

# KidTalk

## Level Six

INFORMATION FOR INSTRUCTORS	
<b>Objectives:</b>	<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Identify the reasons why people share information about themselves online.</li><li>• Explain the difference between private and personal information.</li><li>• Explain why it is risky to share private information online.</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>• <i>Did You Know?</i> Handout (One per student)</li><li>• <i>Level Six Parent/Guardian Letter</i> (One per student)</li></ul>
<b>Time:</b>	This lesson should take you approximately 40 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 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.</li><li>• 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.</li></ul>

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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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<b>Lesson:</b>	<p><b>WHY DO PEOPLE SHARE? (15 MINUTES)</b></p> <ol style="list-style-type: none"><li>1. <b>TELL</b> 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.</li><li>2. <b>DISTRIBUTE</b> the <i>Did You Know?</i> Handout.</li><li>3. <b>REVIEW</b> the handout as a group aloud.</li><li>4. <b>ASK</b> 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></li><li>5. <b>DIRECT</b> 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></li><li>6. <b>INVITE</b> 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.</li></ol>
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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.

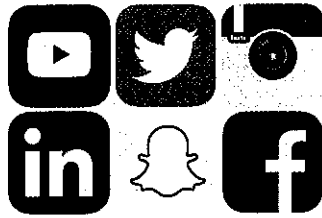
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<b>Conclusion:</b>	<p>(5 MINUTES)</p> <ol style="list-style-type: none"><li>1. <b>TELL</b> students to imagine there is a new boy in their class.</li><li>2. <b>ASK</b> for examples of personal information they might share with him. Why?</li><li>3.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

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*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*





## OFFICE FOR CHILD AND YOUTH PROTECTION

**ARCHDIOCESE OF  
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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:

- 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](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