

## Lesson Plan

# Influence

## Overview

A lesson to help children understand what influence means and understand how we can all be influenced in both positive and negative ways, online and offline.

*The five dimensions of learning about online safety are:*

- *Values, rights and responsibilities*
- *Wellbeing*
- *Respectful relationships*
- *Digital media literacy*
- *Informed and safe use of information and devices*

## Learning Intention

To know what influence means

To understand how we can influence and be influenced- both positively and negatively.

[Click here for curriculum links](#)

## Resources

Display PowerPoint- Influence

1. **Display:** PowerPoint slide 1  
**Say:** Today we are going to be talking about influence.
2. **Display:** PowerPoint slide 2  
**Say:** Today we are going to be learning about what influence is, consider how we can both influence and be influenced and acknowledge the difference between a positive and negative influence on us and others.
3. **Display:** PowerPoint slide 3  
**Ask:** What is influence? Can anybody tell us what it means to influence or be influenced? Talking partners for 1 minute  
**Share:** Give children the opportunity to share their responses with the class. (Slide transition)  
**Read:** the definition from Cambridge Dictionary:
  - [Cambridge Dictionary: to cause someone to change a behavior, belief, or opinion, or to cause something to be changed](#)
4. **Display:** PowerPoint slide 4  
**Ask:** Who are we influenced by? [Show the different images on the slide and discuss if these things are having a positive or negative influence in our lives.](#)
  1. [Viral Tik Tok challenge which encouraged people to steal or vandalise school property. Why did this influence people? \(People may have thought it was funny, they may have felt pressure to join in with their friends, and wanted to be a part of what they were seeing online.\) Did this influence have a positive or negative impact on people?](#)
  2. [The Greatest Shave- encourages people to shave their hair to raise money for a Cancer charity. Why might this be a positive influence? \(Raising money for a good cause, raising awareness about blood cancer, the hair gets used to produce wigs for people who have lost their hair due to cancer, people may develop greater understanding and empathy for what people who suffer from cancer go through when they lose their hair.](#)
  3. [Ronaldo- Nike advert. Is this a positive or a negative influence? Why? Ronaldo may encourage more people to play sports and be active. Would some people feel pressure to be able to buy Nike clothes/trainers?](#)**Encourage:** children to share their thoughts and experiences of who influences them in their lives. Discuss how sometimes we call it 'peer pressure' if you're being influenced to do something by your peers (clarify that peer pressure isn't always a bad thing!)- we also refer to 'role models' when we think about people who influence us positively.
  - [Friends](#)
  - [Family](#)
  - [Teachers](#)
  - [Coaches](#)
  - [Celebrities](#)**Discuss:** Split into small groups and ask the children to discuss the following:
  - [How did the person you are thinking of influence you?](#)

- How do you influence people around you? (sharing music that you enjoy with a friend, recommending a book, being friendly to people, donating to a charity and encouraging others to do the same, picking up litter around the school and putting it in the bin)

**\* Remind children not to use names if they are sharing a negative experience involving someone else**

5. **Display:** PowerPoint slide 5

**Ask:** What do you think positive influence might look or feel like?

**Brainstorm:** responses together on the board. (encouragement, fun, growth, motivational, inspiring, etc.)

(Slide transition)

**Say:** There are lots of people in our lives that may have a positive influence on us. They may make us feel inspired to do a particular job, or to do something to have a positive impact on the environment. It can even just be someone who has a positive outlook and when you're around them you feel more positive yourself.

6. **Display:** PowerPoint slide 6

**Ask:** Are we always influenced positively?

-Have you experienced being influenced negatively?

-What did that look or feel like?

**Encourage:** children to share their thoughts with the group (or in small groups instead).

- Feeling pressured- to do something, buy something, look a certain way
- Feeling ashamed or embarrassed
- Making poor choices
- Getting into trouble
- Make you want to withdraw or pull away
- Feeling bad about yourself

**Say:** It's really important to be able to identify when influences are having a negative impact on our life so that we can do something about it and make changes.

7. **Display:** PowerPoint slide 7

**Ask:** How can we tell if we are being influenced in a good way or a bad way?

- Be aware of when we are being influenced (remember from the definition we read earlier that means when we might be changing our opinions, beliefs or behaviour)
- Notice how we feel and when someone affects our mood and/or behaviour
- Ask yourself- would I be happy for my grandparents to chat to this person (or watch/read their online content)?

8. **Display:** PowerPoint slide 8

**Ask:** What do we need to consider about online influence? (discuss consequences of our actions- making bad choices and ending up in trouble, why the person might be

trying to influence us- is there something in it for them like making money? How do you feel when you're influenced by this person?)

**Encourage:** children to share their thoughts and ideas. Use the questions on the slide to prompt discussion, you could choose a particular person to look at as an example- a famous sports person or a celebrity promoting a skincare brand. (Using something from your own social media feed to show the children would also help them to understand it is not just children who are able to be influenced online.)

9. **Display:** PowerPoint slide 9

**Ask:** Is everything we see online real and authentic? Can we always tell if it is or it isn't?

**Look:** at the images displayed on the slides. Discuss how we feel about seeing them- maybe impressed by the headstand- envious that we can't do it? The tranquil work space might make you feel bad because you know that your bedroom is always untidy.

10. **Display:** PowerPoint slide 10

**Discuss:** what do you think now that you can see the full picture? Why would these people want to only show a cropped version of their image? What does this tell us?

11. **Display:** PowerPoint slide 11

**Say:** it's important that we are cautious about how much we allow things we see online to influence how we feel, think and behave. Ask critical questions like the ones we looked at earlier to understand if something is having a positive or a negative impact on you.

12. **Activity:** Create a tip sheet that you can share with other children to teach them about the power of influence. Remember to include:

- that we can be influenced positively or negatively
- that we can influence and **be** influenced
- how to recognise if it's a positive or a negative influence

When you're done, you could even upload your tip sheets to DiGii Social!