



KidTalk

A Child Abuse Prevention Program for
Children in Our Religious Education
Program

KidTalk

Level Six

THEOLOGICAL BACKGROUND	
From Sacred Scripture	<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>Do not model your behavior on the contemporary world, but let the renewing of your minds transform you, so that you may discern for yourselves what is the will of God-what is good and acceptable and mature. (Romans 12:2)</p> <p>This scripture passage states a believer must know God's will in order to know what is good, acceptable and mature behavior. One must be transformed from the ways of the world to a life based on the will of God.</p>
From the <i>Catechism of the Catholic Church (CCC)</i>	<p>God fashioned man with his own hands (that is, the Son and the Holy Spirit) and impressed his own form on the flesh he had fashioned, in such a way that even what was visible might bear the divine form." (<u>Catechism of the Catholic Church</u>, #704)</p>

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Guidelines

Human beings, created in God's image and likeness, are composed of a body united with a soul. The human body, therefore, is sacred and contributes to the dignity of the human person. The body is a temple of the Holy Spirit and is to be respected by self and others. God gives the commandments to safeguard life's sacredness and grow in relationship with Him. Parents, catechists and other trusted adults teach God's commandments to the children as well as the rules and boundaries for safe touch. Trusted adults are identified as persons who would never intentionally hurt, confuse or scare them; help children to understand their struggles, questions and inexperience; identify ways to keep them safe; and define appropriate boundaries in relationships.

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INFORMATION FOR INSTRUCTORS	
Objectives:	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Identify the reasons why people share information about themselves online.• Explain the difference between private and personal information.• Explain why it is risky to share private information online.• Recognize red flag feelings and learn how to respond to them.• Identify what to do if they experience red flag feelings.
Materials:	<ul style="list-style-type: none">• <i>Did You Know?</i> Handout (One per student)• <i>Level Six Parent/Guardian Letter</i> (One per student)
Time:	This lesson should take you approximately 40 minutes to complete.
Notes for Instructor:	<ul style="list-style-type: none">• 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 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.• One of the main points on the <i>Did You Know?</i> handout is that the brain is hardwired to share. Hardwired means it is something you're born with. Sharing is something humans do naturally.

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LESSON

Introduction:

(3 MINUTES)

1. **TELL** students that you are going to begin today with a quick activity.
2. **EXPLAIN** that you are going to read some statements. If the statement is true for them, they should raise their hand.
3. **READ** the statements below aloud, allowing time for students to raise their hands after each one.
 - Raise your hand if you or your family speak another language besides English.
 - Raise your hand if you have a brother or a sister.
 - Raise your hand if you have a pet.
 - Raise your hand if you have visited another state.
 - Raise your hand if you like eating pizza.
 - Raise your hand if you have put a video of yourself online.
 - Raise your hand if you have ever shared something about yourself online.
4. **TELL** students that the purpose of the activity was to share some information about themselves. Explain that there are many situations where sharing information about ourselves can be fun and positive. One of those situations is on the internet, where sharing our likes and opinions can be fun.

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Lesson:	<p>WHY DO PEOPLE SHARE? (15 MINUTES)</p> <ol style="list-style-type: none">1. TELL students you are going to talk about ways that they can share things about themselves online and how using mobile devices can be fun and a way to connect them with others. Explain that you are also going to talk about ways that they can protect themselves so that they don't share more than they should.2. DISTRIBUTE the <i>Did You Know?</i> Handout.3. REVIEW the handout as a group aloud.4. ASK students if they can describe the handout's main points. What is it trying to tell them? <i>Allow students time to share. If necessary, clarify the meaning of "wired" as something you're born with, that sharing is something humans do naturally, and that there are many benefits to it.</i>5. DIRECT students to find a partner and take turns answering the question on the bottom of the handout. Allow them time to complete this process. <i>What is something about you that you might share with others that would give you one of these benefits?</i>6. INVITE volunteers to share their answers with the class. When students share, ask them to explain which benefit their example would give them (feel good, learn, connect, or persuade). If the student isn't sure, open it up to the rest of the class. Examples may connect to more than one benefit.
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PRIVATE OR PERSONAL? (10 MINUTES)

1. **TELL** students there are a lot of reasons to share information about themselves. However, not everything about them is okay to share.

Explain that you are going to talk about what information is okay to share and what isn't.

2. **WRITE** the following definitions on the board and read aloud along with the examples:

Private information: Can be used to identify you because it's unique to you. Example: Their full address.

Personal information: Cannot be used to identify you because it is also true for many other people. Example: Their hair color or the city in which they live.

3. **CLARIFY** that **private information** is the most risky to share because it can be used to identify them individually.
4. **TELL** students that now you are going to do the hand-raising activity again, but this time, you are going to give them an example and they are to discuss with their partner whether the information is private or personal. If the information is private, they should raise their hand.

To help students decide if the information is private or personal, they should ask themselves, "Would this information also be true for many other people?" If the answer is 'yes,' it is personal and they should not raise their hand. If the answer is 'no,' it is private and they should raise their hand.

5. **READ** the statements below one at a time, allowing time for students to discuss their answer with their partner and raise their hands after each one.

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6. **REMIND** students to raise their hands only if they think the information is private.

After students raise their hands, invite volunteers to explain why they chose the answer they did. Follow-up by prompting them to refer back to the definitions of private and personal on the board. If necessary, help students clarify that there are many people (in their school, in their city, even in the class) who are the same age as them.

7. **REPEAT** this process with the following examples:

- Home address (private)
- Email address (private)
- Date of birth (private) (Note: Although a person's birth date is shared with others, this information is considered private because when paired with other information, such as their full name and address, it can be used as identifying information.)
- Favorite music (personal)
- How many brothers and sisters they have (personal)
- Phone numbers (private)
- Credit card information (private)
- Favorite food (personal)
- Name of your pet (personal)
- Name of your school (private)

Explain that although a school name is something that many people have in common, it is risky to share it with someone you don't know, and you should get permission from a trusted adult first.

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RED FLAG FEELINGS (5 - 6 MINUTES)

1. **DIRECT** students to raise their hands if they currently text or use any other form of social media.
2. **ASK** students if they have ever had an uncomfortable or awkward interaction while texting or communicating with someone online?
3. **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 for this personal information or it may feel like something they shouldn't be sharing.

4. **EXPLAIN** that when they have a red flag feeling, it is important to slow down, pause, and think about the situation. Some things they can do if this happens include:
 - Change the subject, or say, "I don't want to talk about this."
 - Log off or quit.
 - Unfriend the person or block them; create a new account, or report the other user.
 - Never plan a face-to-face meeting with someone they do not know unless they take along a parent or guardian.
 - Ask a trusted adult for advice or help if they feel unsure or uncomfortable in any situation.

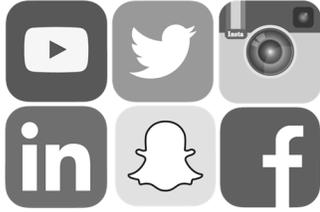
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Conclusion:	<p>(5 MINUTES)</p> <ol style="list-style-type: none">1. TELL students to imagine there is a new boy in their class.2. ASK for examples of personal information they might share with him. Why?3. ASK for examples of private information they should not share with him. Why not?4. REMIND students that any time someone online or in person makes them feel uncomfortable, they can ask their parent or another trusted adult for help.
Parent/Guardian Letter:	<p>DISTRIBUTE the <i>Level Six 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™ *Private and Personal Information What information about you is OK to share online?* and *My Social Media Life*.

<https://www.commonsense.org/education/video/digital-citizenship>



Did You Know?

The human brain is wired to share with others! Sharing feels good AND it has lots of cool benefits:

 **It helps you feel good!** Sharing positive experiences helps you remember them, even after they're over.

 **It helps you learn!** Sharing knowledge helps everyone be more informed.

 **It helps you connect!** Sharing your interests is a way to make new friends and strengthen relationships.

 **It helps you persuade!** Sharing what you care about can inspire others to act and to support good causes.

Question:



What is something about you that you might share with others that would give you one of these benefits?

Source: "Why Do We Share Stories, News, and Information with Others?," *Association for Psychological Science*



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:

- Identify the reasons why people share information about themselves online.
- Explain the difference between private and personal information.
- Explain why it is risky to share private information online.
- 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 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.

As always, your partner in prevention,

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

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Program

FEELINGS CARDS



Sad



Angry



Frustrated



Happy



Silly



Mixed Up / Confused



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YOUTH PROTECTION

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