



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

Lesson 5

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

**Lesson 5:
How can we be advocates for those we think
have the most power and influence?
Key Stage 3 (Year 9)**

<p>Overview</p>	<p>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.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: media, diversity, making a difference, change</p> <p>Skills: raising awareness, active participation, planning, representing others’ views, investigation</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>The purpose of this lesson is to allow students time to complete their contribution to your class exhibition, while focusing on using their Citizenship skills to make a difference through advocacy.</p> <p>The teacher guidance notes and student worksheets provided with lesson 4 will support you in teaching this lesson. These have been included again with this lesson plan, for ease.</p> <p>If possible, set up the students’ exhibition somewhere prominent in the school community, such as the library or a shared space. Invite people to come and see the exhibition.</p> <p>ACT’s guidance on active citizenship might be useful to read before you teach this lesson.</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</p>

	<p>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 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?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Exhibition work instructions – from lesson 4</p> <p>Teacher guidance: Exhibition work Qs & As – from lesson 4</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Consider suitable pairings in the think-pair-share activity and use targeted questioning. ● Provide more support and guidance for students when they are completing research. ● 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. ● Give strict timelines and a final deadline to support.
<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>To begin the lesson, students analyse a quote and discuss questions in the form of a think-pair-share retrieval task to measure learning and progress from the previous lesson and encourage critical thinking about advocacy.</p> <p>Students can be assessed on discussion feedback and their oral evaluation of Citizenship skills and future advocacy work.</p> <p>You can also formally assess students' pieces of work for the</p>

	<p>exhibition, if you wish. A summative assessment in the form of a debate will take place in the next lesson to conclude the scheme of work.</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 they have understood the material.</p>
<p>Do now/starter/entry task</p> <p><i>(12 minutes)</i></p>	<p>Reflecting on advocacy</p> <p><i>Slides 2 to 7</i></p> <p>Share the quote by John Lewis on slide 2:</p> <p style="text-align: center;">“True advocacy is not just a one-time event; it's a consistent effort to bring about positive change.”</p> <p>Ask the students what they think the quote means. Show them slide 3, which uses an allegory to explain its meaning. Explain that this quote provides a guiding principle for students as they learn about and engage in advocacy work. It reinforces the idea that advocacy is not just a task to complete, but a journey of continuous effort and positive impact.</p> <p>If students ask who John Lewis is, explain that he was a civil rights leader who left his mark on American history through dedication to justice and equality. His journey began as a young man, when he joined peaceful protests and became a prominent figure in the fight against racial segregation and injustice. He participated in key events like the Freedom Rides, risking his safety to challenge segregated bus terminals. Lewis believed in the power of positive social change – that every individual has the ability to make a difference and that collective action is essential for change. He inspired generations to stand up to injustice, persevere in the face of adversity, and work towards a more inclusive society.</p> <p>To encourage the students to think more about their own advocacy work in this lesson, share the think-pair-share questions on slide 4:</p> <ul style="list-style-type: none"> ● How can you make sure the exhibition is not just a ‘one-time event’ but sparks positive social change? ● How can you make a difference with your advocacy work? ● What Citizenship skills will you use throughout this project? <p>Some suggested answers are given on slide 5 to aid feedback. This is an opportunity for you to discover if there are any misunderstandings or gaps in students’ knowledge and understanding, and to help measure progress from the previous</p>

	<p>lesson.</p> <p>Introduce the lesson with slides 6 and 7, explaining that in this lesson the students will be focusing on completing their work for the exhibition.</p>
<p>Task 1</p> <p><i>(40 minutes)</i></p>	<p>Exhibition work</p> <p><i>Slides 8 & 9</i></p> <p>Share slide 8 and remind students of the worksheet ‘Exhibition work instructions’ that you gave them in the last lesson. Ensure they understand the task fully before they continue with their exhibition work.</p> <p>Slide 9 highlights the start of this large section of the lesson that involves small groups working on researching and completing their exhibition work. Show the REVIEW model again to remind students to focus on media literacy and three further instructions:</p> <ul style="list-style-type: none"> ● Work collaboratively with respect ● Include everything on the sheet ● Remember the deadline <p>Clear up any misunderstandings about the type of person students should be focusing on and ensure that every group is researching a different and suitable person.</p> <p>As highlighted in the teacher guidance, you may choose to extend this activity to ensure students complete effective research and a meaningful piece of work. Either way, it is important to give students a firm deadline, so they practise their time management skills and hone their research skills.</p>
<p>Plenary/reflection</p> <p><i>(8 minutes)</i></p>	<p>Recapping on research</p> <p><i>Slides 10 & 11</i></p> <p>At the end of the lesson, take the opportunity to discover more about the decisions each group has made by asking students the four questions on slide 10.</p> <p>You could expand this discussion by asking about media sources, data analysis, survey results, media literacy, impartial research and effective communication skills.</p> <p><i>1. Which person are you focusing on?</i></p> <p>You will hopefully be told about a wide range of people during this discussion.</p>

	<p>2. <i>What sources of research are you using?</i> Sources could include search engines, government websites, social media, community groups, newspapers, journals, statistics, videos, interviews, relevant organisations, government reports, community magazines, books, podcasts, local institutions, professional associations, articles and surveys.</p> <p>3. <i>What's your role in the group?</i> By this stage, students should have firm roles within their groups for the exhibition task, for example facilitator, time-keeper, big idea grabber, recorder, reporter, writer, artist, presenter, manager, communicator, interviewer, media, advertiser, illustrator.</p> <p>4. <i>How can you improve your collaborative working skills?</i> Encourage students to discuss this as a group to improve their collaborative working skills together in order to make more progress as a team. Slide 11 suggests nine ways in which students can improve their collaborative skills.</p> <p>Remind students that using critical enquiry and effective research will result in them becoming successful advocates and will represent their person of influence accurately and in an inspiring, impactful way.</p>
<p>Takeaway task</p>	<p>Ask the students to write a letter or email to someone they think should come to see the class exhibition.</p> <p>They should explain what the exhibition involves and why the person they are focusing on is making a difference to the community.</p>
<p>Additional teacher links & resources</p>	<p>Excellent examples of advocacy can be found on the Amnesty International website: https://www.amnesty.org.uk/.</p> <p>Further resources about other advocacy projects and how to get involved in these types of activities can be found here: https://www.advocacyproject.org.uk/ https://www.advocacyforall.org.uk/ https://www.advocacynet.org/</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.