

Lesson 2.7: So You Want to Be an Influencer (Optional Lesson)



Lesson Author

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Standards and Benchmarks

See page 4.

Lesson Description

In this lesson, students use their knowledge of social media and influencer marketing to answer the question of whether or not to explore influencer marketing as a career. Students will determine what criteria go into making this decision, and then some student volunteers will use a tag-team debate style to debate the question. All students will use the PACED decision-making model to answer the question on their own.

Concepts

Decision-making
PACED
Opportunity Cost

Objectives

Students will be able to:

- discuss the factors involved in choosing influencer marketing as a career.
- apply the PACED decision-making process.

Compelling Question

What factors go into deciding whether to choose influencer marketing as a career?

Time Required

60 minutes

Materials

- So You Want to Be an Influencer Lesson 2.7 Slides
- Handout 2.7.1: Debate Guide
- Handout 2.7.2: PACED Decision-Making Guide 
 = Portfolio Item

Procedure

1. Display the title slide, [Slide 1](#). Begin the activity by asking students to raise their hand if they use social media daily. (Most or all students should raise their hands.) Ask them what their favorite platforms are. (*Answers will vary.*)
2. Display [Slide 2](#) and ask students what they see in the graph. (*Answers will vary but may include: More than half of all US adults use YouTube or Facebook; YouTube is the most popular social media platform in the US for all adults; this is for the year 2025 from Pew Research; etc.*)
3. Display [Slide 3](#) and explain that this chart looks at social media use across demographics (age, gender, etc.) Tell students that you are going to focus on age for now.
4. Display [Slide 4](#) and ask students what they notice about age and social media use. (*Answers will vary, but students may mention that Facebook is popular with 30–49-year-olds; TikTok is most popular with 18–29-year-olds; Snapchat is most popular with 18–29-year-olds; and YouTube is the most popular overall, etc.*)
5. Ask students to raise their hands if they would like to be an influencer or social media star. Most students will probably raise their hands.
6. Display [Slide 5](#) and tell students that there are roughly 27 million paid creators, or influencers, in the US. Also, 14% of 16–54-year-olds are creators.
7. Display [Slide 6](#). Tell students that while the average creator, or influencer, makes \$93,000 per year, the median earning is \$9,111.

NOTE: Students may ask how this is possible. This is a good time to review the concepts of mean and median and explain how some high numbers can pull up the average (or mean).

8. Display [Slide 7](#) and tell students that they will be debating the question “Should you choose influencer marketing as a career?”
9. As a class, come up with a list of factors that could influence this decision. Write these on a board so that students can see them. (*Factors may include money, free gifts, mental health, stability, etc.*)
10. Ask for eight volunteers who will debate for the class. You will be using a tag-team debate model.
11. Place the student volunteers into groups of 4. Assign one group to be: “Yes, you should choose influencer marketing” and the other group to be: “No, you should not choose influencer marketing.”
12. Give a copy of [Handout 2.7.1 – Debate Guide](#) to each student.
13. Display [Slide 8](#) and explain the rules of the debate to all students.

14. Allow the debate groups of student volunteers to meet and discuss their strategies and complete section 2 on Handout 2.7.1. Instruct the other students to complete questions 1 and 2 in section 2 on Handout 2.7.1 as if they were debating/have them anticipate potential arguments.

NOTE: To include some economics in the debate, you can show or assign students:
<https://www.federalreserveeducation.org/teaching-resources/economics/labor-income/the-labor-market-for-influencers>.

15. Use a coin flip to choose which team will argue first. Then, hold the debate.
16. After the debate has finished, instruct all students to react to the debate by answering question 3 in section 2 of Handout 2.7.1.
17. Ask students to share their thoughts about the debate with the class. (*Answers will vary.*)

Closure

18. Following the debate, display Slide 9 and discuss the following as a class:
 - a. What are some arguments for choosing influencer marketing as a career? (*Answers will vary depending on the debate.*)
 - b. What are some arguments against choosing influence marketing as a career? (*Answers will vary depending on the debate.*)
 - c. What do you think were the most convincing arguments? (*Answers will vary.*)
 - d. What is the opportunity cost in choosing influencer marketing as a career? (*The value of your next best alternative, or what you give up to choose influencer marketing. Specific answers will vary.*)

Assessment

19. Handout a copy of Handout 2.7.2 – PACED Decision-Making Guide to all students. Have them complete the Decision-Making Guide with their own criteria, adding a plus or minus for each criterion. Then, have them answer the question on whether or not to choose influencer marketing as a career. (*Answers will vary depending on the students' thoughts and values.*)

NOTE: You can choose to grade this or not.

Standards and Benchmarks

National Content Standards in K-12 Economics

Standard 2: Decision Making

People usually respond predictably to positive and negative incentives. Effective decision making requires comparing the additional costs of alternatives with the additional benefits.

Benchmarks: Elementary School

3. The opportunity cost of an activity is the value of the best alternative that would have been chosen instead. It includes what would have been done with the money spent, the time, and other resources used in undertaking the activity.
4. The evaluation of choices and opportunity costs is subjective; such evaluations vary depending on individual preferences, cultural backgrounds, and societal norms.

Benchmarks: Middle School

6. The choices people make have both present and future consequences.

Benchmarks: High School

4. Choices made by individuals, firms, or government officials often have long-term unintended consequences that can partially or entirely offset or supplement the intended effects of the decision

Handout 2.7.1: Debate Guide

Section 1 – Debate Rules

1. This is a tag-team debate.
2. One speaker from Team 1 will speak for 1 minute.
3. Then, they “tag” another team member to pick up the argument once time is up.
 - They can also “tag” someone to finish up their minute.
 - A team member can raise their hand if they want to be picked.
4. No team member can be tagged twice until all members have spoken.
5. Team arguments should last 5 minutes
6. After Team 1 presents their arguments, Team 2 will have their chance to present their arguments in the same way.

Section 2 – Debate Notes

1. List some arguments for choosing social media marketing below:

2. List some arguments against choosing social media marketing below:

3. Write your reactions to the debate below:

Handout 2.7.2: PACED Decision-Making Guide

STEP 1: State the **P**roblem: Identify the problem you are trying to solve or the decision you are trying to make.

STEP 2: List **A**lternatives: Create a list of the alternatives that could solve the problem, satisfy the want/need, or be an outcome of the decision.

STEP 3: Identify **C**riteria: Establish the important factors on which you will judge your alternatives.

STEP 4: **E**valuate the Alternatives: Consider your alternatives based on your established criteria.

STEP 5: Make a **D**ecision: Make a decision based on your evaluation.

→ Criteria ↓ Alternatives	#1	#2	#3	#4	Total
#1					
#2					
#3					