



**Which social media
influencers and community
volunteers are powerful
and influential?**

Lesson 4

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

**Lesson 4:
Which current social media influencers and
community volunteers are powerful and
influential?
Key Stage 3 (Year 9)**

<p>Overview</p>	<p>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).</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: making a difference, change, fairness, community cohesion, media, diversity</p> <p>Skills: informing others’ opinions, planning, raising awareness, political literacy, representing others views, collaborative working, media literacy</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. There is a lot to cover in this lesson and you may find you want to allow additional time.</p> <p>In this lesson, students investigate current social media influencers and community volunteers who are powerful and influential. They then go on to produce a piece of work – anything from an information leaflet or poster to a video or digital presentation – as a contribution to a class exhibition about social influencers and community volunteers.</p> <p>Depending on class size, you may find it helpful to divide the class into six or more groups for their exhibition work, with a range of abilities, skills and interests in each group.</p> <p>Students have a small amount of time in this lesson and more time in lesson 5 to research and produce their exhibition piece. Takeaway tasks for each lesson are to spend more time on the</p>

completion of their research and their final work. However, you may decide that students need a few lessons to research and produce their exhibition piece. There is nothing to stop you extending this scheme of work if you wish.

More information on organising a class exhibition is provided in the additional teacher guidance with this lesson, ‘Exhibition work Q&As’.

Exhibition work is an effective tool for advocacy and the concept of celebrating individuals through exhibitions has been around for centuries. One notable historical example is the Great Exhibition of the Works of Industry of All Nations, commonly known as the Crystal Palace Exhibition, which took place in London in 1851. While this exhibition was not focused solely on celebrating individual achievements, it did highlight the accomplishments of a diverse range of individuals and their contributions to industry and culture. Since then, exhibitions celebrating individuals, their achievements, and their contributions to various fields have become more common and diverse across different cultures and contexts.

It might be useful to complete some research before this lesson so you have a good idea of different community volunteers and social media influencers who have sparked positive change in your local community. This will enable you to guide students who need extra support in choosing a suitable individual to focus their work on for the exhibition. You can find volunteering roles and then search for individuals by visiting the following sites:

<https://www.gov.uk/volunteering>

<https://www.gov.uk/government/get-involved/take-part/national-citizen-service>

<https://www.ncvo.org.uk/get-involved/volunteering>

Local volunteering, local groups, public institutions, community leaders, NGOs, charities and local institutions’ websites could all assist you in planning for teaching this lesson and supporting students with their exhibition work.

Researching social media influencers is slightly more complex. Using a search engine, social media sites and searching for particular hashtags and keywords will support you. Popular social media platforms that would be useful to research include Instagram, X (formerly known as Twitter), TikTok, Facebook, YouTube, Snapchat, Pinterest, Reddit.

ACT’s [guidance on active citizenship](#) might be useful to read before you teach this lesson.

	<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 teaching sensitive and controversial issues and ACT guidance on Political Impartiality in Citizenship helpful.</p>
<p>Learning questions</p>	<ol style="list-style-type: none"> 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?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Teacher guidance: Exhibition work Q&As (to help prepare for this lesson)</p> <p>Worksheet: Exhibition work instructions (for Task 5)</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Consider pairings in the think-pair-share activity and provide targeted questioning. ● Provide more support for students when completing research and choosing their individual to research. ● Use a range of community influencers to cater for all interests. ● Consider small groupings for exhibition tasks and include students with a range of abilities, interests and skills. ● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions for students. ● Stretch the questions with Socratic dialogue or pose, pause, pounce, bounce. ● Give different levels of support, for example paired work, scaffolding frameworks, one-to-one, TA supported, model answers, sea of talk.

<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).</p> <p>At the start of the lesson, students complete three retrieval questions to measure their own learning and progress from the previous lesson about community volunteers and lobbying.</p> <p>Discussion feedback and their oral evaluation of what sort of person they should choose can be assessed. They learn about how to research and what their exhibition piece of work should include and these can be formally assessed if required.</p> <p>Students will be expected to draw upon knowledge from across the lesson in the plenary and this learning will be revisited in the next lesson to ensure students have understood the material.</p>
<p>Do now / starter / entry task</p> <p><i>(5 minutes)</i></p>	<p>Retrieval three questions – what can you remember?</p> <p><i>Slides 2 to 5</i></p> <p>Share slide 2 and ask students to answer the three retrieval questions. Encourage them to describe and explain their answers to these questions. To support feedback and help you identify any misunderstandings or gaps in knowledge, possible answers are given on slide 3. This will also help measure progress from the previous lesson.</p> <p>Introduce the lesson with slides 4 and 5, explaining to the students that they’re going to start research a piece of work for a class</p> <p>Students will be expected to use all of the Citizenship skills they have learnt so far in order to make a positive social change with their exhibition advocacy work. Skills such as active participation, political literacy, representing others’ views, collaborative working, media literacy, communication, investigation and raising awareness are all paramount in this task.</p>

Task 1

(5 minutes)

What is advocacy?

Slides 6 & 7

Share slide 6 and remind students of the definition of advocacy:

“Representing or supporting a person or an organisation by writing, speaking or taking action on behalf of them. Advocacy is about publicly supporting an issue.”

You could expand this discussion by asking students for different examples of advocacy they have heard of and what they might involve. Who would they advocate for? This might support their decisions later on.

Read and discuss the quote from Helen Keller on slide 7:

“Advocacy is the embodiment of hope and the catalyst for change.”

To develop their understanding, ask the following questions and draw out the responses provided.

What does this quote mean?

Advocacy is not just an action or process – it holds deeper meaning and significance. It is about realising that positive change is possible and using that hope as the driving force to create real change. Advocacy is the spark that initiates the process of individuals making a difference to their community, fuelled by a belief in speaking out and taking action.

What does ‘embodiment of hope’ mean?

Advocacy often emerges from a place of hope and belief in the possibility of positive change. When individuals advocate for a cause, they are expressing their belief that the situation can be improved or that a better outcome is achievable. Advocates embody hope by demonstrating conviction that their efforts can lead to a brighter future.

What does ‘catalyst for change’ mean?

A catalyst is something that accelerates or triggers a process. In this context, advocacy serves as the catalyst for change. When people advocate for an issue, they are taking action to influence or drive transformation in a particular direction. Advocacy ignites conversations, raises awareness, and pushes for policy shifts or societal adjustments that can lead to meaningful change.

Who was Helen Keller?

Helen Keller (1880–1968) was an American author, lecturer, and activist who overcame significant challenges to become an influential figure in history. Despite being blind and deaf from a very

	<p>young age due to an illness, she achieved remarkable accomplishments and advocated for the rights of people with disabilities. Helen Keller's life story is one of perseverance, learning, and advocacy. You can find out more about Helen Keller here:</p> <p>https://www.womenshistory.org/education-resources/biographies/helen-keller</p>
<p>Task 2</p> <p><i>(10 minutes)</i></p>	<p>Advocacy and exhibitions</p> <p><i>Slides 8 to 12</i></p> <p>Share slide 8 and talk through the different ways it highlights that we can all become advocates:</p> <ul style="list-style-type: none"> ● Choosing a cause – something you're passionate about and want to address collaboratively ● Educating yourself – researching and understanding the issue deeply to inform your actions ● Building a network – connecting with individuals, groups and organisations that share your concerns ● Spreading awareness – using social media, events and discussions to raise awareness about an issue ● Planning collaboratively – developing a clear action plan with roles, responsibilities and timelines ● Advocating collectively – working together to advocate for change through petitions, campaigns or protests ● Using an inclusive approach – embracing diversity to ensure a comprehensive understanding of the issue ● Creating community projects – to showcase the impact of working together ● Empowering participation – encouraging and empowering others to join and lead within the cause ● Adapting and celebrating – being flexible, celebrating achievements, and adjusting strategies based on feedback <p>Emphasise to the students that when we become advocates, we are practising active citizenship and creating positive social change in the community.</p> <p>Move on to consider the relationship between exhibitions and advocacy. Share slide 9 and ask the students to discuss the following questions in pairs or threes:</p> <ul style="list-style-type: none"> ● How can an exhibition demonstrate advocacy? ● If we organise an exhibition about people who are influential in our local community, will that be effective advocacy? What could it achieve? <p>Ask for feedback as a class and share the suggested answers on</p>

	<p>slides 10 to 12 to support discussion.</p>
<p>Task 3</p> <p><i>(10 minutes)</i></p>	<p>Exhibition task brief</p> <p><i>Slides 13 to 16</i></p> <p>Share slide 13 and outline the main task to the students. Explain that, as a class, you are going to create an exhibition about volunteers and social media influencers who have brought about real, positive social change in your community. Working in groups, they are going to produce a piece of work – for example, a poster, leaflet or video – on an individual who has influenced your local community.</p> <p>As a starting point, complete the think-pair-share task on slide 14 to promote independent thinking and collaborative working. Encourage students to reflect on what form of media they would like to produce, any initial ideas on people to focus on, or a particular cause they would like to research in more detail.</p> <p>Use targeted questioning to support some students and to stretch and challenge others. Choose students to give feedback on each question by engaging them in the responses they discussed in pairs as a class. You may want to ask each pair for feedback on one question and then ask all students to give feedback to encourage whole-class participation. Alternatively, you could use pose, pause, pounce, bounce as a strategy for building up and extending answers.</p> <p>Share slide 15 and discuss question 3 further. Encourage the students to think of people who make a real difference to the community, with attributes such as generosity, compassion, kindness, caring, proactivity and motivation. Draw the students’ attention to the two pink boxes on the slide and point out that they will need to be able to find enough research information to complete the work.</p> <p>Then share slide 16, which highlights some of the key things the students should include in their piece of work for the exhibition. Highlight the final two points – engagement opportunities and collaborative activities are key to demonstrate the impact of the exhibition and to encourage others to take part in active citizenship. You can explain to students the difference between this and the slacktivism they learnt about in lesson 2 of this scheme of work.</p>

<p>Task 4</p> <p><i>(10 minutes)</i></p>	<p>Media literacy</p> <p><i>Slides 17 to 19</i></p> <p>Share slide 17 and remind students of the REVIEW model they learnt about in lesson 2. Ask an appropriate student to explain the model to the class. Relate this model to the research they will be doing for their exhibition work and its importance in practising media literacy.</p> <p>As a class, discuss the question on slide 18:</p> <p><i>What sources can you use to complete effective, impartial research?</i></p> <p>Remind the students that ‘impartial’ means not supporting one person or group more than another and being unbiased.</p> <p>The research sources on slide 19 will support the feedback discussion from this question. Students will probably come up with other suggestions and it is important to have a discussion here about what is possible and suitable for this sort of project in your school. You will need to take into account availability of IT resources, your school’s rules on accessing social media, and your access to books, newspapers and other materials.</p>
<p>Task 5</p> <p><i>(20 minutes)</i></p>	<p>Exhibition research</p> <p><i>Slides 20 to 22</i></p> <p>Share slide 20 and give a copy of the worksheet ‘Exhibition work instructions’ to every student. This explains exactly what they need to do for the exhibition task. Read through the worksheet with them and answer any questions they may have about the work.</p> <p>Slide 21 lists some frequently asked questions, with suggested answers to help you facilitate students’ understanding.</p> <p>Share slide 22, which summarises the tasks students need to work through in order to complete their exhibition research:</p> <ol style="list-style-type: none"> 1. Get into groups 2. Distribute group roles 3. Complete some research 4. Discuss ideas of people to focus on 5. Decide who to focus on 6. Decide how to present your work 7. Give every member a specific task to complete 8. Start researching and working hard! <p>Choosing groups is vital for effective collaborative working. It is</p>

	<p>advisable to identify groups before the lesson, so all students make progress and thrive in their group setting.</p> <p>Give the students an appropriate level of support to start their research and encourage them to work together as a team to practise their media literacy skills and research for the remainder of the lesson (apart from the five-minute plenary/reflection task).</p>
<p>Plenary/reflection</p> <p><i>(5 minutes)</i></p>	<p>Multiple choice quiz</p> <p><i>Slides 23 and 24</i></p> <p>Thinking back on what they have learnt in this lesson, ask students to consider the multiple choice questions on slide 23. Targeted questioning is important here.</p> <p>The correct answers are:</p> <ol style="list-style-type: none"> 1. Advocacy 2. Three 3. REVIEW 4. Change 5. Power and influence <p>If you have time, students could reflect on the two additional questions on slide 24:</p> <ul style="list-style-type: none"> ● What roles have you decided on in your group? ● Why is active citizenship important?
<p>Takeaway task</p>	<p>Ask the students to complete some more research into the person they have chosen to focus on, in order to improve their piece of exhibition work. Encourage them to find pictures to make their work stand out and some interesting facts to draw the audience's attention.</p>
<p>Additional teacher links & resources</p>	<p>Further resources about how to conduct effective impartial research can be found in a section on the ACT website, ACT Research. There is also a paper that would be useful to read before you teach this lesson, Learning by doing? The role of political learning activities in promoting youth political engagement ACT Teaching Citizenship Journal Issue 41.</p> <p>For a detailed resource on conducting effective research the National Foundation for Educational Research website is recommended:</p> <p>https://www.nfer.ac.uk/for-schools/free-resources-advice/research-in-schools-how-to-guides/</p>

Exhibition work instructions

TASK	To create a piece of work for an exhibition to celebrate the positive social change in your local community made by a community volunteer or social influencer.
PURPOSE	To celebrate advocacy, to highlight the positive change being achieved, to educate the public, to build connections, and to raise awareness of important issues in the community.
COLLABORATIVE WORKING	Work well together as a group, using all of your skills to choose group roles, allocate tasks, communicate effectively and design an excellent piece of advocacy work.
SELECTION	Choose someone who has made a real difference to the local community through driving positive social change. They should be of sound moral character and make sure there is enough information available on them.
CONTENT	Include lots of information to allow visitors to learn, including visuals like photos, pictures, artwork, engagement activities and a collective activity.
CONCEPTS	Citizenship concepts that need to be included are identity, making a difference, community cohesion and change. There should be a focus on 'power' and 'influence'.
MEDIA LITERACY	Use the 'REVIEW' model – Reputation, Evidence, Verify, Intent, Emotions, Weigh it up – to check all of the research that you find.
RESEARCH	Use at least three different types of sources for your research, e.g. books, the internet, government organisations, public institutions, newspaper articles, journals, reports, statistics, surveys, magazines, videos.
CREATIVITY	Show your creative skills by using different media sources to design and present your exhibition piece. Use colours and effective design ideas to grab the audience's attention.

Exhibition work Q&As

Do we have to put on an exhibition?

An exhibition is an important tool of advocacy. However, it may be more appropriate in your school setting to change this for a more suitable event, relevant to your students, your school and your local community. For example, you might want to get the students to design an assembly to present to different year groups. The organisation of an event would also be an effective form of active citizenship and encourage deeper engagement. This could include a presentation evening where students share their work with members of the community. There are many different ways to fulfil the aims of this lesson dependent on your school resources and time available to you.

What types of work could students create?

Students could present their work with any feasible resources and suitable media. They could make a blog, piece of music, song, poem, poster, information leaflet, digital presentation, website, app, collage, sculpture, picture, photos, role play, storyboard, rap, interview, video, podcast, radio interview, journal, social media campaign, project or any suitable form of presentation.

How can they do their research?

Students will need access to ICT to be able to research individuals in the community. If this is not possible, you will need to photocopy newspaper articles, case studies and information. Alternatively ask external speakers to visit your school to talk to the students about their work in the community. You could even take an educational visit to a community group to see their work in action.

How would an exhibition work?

A suitably located space is crucial to enable the biggest footfall for your exhibition and an appropriately sized space is necessary to allow people to look around comfortably and safely. A rearranged classroom, a library, a school hall or a drama studio would all be suitable places for the exhibition to take place. You may want to take the exhibition further and use a community space like a church hall, food bank, supermarket foyer or community centre. This might encourage students to not only produce a higher standard of work but also to communicate with other groups and public institutions to advocate further within the community.

Who could you invite?

There are many people you could invite to the exhibition itself: senior members of staff, staff in charge of the year group and form tutors. To lengthen this task you could ask students to write to local public institutions to invite them to the event, for example local councillors, your local MP, local charities and groups, or you could widen the advocacy and participation to include the whole community. The most important people to invite are the people who the work is focused on, so they can see how much of a difference they are making and the positive influence they are having on the local community.

How long should I give students to research?

Students have a small amount of time in lesson 4 and a larger amount of time in lesson 5 to research and produce their work. Takeaway tasks for each lesson are to spend more time on the completion of their research and their overall piece of exhibition work. However, you may decide that students need a few lessons to research and produce their work. There is nothing to stop you extending this scheme of work, with further work on research, extra time to produce an outstanding piece of work for the exhibition and a more sophisticated debate in lesson 6.

Is there anything else I need to think about?

Ensure that you have checked who each group has decided to focus their work on. This is important to ensure that the person is appropriate and students have not succumbed to fake news and false information.