

# KidTalk

## Level Seven

### THEOLOGICAL BACKGROUND

<b>From Sacred Scripture</b>	<p>God created man in his image; in the divine image he created him; male and female he created them. And so it happened. God looked at everything he made, and he found it very good. Evening came, and morning followed-the sixth day. (Genesis: 1:27, 31)</p> <p>This scripture passage records that God created everything good. As the Author of all life, God made man and woman in His own image; therefore, the body is a gift from God which is to be respected by self and others.</p> <p>“Train a child in the way he should go, and when he is old he will not turn from it.” Proverbs 22:6</p>
<b>From the <i>Catechism of the Catholic Church (CCC)</i></b>	<p>Respect for the human person considers the other “another self”. It presupposes respect for the fundamental rights that flow from the intrinsic dignity of the person. #1944</p>
<b>Guidelines</b>	<ul style="list-style-type: none"><li>• God has created humanity in His image and likeness. Therefore, we have a Commitment to respect all human life and dignity.</li><li>• Human life is sacred because, from its beginning, it involves the creative action of God and remains forever in a special relationship with the Creator, who is its sole end. (Catechism #2258)</li></ul>

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### INFORMATION FOR INSTRUCTORS

<b>Objectives:</b>	<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Recognize the importance of personal boundaries in online communications.</li><li>• Analyze how well they know the people they interact with online.</li><li>• Reflect on what information is safe to share when interacting with online friends.</li><li>• Recognize red flag feelings and learn how to respond to them.</li><li>• Identify what to do if they experience red flag feelings.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>• Video: <i>Who You're Talking to Online</i> (3.14 minutes) (Optional) <a href="https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online">https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online</a></li><li>• <i>Your Online Community Worksheet</i> (One per student)</li><li>• <i>Chatting Online Handout</i> (One per student)</li><li>• <i>Chatting Online Instructor's Copy</i></li><li>• <i>Level Seven Parent/Guardian Letter</i> (One per student)</li><li>• Pen/Pencil</li></ul>
<b>Time:</b>	This lesson should take you approximately 45 - 50 minutes to complete.
<b>Notes for Instructor:</b>	<ul style="list-style-type: none"><li>• Take time to become thoroughly familiar with the lesson and its associated materials before teaching. Examine your personal comfort level with the discussion and identify any</li></ul>

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	<p>personal feelings or biases that may affect your ability to effectively teach this lesson. If you do not feel comfortable with these materials, please discuss your concerns with your Director/Coordinator of Religious Education.</p> <ul style="list-style-type: none"><li>• The short video in this lesson requires an internet connection and is optional. If you choose not to use it, skip directly to the Your Online Community section after the introduction.</li></ul>
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### LESSON

**Introduction:**

(3 – 4 MINUTES)

1. **ASK** students to raise their hands if:
  - They use texting to communicate with their friends?
  - They are using apps, like games, WhatsApp, Snapchat or something else to message with friends?
2. **ASK** students what apps they use to communicate.
3. **TELL** students that you are going to talk about their online community and the different people they message with online or through their phone.

NOTE: If not using the optional video, proceed directly to the Your Online Community section.

**Lesson:**

**VIDEO (OPTIONAL) (5 MINUTES)**

1. **TELL** students that they are going to watch a short video about online communications. Before beginning the video, ask students to be thinking about the benefits and risks of talking online with people that they do not know.
2. **SHOW** the video *Who You're Talking to Online*
3. **INVITE** students to share their thoughts regarding the benefits and risks of talking to people online that they do not know.

**YOUR ONLINE COMMUNITY (20 MINUTES)**

1. **DISTRIBUTE** the *Your Online Community* worksheet.
2. **READ** the directions aloud.

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3. **INSTRUCT** students to complete the table at the top of the page. Allow students time to complete this part of the worksheet.
4. **ASK** students to find a partner.
5. **INSTRUCT** students to go through each person on their lists and share with their partner whether they feel they know them well or not and why. Allow students time to finish this part of the activity.
6. **INVITE** volunteers to share examples of people they feel they know well and people they don't know well and how they decided.
7. **LIST** their answers on the board. If students do not list the following criteria, add them to the list:
  - How often they see the person.
  - How often they text or message with the person.
  - How long they've known the person.
  - Whether they know the person in 'real life' and not just online.
  - Whether they know the person through someone in 'real life' (not online).
  - Whether they know the person through an online group or just randomly.
  - Whether they have seen the person interact with others.
8. **POINT OUT** that people use different criteria to decide how well they know someone. It is okay to have fun and engage in harmless communication with people they don't necessarily know that well.

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However, it is important to consider how well they know someone before sharing information about themselves.

9. **ASK** students why they should consider how well they know someone before sharing something with them? Allow students time to respond.

*If student's responses do not involve electronic devices or online interactions, ask them to consider if it occurred through a text or online message and how that would affect their thinking. Help students understand that sharing information online with someone they don't know that well can be **risky**, especially if they don't know the individual in person. It's harder to predict what they might do with the information they share -- whom they might share it with or how they might use it. It may be easier for them to do something harmful with it because it's harder to hold them accountable. For that reason, they should never share **private information** without the permission of a trusted adult.*

10. **ASK** students to define *private information*.

*Private information is information about you that can be used to identify you because it is unique to you (like your full name, your student ID, your phone number, or your physical address.)*

11. **DISTRIBUTE** the *Chatting Online* handout.

12. **INSTRUCT** students to read the two scenarios silently. Then, working with their partner they should:

- Draw a box around how Michael and Maria came into contact with Patrick and readdress33.
- Underline the information that Michael and Maria shared with Patrick and readdress33.

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### DISCUSSION QUESTIONS:

Which of these friendships is more risky? Why?

*The friendship with readdress33 is more risky because even though readdress33 says he/she attends Maria's school and seems to know things about the school and Maria's classes, she doesn't know readdress33.*

What types of information did Michael and Maria share or get asked to share in each of these scenarios?

*Scenario One:*

*They talked about baseball, video games, and colleges they are considering attending. They have shared the dates and locations of their baseball games along with information about their coaches and other players on their teams.*

*Scenario Two:*

*Maria shared that she volunteers for a pet dog rescue and wants to be a veterinarian someday. They have been talking a lot through private messaging about all kinds of things.*

Were there any danger signals in Scenario Two with readdress33?

*Maria does not know anything about readdress33. She does not know for sure if readdress33 attends her school nor can she be certain if readdress33 is male or female. When readdress33 begins to ask increasingly personal questions and requests pictures of*

*Maria and her friends, readdress33 is sending up some possible red flags.*

13. **TELL** students they should be careful when sharing personal information online, especially if it is with someone they don't have any real-life (not online) connection to or have just met randomly.

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*Private information should never be shared unless they first get the permission of a parent or trusted adult. This is important because they don't know this person and it is possible that the person may want to harm them.*

### **RED FLAG FEELINGS (15 MINUTES)**

1. **EXPLAIN** that in addition to considering how well they know an online friend, they also need to be alert to possible feelings of discomfort any time they are communicating in an online setting.
2. **ASK** students if they have ever had an uncomfortable or awkward interaction with someone online?
3. **INVITE** students to share their experiences.
4. **POINT OUT** that these types of interactions are often the result of someone doing or saying something inappropriate - or 'not okay' - which can raise some red flag feelings.
5. **DEFINE** *red flag feelings*.

*When something happens on social media or the Internet that makes them feel uncomfortable, worried, sad, or anxious, it is a warning that something might be wrong. For example, they may be thinking that this person shouldn't be asking this or this feels like something they shouldn't be sharing.*

6. **ASK** students if any of them can give an example of a situation that might cause a red flag feeling?

*Responses may include:*

- *Asking them to keep any information secret.*
- *Flirting with them.*



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- *Asking about something that is private (phone number, address, school you attend).*
- *Making them feel pressured to do something.*
- *Causing them to feel untrue to themselves or their values.*
- *Asking them to meet in person or to send personal pictures.*
- *Inviting them to chat, but telling them not to tell anyone else.*

7. **RETURN** to the *Chatting Online* handout.

8. **DIRECT** students to re-read the scenarios and then working with their partner, identify the red flag moment in each.

9. **CALL ON** students to share their answers.

*Scenario One:*

*Last week, Maria sent reddress33 some memes of soccer players that included some bad language and inappropriate images.*

*Scenario Two:*

*Last week, Alex\_eastwest13 asked if she would post more selfies because "I think u r beautiful." Alex\_eastwest13 also messaged her a cell number so she could send more personal pictures.*

*"Just don't tell anyone I gave you this," Alex\_eastwest13 commented.*

10. **EXPLAIN** that when they have a red flag feeling, it is important to slow down, pause, and think about the situation.

11. **DIRECT** students to work with their partners to create a list of ways in which they can respond to red flag moments.

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	<p>12. <b>ALLOW</b> students to share their answers before sharing the following:</p> <ul style="list-style-type: none"><li>• Change the subject or say, "I don't want to talk about this."</li><li>• Log off or quit.</li><li>• Unfriend the person or block them; create a new account, or report the other user.</li><li>• Never plan a face-to-face meeting with someone they do not know unless they take along a parent or guardian.</li><li>• Ask a trusted adult for advice or help if they feel unsure or uncomfortable in any situation.</li></ul>
<b>Conclusion:</b>	<p>(5 MINUTES)</p> <p><b>CONCLUDE</b> the lesson by asking each student to complete the sentence:</p> <p>How will you use what you learned today in your own interactions online?</p>
<b>Parent/Guardian Letter:</b>	<p><b>DISTRIBUTE</b> the <i>Level Seven Parent/Guardian Letter</i>. Tell students that this letter explains the lesson that was taught today. Alternatively, Parent/Guardian letters can be emailed.</p>

This lesson is adapted from Common Sense Education™. *Teen Voices: Who You're Talking to Online*  
<https://www.commonsense.org/education/video/digital-citizenship>

# Chatting Online

## Directions:

1. Read the two scenarios.
2. In Scenario One-
  - Draw a box around the way Michael came into contact with Patrick.
  - Underline the information that Michael shares with Patrick.
3. In Scenario Two-
  - Draw a box around the way Maria came into contact with readdress33
  - Underline the information that Maria shares with readdress33.

## Scenario One:

Michael's camp counselor connected him with Patrick, a junior from a high school in a neighboring town. His counselor thought they would have a lot in common because they both play baseball for their schools and are looking for a college where they will be able to play. They met at one of Michael's baseball games and have been chatting off and on since then through a social media messenger app. They talk about baseball, video games, and colleges they are considering attending. They have shared the dates and locations of their baseball games along with information about their coaches and other players on their teams. Recently, Michael sent Patrick some texts which included inappropriate images. Michael mentioned that he should probably make sure his parents didn't see them.

## Scenario Two:

Maria recently began receiving Snapchats from readdress33, a user she didn't recognize. Reddress33 said she goes to Maria's school and seemed to know a lot of information about her school and classes. Reddress33 asked Maria what she likes to do when she isn't in school. Maria shared that she volunteers for a pet dog rescue and wants to be a veterinarian someday. Reddress33 said she loved animals too and said she would be interested in being a volunteer for the rescue someday. Since then, they have been talking a lot through private messaging about all kinds of things. Recently, readdress33 started asking Maria more personal questions. For example, she wanted to know where she and her friends were going to be hanging out that weekend and if she would send pictures.

# Chatting Online— Instructor's Copy

## Directions:

1. Read the two scenarios.
2. In Scenario One-
  - Draw a box around the way Michael came into contact with Patrick.
  - Underline the information that Michael shares with Patrick.
3. In Scenario Two-
  - Draw a box around the way Maria came into contact with readdress33.
  - Underline the information that Maria shares with readdress.

## Scenario One:

Michael's camp counselor connected him with Patrick, a junior from a high school in a neighboring town. His counselor thought they would have a lot in common because they both play baseball for their schools and are looking for a college where they will be able to play. They met at one of Michael's baseball games and have been chatting off and on since then through a social media messenger app. They talk about baseball, video games, and colleges they are considering attending. They have shared the dates and locations of their baseball games along with information about their coaches and other players on their teams. Recently, Michael sent Patrick some texts which included inappropriate images. Michael mentioned that he should probably make sure his parents didn't see them.

## Scenario Two:

Maria recently began receiving Snapchats from readdress33, a user she didn't recognize. Reddress33 said she goes to Maria's school and seemed to know a lot of information about her school and classes. Reddress33 asked Maria what she likes to do when she isn't in school. Maria shared that she volunteers for a pet dog rescue and wants to be a veterinarian someday. Reddress33 said she loved animals too and said she would be interested in being a volunteer for the rescue someday. Since then, they have been talking a lot through private messaging about all kinds of things. Recently, readdress33 started asking Maria more personal questions. For example, she wanted to know where she and her friends were going to be hanging out that weekend and if she would send pictures.

# Your Online Community

## Directions

Think about the people you interact with online and using devices and apps, and write them into the table.

<b>Person</b> Write their name or a description.	<b>Background</b> Explain how you know the person.	<b>How You Interact</b> Describe the devices, apps, or websites.
Example: my best friend	I've known her since third grade, when we started on the same track team.	We text with each other all the time and FaceTime sometimes.
Example: smoshfan35	We both comment on Smosh videos.	Mostly we message through YouTube comments. Sometimes we chat on Messenger.

**Do You Know Them Well?**



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OFFICE FOR CHILD AND  
YOUTH PROTECTION

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Dear Parent, Guardian, or Caregiver:

In the Archdiocese of Philadelphia the safety of our children is among our highest priorities. As part of our child protection efforts, your child participated in a lesson from our KIDTALK program. KIDTALK combines age appropriate messages which promote children's health and safety with Catholic teachings.

As a result of today's lesson, your child should be able to:

- Recognize the importance of personal boundaries in online communications
- Analyze how well they know the people they interact with online.
- Reflect on what information is safe to share when interacting with online friends.
- Recognize red flag feelings and learn how to respond to them.
- Identify what to do if they experience red flag feelings.

We encourage you to talk with your child at home about what he or she learned during today's lesson. We have included, *Help Kids Make Friends and Interact Safely Online* to help you.

Open communication is an important key to success in all child abuse prevention efforts. You can find some helpful tips for establishing open and honest parent-child communication on the Office for Child and Youth Protection's website at [www.childyouthprotection.org](http://www.childyouthprotection.org) under Protect-Resources for Parents.

If you have any questions or if we can be of assistance, please feel free to contact the Office for Child and Youth Prevention at 215.587.2466 or [OCYP@archphila.org](mailto:OCYP@archphila.org).

As always, your partner in prevention,

Leslie J. Davila, M.S.  
Director  
Office for Child and Youth Protection