

Topic: Systems of government

Lesson 2: What influences us?	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 - Circle of influence2. Resource 2 - Issues sheet3. Issues worksheet (with page 2 of the plenary photocopied on the reverse)	Outcomes: <ul style="list-style-type: none">• Students should think about what influences their opinions.• Students should be able to identify where their political opinions come from.

National Curriculum

Key Concepts: 1.1a, 1.1d

Key Processes: 2.2a,

Range and Content: 3c

Lesson 2

The aim of the lesson is to get students to think about what influences them and how much these influences affect their opinion. The aim here is to ask the students to examine the extent to which they question (or do not question) the influences that other people and processes have on them. It should enable students to develop their critical thinking and enquiry process, helping them to look more objectively at different value and viewpoints. In this way, they should be able to more clearly recognise their own and other people's bias. This lesson would also work well as part of a series of lessons that looks at politics or how the media works.

Starter

- Recap on the list of party policies that the students circled in Lesson 1. Remind the class that these were opinions that they personally felt they agreed with. Share with the class that the aim of this lesson is to look more closely at the factors which influence whether they agree or disagree with an opinion.
- Give out copies of **Resource 1 - Circle of influence**.
- Discuss briefly what is meant by 'influence' – for example, give illustrations of how celebrities might influence what we wear, or how friends might influence what music we listen to, or how parents might influence what political leader we like.

What influences us?

- Ask students to individually fill in the activity sheet by putting those things or people that influence them most nearest to the middle. They should put those with only minimal influence towards the outer edge. More able students can identify those things that they feel have no influence on them outside of the circle.
- Discuss as a class what influences people they have identified, then give students a further two minutes to add on any ideas they may have picked up from other students. If prompting becomes necessary, suggest parents, friends, celebrities, the media (especially newspapers), etc.

Main activity

- Split the class into groups of about four and give each group a copy of **Resource 2 - Issues**. Allow enough time for each group to discuss the issues and for all students to share their opinions. It might help to break the time down into one minute segments and get each person to talk for one minute before moving on to the next person.
- Get students to individually fill in the worksheet. This should explain their opinion, and more importantly, ask them to identify where their opinion comes from.
- Students should then feedback to the class about what influences them. As a class, there could then be a brainstorm about why it is important to be aware of influences – for example, it is good to have your own opinion because sometimes other people don't always get it right.

Plenary

Using the plenary sheet (on the back of the worksheet), get students to identify to what extent certain people or things influence them on a range of issues. Identify who influences them the most and if there are any problems with being influenced in this way.

Assessment

Informal assessment of group work

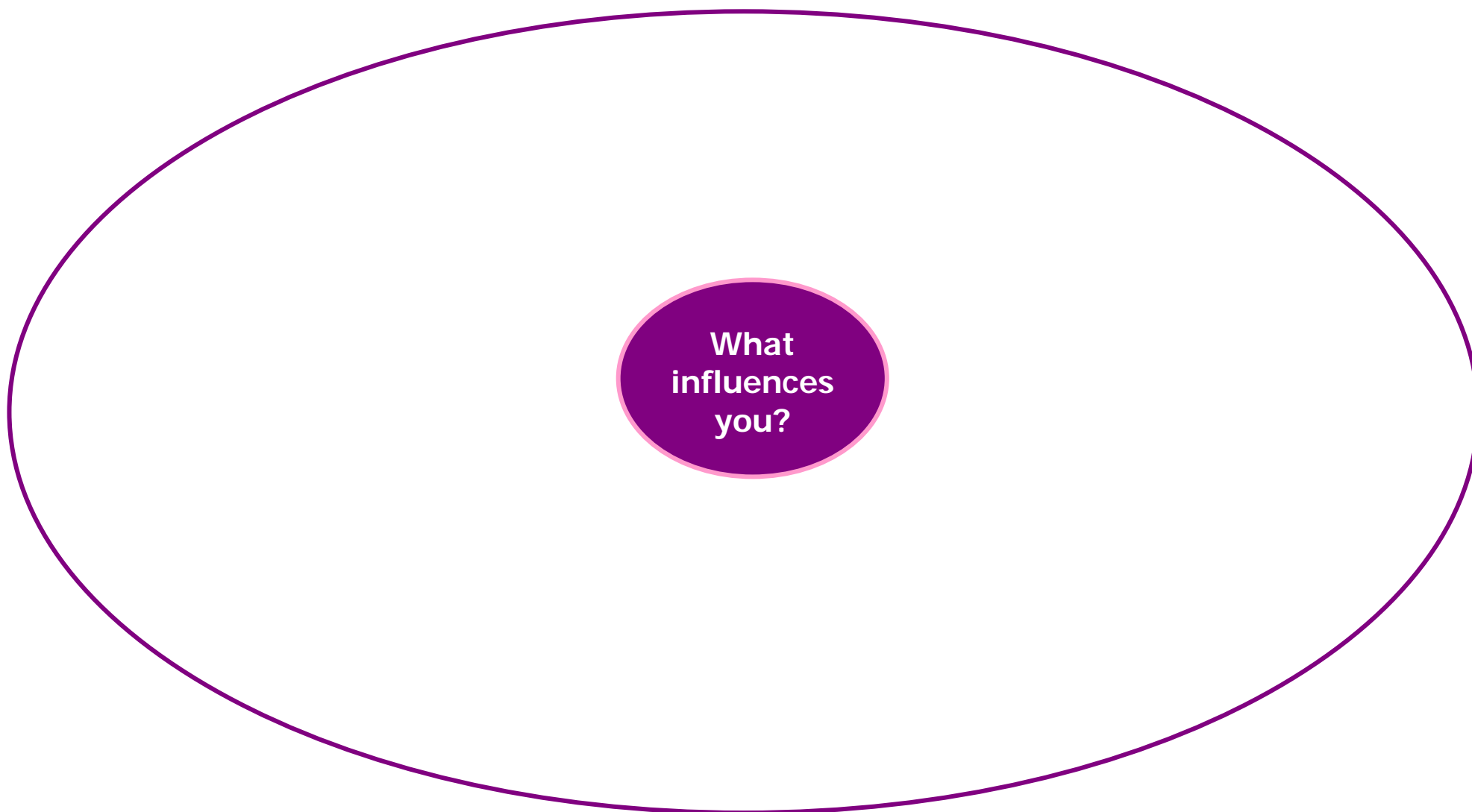
Summary of key learning

- All students should be able to identify at least one thing that influences them.
- Students should be aware of the many things that influence every one of us.

What influences us?

Resource 1 – Circle of influence

Write down who or what influences you. Show the strength of the influence by putting those things that influence you most near to the centre circle, and more towards the outer edge as the influence lessens.



What influences us?

Resource 2 – Issues

	What do you think about this issue?	Where does your opinion come from? Do you have any evidence (e.g. something you have read or something a parent has said)?
Unemployed people in the UK should be made to work or they won't get benefits.		
There are too many immigrants in the UK. No more immigrants should be allowed to come in to the UK and those that are here should be encouraged to go home.		
The environment is very important. The government should make people pay for the rubbish they throw away. This would encourage them to recycle which would help the environment.		

What influences us?

Next to each point, write down who or what influences you the most in this area of your life (for example: your parents, friends, teachers, newspapers, celebrities, politicians, TV shows).

1. What I wear

When you think about your opinions and views, who or what do you think has the most influence on you?

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2. The music I listen to

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3. The football/rugby team I support

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4. The politics I believe in

Are there any problems with being influenced by other people or things?

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5. What I think about refugees

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6. What I think about the environment

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