**UNIT 5**

**POWER AND PARTICIPATION**

**UNIT 5: LEARNING OBJECTIVES**

* To explore different aspects of power
* To explore the barriers to participation
* To explore strategies for increasing levels of participation in decision making.

**UNIT 5: SUMMARY OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Exercise number** | **Exercise** | **Handouts/ Resources** |
| **5.1** | Status and Influence  | H5.1A: Status Rating  |
| **5.2** | Authority  |  |
| **5.3** | Introducing Power |  |
| **5.4** | Powerful Pairs  | H5.4A: Power Pairs |
| **5.5** | Feeling Powerless  | H5.5A: Statements about Participation. H5.4B: Feeling Powerless |
| **5.6** | Participation  | H5.6A: Why young people want to be involved in issues that affect them. H5.6B: Why young people don’t get involved.H5.6C: Ladder of Participation.H5.6D: Participation Activity  |
| **5.7** | Local Democracy and Decision Making  |  |
| **5.8** | Group Project  |  |
| **5.9** | Recap and Summary |  Learning Log 5 |

**UNIT 5: ADDITIONAL TUTOR SUMMARY NOTES**

This unit provides a good variety of learning methods which really appeals to young people. It explores power in depth allowing young people a greater understanding and insight into the topic, by introducing the ideas of status, influence and authority and how they relate to power.

**EXERCISE 5.1: STATUS AND INFLUENCE**

This exercise aims to explore what status is and how it affects standing within society.

**EXERCISE 5.2: AUTHORITY**

Exercise looking at authority and how it is used in society.

**EXERCISE 5.3: INTRODUCING POWER**

Exercise to introduce the concept of power and what it means in society.

**EXERCISE 5.4: POWERFUL PAIRS**

To explore different kinds of power; political, religious, cultural and how it can be used.

**EXERCISE 5.5: FEELING POWERLESS**

To explore and understand when and why people feel powerless.

**EXERCISE 5.6: PARTICIPATION**

To understand the different levels of participation.

**EXERCISE 5.7: DECISION MAKING**

To understand how decisions are made and how young people can be involved.

**EXERCISE 5.8: THE GROUP PROJECT (PLANNING)**

By this stage the group(s) should be preparing materials, allocating tasks or roles and possibly starting to rehearse. You should try and give more time in this session for group work and again allow young people to do some work on it in their own time if this is suitable.

**EXERCISE 5.9: RECAP AND SUMMARY**

Try to spend a bit more time than normal on this exercise to ensure key messages have been learned. Give out Learning Log Unit 5 to the group.