

Chatting and Red Flags (Adapted Version)

Essential Question: How can you tell when an online relationship is risky?

Getting to know someone online, without being able to see them and their expressions and body language, can be awkward and sometimes even risky. The problems can range from simple misunderstandings to manipulation or inappropriate messages. Help students navigate and avoid these situations before they go too far.

Common Sense Education worked in collaboration with Mathematica and the Office of Planning, Research, and Evaluation in the U.S. Department of Health and Human Services (HHS) to adapt this lesson to meet the unique learning needs of students with intellectual and developmental disabilities. This adaptation was funded under contract HHSP2332015000351/HHSP23337008T with the U.S. Department of Health and Human Services, Administration for Youth and Families, Family and Youth Services Bureau.



Learners will be able to:

- Identify the types of messages that might give them a red flag feeling (defined in Key Vocabulary).
- Use the Feelings & Options thinking routine to analyze and respond to situations that give them a red flag feeling. A thinking routine is a brief set of steps to help students think through a situation.
- Create a new situation that gives them some specific ways to deal with a red flag feeling.



Estimated time: 120 mins.

The actual time will depend on the needs of the students. You may teach this lesson in a single class session. As an alternative, you can split the lesson across multiple days by teaching each of the sections below separately.

- Pre-Teach and Comprehension Check (optional, 20 mins)
- Consider: Risky Online Relationships (30 mins)
- Reflect: Texting Situations (30 mins)
- Explore: Sheyna's Situation (30 mins)
- Lesson Review (20 mins)



GRADE 9: RELATIONSHIPS & COMMUNICATION

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What You'll Need

 Lesson Slides

 Movistar: Love Story

Take-Home Resources

 Family Activity

 Family Tips

 Family Engagement Resources

Key Vocabulary

- **Risk:** the possibility of something bad happening, like getting hurt or sick.
- **Grooming (online):** when a person texts, chats with, or messages a child or teenager to make friends with them and trick them into meeting up in person so the person can sexually abuse or traffic them.
- **Red flag feeling:** the feeling a person gets when another person does something that makes them uncomfortable, worried, or upset.

Pre-Teach and Comprehension Check (Optional)

20 mins.

The purpose of this pre-teach is to make sure your students understand what "risk" and "risky behavior" mean, because these words are part of the lesson.

1. **Ask** students if they understand what "risk" and "risky behavior" mean.

Explain that risk is the possibility of something bad happening, like getting hurt or sick (**Slide 2**). Risky behavior is an action or activity that can cause something bad to happen. Some examples of risky behavior are sharing personal information with strangers, texting while driving, or smoking cigarettes.



RELATIONSHIPS & COMMUNICATION
*We know the power
of words & actions.*

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2. **Ask:** *What are one or two examples of risky behavior that a teenager or someone you know might try?*

Examples can include (**Slide 3**):

- Accepting a friend request from a stranger.
- Drinking alcohol.

Next, ask students: *What are one or two examples of a non-risky behavior that a teenager or someone you know might try?*

Examples can include:

- Asking a classmate on a date.
- Texting a friend.

Write the risky and non-risky examples that students share on one side of the board. Once you have a few examples listed, prompt students to think about why they think those behaviors are risky or not risky.

Suggestions:

- If students are having a hard time identifying the difference between risky and non-risky behavior, you can prompt them to think about whether an adult they trust would do or approve of the behavior they listed.
 - If your students need additional support to understand the concept of risk, you can also explain that there are different degrees of risk. For example, if you share a picture of your friend on social media and they don't like it, they might get mad at you, but that isn't as risky as texting while driving, which could cause a car crash.
3. **Ask** students to think of a person they know who doesn't do risky things. Ask them to name some things the person does to keep themselves safe, and how they know what is good or safe to do. Some strategies you can highlight include:
- Talk to an adult you trust, such as a parent or a teacher, before doing something.
 - Before doing something, think about whether anything harmful might happen.
 - Ask yourself, "How would I feel if something harmful did happen?"

Remind students that many teens have fun in non-risky ways, such as hanging out with friends, watching movies, having snacks, or playing video games.



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Consider: Risky Online Relationships

30 mins.

Lesson Summary and Prep:

The purpose of this lesson is to help students understand it can be harder to trust people online than in real life. That's because you don't know if they're being honest about who they are or what they want from you.

This lesson uses a video in the slides. Please make sure you can access the video before you teach the lesson.

1. **Project Slide 4** and state the learning objectives for this lesson:

- Learn what a red flag feeling is.
- Identify the types of messages that might give you a red flag feeling.
- Use the Feelings & Options thinking routine to think about and respond to situations that trigger a red flag feeling.

2. **Prompt** students to think about what they share online—through text messages, social media, messaging apps, and so on. (**Slide 5**).

Ask: Do you share everything about yourself online? Do you always share online about everything that happens to you? Do you ever act differently online than you do in school or with your friends and family?

3. **Explain** that most of the time, people don't share everything about their life online. For example, a lot of people would rather talk to someone they are close to in real life about something that upsets them, instead of posting about it online.

However, some people lie about who they are online and pretend to be someone they're not. For example, they say they're a teenager, but in real life, they're actually 35 years old. They might pretend to be someone else because they plan to trick or hurt another person they meet online.

4. **Say:** *Now we're going to watch a video to learn more about what risky online situations could look like. Keep in mind that when you only talk or chat with someone online and you can't see them, it can be hard to tell who they are and what they want to do.*



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Project **Slide 6** and play the video **Movistar: Love Story**. We recommend you watch the video before sharing it with students to decide which of the following approaches to take, depending on the age and ability of the youth in your setting.

Approach 1: If you think students would be confused by both teens being older men, it might be helpful to stop the video after you see the first adult man (2 minutes 36 seconds).

Approach 2: If you think students will understand that both teens are older men, show the whole video.

Regardless of the approach you take, pause the video a few times to discuss what the students are seeing in the video and make sure they understand what's happening. The following are helpful pause points:

- **58 seconds:** Ask the students what has happened so far. Explain that the video has shown two teens who are texting and seem to like each other. They each sent a picture to the other one.
- **1 minute 57 seconds:** Ask the students what happened next. Explain that the two teens decided to meet up in person. The boy is going to wear a black jacket and the girl is going to wear pink.
- **2 minutes 36 seconds (if you end the video early using approach 1):** Ask the students what happened when the teens met up in person. Explain that although it seemed like the teens went to meet up, one person was actually an older man pretending to be a teen. If helpful, watch the video one more time and end it at 2 minutes 36 seconds again to help reinforce the content.
- **3 minutes 12 seconds (if you showed the whole video using approach 2):** Ask the students what happened at the end of the video. Explain that although it seemed like the teens went to meet up, both people were actually older men pretending to be teens. If helpful, watch the video one more time all the way through to help reinforce the content.

5. **Ask:** *What happened between the two people in the video? Why do you think the texts were misleading or gave the wrong idea?*

If your students are having a hard time with this question, you can explain with one of the following:



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- **If you end the video early using approach 1 (2 minutes 36 seconds):** After seeing one adult, you can explain that the movie was about teens texting, but one adult was pretending to be a teen. If helpful, watch the video one more time and end it at 2 minutes 36 seconds again to help reinforce the content.
- **If you showed the whole video using approach 2 (3 minutes 12 seconds):** Ask the students what happened at the end of the video. Explain that although it seemed like the teens went to meet up, both people were actually older men pretending to be teens. If helpful, watch the video one more time all the way through to help reinforce the content.

6. To help students understand the main takeaways from the video, say:

It can be risky to talk to someone and make friends with them online when you have not met or formed an in-person relationship with them. It's harder to know if the person you're talking to is the person they say they are. They might be pretending to be someone they're not.

For example, someone could tell you they're a teenager when they're really in their 40s or 50s (like the person in the video). They might pretend they're someone else to get you to share personal information with them, and that might be a risky thing for you to do. Some risky things someone can ask you to do include:

- *Asking you to meet in person.*
- *Asking you to share personal information about yourself, such as your address or phone number.*

7. **Ask:** *Why is it hard to know if a person you're talking to online is who they say they are?*

Possible answers can include:

- You might not be able to see them in real life.
- You might not have people in common, such as friends, teachers, or coaches, who can confirm the person is who they say they are.
- You don't know if they go to the same school as you.

8. **Ask:** *How could you be safe when talking to someone you've only met online?*

Answers might include:



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- Ask a trusted adult if it's OK to talk to that person.
- Never share personal information like your phone number, address, or where you go to school.
- Ask a trusted adult for permission if the person suggests you talk on the phone or through a video call.
- Don't agree to meet in person without the permission of a trusted adult.
- Stop communicating with the person if they say or ask you to do something that makes you feel uncomfortable.

9. **Explain** to students that positive friendships take time and trust to develop. Thinking about their in-person friendships, such as friends they know from school or their neighborhood, can help them understand the qualities that make a person a good friend they can trust.

Ask: Think about a friendship you started recently or in the past. How did you become friends with that person? Why do you think they are or were a good friend?

Allow a few students to share. Then, follow up by asking: *What qualities make someone a good friend or someone you can trust?*

If your students are having a hard time surfacing specific qualities, you may bring up the following:

- Good friends can help you feel happy and safe.
- People you trust are good listeners and support you when you feel sad or mad.
- People you can trust don't pressure you to do something you don't want to do.
- People you can trust don't ask for private information or things you're not comfortable sharing.
- People you can trust don't ask you to keep your friendship private or secret.
- People you can trust know the same people as you, such as a teacher or a coach.

10. **Ask:** *Consider the qualities of positive friendships we just discussed. Can you think of a time when a friend made you feel safe?*

Allow a few students to share. Once you've established what it looks like to have a trusting friendship with someone they know in person, explain that in the next activity, you're going to start exploring how to figure out whether a relationship with someone online is risky or not.



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Suggestion: This is a good place to stop the lesson. You may teach the following sections on a different day or in another class period. If you choose to do this, begin the next session with a short reminder of the main takeaways from the activities you covered in this section, including:

- Online relationships are different than in-person relationships.
- It can be hard to know if someone you've only met online is who they say they are.
- Trusting friendships are those where the other person makes you feel safe. They don't ask you to say or do something that makes you feel uncomfortable.

Reflect: Texting Situations

30 mins.

Activity Summary: In the next section of the lesson, students will explore two scenarios of people chatting online with someone they have never met in person. The class will discuss which situation is riskier, and also how the situations might make them feel. Read each situation aloud to the students, and then talk about which one is riskier and why.

1. Read Situation 1 (Slide 7):

Asseal's teacher connected him with Sara, a teenager from the next town over. Sara and Asseal both like playing video games. They have been talking off and on for about a month through a messaging app. They talk about games and problems they're having at school with friends. They have shared when they plan to be online, and told each other their friends' names and their favorite video games. Last week, Sara sent Asseal some memes of gamers that included some bad language and bad jokes about online gamers (Slide 8). Sara told Asseal he should probably make sure his parents don't see them.

2. Ask: What might be risky about this situation?

Possible answers might include:

- Asseal has never met Sara in person.
- Asseal shared the names of his friends with Sara.
- Sara sent Asseal a meme and told him not to share it with his parents.
- Sara sent Asseal a meme with bad language.

Suggestion: For this question and the one in step 4 below, you may have students work independently, or try to come up with answers in small groups with assistance.



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3. Read Situation 2 (Slide 9):

Jayden loves taking pictures and posting them to Instagram. A few months ago, she noticed alex_13 liked several of her photos and commented, "You are so talented!" Jayden was flattered. Then she received a private message from alex_13 asking if she was a professional photographer or wanted to be one someday. Jayden said it was her dream to be one when she grew up. Now Jayden and alex_13 do a lot of private messaging. Jayden also posts comments on alex_13's photos, which are mostly of random objects and nature scenes. Last week, alex_13 asked if Jayden would post more selfies because "i think u r beautiful." Alex_13 also messaged Jayden a cell number so she could send more personal pictures, but alex_13 added, "Just don't tell anyone I gave u this."

4. Ask: What might be risky or dangerous about Jayden and alex_13's situation?

Answers may include:

- Jayden doesn't know who the real person alex_13 is.
- Alex_13 could be a teenager like Jayden, but they could also be an adult. Jayden has no way of knowing because she hasn't met alex_13.
- Jayden doesn't know anyone who knows alex_13 in real life.
- Alex_13 asked Jayden to send pictures of herself.

Suggestion: If students are having a hard time understanding what's risky about the communication between Jayden and alex_13, you can elaborate on the following red flags:

- Alex_13 asked Jayden to send pictures of herself. Pictures are personal and private, and should only be shared with people you've met in person and trust. It's also important not to share pictures that show private body parts (which are any body parts a swimsuit would cover). After you share pictures with someone, you can't get them back. It might also be against the law to share pictures that show private body parts.
- Jayden doesn't know who the real person alex_13 is. Alex_13 might be pretending to be someone they are not so they can do something harmful to Jayden. Sometimes, a person uses chatting or messaging to make friends with a child or teenager and trick them. Just be careful to not provide too much information to strangers who might reach out to comfort you or be friends with you when you've been posting about those kinds of feelings.



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5. **Ask:** *Which situation do you think is riskier?*

Give students a few minutes to brainstorm their answers and share with each other. Then, explain that it's important to think about the facts of each situation.

In the first situation, it's true that Asseal hasn't met Sara in person before. However, Asseal did get Sara's contact information from his teacher, who is an adult he trusts.

In the second situation, Jayden hasn't met alex_13 in person and doesn't know their real name (just their Instagram username) or know anyone who has met alex_13 in person. Alex_13 also asked Jayden to send pictures of herself and asked her not to tell anyone about it.

Say: Based on the information we have, the second situation is riskier than the first.

6. **Say:** *There are some questions you can ask yourself to help you decide if chatting with someone online is risky or dangerous.*

Go over each question. As you do so, discuss with the students the risky response and what to do if they answer the question in this way.

Q. Have I met this person in real life?

A: If the answer is no, you shouldn't tell them any personal information—such as where you live or where you go to school. You should not share pictures of your face or body with this person. You should not meet up with them unless an adult you trust is there. It's best to tell a trusted adult if this person asks for your private information or pictures, or wants to meet in person.

Q. Do I know anyone who has met this person in real life?

A: If the answer is no, then here, too, you shouldn't tell them any personal information like where you live or where you go to school. You should not share pictures of your face or body with them. You should not meet up with them unless you take an adult you trust with you. It's best to tell a trusted adult if this person asks for your private information or pictures, or wants to meet up in person. The adult can help you figure out the best thing to do to keep you safe.



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Q. Do you ever feel uncomfortable, worried, or upset talking to this person?

A: If yes, you shouldn't talk to this person anymore. When you feel uncomfortable, worried, or upset talking to someone, it's called a **red flag feeling (Slide 11)**. This is your body telling you someone or something is bad and dangerous. It's a good idea to stop talking to this person and tell a trusted adult about the situation. The adult can help you figure out the best thing to do to keep you safe. You could also block the person on your phone or computer so they can't contact you anymore.

Q. What are they asking me to do?

A: Think about whether the person you're talking to is asking you to do something that makes you uncomfortable. If it does, it might make you have a **red flag feeling**. Here, too, it's a good idea to stop talking to this person and tell an adult about the situation. The adult can help you figure out the best thing to do to keep you safe.

7. **Remind** students that there might be a difference between who a person says they are online and who they really are, as they saw in the **Movistar: Love Story video**. So, they need to be careful what they say to people online and not give them any personal information.

If students need additional support remembering the key learnings from the video, go over the following examples with your students:

- Why would someone lie about who they are or the facts of their life?
 - Some people online have bad intentions and want to trick you to get you to do something illegal, hurtful, or scary.
- What are some things people can lie about online?
 - They could lie about their age, where they live, or why they're talking to you.
- What could they be trying to make happen?
 - They could be trying to trick you to do something that makes you uncomfortable or illegal, such as sharing an inappropriate picture or video of yourself online, or giving them private information about yourself.



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8. **Say:** When someone uses online chatting or messaging to become friends with you so they convince you to do things you don't want to do or shouldn't do—such as sharing inappropriate videos or pictures online—this is called **grooming (Slide 12)**. Sometimes it can be hard to tell if someone is grooming you because part of grooming is getting you to trust them.
9. **Ask:** *What are things that someone can do to get you to trust them?*

Give students a few minutes to brainstorm answers and share. Potential answers include:

- Listening to you.
- Being available to talk at all times.
- Being kind and understanding of your teenage problems, even if they're not a teenager themselves.

Summarize students' ideas by explaining that people can get you to trust them by listening and agreeing with you. This might lead you to trust them because what they do can make you feel good and like you're accepted. This can work especially well with students who have a hard time making friends. Sometimes this can make you trust people more easily or be willing to start a relationship with someone, even if the person you're talking to is older than you or is otherwise not appropriate to talk to.

10. **Explain** to students that when they meet people online it's important for them to consider how they met the person. They should constantly ask themselves whether the person they're talking to is trustworthy.
11. **Say:** *One thing you can do to help you know whether someone is trustworthy is to reflect on how you feel when you talk to them or when they ask you to do something. If you experience red flag feelings (Slide 11) like being uncomfortable, worried, or upset, then there is a chance that the person you're talking to is not trustworthy.*

These are some examples of red flag feelings you might experience when chatting with someone online:

- *Feeling pressured to hide your texts, emails, and chats with them from other people, such as parents.*
- *Feeling like you have to share more information than you're comfortable with.*
- *Feeling like the person constantly tells you to trust them.*



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12. **Explain** that it's possible to experience red flag feelings even if the person you're communicating with is not being explicitly insulting or a bully. You may also experience red flag feelings even if you have video chatted with the person, because you might not know who they really are offline.

Suggestion: This is a good place to stop the lesson. You may teach the following sections on a different day or in another class period. If you choose to do this, begin the next session with a short reminder of the main takeaways from the activities you covered in this session, including:

- Some connections we make online can be riskier than others.
- Talking to people that you've never met in person can be riskier than talking to people you know in real life.
- It's risky to share personal information when chatting with someone online.
- It's important to always ask yourself whether the person you're talking to online is trustworthy.
- It's important to reflect on whether chatting with someone online is causing you to experience red flag feelings.

Explore: Sheyna's Situation

30 mins.

Suggestion: This section of the lesson can be split into two or more days to accommodate youth with different learning abilities. For example, one step of the Feelings & Options thinking routine can be taught each day, and then all the steps can be reviewed at the end.

Keep in mind that the two examples of Sheyna's situation are similar. The only difference is a small twist at the end of the scenario. The repetition is intentional, as it's designed to help students reinforce the steps of the thinking routine.

1. **Say:** *When you chat with people online, it's possible that you might experience a red flag feeling at some point.*

If students need more scaffolding or a reminder of what a red flag feeling is, you can show the definition on **Slide 11** and use the following examples of situations that might cause such a feeling:



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- If someone asks you to do something you're not comfortable with, such as sharing a photo of yourself, telling them where you live or go to school, or keeping your relationship secret.
 - If someone lies about their age or background, or tries to manipulate you by saying things like "If you really liked me, you would..." or "No one understands you like I do."
2. **Explain** that chatting with people you've only met online or chatting with a stranger are not the only types of situations when you might experience a red flag feeling. Sometimes, teenagers can have red flag feelings while chatting with people who are their own age, and possibly even with people they know in real life. This can happen when the person they're talking to asks them to do something they're not comfortable with, like sending a picture of themselves in underwear.
 3. **Say:** *When you have a red flag feeling, it's important to slow down, pause, and think about what is causing you to experience that feeling. Now, we're going to learn a routine we can follow when we experience red flag feelings (Slide 13). The routine is called Feelings & Options. I'm going to explain each step of the routine. Then, we're going to look at two scenarios to help us practice the steps.*

Feelings & Options is a thinking routine that supports social skills and thoughtful decision-making for digital dilemmas. The steps of the routine are:

- A. **Identify:** Explain that in the identify step, we first think about who's involved in the situation. What challenge are they facing?
- B. **Feel:** Next, think about what each person is feeling. Are they confused, sad, or happy? Why is the situation making them feel this way?
- C. **Imagine:** Next, students can think about how to handle the situation. What could the characters do? Once they have considered the options, they should choose the one that might lead to the best outcome, where the characters feel good or taken care of.
- D. **Say:** *Finally, let's think about the choice you want the characters to make. What should they say? What would you say if you were in the situation?*



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4. **Say:** *We're going to read a scenario and practice using the steps of the thinking routine we just learned.*

Set the stage by reading the scenario below to students:

Sheyna is age 14 and just started her freshman year of high school. She started exchanging text messages with Nick, who is age 21 and the assistant director at the day camp she attended over the summer. Sheyna really wants to be a teen counselor at the camp next year, and Nick is the person who chooses the teen counselors. Nick just graduated from college and lives a few hours away.

Sheyna messages him how much she misses camp and how frustrated she is with her friends. Nick is funny, flirty, and great at giving advice. "Those girls sound so immature," he tells her. "You might as well be in college. Seriously. You act way cooler than any 14-year-old I know."

5. **Pause** and ask students if they have any questions or confusion about the scenario. You may also ask them if they have any gut feelings about what's happening between the characters.
6. **Say:** *Let's continue building the scenario. One day, Sheyna and Nick have the following text conversation.*

Project **Slides 14–15** and allow students to read the first version of the text conversation between Sheyna and Nick.

Once students are done reading the text conversation, mention the following piece of information:

Sheyna is flattered by Nick's message, but it makes her feel a little uncomfortable. Nick always talks about how mature she seems. Sheyna feels uncomfortable about Nick's request, but she also wants to impress him.

7. **Explain** that now that you've read the scenario and gathered a few pieces of information, you'll go through the steps of the Feelings & Options thinking routine together. Use the prompts and suggestions below to help you guide the conversation.



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Identify: Who are the people in this situation? And what problem are they facing?

- Who are the people?
 - Nick is an assistant director at the camp. Sheyna was a camper and wants to be a teen counselor next year. Sheyna is 14 years old and in high school. Nick just finished college. He is 21 years old. Nick is much older than Sheyna.
- What problem are they facing?
 - Nick likes Sheyna and wants her to send him a picture of herself in a bathing suit at camp. Sheyna is flattered by Nick's interest in her. She wants to be a teen counselor next summer. She doesn't want to do anything to prevent that. Sheyna feels uncomfortable about Nick's request for pictures, but she also wants to impress him.

Feel: What do you think Sheyna is feeling? Why might the situation be hard or challenging for her?

- Sheyna:
 - Could be feeling uncomfortable or conflicted.
 - Might be feeling embarrassed.
 - Might be feeling pressured to do something she does not want to do.
- Why might the situation be hard or challenging?
 - The situation is hard for Sheyna because she wants to work at the camp next summer. She might also be conflicted because she wants to impress Nick. Nick also asks Sheyna to keep this a secret. He demonstrates his power over her by mentioning the teen counselor position and saying that he does not want to lose his job.

Imagine: Imagine how Sheyna could handle the situation. Come up with as many ideas as possible. There can be more than one right answer!

Potential options can include:

- Sheyna could say no to sending the picture.
- She could make a joke or try to change the subject and see if he stops asking her.
- She could send him the picture.
- She could try ignoring or not responding to other messages Nick sends.
- She could tell Nick that she does not feel the same way about him.
- She could tell Nick that she's uncomfortable having this type of conversation.
- She could tell a trusted adult what Nick asked her to do.



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Say: Which option do you think Sheyna should use? What should she say, and why should she say that? What would you say?

Answers may vary. Some potential options for what Shayna could say or do include:

- "Hmm, maybe someday :)"
- "I just had the most frustrating day at school."
- "I don't really feel comfortable doing that because of the whole teen counselor thing. I just want to make sure neither of us gets in trouble."
- Ignore the message or block Nick.

8. If you have time, repeat the steps of Feelings & Options using the second version of the scenario on **Slides 16–17**. You may also choose to present this alternate text conversation in a different class session.

Use the prompts and information below to help you guide the conversation around the second scenario. Note that the ending of the second scenario is a little different. The interaction ends with Nick inviting Sheyna to a party.

Identify: Who are the people in this situation? And what problem are they facing?

- **The people:**
 - Nick is an assistant director at the camp. Sheyna is a camper and wants to be a teen counselor next year. Sheyna is age 14 and in high school. Nick just finished college. He is age 21, so he's much older than Sheyna.
- **What problem are they facing?**
 - Nick likes Sheyna and wants her to come with him to a party in the woods without telling her parents. Sheyna is flattered by Nick's interest in her. She wants to be a teen counselor next summer. So she doesn't want to do something that will hurt her chances. Sheyna feels uncomfortable about Nick's request, but she also wants to impress him.

Feel: What do you think Sheyna is feeling? Why might the situation be hard or challenging for her?

What do you think Sheyna is feeling?

- She could be feeling uncomfortable or conflicted.
- She might be feeling embarrassed.
- She might be feeling pressured.



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Why might the situation be hard or challenging?

- The situation is hard for Sheyna because she might want to work at the camp again next summer. She might also be conflicted because she wants to impress him. Nick also asks Sheyna to keep this a secret. He seems to be demonstrating his power over her by mentioning the teen counselor position and that he does not want to lose his job.

Imagine: Imagine how Sheyna could handle the situation. Come up with as many ideas as possible. There can be more than one right answer!

Potential ideas can include:

- Sheyna could say no to his invitation to the party.
- She could make a joke or try to change the subject and see if he stops asking her.
- She could go to the party with him.
- Sheyna could tell her parents what Nick asked her to do.
- She could try ignoring or not responding to other messages that Nick sends.
- She could tell Nick that she does not feel the same way about him.
- She could tell Nick that she's uncomfortable having this type of conversation.

Say: Which option do you think Sheyna should do? What should she say, and why should she say that? What would you say?

Answers may vary. Some potential options for what Shayna could say or do include:

- "Oh, that sounds fun, but I'm busy."
- "I just had the most frustrating day at school."
- "I don't go out at night without telling my parents where I'm going and when I'll be home."
- "I don't really feel comfortable doing that because of the whole teen counselor thing. I just want to make sure neither of us gets in trouble."

9. **Explain** to students that no matter how Sheyna responds to Nick, she should tell an adult she trusts that Nick was asking her to do something she wasn't comfortable with. The adult will try to figure out what to do to keep you safe.



Chatting and Red Flags (Adapted Version)

10. Say: *Although the scenarios we talked about with Sheyna and Nick involve a man and a girl, this type of situation can happen to anyone in any type of relationship. For example, someone of any gender (a boy, girl, or nonbinary person) could ask someone else of any gender (a boy, girl, or nonbinary person) to do something they shouldn't.*

If you don't think students in your classroom will understand the term nonbinary, you could use terms they would understand—for instance, a person who does not identify as either gender or identifies as both genders.

Suggestion: This is a good place to stop the lesson if you need to and cover the next section in another session. If you choose to do this, begin the next session with a short reminder of the main takeaways from the activities you just covered, including the Feelings & Options steps.

Lesson Review

20 mins.

To reinforce key concepts from this lesson, ask the class the following questions as a group and have students share their thoughts. After students answer each question, you can explain which are the correct answers and why they're the best choice. If most students are not getting the assessment questions correct, you might need to review some of the earlier lesson content.

- 1. Explain** to students that they need to decide whether the following online interactions are risky or safe. Read each statement one at a time, and ask students to raise their hands if they think it's a safe interaction (**Slide 19**). You can also ask students to walk to different sides of the classroom: walking to one side if they think the situation's safe, and the other if it's risky.
 - Sharing your favorite music on social media. [SAFE]
 - Giving your address to a friend you know only online. [RISKY]
 - Commenting on the post of a celebrity you admire. [SAFE]
 - Accepting a follow request from someone you don't know. [RISKY]
- 2. Ask** students which of the following statements about online relationships is true (**Slide 20**).
 - You can always trust someone to be their real self online. [FALSE]
 - Even your best friend can cause you to have red flag feelings. [TRUE]
 - Only people you don't know in real life can cause you to have red flag feelings. [FALSE]
 - You can always tell when someone is trying to trick you. [FALSE]



GRADE 9: RELATIONSHIPS & COMMUNICATION

Chatting and Red Flags (Adapted Version)

3. **Read** the situation (**Slide 21**). Ana started a photo account to share funny pictures and quickly got a lot of followers. One day, a follower she had been messaging but doesn't know in real life sent her this message: "You are so funny! And your profile pic is so pretty! Want to meet up on video chat?" Ana is not sure what to do.

Ask: *Why might Ana be having a red flag feeling?*

For this question, you can also walk through the Feelings & Options steps (Think-Feel-Imagine-Say) to reinforce concepts (**Slide 22**).

- The person should already know a lot about her based on the photos she posts. [FALSE]
- A video chat might be a personal and risky request from someone she doesn't know. [TRUE]
- The person does not have as many followers as she does. [FALSE]
- Ana has liked some of the photos the person has posted. [FALSE]

4. **Ask:** *What would you tell Ana to say or do based on the Feelings & Options steps? (Slide 23)*

- Take a chance and have a video chat with her follower.
- Say she prefers to meet in person because it's less awkward.
- CORRECT: Say: "No, thank you. I don't video chat with people I meet online."

5. **Say:** *Remember that when you have a red flag feeling, it's important to slow down, take a break, and think about how you're feeling. These steps will help you think through your options for handling the situation.*

6. Send home the **Family Activity** and **Family Tips**.

