to him. So I had to go all the way round the back and when I told Mr Perry he wouldn't listen. He said it was the time I got through the classroom door that counted – not what time I got into reception. So, sorry again, but basically it was other people what made me late – not me.

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3.6 Politics & Power

Who should have a say?

Activity 3.6 Who should have a say?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to explain that different people can have a say on issues that affect them.	Participated in discussion on the scenarios and completed the worksheet.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to explain that they can have a say on things that affect them.	Participated in discussion on the scenarios and completed the worksheet.

Key Words

- **Consult**: to ask for someone's opinion
- **Vote**: a formal expression of opinion or choice made by an individual or body of individuals.
- **Democratic**: where everyone has an equal say or vote

Resources

- Picture of a building site, p. 41
- Scenarios sheet, p. 42
- Group cards, p. 43
- Answers, p. 44

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Who should have a say?

Activities

	Activity	Resources
Starter	Show students the picture of a new building development. Ask: ■ Who should get a say on whether the development is built?	Picture, p. 41
Main Activity 1	Give students the scenarios sheet. They should complete this to give their opinion and reasons for it and list the people that they think should get a say (they should leave the last column blank). Discuss their responses. Ask: ■ Do you think there are some groups of people in this country who don't get enough say in what goes on? If so, which groups and why? ■ In general, do you think everyone should have an equal say – or should some people be allowed to have more of a say than others? Why?	Scenarios sheet, p. 42
Main Activity 2	Give students the card with different groups of people on which tells them the groups who can have a say on each issue. Students write in the groups they think do get a say in the final column. Go through the answers using the answer sheet. Ask: ■ Do you agree that all of these people should have a say? ■ Did you identify any groups that do not get a say and you think should? Who are they? Why do you think they don't get a say?	Group cards, p. 43 Answers, p. 44

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Who should have a say?

Activities

	Activity	Resources
Plenary	Students complete the 2 sentences at the bottom of the worksheet.	
Further/ Additional Activities	Find some notices about new developments that are to be built in the local area (usually in local newspapers or from council websites). Students can discuss whether they agree with the proposals.	

Information Point

There is an opportunity here to explain what the right to vote is and how in this country it has gradually extended over time to apply to different groups of people.

Internet Research

Q1 Who is not allowed to vote in this country?

Go to http://www.thesite.org and click on 'Home, Law & Money' and then on 'Your Rights' and on 'Voting for dummies'.

Q1 How do you register to vote?

Go to http://www.thesite.org and click on 'Home, Law & Money' and then on 'Your Rights' and on 'Registering to vote'.

Q1 Why don't some young people register to vote?

To find some answers, go to http://www.thesite.org and click on 'Home, Law & Money' and then on 'Your Rights' and on 'Why is the turnout so low?'.

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Who should have a say?

3.6 Politics & Power

Who should have a say?

Scenarios

Scenario	Yes/No	Why?	Who else should get a say?	Who does get a say?
1. Should tramps be allowed to have a say in where new houses are built?				
2. Should drug addicts be allowed to have a say in which drugs should be legal?				
3. Should prisoners be allowed to have a say in how criminals are punished?				

Something that everyone should have a say on is...

I think that everyone should have a say about this because...

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Who should have a say?

Group Cards

Local councillors	GOVERNMENT
Probation service	Parliament
Pressure groups	Youth offending team
Local people	The Public
Judges	Magistrates

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Who should have a say?

Answers

Scenario 1

- Local council – they will decide whether or not the development will go ahead via a committee
- Local people – they have the right to object to or support a new housing development in their area via public consultations and can attend/speak at council planning meetings
- Pressure groups – they can also comment on new housing developments
- Government – where there is an appeal over planning permission, the final decision will be made by the Secretary of State.

Scenario 2

- Pressure groups – they can give government their opinions on issues such as this
- Government - they will decide whether to introduce laws to make drugs illegal
- Parliament – they will scrutinise and eventually pass any laws
- The public – the public might write to MPs or participate in campaigns on drug laws.

Scenario 3

- Judges – they decide the sentence of people convicted in crown courts, within government guidelines
- Magistrates - they decide the sentence of people convicted in magistrates' courts
- Probation service – they prepare a pre-sentence report on someone who is convicted. This helps magistrates and judges to decide a sentence
- Youth offending team - they prepare a pre-sentence report on a young person aged under 18 who is convicted. This helps magistrates and judges to decide a sentence.

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3.7 Politics & Power

Is there power in numbers?

Activity 3.7 Is there power in numbers?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to describe different types of action and their pros and cons.	Completed 'Taking Action' worksheet.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to explain what they feel are good and bad ways to protest.	Participated in discussion on different forms of action.

Key Words

- United Nations: Protest: to complain in public
- Demonstration: a group protest
- Campaign: to take action to make a change in the community

Resources

- News story, p. 50
- Ways to take action sheet, p. 51
- 'Taking action' worksheet, p. 52

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3.7 Politics & Power

Is there power in numbers?

Additional Resources

Resource	Source
A clip about the right to protest.	http://www.truetube.co.uk/media.php?do=detail&mediaid=410
A short clip looking at whether protest can influence change.	http://www.truetube.co.uk/media.php?do=detail&mediaid=1117
A short clip showing examples of how protests have made a difference, e.g. Rosa Parks and the civil rights movement in the USA.	http://www.truetube.co.uk/media.php?do=detail&mediaid=293

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Is there power in numbers?

Activities

	Activity	Resources
Starter	Read the news story 'Pupils strike over muffins' as a group.	News story, p. 50
Main Activity 1	Ask: ■ Do you think the pupils were right to hold a protest at lunchtime? ■ Why or why not? ■ Do you think they were right to refuse to go to lessons when lunch-time was over? ■ Do you think it was a serious protest – or were they doing it just to get out of lessons? Why? ■ Do you think what the head did was fair? Why or why not?	
Main Activity 2	Ask students to write down other things the students could have done instead, using the 'Ways to take action' sheet if necessary. Share as a group. Students then identify the pros and cons of these alternatives and the course of action that was actually taken in the story. They should record their work on the worksheet. They should then decide which would have been the best course of action and why.	Ways to take action sheet, p. 51 'Taking action' worksheet, p. 52

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Is there power in numbers?

Activities

	Activity	Resources
Plenary	Ask: ■ Which action would have been the best one to take? Why? ■ Which would have been the worst thing to do?	
Further/ Additional Activities	Ask students if there is anything about their schools that they would like to change and what would be the best way to go about it. Students could then go about making this change.	

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Is there power in numbers?

Information Point

There is an opportunity here to explain about different forms of social action and how they work.
These might include:

- petitions
- marches
- publicity stunts
- demonstrations
- strikes
- lobbying
- setting up a website
- taking part in a phone-in
- letters to papers.

Internet Research

Q1 What sort of protest is NVDA?

Q1 Can you be arrested by the police just for protesting? If so, what offences can you be arrested for?

To find the answers, go to http://www.thesite.org and click on 'Home, Law & Money, then on 'Your Rights' and on 'Your right to protest'

Visitor Opportunity

There is an opportunity here for students to meet and question a representative of a local campaigning organisation, someone from a local youth council or forum, or the British Youth Council or the UK Youth Parliament.

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Is there power in numbers?

Pupils strike over muffins

Children went on strike at a Midlands school - because of MUFFINS.

More then 100 pupils at Granville school in Woodville, Derbyshire went on strike when their usual food - fish and chips - was replaced with a healthy option.

The final straw came with the dessert - blueberry muffins. Some of the children had never seen a muffin before and believed the blueberries sprinked inside were MOULD.

This led a small number of pupils to hold a protest in the school yard at lunchtime.

When the bell rang, they were joined by more than 100 children who refused to return to lessons.

The head teacher Barrie Scott punished 106 pupils by temporarily excluding them from school.

"There are two very important rules in school," he said.

"Teachers must be in charge of the classroon and lessons must not be disrupted.

"Both of these rules were broken by the strike, so I really jad no choice but to take the action I did.

"I didn't mind the proest in the playground at lunchtime. That was very sensible and grouwn up.

"We have taught the children about democracy and the rights and duties of citizenship, so I was quite happy to support them.

"But I wont have disobedience.

"Many of the children who eventually charged off down the field were nothing to do with the initial protest. They had to learn that jumping on the bandwagon does not mean they are innocent.

"Meanwhile, ther are 600 students who had gone to class. But they were staring out of the window at what was going on"

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Is there power in numbers?

Ways to take action

Petitions	**Marches**
Publicity stunts	**Demonstrations**
Strikes	**Lobbying**
Setting up a website	**Taking part in a phone-in**
Write to the local newspaper	

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Is there power in numbers?

Action	Good things about doing it	Bad things about doing it
Pupils go on strike	■ *Makes the school take notice* ■ ■	■ *You might get into trouble* ■ ■

What was the best action for the pupils to take?

What was the worst action for the pupils to take?

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