

**Diocese of Phoenix
Catholic School Safe Environment Curriculum**

Name of Lesson:	Safe Environment – 8 th Grade Impact of Technology
Length:	1 class period – 40 minutes
Objectives:	<p>USCCB Charter for the Protection of Children and Young People requires all students be given safe environment training. This training will have particular emphasis on:</p> <ul style="list-style-type: none">• Review of the three types of boundaries and boundary violations with adults to students• Impact of technology on boundaries and abuse• Identify ways to remain safe while using technology• Understand that abuse is never their fault, and the importance of telling a trusted adult if they or someone they know has experienced abuse or boundary violations
Materials Needed:	<p>Copies of skit (attached) “Predator” Sign (attached) Handout for reporting abuse (used by teacher if disclosure of abuse occurs with student) - available at www.safeenvironmenttraining.org Paper Coloring Supplies</p> <p>List helpful websites: www.i-safe.com, www.kidssafe.com</p> <p>Hand out <i>Social Web Tips for Teens</i> from: http://www.connectsafely.org/pdfs/socwebsafetyteens.pdf. Review tips with students and have students take home to share with their parent(s)/guardian.</p> <p>Teacher background: The culture of technology is part of this generation, the material should be presented in such a way as to not condemn their culture, but rather discuss the threats that occur within their culture.</p>
Terms used in skit:	<p>ADDY: Address NMU: Not much you? PIR: Parent in room BTW: By the Way KFY: Kiss for you WYCM: Will you call me? LMIRL: Lets meet in real life MOS: Mom over shoulder</p> <p>Students will share with the class other terms used today.</p>

**Diocese of Phoenix
Catholic School Safe Environment Curriculum**

Procedures:

Opening Prayer: Mark 10: 13-16 (RSV)

And they were bringing children to him, that he might touch them; and the disciples rebuked them. But when Jesus saw it he was indignant, and said to them, "Let the children come to me, do not hinder them; for to such belongs the kingdom of God. Truly, I say to you, whoever does not receive the kingdom of God like a child shall not enter it." And he took them in his arms and blessed them, laying his hands upon them."

Discussion:

Tell me what you have for communicating through technology?

Possible answers: cell phone, computer, tablets, text messages, snap chat, etc.

How many of you use social media?

How many have a computer in their bedroom? Access to computers at a friend's house in private?

Would you agree that technology is everywhere?

Did any of your technology come with a Safety User's Manual?

Your parent's car has a manual on how to use it safely, does your cell phone, Computer, etc.. ?

What happens if a car is not used safely? Dangers can occur. What about your cell phone or a computer?

Improper use can lead to physical, emotional and spiritual damage. That is what we will be focusing on today, how to use technology safely, so not to be putting ourselves in danger of a predator.

- Review three the types of boundaries – Physical, Emotional, Behavioral (Handout attached)
- Role play scenario "Bits and Pieces" (attached)
- Explain what occurred in this skit.
 - What did AZ Girl do right? Wrong?
 - Right: *She didn't give out personal information*
 - Wrong: *She gave out enough bits and pieces of information for Skater Boy to Identify her*
 - Was Skater Boy able to identify AZ Girl? How?
 - Yes, How?: He pieced the information together: School colors, team name, school Mascot*
 - What are ways you can stay safe? Who can you tell?
 - Discuss that predators can hide behind a screen name or fake profile and how they can violate your boundaries
- Follow up with discussion on what happened in the skit:
 - What do you think could have happened next?
 - What are some techniques a predator might use?
 - Seek out provocative user names
 - Ask personal questions
 - Asks sexual questions
 - Wants secrecy
 - Wants to meet face to face

**Diocese of Phoenix
Catholic School Safe Environment Curriculum**

- How can you keep yourself safe when using technology?
 - Choose safe user names
 - Don't use any identifying information; such as; hangouts, school names, local venues
 - Don't be afraid to say "no"
 - Log off if you feel uncomfortable and tell a trusted adult
 - Don't give out personal information; such as phone number, address
 - Don't agree to meet the person in real life.
 - Keep strong privacy settings on all of your profiles

- Discuss that if someone is sexually abusing them or making them feel uncomfortable with boundary violations, it's not their fault, they have done nothing wrong, and that they should tell their parents or another trusted adult – and keep telling until the abuse stops.

In groups create a Safety User's Manual for using technology (e.g. Computer safety).
Share in groups
Sign Commitment Statement to report if there are any boundary violations

Closure:

Predators are always in the wrong, it is never the child's fault (ex: lying about age on the internet does not make it right for someone to abuse another.)

Discuss:

- Why is it so difficult to tell?
- Don't ever assume that any contact, a place or a person, is safe.
- Don't be afraid to report any conversation on the internet, cell phone, etc
- Save your emails
- Write down all nicknames, user names, and screen names
- Review how to report:
 - Who would you tell if this happened to you or a friend?
 - Parent or another trusted adult

Closing Prayer:

Deuteronomy 31:6

"Be strong and steadfast; have no fear or dread of them, for it is the LORD, your God, who marches with you; he will never fail you or forsake you." Amen.

**Diocese of Phoenix
Catholic School Safe Environment Curriculum**

SKIT - Bits and Pieces

Setting

Friday night, Jennifer's parents are watching TV in the room.
Scenario to be acted out by one students and the teacher
Sitting in chairs, back to back in the front of the classroom. Jennifer is facing the class and Skater Boy (teacher) is facing the wall. His face is not seen by the class. Both have cell phones/computers and talking out loud as they write
Jennifer needs a chair for her leg
Skater Boy is wearing a sign that says "Predator"

Cast

Female student - Jennifer is a freshman in high school.
Teacher - Skater Boy: A "boy" she talked to on the computer the week before.

AZ Girl: Hi Skater-boy, talked to you last week while I was at my friend's house

Skater-boy: Oh Hi AZ Girl, I remember you. How are you? What are you doing tonight?

AZ Girl: I am bummed out, can't go to The Zone Concert tonight with all of my friends, I broke my leg at my last volleyball game, NMU?

Skater-boy: Sorry to hear that, I'm not doing much either so what is your addy, I will come visit you? Are you alone?

AZ Girl: Sorry, can't give you that info, but PIR

Skater-boy: Oh, okay. So, hey what position do you play on your team?

AZ Girl: I'm a great setter, all of the other Lady Bulldogs at my school think so.

Skater-boy: WOW!! I play football at my school. It must be a bummer to have to wear a cast, I did last year on my wrist.

AZ Girl: It's not so bad, it's kinda cool, my cast is my school colors: orange and purple to support my team.

Skater-boy: That's cool, Hey, BTW do you have a boyfriend?

AZ Girl: No, why? I'm only a freshman and I'm not allowed to date.

Skater-boy: That's okay, I just have a KFY to make you feel better and not so lonely tonight.

AZ Girl: No thanks, that's really sweet but, not tonight, but WYCM some other time?

Skater-boy: Better yet, LMIRL this week.

AZ Girl: Gotta go, MOS

Both cast members stand up, and Skater Boy reveals himself with a sign around his neck that says "Predator"

Print out sign and fold in half. Skater Boy holds sign but does not show audience until the conclusion of skit.

PREDATOR

**Diocese of Phoenix
Catholic School Safe Environment Curriculum**

Student Name

BOUNDARY REVIEW

List the three types of boundaries

1

2

3

Give examples of how predators try to violate kids' boundaries?

1

2

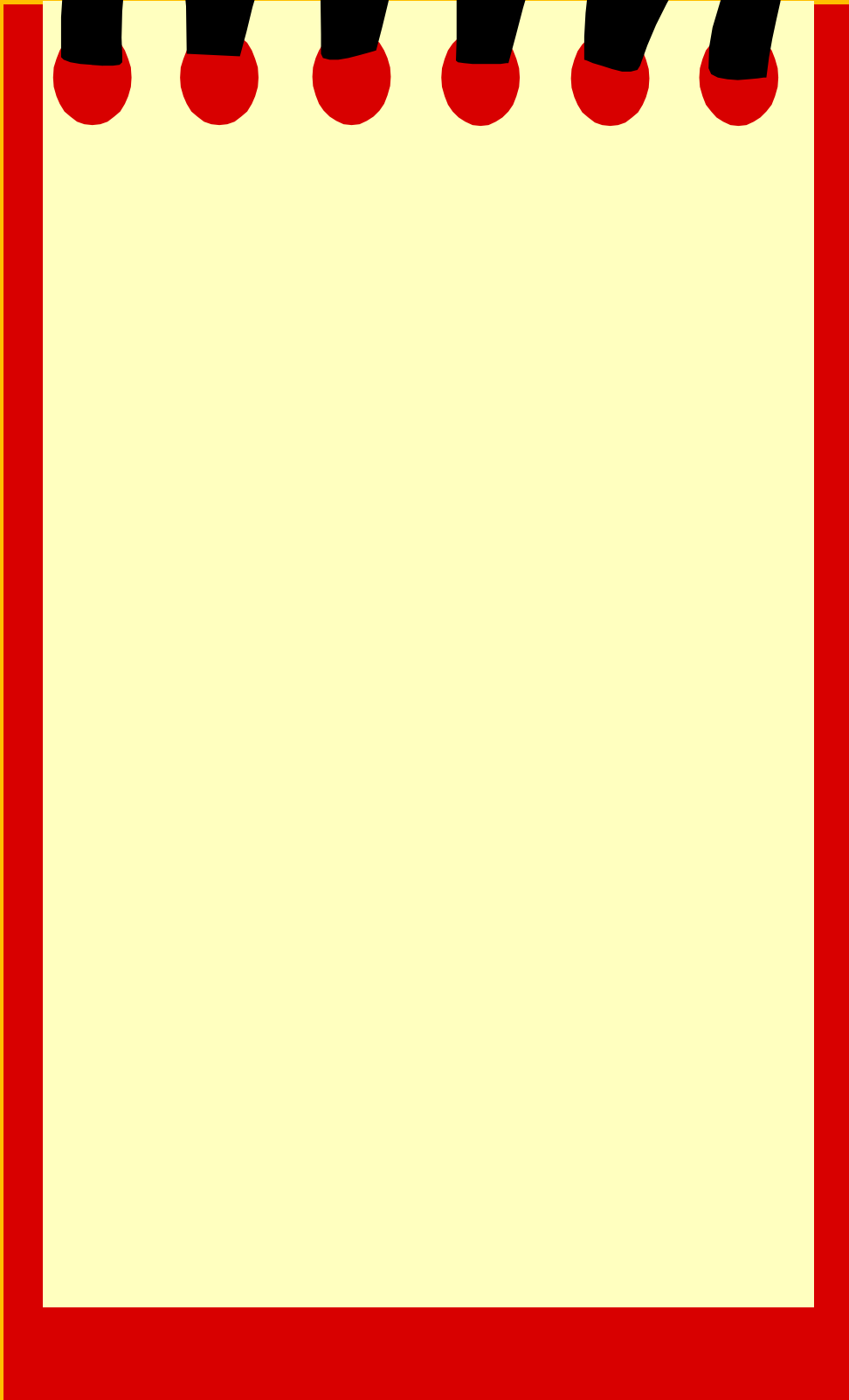
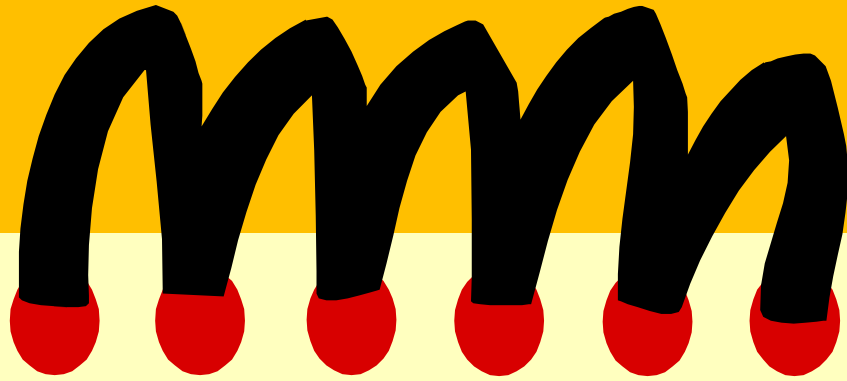
3

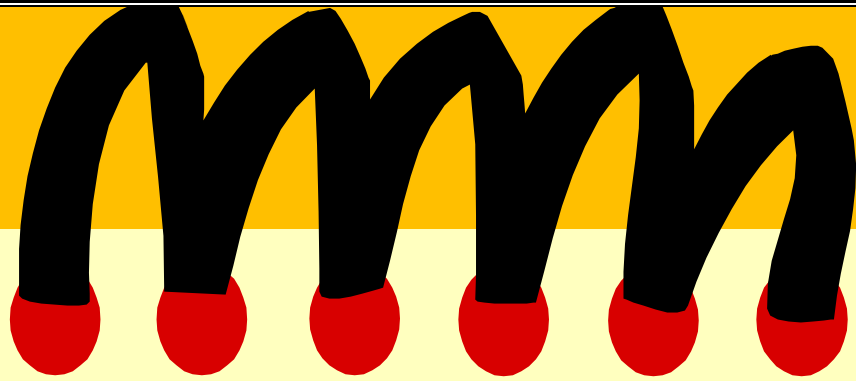
Whose fault is it if boundaries are broken or sexual abuse occurs?

**S
A
F
E
T
Y

U
S
E
R
'
S

M
A
N
U
A
L**





Commitment Statement

I, _____,
do promise to tell a trusted adult if....

- **An adult violates my boundaries**
- **Pornographic pictures appear on my computer or phone**
- **I am approached by someone I don't know through the use of technology**
- **An adult makes me feel uncomfortable**
- **I, or someone I know has been abused**

Date

Signature _____

**Diocese of Phoenix
Catholic School Safe Environment Curriculum**

Name of Lesson:	Grade 8 - Internet Safety & Cyberbullying
Length:	1 class periods (40 mins)
Objectives:	
<p>USCCB Charter for the Protection of Children and Young People requires all students be given safe environment training. This training will have particular emphasis on:</p> <ul style="list-style-type: none"> • Define characteristics of what makes a good friend • Discuss types of social networking sites (i.e., Facebook, Instagram, Text Messaging) • Discuss dangers of providing specific information related to self or others • Discuss safety tips for online use 	
Materials Needed:	
<ul style="list-style-type: none"> • Computer/Laptop • Projector • Internet Access • Chart Paper & Markers • Lined Paper & Pen/Pencil (per student) • Amy’s Choice - http://www.netsmartz.org/RealLifeStories • Activity Cards under video and find <u><i>Amy’s Choice 2- Lesson Plan</i></u> which includes “Safety Pledge” (40mins) • Social Web Tips for Teens (handout) from: <ul style="list-style-type: none"> - http://www.connectsafely.org/pdfs/socwebsafetyteens.pdf • Social Web Safety Tips for Parents (handout) (send electronically with school newsletter) from: http://www.connectsafely.org/pdfs/scowebssafetyparents.pdf 	
<u>Additional resources for teachers:</u>	
<ul style="list-style-type: none"> • http://www.netsmartz.org • http://www.connectsafely.org/ 	
Terms to Clarify:	
<p>(Vocabulary from www.netsmartz.org)</p> <p><u>Cyberbullying</u> - sending or posting harmful or cruel text or images using the internet or other digital communication devices.</p> <p><u>Cyberstalking/Harassment</u> - Terms that can refer to the online enticement of children; rude or threatening messages; slanderous information; or repeated, unwanted messages.</p> <p><u>E-Mail (electronic mail)</u> - A service that allows people to send messages with pictures and sounds from their computer to any other computer in the world. To send someone an e-mail message you need an e-mail account and to know the other person's e-mail address.</p> <p><u>Flaming</u> - Sending a deliberately confrontational message to others on the internet.</p> <p><u>Instant Messaging (IM)</u> - A service that allows people to send and get messages almost instantly. To send messages using Instant Messaging you need to download an Instant-Messaging program and know the Instant-Messaging address of another person who uses the same Instant-Messaging program. This is often done using smart phone apps.</p>	

Diocese of Phoenix
Catholic School Safe Environment Curriculum

Mouse Trapping - A commonly used technique by pornography sites where a user gets "locked" in a website. While surfing the internet it is possible to click a website and have multiple undesirable websites open. When this happens, you often cannot close or back out of the sites and must close your web browser completely.

Netiquette - Courtesy, honesty, and polite behavior practiced on the internet.

Online Grooming - Using the internet to manipulate and gain trust of a minor as a first step towards future sexual abuse, or exposure of that minor. Sometimes involves developing the child's sexual awareness and may take days, weeks, months, or in some cases years to manipulate the minor.

Password - The secret word you use when signing onto the internet or an online service that helps to confirm your identity.

Pharming - An online scam that attacks the browser's address bar. User's type in what they think is a valid website address and is unknowingly redirected to an illegitimate site that steals their personal information.

Phishing - An online scam that uses e-mail to "fish" for users' private information by imitating legitimate companies. People are lured into sharing user names, passwords, account information or credit card numbers. The phishing e-mail usually contains a link to an illegitimate site. Scammers copy the look of a website to set up a nearly identical page, one that appears to be part of that company's site.

Social Networking Site - A social networking site is a website specifically focused on the building and verifying of social networks for whatever purpose. Many social networking services are also blog hosting services. As of 2005, there are over three hundred known social networking websites.

Trusted Adult - Someone who will help protect you and make you safer. Trusted adults can be people like family members, caregivers, family friends, teachers, counselors, coaches, clergy members, youth leaders, and law-enforcement officers.

Procedures:

Opening Prayer:

God, we ask that you keep us all safe in all things, especially while using any type of media. Protect us from those who want to do harm to us and help us to continue to use all media in respectful ways. Be always at our side to keep a wholesome heart now and forever. We ask this through Christ, our Lord. Amen.

Introductory

Discuss with students and write answers on chart paper:

1. What characteristics make a good friend?
2. What type of information do you feel safe sharing with your friend? (i.e. telephone number, address, school, activities, etc.)
3. What social networking sites do you use to communicate with friends? (i.e., Facebook, Instant Messaging, Text Messaging, etc.)

Diocese of Phoenix
Catholic School Safe Environment Curriculum

- Use lesson *Amy's Choice* video (Amy's Choice 2 lesson)
- Explain to students that "Amy's Choice" is the true story of a 15 yr old girl who left home to meet in person with a man she first "met" online.
- Watch the video clip
- Hand out the Real-World Safety Pledge so that each student has a copy. Have the students take turns reading the pledge.
- Ask students:
 - What is the first measure of defense in protecting yourself according to the pledge?
 - Why do you think this is part of the pledge?
 - What is the second measure of defense?
 - What is the third measure of defense?
 - What is the fourth measure of defense?
- Describe some of the qualities of someone you trust. What do you look for in a trusted person?
- Why are the rules included in the pledge? In what ways will this safety pledge help protect you? What could happen if these safety rules are ignored?

Activity

- Pass out the red flags (attachment 2 from netsmartz lesson or use red construction paper) to each student. Explain that, while watching "Amy's Choice" again, they are to raise their flags when Amy disregards any of the pledge rules. Each time a student raises a red flag, pause the video, and discuss what aspect of the safety pledge was not followed.
- At the end of the video, ask the students:
 - How could Amy have prevented some of the troubles she went through by applying the safety pledge in her life?
 - For examples, see attachment 4 from netsmartz lesson.
 - What is going on in Amy's life that contributed to her trusting this person too readily?
 - If you have friends who feel like Amy, what are some ways you could help them?
 - Who would you talk to if you had a problem you didn't think you could handle on your own?
- Explain to students:
 - The *Real-World Safety Pledge* is a good guideline to follow. It is a great way to be self-aware and help avoid risky situations. It can help keep you safer from harm.
 - Sometimes people will try to take advantage of you. They pretend to be nice, but they will manipulate you to get you to do something they want. If you are grabbed by someone you may or may not know, do all you can to yell, scream, kick, and bite. Abductors are looking for someone who is vulnerable, who will easily surrender to them.
- Follow up:
 - Break into small groups and assign the "Risky Scenarios" (attachment 3 from netsmartz lesson). Have students discuss in groups and write down ways to reduce the risks of the scenarios by using the safety pledge as a guide.
- Hand out *Social Web Tips for Teens* from:
<http://www.connectsafely.org/pdfs/socwebsafetyteens.pdf>. Review tips with students and have students take home to share with their parent(s)/guardian.

Diocese of Phoenix
Catholic School Safe Environment Curriculum

Closure:

Review the pledge and have students sign their name. Students will take home the pledge and have their parents sign it and return to school. (Suggestion: Teachers can make a copy of the pledge with both signatures for their file and return the original to the students to post by their home computer.)

Closing Prayer:

Deuteronomy 31:6

“Be strong and steadfast; have no fear or dread of them, for it is the LORD, your God, who marches with you; he will never fail you or forsake you.” Amen.

INTERNET SAFETY RULES

Middle School ■ High School

1

I WILL THINK BEFORE I POST.

I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

- » cell & home phone numbers
- » home address
- » sexual messages
- » inappropriate pictures and videos

2

I WILL RESPECT OTHER PEOPLE ONLINE.

I will not

- » post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

3

I WILL BE CAREFUL WHEN MEETING ONLINE FRIENDS IN PERSON.

I agree to

- » ask my parent or guardian's permission
- » have a parent or guardian accompany me
- » meet in a public place

4

I WILL PROTECT MYSELF ONLINE.

If someone makes me feel uncomfortable or if someone is rude or offensive, I will

- » not respond
- » save the evidence
- » tell my parent, guardian, or another trusted adult
- » report to the website, cell phone company, cybertipline.com, or the police

SIGNED _____

SIGNED _____