

Intermediate Level, Grades 3, 4, 5 (ages 8 to 11 years)**Lesson Plan 8: Creating and Following Family Rules**

Getting started with Lesson 8:

- Principle:** Children need to follow their parent's or guardian's rules in order to stay safe, and they should also participate in creating family rules for everyone to follow that protect the family from harm.
- Catechism:** According to the fourth commandment, God has willed that, after him, we should honor our parents and those whom he has vested with authority for our good. **#2248**
- Goal:** To assist parents, guardians, and other caring adults in teaching children and young people the importance of creating and following family rules and keeping everyone safe. **[NOTE TO TEACHER: We will concentrate on following rules about giving our private information such as name, address, phone number, schools, etc. to people that are not known and trusted by the student and their families.]**
- Objectives:** Upon completion of this lesson, children and young people should be better able to:
- Participate in the creation of family rules for everyone.
 - Following the rules set by parents' means being careful about how they share information with anyone outside the family.
- Parent Notice:** Send out a letter to the parents and guardians outlining the goals and objectives of this lesson. Let parents and guardians know that the lessons this year will concentrate on age appropriate Internet safety. For this age group, it will focus on keeping personal information private. It will also reinforce the need for children and young people to follow their parent's rules, particularly those about sharing personal information such as address, phone number, name, names of family members, and information about members of the family, their activities, etc.

Parents and guardians are the primary educators of their own children. This right of adults to educate their children, particularly in the area of morals, values, and human sexuality, is also recognized by the Church as "an educational duty."¹ The *Teaching Touching Safety* program establish guidelines and principles to assist parents and guardians in the sometimes daunting task of protecting children and young people from Internet predators. The program was developed to help educators, catechists, youth ministers, and other caring adults support parents and guardians as they provide their children and young people with education in this critical area. Many parents readily admit that their knowledge of Internet activity is inferior to that of their children and young people. In most public schools, even the youngest children are often given time during the week to work on the computer and become familiar with cyber activity. Lesson 7 is specifically designed to help parents and caring adults keep children and young people safe while they are working on the computer and "surfing the net" regardless of their age.

Dealing with the intermediate age—key concept is "energy"²

These children are venturing away from home for a greater amount of time and need to start recognizing that safety issues can arise when they are off with friends or at other events and places.

They like to be in constant motion and are always on the go. Groups are important to them. This is the "gang" age with friends of the same sex and a time in which team sports flourish. Capable of intense loyalty to others, they usually have a best friend to confide in. They can talk through problems and can think through their past actions to find a justification for their behavior. For example, they will have explanations and justifications for being late, not completing homework, still being on the phone after lights out, etc. They also will

¹ *Declaration on Christian Education, Gravissimum educationis*, Proclaimed by Pope Paul VI, October 28, 1965, Article 3 at 44.

² DeBord, K. (1996). *Childhood Years: Ages six through twelve*. Raleigh, NC: North Carolina Cooperative Extension Service.

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take time to search for the information they need to resolve some question for themselves, and they are capable of developing plans and setting goals.

Although truthful about big things, they are less so about the smaller things, often making up alibis or shifting the blame to others. They have a strong sense of right and wrong or fair or unfair. They can argue and hold strong debates. Caregivers can be more effective when dealing with this age by including them in the discussion while establishing rules or guidelines.

The best approach to this age group is through non-competitive games in which the children can establish individual goals. At this age, more explanation is necessary when rules are given. Children need to begin to learn to trust their own ability to make decisions. Therefore, criticism should be designed to teach. For example, when something goes wrong or does not turn out the way that the child wanted, rather than tell the child what went wrong or how to do it differently, ask, "how could you do that differently next time?" Let the child begin to think through and reason out solutions.

Vocabulary words:

- Internet—Global communication network allowing computers worldwide to connect and exchange information.
- Social network—A site or place on the Internet where a number of users can communicate with each other in real time.
- Private—Personal information not publicly expressed.
- Rules—A principle or regulation that governs actions, conduct, and arrangements.

Supplemental Resource Material for Teachers

The complete grooming process employed by a child molester is usually three-pronged and involves physical as well as psychological behaviors. In person, the process may take months, even years to accomplish with regular face-to-face contact. However, through the Internet, predators can break down the child's defenses in a very short amount of time, particularly if the child is vulnerable or ignorant about the risks of the Internet.

The three aspects of the typical grooming process are *physical grooming*, *psychological grooming*, and *community grooming*—and all three can occur at the same time.

In the case of Internet seduction, the *physical grooming* becomes part of the process much later in the game. In fact, by the time the molester has an opportunity to touch the child it may be too late to protect the child from harm. There is no "build up" in the levels of intimacy of touch when the Internet is the initial contact point. Children solicited through the Internet are often abducted by the molester when a face-to-face meeting is arranged or there is any kind of physical contact. **On the Internet, the physical grooming and community grooming are left out of the initial process, and the psychological grooming has some new twists.**

The most important aspect of grooming through Internet contact is the *psychological grooming*. The molester establishes a relationship online by pretending to be someone in the child's age group. Through conversations about things the child is interested in, the molester will lure the child into social networks and, eventually is often able to convince the child to defy parents, grandparents, and/or guardians and meet the molester outside the home. The child is convinced that the molester is trustworthy and believes this person is a friend, someone that really likes and understands the child. The child may be convinced the online friend is the same age and has the same issues. Molesters know it is important to talk to children and young people on their level. They communicate in a way that children and young people understand and convince the young people that they are someone who can be trusted —someone just like them. On the Internet, this psychological grooming is particularly effective because none of the natural barriers of distrust or apprehension that might arise for a child are present. The physical appearance and real age of the molester are hidden from the child's view. The Internet provides a wall for the molester to hide behind and the child can't see the molester or the wall. Children and young people are particularly vulnerable to this approach because of their natural tendency to trust others.

Threats about not telling or threats about harming someone or something the child loves are not needed in this situation. The child's resistance is broken down through the communication process. Remember, the child often thinks that he or she is talking with another child. There is really nothing to tell mom and dad. After all, they are older. They would not really understand. Sometimes the child is conflicted but most of the time, unfortunately, what really happens is that the child bonds more to the molester.

On the Internet, there is no grooming of the community. In fact, the intention of the molester is to bypass the community altogether. In online seduction, the molester wants to remain hidden from view. He or she will create a relationship with the child that goes around parents, grandparents, and/or guardians and encourages the child to keep the conversations secret. This works because the child thinks the person on the other end of the communication is telling the truth.

The behavioral warning signs of a potential predator are evident in online communications but they are much more difficult for adults to identify. There is a barrier between the parents or caring adults and the predator that distorts everything about the relationship. That is

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why it is so important for parents and caring adults to be aware of the communications their children and young people are engaged in on the Internet and look for the signs that something is off.

Among the ways that behavioral warning signs show up in new and different ways because of Internet seduction are:

1. *Always wants to be alone with children.* On the Internet, the predator has one-on-one access to children and young people through email and social networks. Email communications, though, are more risky. Parents can read email on the computer. Social networks are places for private, real time conversations that are more difficult and sometimes impossible to recover and read. Predators will invite children and young people to join them in social networks for "private" conversations.
2. *Give gifts to children, often without permission.* In person or on the Internet, predators find ways to give gifts to children and young people and tell them to keep it secret. The gift may be as simple as candy that parents won't allow. However, gifts are often more than that, particularly when they come from someone who made contact with the child over the Internet. In that case, the gift is likely to be entirely inappropriate—gifts such as perfume, flowers, lingerie, or expensive items.
3. *Allows a child to engage in activities that parents would not allow.* When meeting with children and young people online, predators lure them into online social networks and encourage secrecy. This activity is extremely effective at driving a wedge between the child and his/her parent(s). Child molesters look for children that are alone after school. They prefer to contact the young people between the time school is out and the time parents come home from work. This is another factor that convinces children and young people that the person "talking" to them is someone their own age. Why else would he or she be home and able to chat or email after school?
4. *Uses sexually explicit language and tells dirty jokes.* If parents and caring adults are monitoring young people's communications online, they can often see that this is happening and intervene. If, as is often the case, children and young people are allowed on the Internet unsupervised, it is possible for knowledgeable parents to recover this information but it may not be discovered early enough to protect a child from harm.

Knowing the warning signs means little where the Internet is concerned if parents are not monitoring their children's Internet activities. Find out where they are going on the Internet. Read email messages. Check out their social network. Put limits and filters on any computer children and young people can use and check regularly to make sure that filters are in place and working.

Generally, the grooming process is complex. On the Internet, it is even more difficult to identify and interrupt. This lesson is designed to focus on two things that children and young people can do to protect themselves from predators on the Internet. Two simple rules that can be the difference between safety and danger for children are: 1) keeping personal information private and 2) children need to follow their parent's rules in order to stay safe. Concentrating on these two rules will reinforce the message from parents and others about Internet dangers while keeping the benefits of the Internet available for everyone to enjoy.

Special Teacher Preparation Tool

Apply Internet safety rules in your own home, school, or organization. Read the attached VIRTUS® articles on the subject:

- *Technology Safety*
- *Keeping Younger Children Safe as They Learn to Use Computers*

Technology Safety

"My mom and dad know absolutely nothing about computers; they don't even use them where they work. I got a computer for my birthday and right away I began meeting lots of cool people online. Right after school is the best time to chat online with my friends because my mom and dad aren't home and I have absolute privacy. Unfortunately, I have had some bad experiences online. I never knew that you could meet really gross people on the computer, but I don't let that stop me from chatting with other people. I spend a lot of my time online; sometimes I wish that we'd never bought that computer."

This scenario can be an all-too-common experience for young people today. Cyber technology and the Internet offer youth an incredible world of experience. With just the click of a mouse a young person can easily research a subject for school, chat with friends, check messages, or download a song. The electronic world can be fun and educational; unfortunately, like the real world, cyber technology, electronic communication, and the Internet also have inherent dangers.

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Just as we encourage children and teens to behave in certain ways when dealing with strangers or even interacting with friends, we also need to teach them how to act safely and appropriately when online or while utilizing electronic communication devices.

Unfortunately the technology gap between adults and young people is widening. Children today have grown up with computers and they think of today's technology and the many associated devices as safe and a lot of fun. Many adults, on the other hand, view computers only as work tools and don't consider this form of technology to be a source of entertainment or as a constructive way to spend time away from work. However, the best way for adults to span the technology gap is to learn to use media and communication devices as their children do. This means one should try to chat with someone while using the computer online, use an online search engine to find particular information, download some music, or send a text message on a cell phone.

Youth of today need technology-conscious adults—trusted adult with whom they have open lines of communication—to teach them how to make smart choices about whom and what they will find when visiting the Internet. Simply communicating with kids may actually be the best weapon against the child sexual predators that frequently use the Internet to identify potential victims. Sit down with your son, daughter, or a student and ask him or her to take you on a tour of the Internet and the electronic communication world they know.

Parents and schools need to be more actively involved with young people's computer and electronic communication usage than many probably are. Unfortunately, some parents will purchase a computer, set up Internet access, and then just walk away. If one is going to have a computer with online access in the house or at a school, children need to be educated by responsible and caring adults about the many dangers. A computer with online access can be just as dangerous as a car being driven by a teen without a license. Parents should regularly ask their children about their online activity and discuss the many new types of Internet activity popular with young people. Remember, no child-safety filtering software is perfect. Young people must be taught by responsible, concerned adults to be cyber-savvy.

Teenagers who use the various online services often feel that they don't need the same controls or restrictions as younger children. Unfortunately, teens are more likely to get in trouble while online than are younger children. Online social networks provide teenagers the opportunity to easily reach out beyond their parents, their circle of friends, or even their own peer group. Teens are frequently unaware that social networks are often the most dangerous online location a person can visit.

Law enforcement in the United States observed that child molesters' use of computers and the Internet exploded in 1997. No longer did the child molester have to assume a child-related profession or lurk in parks and malls to gain access to children. A molester could now sit at a computer and roam online from chat room to chat room trolling for children and teens susceptible to victimization.

It is vital to be aware of and familiar with new and changing technology and to maintain open lines of communication with children and teens. Young people might not be receptive to the message of safety if they feel that they are more knowledgeable about certain technology issues than are the trusted adults in their lives. Also, young people can be great teachers, so it is important to let them show you the sites they are visiting online, whom they are talking to, and what they are doing in today's world of technology. Remember, by routinely talking with young people, setting time limits, having them take breaks from online activity, and continually educating ourselves about ever-changing technology, we are all aiding in the guidance and protection of God's children.

Keeping Your Young Grade-schoolers Safe as They Learn to Use the Computer

This past week, my second-grade son came home with another homework assignment that will require independent research. Now, my response to this project was probably similar to what many of yours would be: First, I cite research conducted in the second-grade as example #621 of "how much smarter kids are these days." (In second grade, I distinctly remember that we still played with wooden mosaic tiles and had recess twice a day.) Second, I cringed thinking about how many extra hours of homework support "independent research" will mean to me personally during this already too-busy week. Third, I have to admit that I was a little jealous because, frankly, learning all about the Adele penguins sounded totally fun.

Of course, grade-school research no longer means pulling out a color-coded volume of *Childcraft Encyclopedia*. Nowadays, even young students are expected—if not required—to use the computer to prepare assignments. And, of course, this is often supported by computer curriculum in school and, at least in my house anyway, by a healthy dose of computer-based games. All this adds up to the fact that kids as young as seven are "surfing the web" independently.

Just like we as us parents have a responsibility to keep our kids safe as they learn to cross the street, we have a responsibility to keep them safe as they begin to navigate online. For older kids, this may involve monitoring the various social network sites or learning to decipher instant-messaging shorthand. For the youngest users, however, the guidelines are more basic but just as important. Perhaps some of the lessons learned at our house will be useful to you, as well

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Monitor the monitor. Young users should never be online alone. While the risk posed by Internet predators may not worry you as *much* if your kids are *not* using social network sites, you should still be concerned about the information or graphics kids could stumble upon accidentally when searching for legitimate information or games. You want to be accessible to help guide their searches—or to quickly close an unexpected site.

Centrally locate the computer. The computer in our home is located in the kitchen, a central spot for us, as it is in many homes. Having it in the kitchen simply makes it easier for me to monitor my kids' online use—and allows them plenty of computer time during meal preparation or clean-up. Making it easy for me to monitor simply means I am likely to do a better job and, like most parents, I need all the help I can get!

Know a few safe, kid-friendly sites. Identify a few sites that you feel comfortable letting your kids navigate themselves. While you should always be in eyeshot of the monitor, your child should have the chance to learn how sites work and discover independently the wonderful resources available online. Sites that are more likely to facilitate independent use are probably those that are kid-specific and that limit advertising. Your child's teacher can help you choose a few that would be most appropriate.

Make sure other caregivers know the basics. Perhaps this point is best made by illustration: A few months ago, my son wanted to look online for certain animated videos. I sat with him as we browsed what was available on several sites. Now, I am savvy enough to expect that mixed in with the many cool, kid-appropriate clips that we found were going to be some that were sexually-explicit or violent or just contained humor that isn't appropriate for a seven-year old. We just didn't open the files that looked like they might be trouble. Working that way we found tons of great stuff and, I have to tell you, we both had a blast!

Things became tricky the following week, however, when my boys stayed the night with my parents. My eldest son wanted to show them some of the great clips that he and I had watched together. He easily found the site by himself and correctly relayed that, "my Mom says these videos are fine for kids." My parents, though, just didn't know what to do with content filtering and, while they were in the other room, he ended up watching a raunchy video that I had previously blocked.

The lesson here is that anyone who helps your child with the Internet needs to know and follow the same guidelines you have at home. My mom and dad are super grandparents, but I had failed to remind them that they should always be sitting with my son while he is online. Moreover, I hadn't identified for them the few websites that are, in my experience, safe places for his to explore. Most importantly, I should have flagged the site with video clips as a site that needs specific oversight.

Talk to your kids. Your children need to know why you are being vigilant as they work online. At our house, I say simple things like, "Just like with movies and books, some sites aren't good for kids. I want to make sure you find the ones that are." Moreover, your kids need to know that they will never get in trouble for telling you what is happening online. Thank God our son told my parents right away about the video clip that he accidentally viewed. As uncomfortable as it was, they were able to respond to what he saw. And, at least I hope, we are setting the stage for open communication about the potential dangers he might face from Internet predators as he gets a bit older.

What is the real reason for all of these Internet rules—and, for that matter, most household rules? To create a framework in which all of our kids can live big, adventurous lives—safely. Now, we certainly don't do everything right around our place. But I'd like to believe that these guidelines will help my children enjoy some great entertainment *and* learn all about the Adele penguin.

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Lesson Plan 8: Creating and Following Family Rules

Creating and Following Family Rules

Educators, catechist, youth ministers, and other caring adults should prepare by reviewing the entire lesson plan and by reading *Teaching Touching Safety: A Guide for Parents, Guardians, and other Caring Adults*. During the class, follow the instructions to complete as many of the activities as possible in your allotted amount of time.

Activity #1: Play the introductory video to begin the lesson.

Activity #2: Point out that some warning signs simply signify there is danger ahead and some warning signs are really about rules to follow that promote safety. Review the warning sign handout and fill in the meaning of the sign and the "rule" that is part of the warning.

Discuss with the children the warning signs that parents might have that are simply about letting us know that we are in danger and then begin to look and see how rules about the Internet are different because they are designed to promote safety.

Activity #3: Internet Safety Rules Word Puzzle.

Prayer: A suggested prayer is provided at the end of the lesson. If you wish, you may use this prayer to conclude this lesson with your students.

Supplies and Preparation:

Opening DVD
DVD Player and TV
Print picture of a computer screen large enough to hold up in front of you.

Activity #2: Classroom Discussion: Family Rules and the Internet

Discussion: [Point out that some warning signs simply signify there is danger ahead and some warning signs are really about rules to follow that promote safety. Review the warning sign handout (see attached) and fill in the meaning of the sign and the "rule" that is part of the warning.]

- ***The Internet is like a real highway in many ways. It is also different and one of the main ways that it is different is that the highway we drive on includes warning signs that let us know when danger is approaching and signs that tell us where we are, where we are headed, and how far it is to our destination.***
- ***What are some of the signs that simply warn us of possible danger?*** [Go through the handout and point out that signs like the poison warning, the "Do Not Enter" sign, and the sign for a dangerous or sharp curve are signs to let you know that there is danger ahead.]
- ***Although it could be said that all warning signs are really rules because they tell us to do something to stay safe. Some signs are about avoiding danger and some others are really about obeying rules to make sure that we and others are safe, respectful, and protected.***
- ***What are some of the rules that are represented by the warning signs on your sheet?*** [Talk about the rules that are represented by signs for disabled parking, Railroad Crossings, yield signs and "school crossing" signs. All of these signs point to rules for behaving in a particular way that provides for a safer environment and keeps people from harm.]
- ***Points to make:***
 - The rule for designated disabled parking is that no one parks there that does not have a sticker indicating that he or she needs a space that is handicapped accessible. Parking spaces that can

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accommodate wheelchairs, walkers, etc. and that are close to the entrances of buildings to help keep disabled people safe and protect them from being harmed by other traffic.

- The rule that applies when we see a Railroad Crossing sign is to stop, look, and listen to make sure that no train is coming before driving across the railroad tracks. Other warning signs such as flashing lights, barriers that come down to stop traffic and bells at railroad crossings are there to warn of possible danger. However, the sign that there is a railroad crossing ahead lets us know that we need to follow the rules about crossing the tracks.

[NOTE TO TEACHER: Here are the “rules” for the other two signs on the handout that address signs that are backed up by rules. The students are going to work on the handout as part of the lesson, so, if possible, let them figure out the rules for themselves.

Yield signs are similar to railroad crossing signs. The rule is to look to see if anyone is coming before you drive onto the road. The rule is that someone that is already on the road gets to go first. This rule helps promote safety at intersections where there is no real need for a stop sign, but we all need to pay good attention to avoid accidents.

School crossing signs remind us of a couple of rules. First, is to slow down during school hours. Driving slower around schools is an important way to make sure that children are safe when going to and from school. Second, the sign tells us to watch for the crossing guard and stop if children are crossing the road.]

- **Let's take a few minutes now and go through the handout. What do the warning signs mean? Are the signs about danger or is there a “rule” that is behind the sign? If there is a rule, what is it?** [Give the students a chance to complete the handout and then go over the signs with them to make sure that they understand the difference.]
- **There is another place where we get warning signs that are intended to let us know there is danger ahead and some warnings that are more about rules for safety and protection. Our parents set rules about being on the computer and being on the Internet. What are some ways parents warn us of danger on the Internet?**
 - Rules that are danger alerts include: no use of social networks, no unsupervised computer time, putting the computer in the family room or other supervised location.
- **Some other rules parents have for Internet use are intended to keep everyone safe and protected. What are some rules parents might create about Internet use that are intended to keep you safe and protected?**
 - Rules that interfere with the attempts by a possible predator to find out details that help them find out where children and young people are. You never know where you really are going or who is really on the other side of the communication. No matter what people say, you don't know who they are, what they really want, or if they are telling the truth. So some rules that are intended to keep you safe include:
 - No private information given out over the Internet.
 - Make sure that screen names do not identify you in any way.
 - Never tell someone you meet online where you go to school, live, or where your parents work.
- **Sometimes it is difficult to remember to keep information private, particularly when you are convinced that the person that you are “talking” with online is someone your age or someone that is a friend. We think we know better than our parents and that we can tell if someone is lying to us. But, it is important to remember that the rules are designed to keep us safe and protected from people that sometimes lie. Learn the rules that parents want you to follow. Talk to them about why the rules are important and then FOLLOW THE RULES and let your parents know you are doing your part to promote safety.**

Activity #3: Internet Safety Rules Word Puzzle

Hand out the word puzzle and explain the instructions to the children. Children are instructed to find the words on the list that are related to the topic of “safety rules,” and to circle each of those words. Each word will be in a straight line, but it may be written vertically (up and down), horizontally (left and right), diagonally (at an angle), and either forward, backward, or upside down (see the example below and see attached handout).

Lesson 8 for Grades 3, 4, and 5: Internet Safety Rules—Word Puzzle

Instructions: Hand out the word puzzle and explain the instructions to the children. They are instructed to find the words on the list and to circle those words. Each word will be in a straight line, but may be written vertically (up and down), horizontally (left and right), or diagonally (at an angle).

- Computer**
- Email**
- Friend**
- Home**
- Mouse**
- Password**
- Private**
- Screen**
- Trust**
- Web**

U	P	H	Y	N	X	B	S	G	V	H
H	E	R	G	I	I	E	P	I	N	T
X	D	V	I	G	K	W	G	F	E	X
K	R	C	D	V	R	B	H	T	E	N
V	O	O	N	L	A	J	O	S	R	I
U	W	M	E	R	I	T	M	U	C	V
F	S	P	I	S	M	A	E	R	S	X
A	S	U	R	I	P	O	M	T	P	S
H	A	T	F	I	H	M	U	E	L	M
X	P	E	T	G	C	I	A	S	N	M
E	Y	R	W	P	K	J	M	C	E	Z

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Prayer to end the lesson:

[Remember that this is a variation of an Old Catholic Traveler's Prayer to be said before beginning the journey. Remind the students that, as they grow up, they are on a kind of journey through life. Each time they leave their home or their room to go out on their own, they are traveling. Prayer can help prepare them for the journey and guide them along the way.]

My holy Angel Guardian,
Ask the Lord to bless the journey that I undertake,
That it may benefit the health of my soul and body;
That I may reach its end,
And that, returning safe and sound,
I may find my family in good health.
Guard, guide and preserve us throughout the day and night.

Amen.

Lesson 8 for Grades 3, 4, and 5: Internet Safety Rules Word Puzzle

Instructions: Find the following words in the puzzle below and draw a circle around the word or color it with a highlighter. The words are spelled out correctly in a straight line. There are no spaces between letters. However, words may be upside down, backwards, or at an angle. Some letters may be used in multiple words.

Computer
Email
Friend
Home
Mouse
Password
Private
Screen
Trust
Web

U	P	H	Y	N	X	B	S	G	V	H
H	E	R	G	I	I	E	P	I	N	T
X	D	V	I	G	K	W	G	F	E	X
K	R	C	D	V	R	B	H	T	E	N
V	O	O	N	L	A	J	O	S	R	I
U	W	M	E	R	I	T	M	U	C	V
F	S	P	I	S	M	A	E	R	S	X
A	S	U	R	I	P	O	M	T	P	S
H	A	T	F	I	H	M	U	E	L	M
X	P	E	T	G	C	I	A	S	N	M
E	Y	R	W	P	K	J	M	C	E	Z

Computer Screen



