



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

Lesson 6

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

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influencers?
Key Stage 3 (Year 9)**

<p>Overview</p>	<p>Students identify the Citizenship skills they have gained through their exhibition advocacy work. Bringing together their learning from previous lessons, they evaluate who has the most power and influence in their communities by participating in a deliberative debate. At the end of the lesson, students make an individual pledge to continue to act as advocates for their communities in the future.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: fairness, justice, change, responsibilities, making a difference, community cohesion</p> <p>Skills: active participation, evaluation, analysis, raising awareness, decision-making</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. You might want to consider using more time than the allocated 60 minutes to deliver this lesson, to ensure students have sufficient planning time.</p> <p>A deliberative debate is used to help students explore evidence, challenge ideas and deepen their understanding of complex issues. If you are able to give more time to it, the debate will be more sophisticated.</p> <p>You may find it helpful to divide the class into six or more groups for this task (depending on class size), with a range of abilities, skills and interests in each group. Ensure they are placed in different groups to those that worked together to complete the exhibition advocacy work.</p> <p>The purpose of this lesson is for students to use critical thinking, deliberation and debate in an open classroom climate to decide</p>

	<p>who has the most power and influence in our community – social media influencers or community volunteers. Reflecting on the skills they gained through creating the exhibition will cement their learning and progress in Citizenship. Students will discuss how they can continue their advocacy work and make an individual pledge to their community before they finish this scheme of work, encouraging them to participate in active citizenship in the future.</p> <p>It might be useful to complete some research before you teach this lesson on deliberative debates. You can find useful guidance, tools and videos at ACT The Deliberative Classroom Project.</p> <p>If you need further guidance on the difference between dialogue, debate and deliberation you can use this link, https://www.citizenlab.co/blog/civic-engagement/whats-the-difference-between-dialogue-debate-and-deliberation/</p> <p>ACT's guidance on active citizenship may also be useful.</p> <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. 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?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Reflection skills journal (for Task 1)</p> <p>Worksheet: Deliberative debate – a citizens’ jury (for Task 2)</p> <p>Large sugar paper and markers (for Task 2)</p> <p>Worksheet: My community pledge (for Task 4)</p> <p>Deliberative debate marking sheet (for teachers)</p>

<p>Differentiation</p>	<ul style="list-style-type: none"> ● Provide sentence starters for the reflection skills journal. ● Give more support for students when discussing issues as a group. ● Consider small groupings carefully for the group discussion as part of the deliberative debate and include students with a range of abilities 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. ● Mind map scaffolding included. ● Retrieval quiz answers provided.
<p>Assessment opportunities</p>	<p>An assessment marking sheet is provided as part of the materials for this lesson. You could give each element on the marking sheet a score out of 10, give it a level, a grade, or another suitable mark according to your school or department marking and assessment policy.</p> <p>This lesson offers many opportunities to assess students’ understanding through group discussion and direct differentiated questioning (used to check knowledge has been acquired).</p> <p>Assessment should be based on reasoning, reflections, Citizenship skills used, debate arguments and discussion contributions in the deliberative debate. The deliberative debate is formally assessed as the conclusion for this scheme of work. Students’ reflection journals, mind maps and written individual pledges can also be assessed.</p> <p>Students will be expected to draw upon knowledge from across this scheme of work in the plenary, which will bring this set of lessons to an end.</p>

<p>Do now / starter / entry task</p> <p><i>(5 minutes)</i></p>	<p>Review the exhibition</p> <p><i>Slides 2 to 4</i></p> <p>As a starting point for this lesson, encourage students to review the class exhibition on people who have power and influence in the local community. It is important to discuss the impact of the exhibition, and to consider whether it has changed the perception or understanding of the issue in the school community.</p> <p>Discuss the questions on slide 2:</p> <ul style="list-style-type: none"> ● How effectively did our group address the purpose and objectives of the exhibition task? ● Think about other groups' work – which example stood out for you and why? ● Did we include enough information for visitors to learn about the chosen individual and their impact on the community? ● How effectively did we use visuals and engagement activities? <p>Introduce the lesson with slides 3 and 4, explaining that students will be reflecting on the Citizenship skills they have acquired, taking part in a deliberative debate and investigating future advocacy work.</p>
<p>Task 1</p> <p><i>(10 minutes)</i></p>	<p>Reflection skills journal</p> <p><i>Slides 5 to 7</i></p> <p>Ask the students to think about all of the actions they took to plan, research and create their piece of work for the exhibition. What Citizenship skills did they use?</p> <p>Share slide 5 and give each student a copy of the worksheet 'Reflection skills journal'. Explain that this will form part of their assessment.</p> <p>Ask the students to complete their worksheet individually. Make it clear that they can develop their own sentences, but tell them that they can use the reflective sentence starters on slide 5 if they want to.</p> <p>Collect in the worksheets so you can assess them on your marking sheet as part of students' overall assessment grade.</p> <p>As a class, discuss the question on slide 6: Have you improved your Citizenship skills? Ask targeted students to describe, explain and explore the answer. Provide prompts to expand the discussion and share the suggestions on slide 7 to explore some of the skills they</p>

	<p>might have identified for group work planning, research, creation and the exhibition.</p>
<p>Task 2</p> <p><i>(30 minutes)</i></p>	<p>Deliberative debate</p> <p><i>Slides 8 to 14</i></p> <p>Before this activity, it is vital to have created a safe space that allows for trust and engagement. Deliberative approaches help students explore evidence, challenge ideas, deepen their understanding of complex issues, and develop reasons for their own point of view.</p> <p>Share slide 8 and introduce the students to the term ‘deliberative debate’. Explain that this will be the main form of assessment for this scheme of work.</p> <p>Share slide 9 and read through the main task for this lesson. Explain to the students that they are going to act as a citizens’ jury, forming arguments, using evidence, debating and passing a resolution on the key question they have been focusing on in this scheme of work. Display slide 10 as a reminder of this:</p> <p style="text-align: center;">“Who has the most power and influence – community volunteers or social media influencers?”</p> <p>Share slide 11 and talk through the process of the debate and the activities leading up to it to the students. Make sure you answer any questions to prevent misunderstandings and ensure every student knows what is expected of them throughout the debate. There is a reminder at the top of the slide that students need to be respectful, use critical thinking, challenge ideas, and deepen their understanding.</p> <p>Give each student a copy of the worksheet ‘Deliberative debate – a citizens’ jury’ and explain that you will guide them through the process of completing each section. Ask them not to answer any questions until you tell them to!</p> <p>Share slide 12 and explain to students the assessment marking sheet you will be using to assess the debate and their skills development throughout this scheme of work.</p> <p>Slide 13 is a copy of slide 11 – leave this up on the board throughout the debating activities and the debate itself, so students can see what stage they are at and what is expected of them.</p> <p>Work through the activities as a class, allowing an appropriate time to complete each one. Ticking the tasks off as they are completed</p>

would be an effective way to maintain an ordered debate.

Explain each of the tasks as follows.

1. Ask students to complete question 1 on their worksheet. It is crucial that they write their answers in silence on their own, so no one is influencing their decision at this point.
2. Divide the students into groups. These should be different to those for the exhibition research and work, to allow for a range of evidence and a more sophisticated debate. Give each group a large sheet of paper (A2 sugar paper would be ideal) and marker pens.

Ask the students to have a group discussion about the key enquiry question: Who has the most power and influence – community volunteers or social media influencers? Each member of the group should explain their research and what they have learnt during this set of lessons. Tell the students to provide actual evidence and quotes as well as anecdotes, so their argument becomes more advanced. Full student engagement will allow critical thinking to flourish.

3. Tell each group to come to a consensus decision, with one firm answer to the key enquiry question. They could do this through deliberation, discussion or voting amongst themselves, using their collaborative working and oracy skills.
4. Using evidence from their research and their group arguments, ask each group to write and deliver a short speech (one or two minutes long) to convince the other groups that they are correct in their reasoning. You could give students a card to write their speech on, or they could write it on a piece of paper to present to the class. Each group should decide together what to say and who should deliver the speech.
5. Lead the class in a debate, with each group discussing and arguing their points to the class to refine, change or develop their opinions. Emphasise to students that it is not a sign of weakness if they change their view during this debate. Intervene as necessary to ensure the debate is fair, ordered and deepens students' understanding of the key issue involved – power and influence on the local community. Remind the students that they are acting as a citizens' jury to make a resolution on the key enquiry question.

	<ol style="list-style-type: none"> 6. Depending on the content and consensus in the class, the students themselves could come up with a proposed resolution. If this is not possible, assess the strengths of the arguments presented in the debate and propose the resolution yourself. 7. Carry out a class vote. You could organise this as a secret ballot, asking students to write their response on a piece of paper and put it in a box at the front of the classroom. Emphasise that this is a form of direct democracy – where people decide on the policy directly, for example through a vote or referendum on an issue. 8. Having announced the result of the vote, ask the students to reflect on their decision and skills by completing questions 2 and 3 on their worksheet. Remind students that their answers will be assessed as part of the marking criteria for this lesson. <p>Share slide 14 and ask students for feedback from the debate. You could ask them to read some of the answers from their worksheet, or could have a more general discussion about how much they have learnt through the debate and the entire scheme of work. It is vital to bring the class together after the debate to share ideas and reflect on their learning. A clear focus on developing knowledge is key for critical thinking and informed discussion.</p> <p>Collect in the students’ worksheets so you can assess their written responses alongside their debate contributions.</p>
<p>Task 3</p> <p><i>(10 minutes)</i></p>	<p>Future advocacy</p> <p><i>Slides 15 to 17</i></p> <p>Share slide 15 and discuss as a class:</p> <p>“How can we continue to become advocates for our community in the future?”</p> <p>Encourage students to make links with previous learning on slacktivism and one-time advocacy. Prompt them to talk about how they want to continue active citizenship work in the future.</p> <p>To help focus students’ responses, ask them to complete a mind map on this question. A template for this is provided on slide 16, with possible responses given on slide 17. These are examples rather than definitive responses – students may have discussed and identified different advocacy activities that are equally relevant and correct.</p>

<p>Task 4</p> <p><i>(5 minutes)</i></p>	<p>My community pledge</p> <p><i>Slide 18</i></p> <p>Give out the worksheet, ‘My community pledge’ and share slide 18 with the students.</p> <p>Ask the students to make an individual promise to the community to complete further advocacy or volunteering work in the future. Encourage them to:</p> <ul style="list-style-type: none"> ● think of an issue in the community that they feel needs to be addressed ● think of an action that would make a positive change to the local community ● think of three steps to complete this action and continue their advocacy work <p>Students should write their answers on the worksheet and keep this to refer to in the future and for the takeaway task for this lesson. If you want to keep their pledges for future learning opportunities and to encourage active citizenship, photocopy them to give back to the students.</p> <p>To extend this activity, you could ask all of the students to read out their pledges to the class and peer assess which ideas are the most suitable and necessary in your local community.</p>
<p>Plenary/reflection</p> <p><i>(5 minutes)</i></p>	<p>Quote analysis</p> <p><i>Slides 19 & 20</i></p> <p>Thinking back on what they have learnt in this scheme of work, ask students to analyse the quote by the American humanitarian and author Marianne Williamson on slide 19:</p> <p style="text-align: center;">“In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it.”</p> <p>Ask students to reflect on this quote. Pose the following questions, rewording and expanding on these to support differentiation:</p> <ul style="list-style-type: none"> ● What sort of work needs to be done in our community? ● What work needs to be done in other communities? ● Is it better to work in our local, national or global communities? ● What does Marianne Williamson mean by ‘wounds to heal’? ● Do you think there is power in every heart to make positive change?

	<p>If you think it would be useful, break the quote down for the students.</p> <p><i>In every community there is work to be done.</i> This acknowledges that every community has its challenges, needs and areas that require improvement. It emphasises that there are tasks, initiatives and projects that individuals and groups can engage in to address these challenges and make communities better places to live.</p> <p><i>In every nation, there are wounds to heal.</i> This acknowledges that on a larger scale every country faces its own problems, injustices and historical wounds that need healing. It suggests that nations, like communities, require efforts to address these issues and work towards healing, equality and unity.</p> <p><i>In every heart, there is the power to do it.</i> This speaks to the innate potential within every individual to make a positive impact. The ‘power’ mentioned here is not just physical strength; it is the power of empathy, compassion, determination, and action. It suggests that within each person, there exists the ability to contribute to positive change, whether on a local or global level.</p> <p>In essence, the quote encourages a sense of responsibility and agency. It reminds us that no matter where we are, there are opportunities to contribute to the improvement of our communities and nations. It highlights the collective strength that can arise from individuals taking action and emphasises the idea that positive change starts within ourselves – in our hearts – where the motivation and power to make a difference reside.</p> <p>To bring the lesson to a close, ask students to consider the questions on slide 20, thinking back on what they have learnt since the start of this scheme of work:</p> <ol style="list-style-type: none"> 1. What have you learnt during this scheme of work? 2. How could you improve your Citizenship skills in the future? <p>Use targeted questioning to a range of students to allow for differentiation and encourage whole-class participation.</p> <p>Congratulate the students for their hard work, advocacy and active citizenship!</p>
<p>Takeaway task</p>	<p>Ask the students to complete one positive action to start fulfilling the pledge they have made to the community.</p> <p>Ask them to write at least three paragraphs about what they did,</p>

	<p>what they learnt and how they made a change to the local community.</p>
<p>Additional teacher links & resources</p>	<p>The following resources can support you in extending and differentiating discussion, which is key to this lesson.</p> <p>Group discussion skills TeachingEnglish British Council</p> <p>Assigning Roles for Group Work Teaching Strategy Facing History & Ourselves</p> <p>My Top 5 Questioning Techniques For Teachers 2021 JONATHAN SANDLING</p>

Deliberative debate - marking sheet

Student	Contribution to group discussion	Contribution to debate	Reflection skills journal	Use of Citizenship skills throughout	Final mark

Name:

Reflection skills journal

Explain how you demonstrated these Citizenship skills when planning, researching and creating your exhibition work.

Active participation

Collaborative working

Media literacy

Communication

Investigation

Raising awareness

Representing others' views

Political literacy

Deliberative debate – a citizens’ jury

Answer the following questions, giving reasons to support your point of view.

Before the debate

1) Who has the most power and influence – community volunteers or social media influencers?

After the debate

2) Who has the most power and influence – community volunteers or social media influencers?

Include in your answer:

- Has your opinion changed? Why or why not?
- What have you heard that has changed or developed your view?
- Did you feel that the deliberative debate was fair? Explain your answer.
- Are you happy with the resolution that the class has passed?

3) What Citizenship skills did you use during the debate?

Name: _____

My community pledge

Think of an issue in the community that you feel strongly needs to be addressed. Think of an action that would make a positive change to help solve this issue. Think of three steps to complete this action to continue your advocacy work.

I pledge that the issue I am going to focus on in the community

is: _____

The actions I pledge to take to address this issue are:

1) _____

2) _____

3) _____

I have made this pledge because:

