

# Breathe

## Module: Following Jesus in the Day to Day

### Lesson 4: Social Media Influence

#### Objectives:

Students will be able to:

- identify the most commonly used social media sites
- identify possible pitfalls of using social media
- develop strategies of how to honour God through their media and online choices

#### Materials Needed:

- ☐ Markers and writing utensils
- ☐ Plain paper (one for each student) of 2 different colours (e.g. white and red)
- ☐ Tape
- ☐ Container to hold all the papers in (e.g. a bag or a box).
- ☐ “Take Home Activity” Sheet (Appendix A) (1 for each youth member)
- ☐ Chart Paper / whiteboard
- ☐ Bibles
- ☐ PowerPoint presentation “5-4-socialmedia.pptx”
- ☐ Optional: Buzzer or bell
- ☐ Optional: 3 small prizes/treats for winning team of “Minds On”
- ☐ Projector, Projection Screen, Speakers, and Internet Connection, plus website:  
<http://www.youtube.com/watch?v=c9pFMSKPXSk>

### **Pre-lesson preparation:**

- Set up projector with PowerPoint presentation ready to go.
- Print off Lesson 4 Take Home Activity, one per student and leader
- Print off Page 4 of the “D2D\_Media” PowerPoint for reference
- Practice using the “D2D\_Media” PowerPoint
- Have one red paper with the words “How would you feel if this was shown publicly?” written on the inside, folded into quarters with 1 piece of tape sealing it. Place an obvious special mark on the outside of the paper (e.g. a check mark).

### **Leader’s Note:**

Given that most social media networks require a participant to be at least 13 years old, some of your students may not have access to social media (e.g. Twitter, Facebook), although some are probably on because they lied about their age.

### **Minds On: (10 minutes)**

Choose 6 volunteers creating 2 teams of three and play “Family Feud”. The object of the game is to list the top 10 social media sites in Canada. Have a player from each team come to the middle. The first person to ring the bell/buzzer can attempt to name the #1 answer. If the person does not name the #1 answer, the other person can attempt to do so. The person with the highest ranking answer can choose to have their team attempt to list all the other sites one by one or allow the team to try. If the guessing team lists all the sites with less than 3 wrong, they win. If that team gets 3 wrong guesses, the opposing team can collectively try to guess one of the remaining sites. If they get it, they win; otherwise, the other team wins.

### **Action: (35 minutes)**

Give each student a piece of paper (make sure some have white and others have red) with some pencils or pens. Students with the white papers will draw or write four of their favourite things on this piece of paper without letting anyone else see, without anyone else’s input on what they are drawing, and not writing their name anywhere on the piece of paper. Students with the red paper are to draw a picture or write a note that is only for their best friend to see. All students will then fold the paper into quarters, place a piece of tape to seal it and place it in the container. Give students about 3 minutes to complete this task.

Leader’s Note:

Make sure your pre-printed red paper is in this container as well.

Once everyone has handed in their piece of paper, inform them that you will draw out five pieces of paper. With each paper, there are 2 questions:

1. Looking at the pictures or note, decide what the pictures describe about the person, who they are, and what they are interested in.

2. Have them guess the author of the paper.

Leader's Note:

Do not draw the red paper randomly. Make sure you choose the first 4 notes to be white papers. Be sure the last is YOUR red paper with the check mark on the outside (not a student's red paper). For the final selection, draw attention that this is a red paper (and note the reaction of those students who had a red paper). Pass the paper to another student. Have the students pass the paper back and forth to a few different students, then ask one of the students to open and read it.

Ask: For those who had the red paper, what were you feeling when I drew the red paper? What were you thinking when I started passing it around? Do you think some people might share a private message with others, either because they think it is harmless, or fun, or if they got mad at you? Once you post a message, picture or video, do you think you have control over what happens to it?

Prompt:

Similar to this activity, online profiles, like Facebook, Pinterest, Twitter, etc. give you the chance to choose how you display yourself to your friends, your family, and to the world. Something else to notice is that everything can potentially be public when posted on a social media site. You cannot assume that a posting is private (even with a "private" setting). Also, once you have given the message, it could be copied and pasted and read by anyone.

Think/Pair/Share:

Have students pair up with a partner. Together, they read Matthew 5:14-16. Then answer the following questions:

- What does Jesus say about our actions? (If we call ourselves Christians, our actions are seen by everyone and should display God in us, so that others can see.)
- What are some specific ways you could "let your light shine" in social media?

Give students 7 minutes to discuss this. Once done, gather the large group and have volunteers offer their answers. You may choose to record their answers to the second question on chart paper.

### **Consolidation/Debrief: (15-20 minutes)**

Prompt:

This lesson tonight is not asking you to stop using social networking sites, the internet, the news, or anything. It is to draw attention to possible problems and help you to use social media thoughtfully. I'd like to leave you with a tip from David in the Old Testament that still apply today: Be careful what you teach. "Whoever misleads the upright into an evil way will fall into his own pit, and the blameless will have a godly inheritance (Proverbs 28:10)." Be careful what you teach, what you share, what beliefs you express. Remember that your words are public and that they may remain available forever.

Optional: If you feel it is appropriate for your students, watch "Social Media Privacy" video on YouTube. (Located at: <http://www.youtube.com/watch?v=c9pFMSKPXSk> ). It is 3 minutes 46 seconds long. The video is presented at a high school level.

Prompt: (Only if you chose to show the video)

As you can see, being online is more risky than you might think. You need to be aware of these things. Was there anything in the video that surprised you? That you didn't know about before? (Allow for discussion and follow up with questions as necessary).

### **Breathe In**

Pass out the Take-home activity for Lesson 4. Have students write down on the Take-home activity one specific idea they learned from today's lesson.

**Breathe Out**

Go over the table and ask students if they have any questions about this. Make sure you tell them that they are not going to be “marked” on whether they do this or not, and they do not have to return to hand it in the next week. It is merely for them to be aware of how much time they spend on social media sites and what they are doing while on it.

Close with prayer, asking God to watch over us and to help us to be mindful of the influences in our lives and that we make Christ our number one influencer.

Appendix A

Lesson 4 Student Take-home sheet – Social Media

Name: \_\_\_\_\_

How much time do you spend on social media? – write in what type of social media you used, and the times you spent on it (ie. 12:20-12:30) for each day, you may write in more than one time per block if you are returning to the site multiple times

Types of Social Media	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Total Time:						

What did you do while on these sites?

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