

SELF REFLECTION

# CIRCLES OF INFLUENCE



RESPECT STARTS WITH YOU  
**#CHOOSEERESPECT**

**chooserespect.scot**



**PURPOSE**

Individuals identify the key influences on their values, attitudes and behaviour.

**GROUP**

Group - 12 - 18 years, see links with Experiences and Outcomes below

**TIME**

30 minutes

**MATERIALS**

Flipchart, sheet for each individual with concentric circles drawn on it

**PREPARATION**

Exploring the concept of respect can be a helpful way to set the scene for this activity. You may wish to use respectme's [#respectmeans resource](#) to facilitate this conversation.

**ACTIVITY**

1. Working individually, each participant writes their name in the centre circle.
2. In the next circle out they identify the key people in their lives who have shaped and influenced how they treat others e.g. immediate family or carers, close friends.

Encourage participants to think about the messages they receive from those people:

- about how they treat others,
- and about bullying. **SEE PROMPT**

Encourage participants to think about how helpful these messages have been.

3. In the next circle out, repeat the exercise for wider friends and family. **SEE PROMPT**

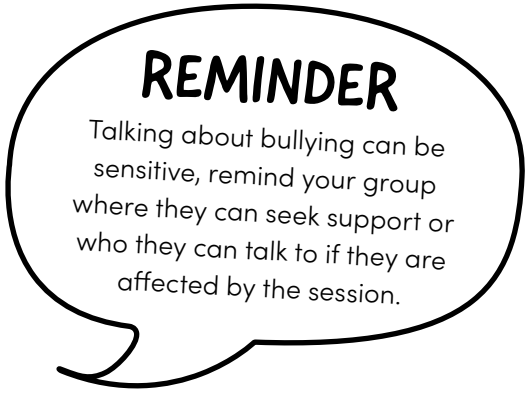
In the next circle out, think about wider society: TV, YouTube, social media and other places they pick up messages from. Popular culture can influence how we think and behave. **SEE PROMPT**

Encourage participants to work in pairs and share some of their thoughts.

**DISCUSSION**

Bring the group together with a discussion around the way in which we are all shaped and influenced by the people around us. We are all connected and so we can all influence each other through our behaviour – both positively and negatively.

Ultimately though, we choose our own actions. We choose to act in a way that does not cause harm to others. Remember, the harm we cause others is not always obvious – refer to iceberg analogy explored in previous activity to explain this.



**2. EXAMPLE PROMPT:**  
Have your parents/ carers ever given you advice about what to do if you are being bullied? What was the message - ignore it, stand up for yourself, tell a teacher?

**3. EXAMPLE PROMPT:**  
Is there someone in a club you go to who bullies others but no one ever does anything about it? What message does this send to you and everyone else in the club?

**4. EXAMPLE PROMPT:**  
YouTuber pranks – are all the clips really funny?

**EXPERIENCES AND OUTCOMES**

For delivering Curriculum for Excellence, this activity can be used to explore:

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.	HWB 3-46b / HWB 4-46b
I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.	HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.	HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

**DOWNLOADS & RESOURCES**

This resource has been adapted from [YouthLink Scotland's](https://www.actiononsectarianism.info/library-main/activities/beyond-a-culture-of-two-halves) Anti-Sectarianism Toolkit, Beyond A Culture of Two Halves. To download the full resource visit: <https://www.actiononsectarianism.info/library-main/activities/beyond-a-culture-of-two-halves>



