

Lesson – Integrating Facebook into Your FACS Program



Lesson Overview

In this lesson, participants will be introduced to various ways they can weave Facebook into their FACS lessons on a variety of topics to engage students.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify specific ways to use Facebook to engage students in a variety of activities
- Understand how students use Facebook and tap into that interest to meet students where they are

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> • Internet access 	<ol style="list-style-type: none"> 1. Make sure you can access the Internet and ascertain if you can access Facebook 	10 minutes
LEARN	<ul style="list-style-type: none"> • <i>Caregiver Journal</i> handout (one per) • Facebook Group name 	<ol style="list-style-type: none"> 1. Create Facebook group 2. Print/photocopy the <i>Caregiver Journal</i>– one for each 	30-90 minutes
REVIEW	<ul style="list-style-type: none"> • <i>What I'd Like to Post...</i> handout • Internet access 	<ol style="list-style-type: none"> 1. <i>What I'd Like to Post</i> handout – one for each 	5-10 minutes

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FOCUS: Pre-Survey Activity

5-10 minutes

Purpose:

The increasing relevance of social networking is hard to ignore. Rather than avoiding it, instructors are encouraged to embrace it and use it as a means to engage students. Social media sites such as Facebook can be used as another way to connect with students. This activity will help gather initial information and reaction from students on their use of Facebook.

Materials:

- Internet access and Facebook access if possible

Facilitation Steps:

1. Begin by asking students the following questions:
 - Do you have a Facebook account?
 - How often do you use it?
 - What do you use it for?
2. Tell students that for the activity in this lesson, they will need to have a Facebook account. For anyone that doesn't have a Facebook account, you can access tutorials if needed to create one.

Here are instructions from Facebook:

- a. Go to www.facebook.com.
- b. If you see the signup form, fill out your name, email address or phone number, password, birthday and gender. If you don't see the form, click **Sign Up**, then fill out the form.
- c. Click **Sign Up**.

Once you sign up, you'll need to confirm your email address or phone number. We'll send you either an email or a text message to help you confirm your account.

3. If students would like to learn more about using Facebook, here are some free tutorials:

<http://websitetutorial.org/social-media/easy-facebook-tutorial/>

<http://www.gcflearnfree.org/facebook101>

<http://personalweb.about.com/od/howtofacebook/ss/Learn-Facebook-tutorial.htm>

<https://www.youtube.com/watch?v=OgyT0Pi4XCA>



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LEARN: Facebook Group Discussion

30 minutes

Purpose:

The purpose of this activity is to have participants join a dedicated class “group” that you create on Facebook and provide feedback and journal entries relating to their RealCare Baby Simulation experience.

Materials:

- *Caregiver Journal* handout from Basic Infant Care Unit 4 Lesson 1 Simulation Experience.
- Facebook Group name

Facilitation Steps:

1. Create a group in Facebook by using the Group tool. Name the Group after the class you are doing the simulation experience in (i.e. Child Development 1 Simulation Group). Make sure students know where to find the Group to join. If you want, you can make it private after all the students have joined.
2. Tell students that the activity that they are going to do is within the Facebook group you have created. Give each student the *Caregiver Journal* handout. Here are the directions: At least three times per day during the care simulation, write down your thoughts and feelings about your care giving experience. Explain challenges you are facing or emotions you are feeling. This information will help you

with the reflection assignment you will complete after you turn in your Baby.

3. Tell students that instead of writing down their thoughts and feelings on this handout, they will be logging onto Facebook and journaling in the Facebook group. They are to do two written journal entries per day.
4. If students have the ability to do a video journal entry and post it to the group site, they may do that in lieu of one of the written journal entries per day.
5. Tell them that in addition to journaling in the Facebook group, you will also be posting various discussion questions during the simulation experience that you also want them to post an answer to.
6. If time permits and if you have Internet access and can access Facebook, spend time helping students create Facebook accounts if there are any that do not have one. Students may pair up to do this if necessary.
7. Post a practice question in the Facebook group for students to practice answering during class. Q. How would your life change right now if you had a baby? Identify at least 3 ways it would impact your life. If you cannot access Facebook in school, have students post their answer to the question when they are able to access it.



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REVIEW: What would you like to post...

5-10 minutes

Purpose:

Give students an opportunity to identify other questions, related videos, links to informational sources or other items they would like to post on the Facebook group page relating to infant care and parenting of a newborn.

Materials:

- Internet access
- *What I'd like to post ...* handout

Facilitation Steps:

1. Explain to students that Facebook can be a forum in which information is shared in many ways – discussion, video, links to other web pages etc.
2. Tell students that the Infant Simulation Facebook Group site is meant to be a place where they will be journaling their thoughts, feelings and experiences. But you also want it to be a forum that they can go to for information relating to newborn infant care, parenting and teen pregnancy.
3. Give each student 5-10 minutes to do some internet research identifying potentially good sources of information that they could share on the Facebook group site. Students should write down the URL and identify the source of information and why they believe it would be beneficial for the group.

Extension Activities:

You can use Facebook Groups for many applications. Here are a few suggestions for use in other FACS classes.

Child Development: Invite students to journal about their experience working in a daycare with young children.

Culinary: Post questions asking students to submit their best tips for cooking meat. They could also post their favorite recipes.

Interior Design: Post a question regarding career exploration in interior design, asking students to look for job descriptions and list the top 5 skills and attributes needed to be successful as an interior designer, in their opinion.

Apparel Design and Construction: Give students a scenario where they have to sew a shirt from a pattern given to them in class. Ask what material they would use and why, how much material they need and estimate the cost for construction.

Budgeting and Financial Literacy: After the class has been shown how to figure out a budget, give them a scenario: You and your partner have \$2000 from a tax refund. It is supposed to be deposited in your savings account. Before a deposit is made, your partner uses the money for a shopping spree, buying lots of clothes and leaving only \$80. How do you feel about this? What ways can you think of that will avoid this from happening in the future?

What I'd like to Post...

Directions:

Using the Internet, research various sources of information that you believe would be useful and helpful regarding newborn infant care, parenting and teen pregnancy prevention. Identify the URL, the informational source and why you believe it would be beneficial to share.

Example: URL - <http://thenationalcampaign.org/data/landing>

Source – National Campaign to Prevent Teen Pregnancy State Data

How Beneficial – This is a searchable map to provide key teen pregnancy statistics by State

URL or website	Source of Information	Why it is Beneficial to Share

