

LESSON 4

What Influences Us Unit Grade 5 • Ages 10-12

TIME FRAME

Preparation: 5 minutes
Instruction: 30 minutes

MATERIALS

Materials are determined by how students decide to implement this lesson

RAK Journals

[Kindness Concept Posters](#): Respect, Responsibility, Integrity

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy. SL.5.1, 1b Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c

[Learning standards key](#)

Influencing Others

Students will think about how they can positively influence others and plan a class act of kindness.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness.

RESPONSIBILITY Being reliable to do the things that are expected or required in your life, home, community and environment.

INTEGRITY Acting in a way you know to be right and kind in all situations.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

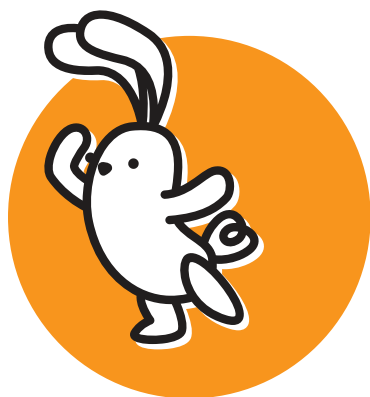
- Seeing the definition of "Influence: To have an impact or effect on someone or something" posted on the board during the activity.
- Working in small groups to create a project; not everyone has to work on the same project.
- Using a planning form with questions like:
 - How do you want to influence the community?
 - What materials will you need?
 - Will you need to get help or permission from other people?
 - How long do you think it will take to create this project?
 - Does your project have different parts?
 - What are some steps that you will need to take?
 - Are there different roles?

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Article: Teach Students How to be a Positive Influence <http://www.ascd.org/publications/newsletters/education-update/mar12/vol54/num03/Teach-Students-How-to-Be-a-Positive-Influence.aspx>

Article: Dealing with Peer Pressure <http://kidshealth.org/en/kids/peer-pressure.html>

Share (3 mins)

Has anyone ever donated time, money or items to a charity? Which one? Why?

Inspire

Our Influence (5 mins)

We have been talking about the people and the media that influence us. What does it mean to influence people? You can influence others without ever knowing it. People often watch what other people do and do the same things. Now I want us to think about those we influence. Who do you think you influence? What are some ways that people can be a negative influence? How can you be a positive influence for those people?

One of the goals of the Random Acts of Kindness Foundation is to promote kindness in our schools, families and communities. Let's brainstorm some ways that we can be a positive influence on others at school, home or in your neighborhood.

Empower

Plan of Action (15 mins)

Allow students to brainstorm how they can positively impact the school community. Use the following questions to narrow down what you want to do.

- What do we want to influence others to do more or less of?
- Do we want our act to be anonymous or let others know?
- Is it something we do together as a class or individually?
- How long should our act of kindness take? 10 minutes, a week, ongoing?
- What will we do? (cleaning up trash, being a buddy to a younger student, giving a presentation to another class, being respectful to teachers, being a homework mentor, making a new friend, including another student in a playground game, talking to others about how to be a positive influence at school, etc.)

Optional: After brainstorming ideas of what students will do, ask students to get into groups of 4 and create a tableau that illustrates one of the ideas. See if others can guess what the tableau shows. Remind students that a tableau is a "frozen picture" that represents a scene or an action.

Have students vote on the idea or ideas and discuss how they are going to implement these acts of kindness with others.

- What are the steps we need to complete?
- What do we need for our act?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- Why does doing acts of kindness influence others?
- How can you continue or start to be a positive influence in the classroom, at home, and in your neighborhood?
- How can acts of kindness show respect for others?

Reflection Questions

- What kinds of things do you think we can influence others to do?
- What does it feel like to perform an act of kindness?
- Do you think it's important to ask someone if they'd like your help before you help them? What is the respectful thing to do?

Summary

Remind students that just as we are influenced by others, we can influence others as well. We can influence others through acts of kindness. to people, to property, and to the environment. We can influence others home and at school, and we can influence family, friends, teachers, and the community, by doing kind things. Today, our class decided on one act of kindness: to _____.



Act (2 mins)

Kindness Minute

Show kindness to the environment. Everything we put in the garbage goes to the landfill. We put a lot of uneaten food in the garbage. Today when you have lunch, if there's something you don't eat, have it later for a snack. Don't throw it in the trash.

Kindness in Action

Directions: Tell someone about the act of kindness your class decided to do.

