GRADE 6 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM

APPROPRIATE ONLINE BEHAVIOR
Facilitator Materials

Appropriate Online Behavior

Grade 6 - Classroom Session

INTRODUCTION

This **session** is designed to provide the Compass Child Protection Children's Program for parishes and schools.

Young people spend a lot of time engaging with the exciting world of the internet. Entertainment in every form, good and bad is right there at their fingertips.

Unfortunately, internet-enabled technology can present access to unhealthy information and people who may put children at risk. Children and teens are often unaware of potential issues in their online world.

Through this session, you can help students learn how to use the internet in a safe way and for the right purposes. You will encourage them to practice appropriate behaviors in their online interactions and treat those with whom they interact in the same way that they would like to be treated.

A review of the material and content directions for parents are sent home with the young people so that parents can discuss these concepts with their own children.

A feedback form is also sent to the parents, with instructions to return it to the classroom teacher.

SESSION OVERVIEW

Students discuss reasons for which they use the computer and also negatives and positives of the internet. Next, the teacher introduces, with the help of stories and scenarios, some important points to be kept in mind while using the internet.

Following this, the teacher introduces the principle of extending to others the behavior that one would expect from them. This forms a base for setting and maintaining boundaries in internet use.

Then, the teacher brings up the subject of copyrights and stealing from the internet. The students learn that information once posted on the internet can spread fast and cannot be undone. The teacher then discusses important virtues including confidentiality, respect, honor, honesty, and the importance of privacy while interacting with others online. Responsible use of the internet is also addressed here.

Students engage in developing their own Internet Policy which they can then use in the future to ensure that they practice appropriate online behavior.

The session ends with a reflective reading of Colossians 3: 13-17 and a prayer.

GOALS

The goals of this session include helping participants know and be able to do the following:

- **Establish boundaries** while using the internet.

- **Understand risks** that are present when the internet is not used in the right way.

- Understand the **risks of friending** strangers online.

- Keep in mind how they would like to be treated, and extend such behavior to others on the internet.

- **Understand copyright issues** and not stealing from the internet.

- Realize that the internet is viral and to **exercise discretion** while using it.

- Develop their own **Internet Policy to regulate their internet use** and behavior.

- **Give parents the materials needed to review the lesson taught in class** and to discuss other sensitive concepts with their children.

MATERIALS

The materials required for this session are:

- Tables with chairs, one table for each small group of five students (Round or square tables are preferred to long cafeteria tables)

- Activity Book

- PowerPoint slides

- Bible

- Pens

- White card stock to make 50 cards (2.5x3.5 inches) and one 9x12 card for each student

- Large envelopes (9x12) for Parent Packets

PREPARATIONS

- **Print** this lesson plan; study it thoroughly; prepare to teach it using your own words and examples.

- **Download** PowerPoint

- **Download** and **duplicate** the Activity Book, one set for each student.

- **Make** 50 cards (2.5x3.5 inches) and one 9x12 card per student from white card stock.

- **Download** and **duplicate** the Parent Handout and **insert** them in the Parent Packets.

LESSON PLAN

A. Opening

Have Slide 1 open as children take their seats. Give each child a nametag, with their first name printed in large font.

Distribute the large envelopes that will hold the parent packet and the other take-home materials. Have them pre-labeled with the children's names.

Divide the students into groups of 5 and seat each group at a separate table, preferably round or square.

Then **say:**

> Welcome to this session. We are going to focus on a tool that we all commonly use. The topic of discussion today is the internet. Please let us discuss and share our opinions freely. Each of us may think differently and everyone's opinion is valuable.

Click Slide 2

Ask:

> Why do you venture into the cyber world? For what do you use the internet?

The students may list out the following:

- **Education:** Research, projects, etc.
- **Social networking:** Facebook, chatting, e-mailing, Skype, etc.
- **Entertainment:** Downloading/playing games, music, movies, and more.

After getting responses from 10-12 students, **distribute the activity book.**

B. Discussion and activity:

Ask everyone to open their activity books.

Click Slide 3

Say:

> Open your activity books to the page 'The internet - good or bad?' There are two columns there – 'Why is the Internet good?' and 'Why is the Internet bad?'. Think about some ways the internet is good, and some ways it can be bad. I want you all to really give this some thought. Then, write down what you think is good and what is bad in the respective columns.

Give them some time to think and write. Once they are done writing, **say:**

> Now let us go around the circle and share something from what we have written, one by one. After each sharing, we will discuss our thoughts and opinions. You may pass if you do not wish to share and, of course, please do not interrupt while someone else is sharing. There are no right or wrong answers.

Invite the students to share what they have written. (Remember to let them pass if they do not wish to share.)

At the end of the sharing and discussion, **say:**

> As we've discussed, the internet is a tool that can be used for both good and bad purposes. How we use it is what matters. It's important to make careful and wise decisions.

C. What can we learn?

Call the groups to attention and **say:**

> We're now going into something interesting. We will listen to two stories that are based on true things that can happen to you and me. Listen carefully to each story and think about what lessons we can learn.

Click Slide 4

Narrate Story 1:

Sarah and Jamie were best friends. They were always together and knew every single thing about each other. They even shared passwords and used each other's social networking profiles just for fun.

Click Slide 5

One day, Jamie logged on to Sarah's social networking profile and uploaded an embarrassing picture of Sarah.

When Sarah checked out her profile that night, she was shocked to see the insulting photo and comments that were posted about her picture. She had shared that with Jamie, and no one else knew about it. She couldn't believe Jamie could do this to her and knew her classmates would be whispering behind her back, and laughing at her.

Click Slide 6

She deleted the post and the picture, but too many people she knew already viewed them. The damage was done and it was permanent. There was nothing she could do but wish she **never shared her password with ANYONE,** not even someone she thought was her best friend.

Ask the students to connect with one other person in their group and discuss this story with their partner.

Give them a couple of minutes and then **say:**

Who is willing to share with our larger group something you learned from this story?

Give the students time to share what they've learned.

Click Slide 7

Narrate Story 2:

Julia spent a lot of time online. She often chatted with Gary, who was her age and shared her same interests: school, families, future plans, etc.

Click Slide 8

One day, Gary asked Julia if they could meet. Julia thought that would be cool but when she mentioned checking with her parents, Gary said that was a bad idea. Julia knew that if she was going to meet someone that she did not know, she had to check with her parents first. And, it's a good thing that she did because they notified the police, who found out that 'Gary' was really a 50-year-old man pretending to be a kid her age. He'd even sent her fake pictures!

Click Slide 9

Julia thanked God that she was safe, that the police caught Gary and that she told her parents before making any decisions.

Ask the students to connect again with their partner to discuss this story.

Give them a couple of minutes and then **say:**

Who is willing to share with our larger group something you learned from this story?

Give the students time to share what they've learned.

Click Slide 10

Summarize by **saying:**

Let's look at some **important points** to be kept in mind about Social Networking. You will find them listed in your activity books.

- o Keep private information private.
- o Never share passwords, for any reason, except with parents.
- o Connect with and "friend" only people known in real life.
- o Information posted online is permanent; it lasts forever.

- o If you think twice about something, don't post it!
- o Only write/post things that everyone can read.

Keep these points in mind, it's better to be careful than to regret it later!

D. How would you feel?

Ask for 3-4 students to volunteer and help with this part. Assign one scenario to each student to read aloud.

Click Slide 11

Say:

In your activity books, turn to the page titled 'How would you respond?' There are some words given there: Hurt, Angry, Frustrated, Ashamed, Jealous, Scared, and Depressed. Take turns reading out one of the real-life scenarios. While you are listening, imagine that you are going through the situation that is being read. Note in your activity book how you imagine you would feel under these circumstances.

Scenario 1:

Someone you shared your password with pretended to be you and wrote hurtful posts/emails to your friends.

Click Slide 12

Scenario 2:

You've had a secret crush on someone at school. No one knows except your best friend and you've sworn that person to secrecy. But your friend lets it out on a Facebook comment. The next day in school it feels like everyone is teasing you. It was supposed to be A SECRET with your friend!

Click Slide 13

Scenario 3:

Someone shares rumors that a family member of yours has been in and out of the hospital for the past few weeks and asks you about it on your wall/home page where everyone can see online. Even though you tell them it's not true, the rumor has spread.

Click Slide 14

Scenario 4:

Your friend posts a few pictures of your afternoon at the beach. You're tagged in the pictures without having been asked first. You thought the pictures were private and you are uncomfortable with others viewing them online as you were in your swimsuit. You didn't like that they were posted and tagged without asking.

Give the teens' time to write how they would feel/react to these situations in their activity books.

E. Discussion

Click Slide 15

Say:

There are a few jumbled words on the screen. Let us see which of your groups can figure out the message first. Discuss in your group and have one person stand up and tell me what the message is as soon as you figure it out. Your time starts NOW!

Once they get it, **say:**

"Do to others as you want others to do to you." That's a really nice message. Write it down on the lines in your Activity Book.

Do you know who said this and where it can be found?

Wait for a few responses.

(The teens may give answers like Jesus /Saint Paul/ Mother Teresa, etc. They may suggest it's found in the Bible, some may specifically mention which gospel, or may say it's from the book of Proverbs, some may not know where it is found.)

After a few responses, **say:**

> Some of you were right. Lord Jesus said this and you can find it in the gospels - Matthew 7: 12 and also Luke 6:31.
>
> Do you know what this verse means? When Jesus said these words, He was teaching people how to live a good life, to live like a child of God, with a higher sense of good or what we call **morality.** This was only one of His teachings.
>
> It is not easy to always do good, but we always expect everyone to do good to us, to treat us well, don't we? It is an important lesson to learn in life. It's much easier to expect others to be nice to us but can be more difficult when thinking about whether or not we are willing to do the same for them.
>
> Discuss this in your group and come up with one thing that you agree you would like others to do for you.
>
> Now think about how willing you might be to do this to others. What if you don't like the other person very much?

Invite the students to share their opinions.

After a minute of discussion, **say:**

> Now let's think: What are some of the online behaviors that you would NOT like others to exhibit toward you? Discuss in your groups and share what you think.

(The students may share that they would like that their secrets not be shared publicly on the internet, that they would like it if their pictures were not posted without their permission - especially embarrassing ones, they may also say that they would not like rumors being spread about them on social networking sites, that they may not be taken advantage of by strangers, etc.)

After a minute of discussion and another of sharing, **say:**

> As you can see, a good way to establish boundaries is to give serious thought to how we would like to be treated online. Remember, when we don't want to be taken advantage of or hurt online, we should be careful ourselves to avoid engaging in these same behaviors.

F. Virality of the internet

Click Slide 16

Say:

> I have a story to tell you.
>
> Once there lived a nice, good-hearted man. Whenever he heard a story about somebody, he just had to run and tell someone about it. He knew it was wrong, but he justified it to himself by saying that his stories were just innocent and entertaining, and mostly true.
>
> One day he heard some really juicy gossip about a neighbor and told it to everyone he knew. The whole village heard about it in no time and so did the neighbor.
>
> In an effort to teach this story teller a lesson, a friend told him to bring him a feather pillow. The man returned with a fluffy pillow under his arm. The friend said, "Cut it open!" The man cut the pillow. "Now, step outside and toss the pillow into the air." A strong wind was blowing and the feathers went flying everywhere landing in gardens, on trees, in the park and on the roads.
>
> After 10 minutes the friend said: "Now collect all the feathers, and stuff them back in your pillow. Not one should be missing!"
>
> The man stared in disbelief. "That is impossible; they're all over the place."

The friend nodded gravely, "That is how it is: once a rumor, a juicy bit of gossip, a 'secret,' or quite frankly, any comment leaves your mouth, you do not know where it ends up. It flies on the wings of the wind, and you can never get it back!"

The man realized how he wronged so many people in this way, apologized to the neighbor, never indulged in gossip again and became very careful about his speech.

Say:

Can you imagine such a situation? Isn't it okay to 'discuss' what happened between two people? Maybe. But, before you pass along information, stop to consider…is it a feather being tossed up into the wind?

You don't have to tell out loud, but can you think of a time you spread something about another person and you now wish you hadn't said anything at all?

After a few seconds, **say:**

Now let's do an activity. Can I have a volunteer come forward and help me with this?

Give the student a bundle of papers/cards (about 50).

Say,

Now keep one for yourself and distribute the rest to 3 others anywhere in this room. Each person who gets a card should now do the same. It's okay if someone gets more than one card.

With a timer, **time the activity** from the moment you **say START.** **Say STOP** after 1 minute.

Then **say:**

All those who have at least one card in your hand, please stand up. WOW! Within one minute, the cards spread **all around**, and some of you have more than one card! You see, social networking sites work the same way. You may post

something, maybe the way you feel, maybe something personal, maybe something about someone-like in the story. Within a minute of posting it, more than 20 people may have seen what you shared, and most of the time you *cannot control it from spreading.* Someone else may share something and then all of their contacts can see it too! Photos, posts and words online can spread within no time, and may even cause irreparable damage. So, like the man in the story learned the importance of guarding his tongue, we have to learn the importance of guarding what we share on the internet.

G. Creating your own "Internet Policy"

Click Slide 17

Say:

To remember what you've learned today and help you put it into practice, you can create your own 'Internet Policy' where you decide how you would like to use the internet. You can write your own policies or what commitments you would like to make. Before doing this, let's just take a few moments to think over the lessons we learned today.

Ask students to turn to the next page in their Activity Book.

Then say:

Spend some time thinking about what policies and commitments you would like to add to your own 'Internet Policy.' Focus on being true to yourself so that you can stick to these policies and commitments.

A few things that you could include in your policy are:

- o Sharing only information that is absolutely true. And remembering that just because something is true this does not mean it is for sharing.
- o Not posting/sharing information which will hurt or negatively impact anyone.
- o Keeping one's password to oneself.

- o Respecting one's own privacy and that of others.
- o Keeping confidentiality.
- o Limiting online contacts to only those known in real-life.
- o Inviting parents to view internet search history on a weekly basis to keep honest in making decisions about the searches conducted and the sites visited.

Ask:

Maybe someone who hasn't shared yet will share a possible suggestion for something to include in an Internet Policy?

After they share, say:

Thank you so much for sharing with us. Keep your commitment in a place where you will easily see it. This will help you keep it.

Also, be sure to tell your parents about your policy and the commitments you've made. Choosing to be accountable to someone in these ways makes adhering to your decisions more effective.

H. Prayer

Click Slide 18

INVITE everyone to stand in a large circle.

Begin the prayer, then make the Sign of the cross, and say:

God has given us many wonderful gifts in our lives, the internet being one of them. Learning to use it in the right way is a very important thing we need to learn to protect ourselves and others. One of the most profound teachings about the life of a child of God and the way we deal with others can be found in a letter written by St. Paul many years ago to a group of Christians in the city of Colossae. I will read the passage for you as a kind of examination of conscience. For each verse, ask yourself how well you are measuring up to Saint Paul's teaching.

Read out the passage slowly.

Colossians 3: 13-17

13. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.
14. And over all these virtues put on love, which binds them all together in perfect unity.
15. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful.
16. Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.
17. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

Click Slide 19

Then **say:**

Let us pray together.

Dear God, please forgive us for the times we have been mean to others on the internet. Teach us to honor and be respectful to others, to do good to others at all times, to respect our privacy and that of others, as well as to be responsible in our use of the internet. Help us to do everything in the name of our Lord Jesus and so to be good in our dealing with others on the internet. Help us to keep the commitments we made today even at times when we're tempted to do wrong.

Amen.

Be sure they have the packets as they leave and remind them to give them to their parents when they get home.
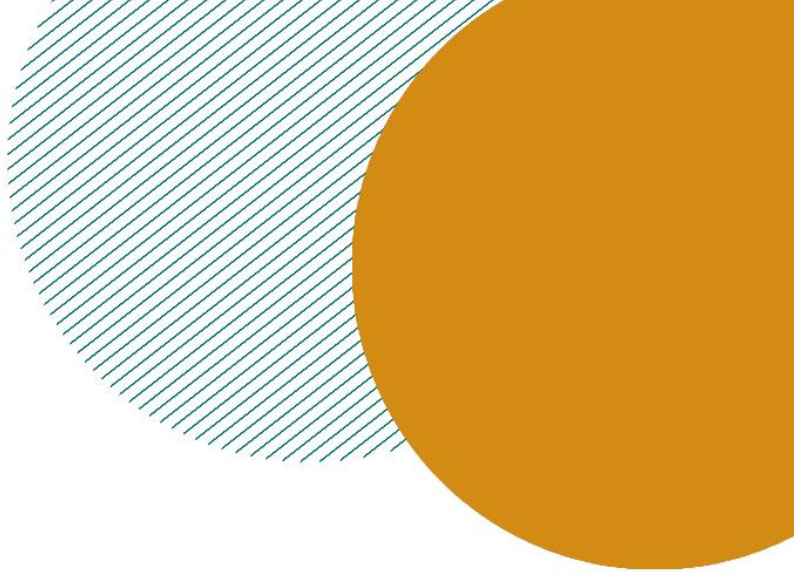
GRADE 6 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM

APPROPRIATE ONLINE BEHAVIOR
Activity Book

THE INTERNET

Bad or Good???

Why is it GOOD?	Why is it BAD?

Guidelines for Social Networking

- Keep private information private.

- Never share passwords, for any reason, except with parents.

- Connect with and "friend" only people known in real life.

- Information posted online is permanent; it lasts forever.

- If you think twice about something, don't post it!

- Only write/post things that everyone can read.

How would you respond?

Hurt   Angry Frustrated   Ashamed

Jealous   Scared   Depressed

Scenario 1:

Someone you shared your password with pretended to be you and wrote hurtful posts/emails to your friends.

Scenario 2:

> You've had a secret crush on someone at school. No one knows except your best friend and you've sworn that person to secrecy. But your friend lets it out on a Facebook comment. The next day in school it feels like everyone is teasing you. It was supposed to be A SECRET!

Scenario 3:

> Someone shares rumors that a family member of yours has been in and out of the hospital for the past few weeks and asks you about it on your wall/home page where everyone can see online. Even though you tell them it's not true, the rumor has spread.

Scenario 4:

Your friend posts a few pictures of your afternoon at the beach.

You're tagged in the pictures without having been asked first.

You thought the pictures were private and you are

uncomfortable with others viewing them online as you were in

your swimsuit. You didn't like it that they were posted and

tagged without asking.

Jumbled Words

others   others   to

want   do   to   you

do

you   as   to

CREATING YOUR OWN "INTERNET POLICY"

To regulate my online behavior and ensure I use the internet in a good way, I choose to make the following commitments:

I choose to be accountable in the following way:

_____

_____ and to the following person

_____ in order to help me with this.

Name:

Date:

Sign:

"Do to others as you want others to do to you."

Matthew 7: 12 & Luke 6: 31

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity.

Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful.

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3: 13-17

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM

APPROPRIATE ONLINE BEHAVIOR
Parent Handout

Appropriate Online Behavior

Grade 6 – PARENT FOLLOW-UP SESSION
with children who attended the parish/school session

Instruction for the Parents

Your child attended an Internet Safety session which dealt with issues concerning appropriate online behavior.

You are encouraged to, sometime within the next week, please set aside 30 minutes and discuss this material with your child. This packet contains the material you will need for a follow-up discussion and a step-by-step guide for suggestions.

PARENTS: Before you begin the discussion with your child, please go through all the material in this packet. Be prepared to discuss this material in ways that will be appropriate for your child.

Session Overview

The teacher discussed with students how the internet can be used in either good or bad ways and that the decision is up to them how they would like to use it.

With the help of two stories and a few scenarios, the following points were brought across:

- Keep private information private
- Never share passwords.
- Connect with and "befriend" only people known in real life.
- Information posted online is permanent; it lasts forever.
- If in doubt, avoid posting it.
- Only write/post things that everyone can read.

The verse *"Do to others as you want others to do to you"* was discussed in detail, with emphasis on how we should establish

and maintain boundaries while using the Internet to avoid hurting ourselves and others. The students shared what online behavior they would expect from others, and were encouraged to first take the steps by first demonstrating these expectations for others by acting appropriately.

The students participated in an activity and heard a story about the viral nature of the internet: once something is posted, it's hard to take it back or control the damage it may have done.

The most important part of the session involved each student creating their own Internet Policy to help them put the lessons they learned into practice for appropriate online behavior.

The session ended with a reading from Colossians 3: 13-17 and a prayer.

Background Information for Parents:

Pedophilia

It is essential that both you and your child understand dangers that exist on the internet. Some adults use the internet to meet and harm children.

It is important to assure your child that it is never too late to tell you, though the earlier they tell you, the better.

Red flags for parents to seriously get involved in their child's internet communications.:

- *Recent excessive time spent on the internet at night*
- *Evidence of sexually explicit material such as pornographic images on pen drives or any hidden computer folders.*
- *Sudden increase in the number of unknown calls made or received by your child.*
- *A change in attitude towards friends and family*
- *Secrecy and excessive need for privacy especially while using the internet.*

These are all things that parents need to be aware of and the measures a parent must take to protect their child include blocking certain sites that are not safe, checking the web history on devices, and enabling chat histories to be stored, etc. The **best thing that you as a parent can do** is develop an honest, open relationship built on mutual trust so that your child feels confident to approach you.

PARENT - CHILD PROCESS

Following are some thoughts and questions to help supplement your discussion with your child.

1. **Discuss be-friending strangers online.**

    In the classroom session, the teacher shared a story of a girl who befriended a stranger her age who in actuality turned out to be a 50-year-old man with a criminal record. The teacher introduced the reality that one cannot know for certain if people are who they claim to be on the internet and that this poses a huge danger when anyone befriends strangers online. The story stresses the importance of checking with your parents before making decisions to meet anyone!

    Ask your child to explain to you why it is important not to befriend strangers on the internet. Then explain the dangers involved and how to avoid them. Talk to your child in detail about being careful of people online. Explain to them that there are people who try to make friends with children or teens online pretending to be their age and even send fake photos.

    Discuss the potential danger signals and encourage your child to exercise caution. Explain to your child that if they are considering meeting someone in person, they MUST tell you. Ensure them that no matter how much trouble they think they are in, they can approach you to talk about it. And, reinforce by telling them that one way to avoid any such dangers is to only have known contacts on the internet.

    Also, emphasize the importance of keeping private information private, warning them that private information or pictures could be used for blackmail.

2. **Discuss the virality of the internet.**

The teacher discussed in the class, with a story and an activity, how to be cautious about posting information for all to see, because once it is out there, it is extremely difficult to control or take back. The teacher discussed how social networking sites are viral in nature and posting personal feelings or something about any other person would spread within no time (including to strangers) and is dangerous.

The importance of guarding what is shared on the internet was emphasized.

You can ask your child what their opinion is, whether the pictures and posts on their social networking sites should be visible to all or only to friends, or specifically only to close friends and family.

Talk to your teen about how certain information is private, and so are pictures. Help them understand how dangerous it is especially when private pictures and videos go viral. Discuss ways to improve the security settings in your child's networking profiles, etc. For example, in Facebook, help your child look through the security settings for each detail– posts, pictures, who can see their wall and so on. Help them change the settings under each so that they can learn how to filter the audience for their activities and better protect themselves and their contacts.

3. Discuss your child's Internet Policy.

In the class, the teacher helped all the students create their own Internet Policy, their set of commitments and guidelines on how they would like to ensure that they practice appropriate online behavior. These guidelines were to be based on what they took away from the classroom session. They were encouraged to place this in a location where they most commonly use the internet and to share the information with you as well and were

encouraged to choose to be accountable to someone to help make adhering to their decisions more effective.

Ask your child to share their Internet Policy with you and why they chose those commitments. Discuss the importance of holding onto the decisions they have made. Help them understand that being responsible in their internet behavior and appropriate usage means more than just creating the policy but practicing what they have **committed to do, even when no one is watching**. To help them with this, discuss measures that your child can take to ensure this. Talk to them about accountability.

4. End with prayer.

You have discussed some sensitive and important issues with your teen, and have also discussed putting the Internet Policy into practice. Now pray with your teen for God to help them with all of this. Pray for God's protection over them in their internet use and from predators and other dangerous people they may come across on the internet, for God's grace for them to practice appropriate online behavior to others, and to be able to hold onto the new commitments they just made. Thank God for the gift of the internet and pray for wisdom for using it in a way that is profitable and good.

Appropriate Online Behavior

Grade 6 - Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.

1. What were the topics that were most helpful to both you and your child? How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	○	○	○	○	○
Quality of information in the curriculum	○	○	○	○	○
Real life application	○	○	○	○	○

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?