



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

Key Stage 3 scheme of work

Key Stage 3 (Year 9) Citizenship scheme of work

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

About this scheme of work

This scheme of work is aimed at Year 9 students and would be particularly suitable for students considering GCSE Citizenship. Throughout, there is a strong emphasis on developing Citizenship skills and the power of active citizenship.

Students investigate the meaning of ‘power’ and ‘influence’ in the context of a community, investigating how public institutions and voluntary groups bring about change. Through a series of case studies, they explore the potential of social media influencers and volunteers to influence communities. To show advocacy for people who are influential in their own community, they organise and create materials for a class exhibition, highlighting the work of individuals and encouraging community engagement. Finally, they take part in a deliberative debate and make a pledge to act as advocates for their community in the future.

National curriculum links

Knowledge, skills and understanding to play a full and active part in society; awareness and understanding of democracy; skills and knowledge to explore... social issues critically, to weigh evidence, debate and make reasoned arguments; an interest in, and commitment to, participation in volunteering as forms of responsible activity that they will take with them into adulthood; the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

Citizenship skills

Political literacy, decision-making, analysis, media literacy, making judgements, evaluation, active participation, analysis, representing others’ views, informing others’ opinions, planning, raising awareness, collaborative working, investigation

Citizenship concepts

Change, responsibilities, community cohesion, making a difference, identity, power, legislation, ethics, media, respect, fairness, diversity, justice

Building progression

This scheme of work is part of ACT’s model core curriculum for Citizenship in secondary schools, which has been designed to develop and deepen students’ knowledge, skills and understanding throughout Key Stages 3 and 4. Other units linked to this Year 9 scheme of work include:

Year 7: What role can I play in making our school a fairer place?

Year 8: Who has the power to bring about change in our communities?

Year 10: How can I be a changemaker in my local community?

What do the six lessons cover?

Lesson 1: What is the difference between power and influence?

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?

Lesson 2: Does social media have power and influence on society?

1. How can social media make a positive difference and drive social change?
2. Are slacktivists practising active citizenship?
3. Do social media influencers hold power in society?

Lesson 3: Can community volunteers be powerful or influential?

1. In what diverse ways do volunteers contribute to the community?
2. How do voluntary groups play a vital role in influencing public institutions?
3. Do local voluntary groups have power and influence within a community?

Lesson 4: Which social media influencers and community volunteers are powerful and influential?

1. How does organising and participating in an exhibition demonstrate advocacy?
2. Which current social media influencer or community volunteer could I focus on?
3. How could I conduct my research and present my work effectively for the exhibition?

Lesson 5: How can we be advocates for those we think have the most power and influence?

1. How can you make a difference with your advocacy work?
2. How can you use your Citizenship skills to research and produce a piece of work with lasting impact?
3. Which individuals have power and influence in today’s society?

Lesson 6: Who has the most power and influence – community volunteers or social media influencers?

1. What Citizenship skills have you gained through the exhibition?
2. Who do you think has the most influence in our community?
3. How can we continue to be advocates for our community in the future?

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

National curriculum links: provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society; foster pupils' keen awareness and understanding of democracy; equip pupils with the skills and knowledge to explore... social issues critically, to weigh evidence, debate and make reasoned arguments; develop an interest in, and commitment to, participation in volunteering as forms of responsible activity, that they will take with them into adulthood; the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

Lessons

Overview

Learning questions

Concepts and Skills

Activities

Resources

Differentiation

Assessment Opportunities

Takeaway task

1. What is the difference between power and influence?

To underpin their learning throughout this scheme of work, students explore the meaning of '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. Finally, they discover how public institutions work alongside voluntary groups and the contributions they make.

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?

Concepts: change, responsibilities, community cohesion, making a difference, identity, power, legislation
Skills: political literacy, decision-making, analysis

Analysing quote
Think-pair-share discussion
Mind mapping power and influence
Evaluating venn diagram
Reading legislation
Analysing timeline tick box task
Review 5 questions

Venn diagram worksheet
Legislation reading
Power and influence tick box worksheet

Different levels of discussion task
Considered range of life experiences for timeline
Reading age of legislation considered
Targeted feedback and discussion questions

Group discussion and differentiated questioning
Oral evaluation of discussion tasks
Mind map contributions
Assessment of venn diagram
Assessment of tick box worksheet

Research and find two articles about public institutions that have changed something for the better in your own local community. Write two paragraphs explaining the differences they made for the community.

2. Does social media have power and influence on society?

Students investigate the potential of social media to drive positive change and social impact. They critically examine the concept of 'slacktivism' and its implications for active citizenship. They analyse the influence held by social media in shaping opinions and behaviours. Through the evaluation of case studies, students decide whether they believe social media is a powerful and/or an influential force within society.

1. How can social media make a positive difference and drive social change?
2. Are slacktivists practising active citizenship?
3. Do social media influencers hold power in society?

Concepts: ethics, media, respect, making a difference, power, responsibilities
Skills: media literacy, making judgements, evaluation, active participation, analysis, representing others' views

Retrieval continuum
Ordering social media campaigns
Analysing a video clip of Ice bucket challenge
Case study reflection about Kony 2012
Discussion about slacktivism
Review discussion

Continuum worksheet
Social media ordering worksheet
Two video clip links
Case study on Kony 2012

Reading age of Kony 2012 considered
Differentiated questioning
Consider groupings
Provide different levels of support

Group discussion and differentiated questioning
Retrieval continuum task to measure progress
Feedback on case study and slacktivism
Oral evaluation of the influence of social media
Assessment of review discussion

Teach three people in different age groups about slacktivism and explain whether you think it is a good example of active citizenship or not.

3. Can community volunteers be powerful or influential?

Through case studies, students explore the contributions of volunteers to the community. They investigate how voluntary groups shape public institutions' decisions and policies through lobbying, and analyse the importance of public institutions working with voluntary groups to determine their levels of power and influence. Lastly, students evaluate the Citizenship skills and concepts involved in lobbying.

1. In what diverse ways do volunteers contribute to the community?
2. How do voluntary groups play a vital role in influencing public institutions?
3. Do local voluntary groups have power and influence within a community?

Concepts: community cohesion, making a difference, change, responsibilities, power
Skills: political literacy, evaluation, making judgements, analysis, representing others' views

Retrieval hashtag discussion
Analysing of volunteering statistics
Investigating case studies
Analysing a video clip about lobbying
Lobbying questions
Review two things

Five case studies
Case study activity worksheet
Video clip link about lobbying
Lobbying worksheet

Consider groupings
Different topics for case studies
Scaffolding of case study activities
Range of levels of discussion tasks
Provide different levels of support

Group discussion and differentiated questioning
Retrieval discussion contributions
Assessment of case study reflection and feedback
Assessment of lobbying analysis
Oral justification of volunteer's power and influence

Volunteering Log: For a week, keep a log of any instances of volunteering you observe or participate in (e.g. helping a neighbour, cleaning up, helping a friend). Reflect in your journal on how these seemingly small acts can make a significant difference in the community.

4. Which current social media influencers and community volunteers are powerful and influential?

Students investigate how organising and participating in an exhibition demonstrates advocacy. They discuss how to create their own class exhibition about people who are influential in the local community. They research social media influencers and community campaigners and decide who to focus on for their contribution to the exhibition (e.g. a poster, leaflet, video, or digital presentation).

1. How does organising and participating in an exhibition demonstrate advocacy?
2. Which current social media influencer or community volunteer could I focus on?
3. How could I conduct my research and present my work effectively for the exhibition?

Concepts: making a difference, change, fairness, community cohesion, media, diversity
Skills: informing others opinions, planning, raising awareness, representing others' views, political literacy, collaborative working, media literacy

Retrieval 3 questions
Analysing a quote about advocacy
Think-pair-share discussion about the exhibition
Instructing the exhibition work
Researching their work
Review multiple choice quiz

Exhibition work instructions
Guidance notes for teachers

Consider group roles
Use scaffolding for exhibition task
Targeted feedback and discussion questions
Provide different levels of support

Group discussion and differentiated questioning
Retrieval questions
Assessment of contribution to think-pair-share activity

Complete some more research about the person you have chosen to focus on in order to improve your piece of exhibition work. Find some pictures to make your work stand out and some interesting facts to draw the attention of the audience.

5. How can we be advocates for those we think have the most power and influence?

Continuing their work from last lesson, students reflect on how their advocacy work can make a difference to the community. They explore how to complete a piece of work to contribute to an exhibition about people who are influential in their community. Throughout this lesson there is a strong emphasis on Citizenship skills and putting into practice learning from earlier in the scheme of work.

1. How can you make a difference with your advocacy work?
2. How can you use your Citizenship skills to research and produce a piece of work with a lasting impact?
3. Which individuals have power and influence in today's society?

Concepts: media, diversity, making a difference, change
Skills: raising awareness, active participation, planning, representing others' views, investigation

Retrieval quote analysis
Investigating Citizenship skills
Completing exhibition piece of work
Review discussion

Same as lesson 4:
Exhibition work instructions
Guidance notes for teachers

Consider groupings
Use scaffolding for exhibition task
Targeted feedback and discussion questions
Provide different levels of support

Group discussion and differentiated questioning
Retrieval quote analysis
Assessment of exhibition piece of work
Assessment of quality of research
Oral justification of advocacy feedback

Write a letter or email to someone you think should come and see your work. Explain what the exhibition involves and why the person you are focusing your work on is making a difference to the community.

6. Who has the most power and influence – community volunteers or social media influencers?

Students identify Citizenship skills they have gained through their exhibition advocacy work. Bringing together learning from previous lessons, they evaluate who has the most power and influence in their communities by participating in a deliberative debate. Lastly, students will make an individual pledge to continue to act as advocates for their communities in the future.

1. What Citizenship skills have you gained through the exhibition?
2. Who do you think has the most influence in our community?
3. How can we continue to be advocates for our community in the future?

Concepts: fairness, justice, change, responsibilities, making a difference, community cohesion
Skills: active participation, evaluation, analysis, raising awareness, decision-making

Retrieval definition quiz
Reflecting on citizenship skills in a journal
Mind mapping ways to continue advocacy work
Deliberating in a debate
Pledging individual promises to the community
Review analysing quote

Reflection skills journal worksheet
Deliberative debate worksheet
Deliberative debate marking sheet
Large paper and markers
Community pledge worksheet

Differentiated questioning
Scaffolding of skills journal
Modelling of deliberative debate
Targeted discussion questions
Scaffolding of pledge worksheet

Group discussion and differentiated questioning
Assessment of skills evaluation and reflection
Mind map about future advocacy
Assessment of deliberative debate
Assessment of pledge
Oral evaluation of quote

Complete one positive action to start fulfilling the pledge you have made to the community. Write at least three paragraphs about what you did, what you learnt and how you made a change to the local community.

active citizen	A person who uses their voice and takes actions to make a positive difference in their community.
active citizenship	The process of learning how to take part in democracy and use Citizenship knowledge, skills and understanding to work together and try to make a positive difference in the world.
advocacy	Publically representing or supporting a person or an organisation's issue or proposal by writing, speaking or taking action on behalf of that person or organisation. This could also involve taking part in a fundraising event or attending a protest or march.
Amyotrophic Lateral Sclerosis (ALS)	A rare neurological disease that affects motor neuron, those nerve cells in the brain and spinal cord that control voluntary muscle movement.
campaigning	Actions or events organised by an individual or a group of people to achieve an aim.
charity	A group that supports those in need by providing direct help, giving information or raising the profile of a particular issue.
citizenship education	Education that develops knowledge, skills and understanding students need in order to play a full part in society as active and responsible citizens.
clicktivism	Liking, sharing, or retweeting posts without truly understanding the issue or taking concrete steps to address it, potentially oversimplifying complex problems.
collaboration	Working together towards an outcome, or to produce something. A campaign group, for example, should support each other and communicate well.
community	A group of people living in the same place or having a particular characteristic in common.
community cohesion	Working together to achieve shared goals or values.

consensus	Reaching an agreement in decision-making.
direct democracy	Where the people decide on the policy directly, for example through a vote or referendum on each issue.
evaluation	Judging or determining the significance, worth or quality of someone or something.
government	The group of people with the authority to govern a country.
identity	Who a person is, or the qualities of a person or group that make them different than others.
influence	The ability to change how someone behaves or thinks based on persuasion or good work.
justice	Fairness as a result of the application of a law, usually by a judge, in society.
juries	A group of local people who are chosen randomly to make a decision in a legal case.
legislation	A law or set of laws that have been passed by Parliament.
lobbying	Trying to persuade a politician or the government to change the law or take a particular action.
local councillor	A person elected to represent their ward or division and the people who live in it. They provide a bridge between the community and the council.
local government	A system of government that operates at a local level, providing services to its community.
media literacy	the ability to access, analyse, evaluate, create, and act using all forms of communication.
MP (Member of Parliament)	A person elected to represent our interests and concerns in the House of Commons. They consider and can propose new laws, as well as raising issues that matter to you in the House.

metro mayor	The directly elected leader of a combined authority (statutory bodies made up of neighbouring local authorities that broadly cover a city/region). These authorities work together to pool resources and powers to function more effectively on issues such as skills or transport.
NGO (non-governmental organisation)	A non-profit, voluntary group of citizens who work on a local, national or international level to achieve an aim. They are not controlled by the government, but will often work closely with them. An example of an NGO is Save the Children.
parish council	A local authority that makes decisions on behalf of the people in the parish and has an overall responsibility for the wellbeing of its local community.
police	The civil force of a state, responsible for the prevention and detection of crime and the maintenance of public order.
power	The ability to make others act in the way you want based on your authority.
public institutions	A public body is a formally established organisation that is, at least in part, publicly funded to deliver a public or government service, though not as a ministerial department.
responsibility	A duty that we are expected to do as a citizen of a country.
secret ballot	An anonymous form of voting.
slacktivism	The practice of supporting a political or social cause by means such as social media or online petitions, characterised as involving very little effort or commitment.
social media	Websites and applications that enable users to create and share content or to participate in social networking.
social issue	Problems that affect members of a community or society as a whole, such as, poverty, homelessness or inequality.
social media influencer	an influencer is someone who has the power to affect others' purchasing decisions, opinions or actions because of their authority, knowledge, position, or relationship with their audience.

society	The people living together in an ordered community.
social issues	Problems that affect members of a community or society as a whole, such as, poverty, homelessness or inequality.
UK (United Kingdom)	The United Kingdom of Great Britain and Northern Ireland (UK) is an island country that sits north-west of mainland Europe. It is made up of mainland Great Britain (England, Wales and Scotland) and the northern part of the island of Ireland (Northern Ireland). It has numerous smaller islands.
venn diagram	An illustration that uses circles to show the relationships among things. Circles that overlap have a commonality while circles that do not overlap do not share those traits. Venn diagrams help to visually represent the similarities and differences between two concepts.
viral campaign	One which circulates rapidly and widely - it gets a lot of attention quickly.
volunteering	People choosing to give their own time to help others, usually without being paid.