

BREATHE: FOLLOWING JESUS IN THE DAY TO DAY

Following Jesus isn't just an abstract concept. It intersects with practical, day to day occurrences. Sometimes, it's in the tough everyday issues that following Jesus may seem the hardest. In almost all our day to day events, it involves people.

In this module, students will tackle four specific issues:

- self image
- stereotypes
- healthy interactions with people
- social media

May God help your students to see who they are in his eyes, see others as God sees them and to engage in healthy relationships with one another.

Breathe

Module: Following Jesus in the Day to Day

Lesson 1: Self Image and Self Perception

Objectives:

Students will be able to:

- express how God created everyone as special in His eyes
- use their understanding of God's plan as a way to start having empathy for others

Materials Needed:

- building blocks, small toys (things with detail), random items (some big and some small)
- 8 1/2 x 11 pieces of plain white paper – 1 for each student
- a surface to draw on
- coloured markers – 1 for each 2 students
- tape (optional)
- Bibles
- hand-mirror / small portable mirror
- pieces of paper (no smaller than 2 x 3 inches)
- music player and gentle/soft music
- garbage can

Pre-lesson preparation:

- Make groups of no more than 6 of the items. You should have enough groups of items for every two students. So, for 12 students, you would need 6 groups of 6 items (36 items). If you don't have enough items, provide the students with an equal amount per pair, and ask the students contribute items (cellphone, earring, piece of gum, etc.)
- Prepare the clipboards or hardback books with plain paper for the first activity, and set out coloured markers
- Place the items on the clipboards/books on top of the paper, and place the clipboards and items in such a way that students will not have to crowd when they come to get them
- Prepare a piece of chart paper with the following questions written on it:
 - What does it mean that God has plans for us?
 - Why does it matter that God has plans for us?
 - How do you feel knowing that God has plans for you?
 - Do you think you need to be certain that God has plans for you in order to follow Him?

Minds On: (20 minutes)

Once the students gather, have the students pair up with a partner (self-selected). Tell the students at the “Go” signal, the partner with the longer hair will come to get a set of items, and take it back to their partner. Take a moment to let them figure out who has longer hair. Say “Go”.

Tell the students that they are going to take turns building mini sculptures. They are to use the items provided, but could also use personal items, so long as there are no more than 6 items total in the sculpture, and the sculpture can be hidden behind a standard piece of paper. One partner will be the sculptor, and the other will be the drawer. While the sculpter builds, the drawer must look away! Give them about 1 minute to build the sculpture. When the sculpture is finished, the sculpter will hide the sculpture with a piece of paper. Tell the drawer that they will be given 10 seconds to look at the sculpture taking in as many details as possible, then 2 minutes to draw it. Tell them not to be worried about getting it right artistically, just to get the details. The first minute will be in silence, then for the next minute, they can ask questions of the sculpter.

After giving these instructions, announce, “Sculpters, show your sculptures” then count slowly to ten. Then say, “Sculpters, hide them!”. (The sculpters should hide the structures again.) Tell the drawers they have “1 minute of silent drawing, starting now.” Time the students, and remind them to be silent. After a minute passes, the drawers can ask questions of the sculpters, who can see the sculpture behind the paper. Remind the sculpter that their left and right are opposite to their partner’s. Allow them another minute, then say “Pencils and markers down!” Tell the sculpters to reveal the structure. Give the students a couple minutes to look at what they drew compared with what was actually in the sculpture.

Have the students switch roles, and repeat the exercise.

Leader's Note:

Watch for students using the camera on their phone to "help" remember!

When both groups are done, ask if any students want to share their drawing with the rest of the group. Take a few volunteers and ask if they want to say anything about their drawing. Thank the volunteers and allow them to sit down.

Depending on the questions they are asking and the direction of the discussion, ask:

Prompt:

What did you find about making the drawing that was difficult or easy? How was it different when you could talk with the sculpter? What would have made it easier for you to make an accurate drawing of the structure/object? Why was the sculpter able to give you such detailed information about the structure? What was it like to make the sculpture?

After the two minutes were up, and the sculpter revealed the different details that were there, would any of you draw anything differently? Would you feel like you knew what you were drawing a bit more because I have gone through and described what is there?

Allow for any answers and discussion. If there is none, then:

Prompt:

Just as each sculpter put thought into making this structure/display for you to see or draw, so did God when he created you to be a part of this world. In Psalm 139:13-14 it says: "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."

I want you all to close your eyes for a minute. Close your eyes. In a second, we're all going to take a deep breath in and then hold it for a couple seconds, to follow by letting it

out. As I count to three, slowly breathe in. One, Two, Three (deep breath in), okay now hold it for five seconds, and let it out slowly on three. One, Two, Three (exhale). Keep your eyes closed for another minute and listen. Imagine or recall, what it is like to create something on your own. Have you ever spent a lot of time building model airplanes or train sets? Have you ever spent time creating a craft, or a special meal? Maybe knitting a sweater, writing a poem, or doing a drawing. Maybe even a project for school. Anything you have created that needed your whole attention. Remember the care you put into it, how exciting it was to be working on something so special and that was yours. That's what God felt when He was creating you. He wanted you to be perfect, so he spent a lot of time thinking about you. What you would look like, what you would like to do, what you wouldn't like to do, what kind of friends you would like, who your parents would be. He loves you more than anything else, and He designed and planned you perfectly, even though you sometimes try to "draw" your life differently from His plan, his sculpture. If you ask, God will guide you to draw your life more like He planned, so you can receive His desire for your life.

Action: 20 minutes

Have the students open their eyes. Tell them that in a minute as a group you will be standing up to create a circle and when they get to that circle, you will be passing around a mirror for them to look at themselves with. They can take up to 5 seconds with the mirror, but they are to think about what they see in the mirror and come up with one or two words that describe what they see. Tell them that when they do not have the mirror, they are to be silent and to either wait their turn, or if the mirror has passed, to wait for the whole circle to have had a chance to look in the mirror. Have students get in the circle and start passing the mirror around. Let students hold it up in front of their faces for no longer than 5 seconds.

Leader's Note:

Students could be silly at this point for two main reasons. The first is to avoid awkward moments, possibly if they are not 100% comfortable with the way they look or feel about themselves. The second is because this is a mature subject and they are still developing in their maturity. If there are any rambunctious or silly youth in your group, you may want to challenge students to be mature for this portion of the activity.

When everyone has gotten a chance to look in the mirror, have students sit down. Hand each student a small piece of paper and writing utensil, and then to write down what they saw in the mirror. Advise them that there is no right or wrong answer, and they can write down multiple words or phrases if they want. Tell them no one will be seeing what they write, so they do not need to be self-conscious about it. Give the students 30-60 seconds to complete this, and then focus their attention back on you.

Tell them in a few moments you're going to ask them to raise their hands about what category of thing they wrote down (don't worry they still won't have to share anything from their list).

Ask them to:

1. Raise their hands if they wrote something about their physical appearance
 2. Raise their hand if they wrote something about their feelings
 3. Raise you hand if they wrote something about a personality trait or characteristic
- (Pause after each statement, to allow for students to raise their hands and see who else raised their hand.)

Prompt:

When people look in the mirror, most automatically notice physical appearance. That is something that everyone can see. When others look at you they can see the shape of your nose, the colour of your eyes, your hairstyle, if you wear earrings, and so much more. The next thing people look at, especially when trying to become better friends you, is

what your personality is like. Those characteristics are not always obvious to everyone but make you who you are. Lastly, people get to see your feelings, which are more personal and you reveal them if there is trust in your relationship. [Pause for reflection]. As you can see, there are many different layers to who we are. People will reveal a different amount depending upon how comfortable they are with what they “see” in themselves.

Have a student or leader read Jeremiah 29:11 (NLT). It says “‘For I know the plans I have for you,’ says the Lord. ‘They are plans for good and not for disaster, to give you a future and a hope.’”

Leader’s note:

Sometimes this passage is taken to promise that a person will not face any hardship (sometimes called a “prosperity gospel”). The intent of this passage isn’t that nothing bad will ever happen, but rather, through all everything including the hard times, God wants hope for those who seek him.

Tell them they will be getting into groups in a minute to discuss what it means that God has plans, and why that might be important. While in their groups, they will be discussing four questions.

1. What does it mean that God has plans for us?
2. Why does it matter that God has plans for us?
3. How do you feel knowing that God has plans for you?
4. Do you think you need to be certain that God has plans for you in order to follow Him?

Post the prepared chart paper with the questions on it, so that they can reference it while in their groups. Ask them to try to discuss all of the questions briefly to start, but to go back to the question that is creating the most discussion and to focus on that.

Tell students when you say “go” they are to move to a group based on their birth month. Point to a location and say. “January-March will go here, April-June will go here”, etc. Say “Go” after identifying the four locations. Move students to even out the groups. If available, assign a leader to each group to work through the questions. Give about 5-10 minutes for this depending on your group. At the end of the task, bring the students back to the large group for a time of collective discussion.

Ask if any student would like to share with the whole group insights or questions they discussed in their groups. This does not have to be a lengthy discussion: hopefully they would have benefitted from the small group discussions.

Consolidation/Debrief: (15 minutes)

Remind students that they were made in God’s image, and God would not make something that is not wonderful and amazing in His eyes.

Breathe In

Give students another piece of paper, or have them write on the back of the one they already wrote on. Have them take some time to think about something that someone has said to them that has affected how they perceive themselves (a put-down, name they have been called, something someone has told them isn’t ‘perfect’ about themselves) OR something that they do not like about themselves (whether it’s a physical appearance or imperfection in their character). Once they have thought about it, ask them to sum it up in a word or short phrase and write it down on the piece of paper. After writing it down, have them reflect on it, pray about it, and give it up to God and let go of the hurt or the pain that you have been holding on to. When they have surrendered it to God, have them crumple the piece of paper and throw it in the garbage can that you provide.

Leader's Note:

This could be a very sensitive time. Play some soothing music in the background and remind students to remain silent and when they are done not to talk to anyone. Prepare your leaders to pray with anyone who may be upset and have something that they need to talk to someone about.

Once you feel it is appropriate, turn off the music, and bring the students back together. Thank them for cooperating so well during what may have been difficult for some to think about.

Breathe Out

Challenge students to consider the value and worth of others: friends, parents, teachers, even people they don't like. Remind them that everyone is wonderfully and fearfully made, whether they believe it or not, and that we only know someone as much as they allow us to know them. Challenge them to try to see what wonderful things God would see when looking at that person.

Pray over your time together and that God will give them the courage and strength to love others for who they are. Thank God for bringing everyone to youth group, and that he will watch over everyone as you leave from the church and to bring everyone back safely next week.

At the end of the lesson, take the garbage bag from the garbage bin, and tie it up as students are mingling or leaving, so they can see that no one will be rummaging through the pieces of paper that were thrown out. Throw out the garbage bag.

Breathe

Module: Following Jesus in the Day to Day

Lesson 2: Stereotypes

Objectives:

Students will be able to:

- define stereotypes as a learned behaviour (instead of an innate understanding)
- explain how Jesus came to show love to others and love them no matter what
- determine what are appropriate/inappropriate measures of judgment

Materials Needed:

- Chart paper
- Markers
- Stereotype Activity printout or Stereotype Activity PowerPoint (stereotypes activity.ppt) (i.e. the 3 pictures at the end of this lesson)
- Bibles
- Pieces of paper (no smaller than 2 x 3 inches)
- Optional: Projector with projector screen
- Optional: “Facts About the Story” (appendix B)

Pre-lesson preparation:

- Before the session begins, print off “stereotype activity” pictures or set up Powerpoint with projector and screen.
- Prepare a piece of chart paper with the following questions written on it:
 - Why did most Jews choose to avoid the town and go around it?
 - Why did Jesus choose not to go around?

Minds On: (15-20 minutes)

Large Group: Who is this Guy?

Instruct students that for each picture, have them vote with their fingers i.e. show 1 for option 1, show 2 for option 2, etc. Each person should be ready to offer a reason for their vote.

Show picture one or slide one. (Paxton Galvanek is all three. He owns a business, enjoys playing online games, and heroically saved someone after a car crash.)

Ask: What would he have to look like for you to have chosen one of the other two options? (e.g. If they agreed he was a business man, ask them what would make him look like a gamer or a hero.)

Show picture two or slide two. (Chris Langan is both, with a high IQ between 195-210 and works a bouncer at a bar.)

Ask: What would he have to look like for you to have chosen one of the other two options? (e.g. If they thought he was a bouncer at a bar, what would make him look like he has a high IQ?)

Show picture three or slide three. (Brian May is both; he is a member of the band called Queen, who wrote Bohemian Rhapsody, and he has his PhD.)

Prompt:

Notice how these pictures were of people who did not necessarily look like one of their professions or accomplishments. Sometimes people judge others based on the way they look, and automatically assume many things about that person. The definition of “stereotype” is “a simplified and standardized conception of image held by a group of people”. Many times, stereotypes are widely held oversimplified images or ideas of who someone is based on what they look like, how they act, and who they associate with.

Action: (30 minutes)

Ask students to get out their Bibles (or hand out bibles to those that did not bring one). Have them look up John 4. Before reading the passage, tell the students you will be reading the story of the Woman at the Well. Ask which students know this story already. Separate those who know from those who don't.

Leader's Note:

Make sure you reassure those who don't know the story that their unfamiliarity with the story is NOT an issue. However, if you feel this may be a cause for tension, divide students into two groups and have them take on the perspective you are about to assign. (You may want to do this anyway if there is a significant imbalance in the number of members per group.)

In Groups: Bible Drama

Instruct each group to read the passage together. Have them create a modernized drama (if you have an iPad or video camera available you could make a video) with different people groups in place of the Jews and Samaritans. (If you are using mixed groups, assign one group as "understanding the context" and the other group as "not knowing the context". Use Appendix B for the "context" group to provide some background information.) Give them 20 minutes to create their drama.

After both groups have presented, ask each group: "How they came up with their chosen people groups? What factored into your choices?"

Leader's Note:

The objective of this discussion is to realize that the group that didn't know the story would have presented a more "neutral" drama because they would not have known the contextual perspectives of the Jews and Samaritans while the group that knew the context would likely have demonstrated that in their drama. The point is: Assigning a stereotype, while part of how we try to understand our world through categorizations and groupings,

is a learned behaviour, not innate knowledge. See if you can draw those parallels from the way the dramas were presented.

Prompt:

Notice how Jesus was able to interact with the woman. He treated her with respect as an individual despite the cultural and societal stigmas attached to her. He put aside those stereotypes and conversed with her with dignity.

As a large group, ask: When you see how Jesus treated this “outsider” how might this impact the way you treat other people who may be different from you? (Provide specific examples rather than general concepts.) Have you ever been treated differently because you belong to a specific group?

Leader’s Note:

Some students in your youth group may be starting to experiment with new social identities and may be experiencing bullying or name-calling based on stereotypes. Please be aware of this, as students could get emotional as they answer the question, or listen to other people’s answers.

Consolidate/Debrief: 10 minutes

Read the passage John 7:24, “Stop judging by mere appearances, but instead judge correctly.” (TNIV).

Breathe In:

Ask the students to recall whether stereotypes are learned or if we are born with them. Make sure they can answer that they are learned. Ask students to think if they have ever judged someone based upon their looks or by what group that person belongs to and take students answers. If they have, suggest that they ask for forgiveness from that person for

treating them poorly. If not, suggest they write a prayer to God asking him to help them see when they do treat other people poorly.

Breathe Out:

Hand out a piece of paper to each student. Have them think for a minute about someone in their school or youth group that they think is picked-on for being different, and for them to write that person's first name down on the piece of paper. Next, ask them to think about a way that they can show them God's love, similar to the way Jesus showed love to the Samaritan woman, some time in the next week of school. Have them put the piece of paper in their pocket to take home, and hopefully the piece of paper will be a reminder for them to show God's love to that person sometime over the next week, before meeting again.

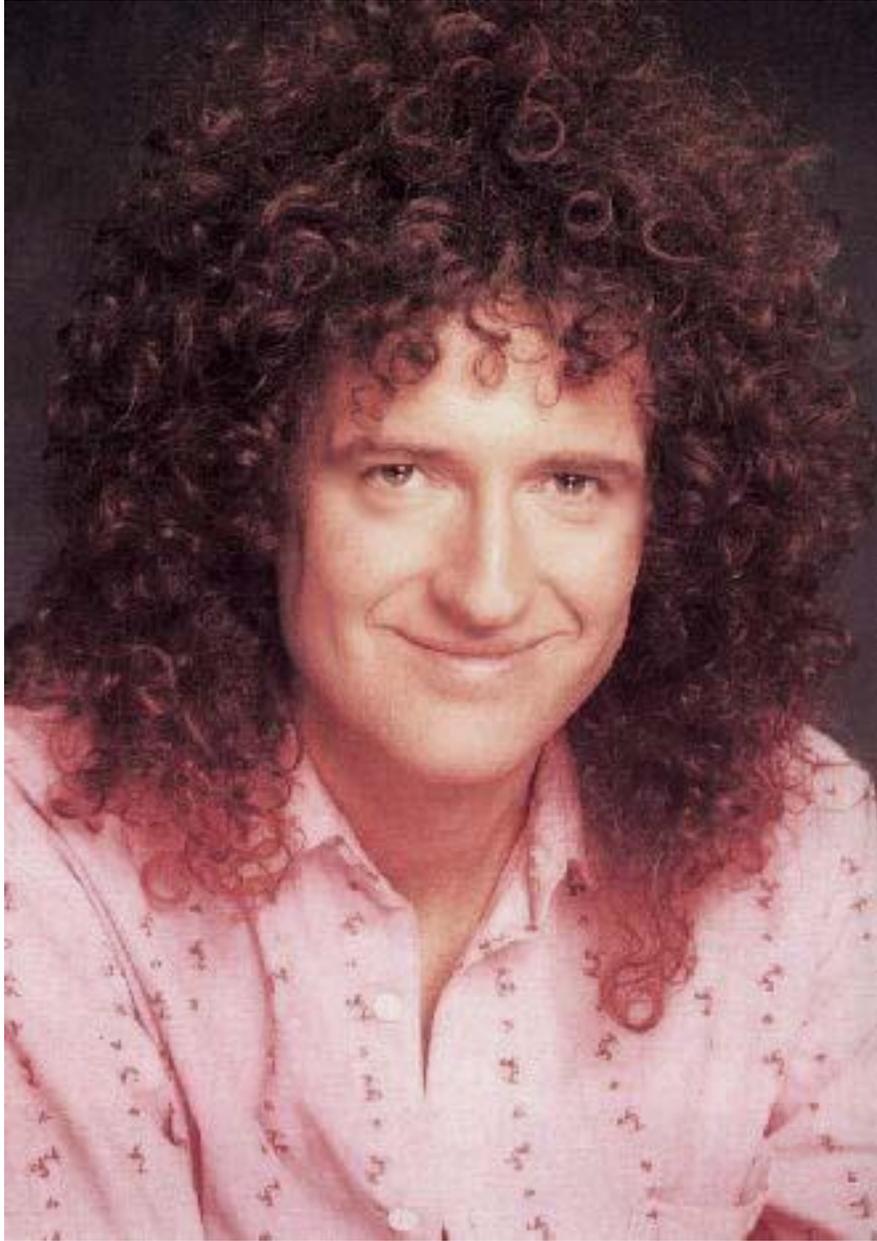
End your time in prayer, asking God to enter into their hearts and to help them to see their peers, classmates, and strangers through God's loving eyes.



**IS HE A BUSINESS
MAN, SERIOUS
GAMER, OR HERO?**



IS HE A BOUNCER
AT A BAR OR
DOES HE HAVE A
HIGH IQ?



**IS HE A FAMOUS
MUSICIAN OR A
PhD PHYSICIST?**

Appendix B

FACTS ABOUT THE STORY

- Jesus traveling to Galilee from Jerusalem. The most direct route between the two places was straight through Samaria, but "good Jews" often took a longer route, skirting Samaria. Going through Samaria could make a Jew be considered unclean or "tainted". Jesus could have gone around Samaria on his way to Galilee, just as most Jews did at that time, but he decided not to.
- Samaritans were seen as a "break-off" group from the Jews and were typically viewed as second-class citizens by the Jews.
- Scholars suggest that the woman was at the well at this time of day (not when most women came), because she was a woman who was not well-liked based on the actions and lifestyle that she chose. The woman may have been considered to have low morals because of the many husbands she had. She was trying to avoid the gossip, whispers, and stares.
- Men, especially Jewish men, did not talk to Samaritan females.

Breathe

Module: Following Jesus in the Day to Day

Lesson 3: Healthy Interactions with Others

Objectives:

Students will be able to:

- Identify misconceptions they have about other people (specifically the opposite gender)
- Express how others who are seen as ‘different’ still share things in common with the students

Materials Needed:

- Chart Paper
- Markers
- Copies of “Healthy Interactions Activity Pages” (Appendix A)
- Writing Utensils
- Pieces of paper
- Container for the paper collection

Pre-lesson preparation:

- Familiarize yourself with the verses that are used on the Activity Pages

Note on Teaching Practice: Grouping Students

Putting students in groups is often taken for granted, and many teachers default to always allowing students to choose their own groups. This is convenient in some ways, however, some students are subtly ostracized in such groupings. Other times troublesome students will cluster together in one group. Ideally, sometimes students choose their own groups, other times you can use a chance procedure, and still other times you will want to deliberately determine how the groups are formed so that you can include students of differing cognitive, social and spiritual abilities in one group. It is also useful to break down barriers between students who might not associate outside of youth group. Sadly, many students feel isolated, even at youth group. This lesson includes a grouping strategy that allows students with leadership skills, isolates and “regular” kids to both choose their own group, and for you the leader to provide a structure that will be supportive and nurturing.

Minds On: (15 minutes)

Game: My friend, if you love me...

Make sure you are meeting in an area where everyone can fit while sitting in a circle.

When you are ready to start, have everyone sit in a circle. Go over the rules of the game before letting them know what it's called.

Prompt:

In this game, one person will be in the middle of our circle. This person will approach a friend of their choice and will say, "My friend, if you love me won't you please, please smile?". The person in the middle is not allowed to touch the person they are approaching, but can do other things to try to get them to crack a smile and/or laugh. The "friend" that was approached, must be able to respond by saying "My friend, you know I love you, but I just can't smile", and **MUST** be able to keep a straight face. If you smile or laugh while being approached and before you are able to say the response fully, they will then become the person in the middle of the circle. The person in the middle has 30 sec. to make the person smile. If you haven't played this before, this game is called "My friend, if you love me..."

First, have just the 1 person in the middle for 4-5 rounds. You could make it more exciting by putting an extra person in the middle so there are two people attempting to make people laugh. When there are two in the middle, they are allowed to work together (but don't give that specific direction to them). End the game after 10 minutes of play (or less).

Action: (40 minutes)

In Groups: I think girls/boys are...

Divide the group by their gender i.e. boys on one side, girls on the other. Have the boys write down their answer to complete the sentence "I think girls are ...". Have the girls do

the same with “I think boys are ...” Let them know their responses will be read aloud. Give them 1 minute to write their answers and collect them in a container. When all the papers are collected, pull out a random paper and read the quote. (As the leader, you do have the right to censor any inappropriate comments.) Ask the gender in question what their reaction is to the statement. Repeat until you have at least 3 statements for each gender.

Have a volunteer/student read Ephesians 4:29-32 (NIV).

Prompt:

We are called to build each other up as brothers and sisters in Christ, not to put each other down. Do you realize that the Bible talks about Christians being like brothers and sisters to one another? Although our “brothers” or “sisters” are very different from us, we were all created with equal value in God’s eyes. Rather than say mean things to them, ignore them, or give them any reason to think they are not important, we should learn more about them. Romans 12:10 (NLT) says, “Love each other with genuine affection, and take delight in honouring each other.” In just a minute we are going to examine some passages in the bible and will decide whether the interactions are ways that God would like us to treat each other, or if they are not.

Expert Groups: Bible passages on relationships

Divide students into 3 groups. You will do this by putting 3 strong students in a corner of the room. Have students pick which group they want to be in (capping it so that each group is even – for example, if you have 12 students, the group is closed when there are 4 in the group). Let students who you deem socially weaker than others pick first, and end off with the strongest (other than the 3 that are in the corners). When everyone is in a group (these are the expert groups), hand out one of the activity sheets to each group (each page focuses on a different passage, therefore group 1 gets the 1st passage, group 2 gets the 2nd passage, and group 3 gets the 3rd passage). Give the students ample time (10 minutes maximum) to complete it. Each person should be prepared to report their expert group’s answers.

Home Groups: Comparing the Answers

When all the groups have completed their section, have all the students number off within their group, from one to the the number of students in the group. Ask the students to wait until you say “Go”, but tell them in a moment you are going to ask them to move to a specific location. Tell them when they get there they will need to share a summary of their group’s answers. Assign a location for each number (e.g. all 1s in the right corner, all 2s in the middle, etc.); these are their home groups. Tell the students to thank the members of their expert groups, then to go to their home group. Within their home groups, have them compare the answers from each passage, noting which answers were similar. If you have one student alone in a home group, attach that student to another home group.

Leader’s Note:

If you have enough leaders, put one in each group. If not, have them circulate through the room to see who needs help. Encourage them to join in and help enrich the conversation or get the conversation started. You, as the leader, may join in as well.

After 5 minutes, gather the large group and have 2-3 volunteers report what similarities they found among the passages in their home groups.

Prompt:

Are there any other characteristics that you think would be good in a friendship? (allow for answers and discussion) What are some other bad characteristics? Characteristics that would tell you someone isn’t really your friend? (allow for answers and discussion)

Consolidation/Debrief: Approximately 20 minutes

Large Group: We All have something in Common

With the students in their home groups, ask them to find one thing that they have in common, whether it has to do with their family, a favourite sport, somewhere they have traveled, etc. Let students know that they should be digging deep to find something in common (i.e. don't use "go to the same church", same school, or have the same physical features). They have to get to know something about the other person that they did not necessarily know beforehand. When it looks like the some groups have found something, ask "Hands up if you need more time". If many students need more time, say "Okay, 1 more minute!" If only a few need more time say "Okay, 30 more seconds". Gauge your timing depending on the student response. Once each group has found something they have in common, have them tell the other groups. When everyone is done sharing, combine 2 groups together (so you should have half the number of groups now) and invite them to find a new thing that all of them have in common. Repeat until there is one big group trying to find something in common.

Leader's Note:

As the groups get bigger, especially with the whole youth group, the ability to find things they have in common will become more difficult so allow things like "we go to the same school", or "we all have a mother", are acceptable at this point, otherwise it may be too difficult and time consuming to do this activity).

Prompt:

You do not need to answer these questions, but they are for you to think about: Did you discover you shared something in common with someone today that surprised you, either because of who it was or what you shared? Or perhaps you found out something neat or interesting about someone that you had never learned before?

Give them about thirty seconds to reflect on this and take a few answers.

[Continue] I am going to ask one more question, and I would like you to challenge you to be open and share with us your answer, if you feel comfortable. Feel free to pass, there is no pressure to say something. Did your opinion of someone change because of this activity?

Leader's Note:

Some students may have some painful experiences particularly involving the opposite sex. While this lesson doesn't necessarily directly address those issues, it may bring those issues to the surface. Be aware and address such issues with sensitivity and appropriateness. (Be sure to follow your church's child protection policy if there is any issue of abuse that arises.)

Breathe In

Ask students to close their eyes and to breathe in through deep long breaths. Have a leader read John 15:12-15. Ask them to think about one person in particular (it could be a sibling, a friend, a classmate), and to spend a minute thinking about how they treat them, and how they might treat them better. They are to do this silently to themselves. After 20-30 seconds of silence, ask students to pray about this person and their interactions with them, to become more Godly and honouring of this person.

End the prayer time yourself, asking God to give the students, even yourself, the love and compassion required to interact with others, especially those who are different from ourselves.

Breathe Out

Now that they have thought about one particular person, challenge them to throw out their old understanding of who this person is and to spend some time with this person, whether at school during lunch or recess, at home or church, and to get to know something about them that they didn't already know. Perhaps they will see this person in a different way after getting to know them.

End your time in prayer, asking God to fill their spirit with love and compassion for those they interact with, and to shine a light into the world full of His grace.

Appendix A

Read the passage Ruth 1:1-18 as a group. Answer the following questions:

1. Who are the main characters in this story and what is their relationship to each other?
2. What words would you use to describe the way that these people act towards each other?
3. Is this relationship an example of how Jesus wants us to treat others around us? Why or why not?

Read the passage Judges 16:2-18 as a group. Answer the following questions:

1. Who are the main characters in this story and what is their relationship to each other?
2. What words would you use to describe the way that these people act towards each other?
3. Is this relationship an example of how Jesus wants us to treat others around us? Why or why not?

Read the passage 1 Samuel 20:1-17 as a group. Answer the following questions:

1. Who are the main characters in this story and what is their relationship to each other?
2. What words would you use to describe the way that these people act towards each other?
3. Is this relationship an example of how Jesus wants us to treat others around us? Why or why not?

ANSWERS

1. Read the passage Ruth 1:1-18 as a group. Answer the following questions.

1. Who are the main characters in this story and what is their relationship to each other?

Ruth and Naomi. They are mother-in-law and daughter-in-law.

2. What words would you use to describe the way that these people acted towards each other?

Loyalty (verse 16+17), Love, Honour (verse 16+17)

3. Is this relationship an example of how Jesus wants us to treat others around us? Why or why not?

Yes, Answers will vary

2. Read the passage Judges 16:2-18 as a group. Answer the following questions.

4. Who are the main characters in this story and what is their relationship to each other?

Samson and Delilah. Dating.

5. What words would you use to describe the way that these people acted towards each other?

Lying (verse 10, 13, and 15), Deceit (verse 5),

6. Is this relationship an example of how Jesus wants us to treat others around us? Why or why not?

No, Answers will vary

3. Read the passage 1 Samuel 20:1-17 as a group. Answer the following questions.

7. Who are the main characters in this story and what is their relationship to each other?

David and Jonathan. Best friends.

8. What words would you use to describe the way that these people acted towards each other?

Love (verse 17), Devoted (verse 4 – willing to do anything for him),

9. Is this relationship an example of how Jesus wants us to treat others around us? Why or why not?

Yes, Answers will vary

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?
