Influences

SESSION	SLIDES	WORKBOOK
45–55 min	16	Pages 21–24

A note to facilitators

We want to make these sessions as simple as possible for you, but this is your time with your students. You know them best. Use this guide as a starting point, not a script. If a conversation takes an unexpected direction, that is okay. Follow the questions and interests that matter to your group. These sessions work best when students own the time.

At a glance

Central message

Everyone is influenced by something. Students can notice the people, content and habits shaping them, evaluate those voices thoughtfully and choose what deserves their attention. The Christian faith invites students to consider God's voice as a guide.

Suggested time

45–55 minutes.

Have ready

16-slide Influences deck, workbooks (pages 21–24), pens and optional Abel Resource Hub video and stories. Bible references: Proverbs 13:20 and Romans 12:2.

Before you begin

Avoid labelling students, friends or individual public figures as 'bad'. Discuss messages and their effects rather than making personal attacks. Students may use fictional examples, reflect privately or choose not to share. Follow your school's wellbeing and safeguarding processes.

Slide by slide



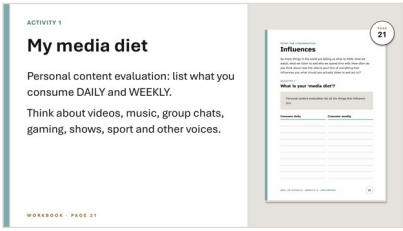


START THE CONVERSATION · SLIDES 1–3 + DISCUSS · SLIDE 4 · 5 MIN

WORKBOOK · PAGE 21

Start the conversation

Introduce the question: What influences us, and which voices should we listen to? Use the Abel introductory video if available. Ask who or what influences teenagers most and whether influence is always obvious. Explain that influences can be helpful, unhelpful or neutral.



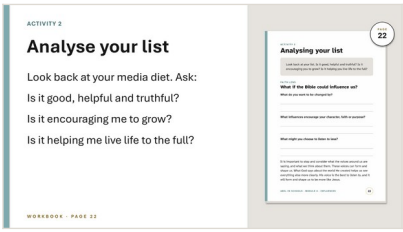


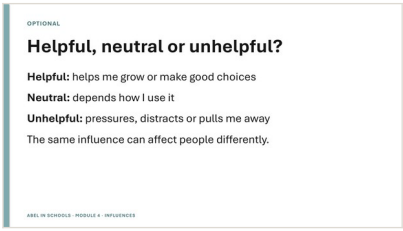
ACTIVITY 1 · SLIDE 5 + DISCUSS · SLIDE 6 · 8 MIN

WORKBOOK · PAGE 21

My media diet

Students complete the personal content evaluation table in the workbook, listing what they consume daily and weekly. Encourage a broad view: music, videos, group chats, gaming, television, sport, friends, family and habits. Invite a quick whole-class brainstorm if students need ideas. This is about noticing, not judging.



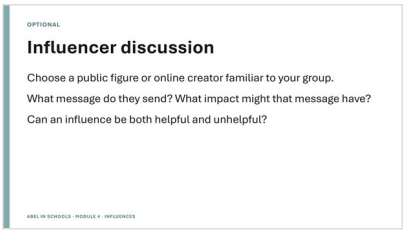


ACTIVITY 2 · SLIDE 7 + OPTIONAL · SLIDE 8 · 8 MIN

WORKBOOK · PAGE 22

Analyse your list

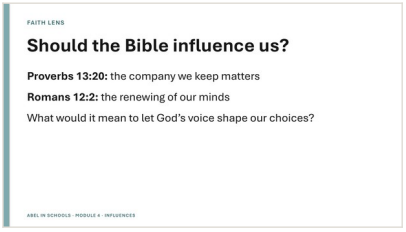
Ask students to review their own lists using the workbook's three questions: Is it good, helpful and truthful? Is it encouraging me to grow? Is it helping me live life to the full? Slide 8 offers an optional helpful / neutral / unhelpful sort. Use it only if helpful.

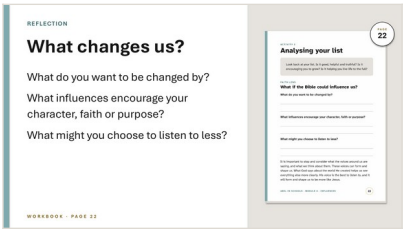


OPTIONAL · SLIDE 9 · 5 MIN IF TIME ALLOWS

Influencer discussion

Invite students to name familiar creators or public figures from music, sport, gaming or online media. Discuss the messages they communicate and their possible effects. Avoid presenting subjective ratings of named individuals as facts. Students can consider how one person may have both positive and negative influences. This is an optional extension, not a workbook activity.



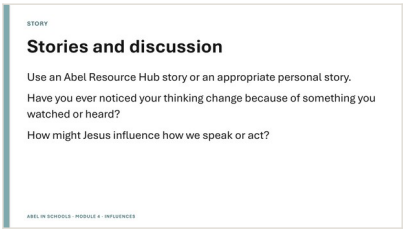


FAITH LENS · SLIDE 10 + REFLECTION · SLIDE 11 · 9 MIN

WORKBOOK · PAGE 22

Should the Bible influence us?

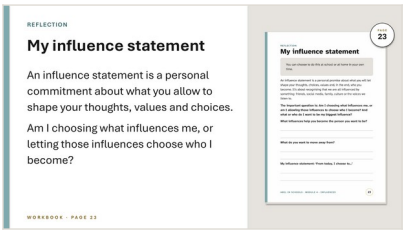
Read the workbook's short faith reflection. Ask: What do you want to be changed by? Introduce Proverbs 13:20 (the company we keep shapes us) and Romans 12:2 (the renewing of our minds). Invite discussion about whether and how God's voice might shape choices. Students should be free to ask questions and respond thoughtfully.



STORY · SLIDE 12 · 4–5 MIN

Stories and conversation

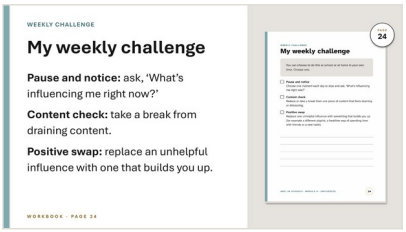
Use an Abel Resource Hub story or a suitable personal story if available. Ask how a voice, person or piece of content can gradually change someone's thinking. If appropriate, ask what it could look like for Jesus to influence a person's words and actions. This flexible section can move earlier in the session.

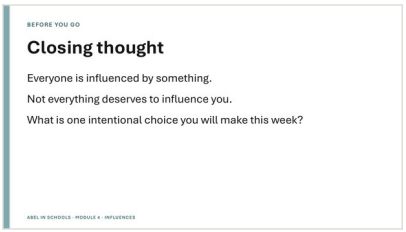


REFLECTION · SLIDES 13–14 · 7 MIN WORKBOOK · PAGE 23

My influence statement

Explain that an influence statement is a personal commitment about what students will allow to shape their thoughts, choices and values. Ask: Am I choosing what influences me, or letting those influences choose who I become? Students can begin, 'From today, I choose to…' Encourage them to name one influence to strengthen and one to reduce. Writing can be private or completed at home.





WEEKLY CHALLENGE · SLIDE 15 + BEFORE YOU GO · SLIDE 16 · 4 MIN

WORKBOOK · PAGE 24

Weekly challenge and close

Students choose one of the workbook's three options: Pause and notice, Content check or Positive swap. Invite one practical, realistic change this week. Close with: Everyone is influenced by something. Not everything deserves to influence you. Sharing is optional.

Additional questions (choose what suits your students)

Which voices have the most influence on young people today? Are influences always obvious? How do friends and online content shape our thinking? What makes an influence helpful or harmful? What might change if Jesus were a stronger influence in your week? What is one voice you want to listen to more carefully?

What success looks like

Students can identify their daily and weekly influences, evaluate them using the workbook questions, consider the biblical perspective, write a personal influence statement and choose a practical weekly action. Look for thoughtful reflection and intentional choices, not disclosure or a particular statement of faith.