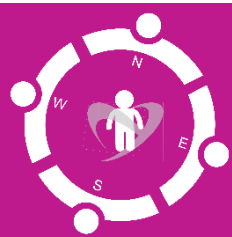


Grade 4 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



PERSONAL SPACE ZONES
Facilitator Materials

Personal Space Zones

Grade 4 - Classroom Session

INTRODUCTION

This **session** is designed to provide the Compass Child Protection children's program for parishes or schools.

Child abuse is unfortunately a reality in our world. The statistics prove that it is an issue that cannot be ignored. Talking about child abuse can be challenging, but this is essential. Through the Compass Child Protection children's program, these sensitive concepts are introduced in a simple way that children can understand.

Parents are given materials and discussion questions to guide the conversation and teach their children to be safe. Through these efforts we create awareness and safer environments in our communities.

SESSION OVERVIEW

The focus of this session is Personal Space Zones. Children are taught about different zones of personal space, with a special focus on the MY Zone which is less than an arm's length.

Children are taught various strategies to respond when someone gets into their MY zone. Children are introduced to situations when they need to move away and get help.

Safety rules - Say No, Move away and get help were reinforced.

GOALS

The goals of this session are to help students to understand the following:

- Personal space zones.
- What violation of personal space looks like?
- Responding to situations where personal space is violated.

MATERIALS

- PowerPoint slides with Laptop
- Activity Books
- Pencils
- Bible
- Pens
- Yarn and Scissors

PREPARATIONS

- Download and **duplicate** the activity books.
- Download the PowerPoint slides.
- Cut yarn pieces of 2 ft length, one for every 2 kids. Keep some extra pieces available.

LESSON PLAN

Arrange the room with tables and chairs if possible, allowing small groups of children at each table. Each table should have Activity Books and pens and pencils for each child.

A. Opening

Slide 1 should be open when children enter the room.

Hi, everyone. Today we are going to talk about personal space. As we connect and interact with each other, we need to know how close we can or should be getting to others. We also need to know when others are too close to us. That's what we are going to be talking about today.

Everyone has an Activity Book on your table. We'll look at it often. There are pens and pencils for you to draw or take notes if you would like to do so.

B. Personal Space Zones

Click Slide 2

1. My Zone

Today we are going to talk about and learn about personal space zones. For that, I need your help. Can I have you all stand up?

There are 4 personal space zones. The first is called the "My Zone" it is for you and people that you allow in.

To show where the My Zone is, you will have to stand up, and stretch your arms wide on either side like you are flying. Then, move away from one another so that you are not touching anyone else. Ready everyone?

(Allow time for all the kids to get into position.)

Now, like you are the center of a clock, and your arms are the arms on the clock, slowly stay where you are and turn around in a circle.

Very Good! All this space around you that you can touch if you just stretched out your arms on all sides of you- this is the My Zone, and it's just for people that you let in.

But ONLY if it's okay with you.

You can all sit down now.

(Allow time for the kids to sit)

We usually allow people that we love into the My Zone. This could be when your mom or dad gives you a kiss or a hug, or when a brother or sister is tickling you and you're having fun. If someone in your My Zone is hurting you or making you feel uncomfortable, move away and get help.

There are times when we allow other people into the My Zone. For example, when we are doing something together with other people, or all going to the same place. Can you think of other examples?

- Sitting together in a car or bus.
- Standing in line at a store.
- Sitting next to others in church or school.
- Watching a show or movie in a theater.

Let's discuss some **rules for allowing people into the My Zone.**

They can come in, ONLY if it's ok with you.

Then ask:

If someone you let into your My Zone does something that you don't want them to do?

Say No! Move Away!

Then get help.

There's another reason why someone may enter your My Zone- this might be for a quick greeting- like a pat on the back to say "Good Job" or a quick hug. These are okay.

Now let's look at some stories....

Click Slide 3

Aliza is sitting on a bench at the park when an old woman she doesn't know comes and sits right next to her, even though there's plenty of space on the rest of the bench. Aliza knows that this woman has come into her My Zone.

What can Aliza do?

(Allow time for answers)

Yes, Aliza can move away. Aliza's My Zone must be respected, and if the woman did not do that, Aliza can just move away or go to a different bench.

Click Slide 4

Jyoti hurt her ankle in soccer class. The coach is helping her walk to the nurse's office. Jyoti knows that her coach has come into her My Zone. What should Jyoti do?

(Allow time for answers- and you may ask why if they say that Jyoti should not do anything)

Jyoti knows that there is a reason for the coach to come into her My Zone. Coach is helping her because she can't walk, and the only way coach can help is by coming into My Zone. So, Jyoti should accept the help of her coach in this situation.

Click Slide 5

Cayman is going home on a bus when an older boy comes and sits next to him. The boy puts his arm around Cayman's shoulder and starts talking to him. Cayman does not want the boy touching him at all. What should Cayman do?

(Allow kids to answer)

Cayman should say no, and move away.

Cayman can say “no, don’t do that”, and then, go find a different seat on the bus.

This rule is really helpful. It’s called: Say No! and Move Away! When people who you don’t want in your My Zone come in anyway, say, “no!” and move away.

Click Slide 6

Open your activity books to the page “My Personal Space Zones.” In the target write the words, My Zone in the innermost circle. Now draw a picture of your face inside the same circle.

Click Slide 7

2. Friendly Zone

Next, we are going to talk about the Friendly Zone. To help you understand where the Friendly Zone is we’re going to measure it out.

Please turn to your neighbor. This person is your partner for this activity. (Distribute a 2 ft long piece of yarn to each pair of students).

Take this string and each person hold one end. Then, step back till the yarn is tight/taut. You don’t need to stretch out your arms, keep your arms close in.

This piece of yarn is 2 ft long, and this is where your Friendly Zone starts. Step closer, and you come into a person’s My Zone- step back away and you stay in the Friendly Zone.

Now I want each of you to take one step to the other person.

(Allow time for all the kids to step towards each other)

Now, you are in each other’s My Zones, and this may feel too close. All you have to do to get back to the Friendly Zone is step one step back. Do this now.

(Allow time for all the kids to step towards each other)

This is a nice distance for you to maintain when talking to people. It respects their personal space, and both of your My Zones.

Good! Now you are in a comfortable space for a friendly conversation. Try talking to your partner- ask them what they had for breakfast.

Anyone might be in your Friendly Zone. Someone may stand here if they want to talk to you, or ask you something, or even greet you with a handshake.

Thank you all so much! Now, you can get back to your seats.

If someone in your Friendly Zone comes into your My Zone, **take a step back**, just like you did when we practiced. This gets everyone back into the Friendly Zone.

Let's go back to our picture on our activity book. The next zone right after the My Zone is the Friendly Zone. Can you write the words Friendly Zone in that space?

(Guide the children as needed)

Click Slide 8

3. Social Zone

The next personal space is the Social Zone. To measure this, please get into groups of 5 or 6. Hold hands to make a circle and then let go.

(Allow time for the kids to get up and get into groups)

This is your Social Zone. Look around, your Social Zone includes more than one person besides you in your space.

Thank you! You can go back to your seats.

Let's go back to our picture of the zones. You have the MY zone right in the middle where you drew yourself, and then the Friendly Zone. The next zone or space is the Social Zone. Write the words "Social Zone" in that space.

Click Slide 9

4. Other Zone

The Other Zone is all of the other space around us.

In your picture, the Other Zone is all the space around the circles.

Write the words Other Zone outside the 3 circles.

(Give time for children to do this)

Before we wind up, I want to remind you of some important rules we learned today.

What do you do when someone in your My Zone is doing something that you don't want them to do?

Click Slide 10

Say No! Move Away!

If this happens, what else must you do?

Click Slide 11

Tell your parents.

If someone keeps trying to come into your My Zone, even after you moved away, what do you do?

Click Slide 12

Get away, and get help immediately.

Before we end today, let's look at a reading from the Bible.

Teach me wisdom and knowledge, for in your commandments I trust.

Psalm 199:66

What this means is that you can ask God for wisdom to help you make wise choices about who is in your My Zone.

Click Slide 13

Let's pray.

Heavenly Father,

Thank you for giving us life, and the people around us.

Thank you that we could learn more about staying safe and

respecting others. Help us make wise decisions and give us courage to do the right thing.

In the name of the Father, the Son and the Holy Spirit.

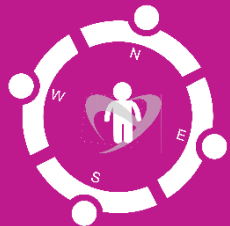
Amen.

Make sure the students take their Activity Books and the Parents have their Parent Handouts when each child is picked up.



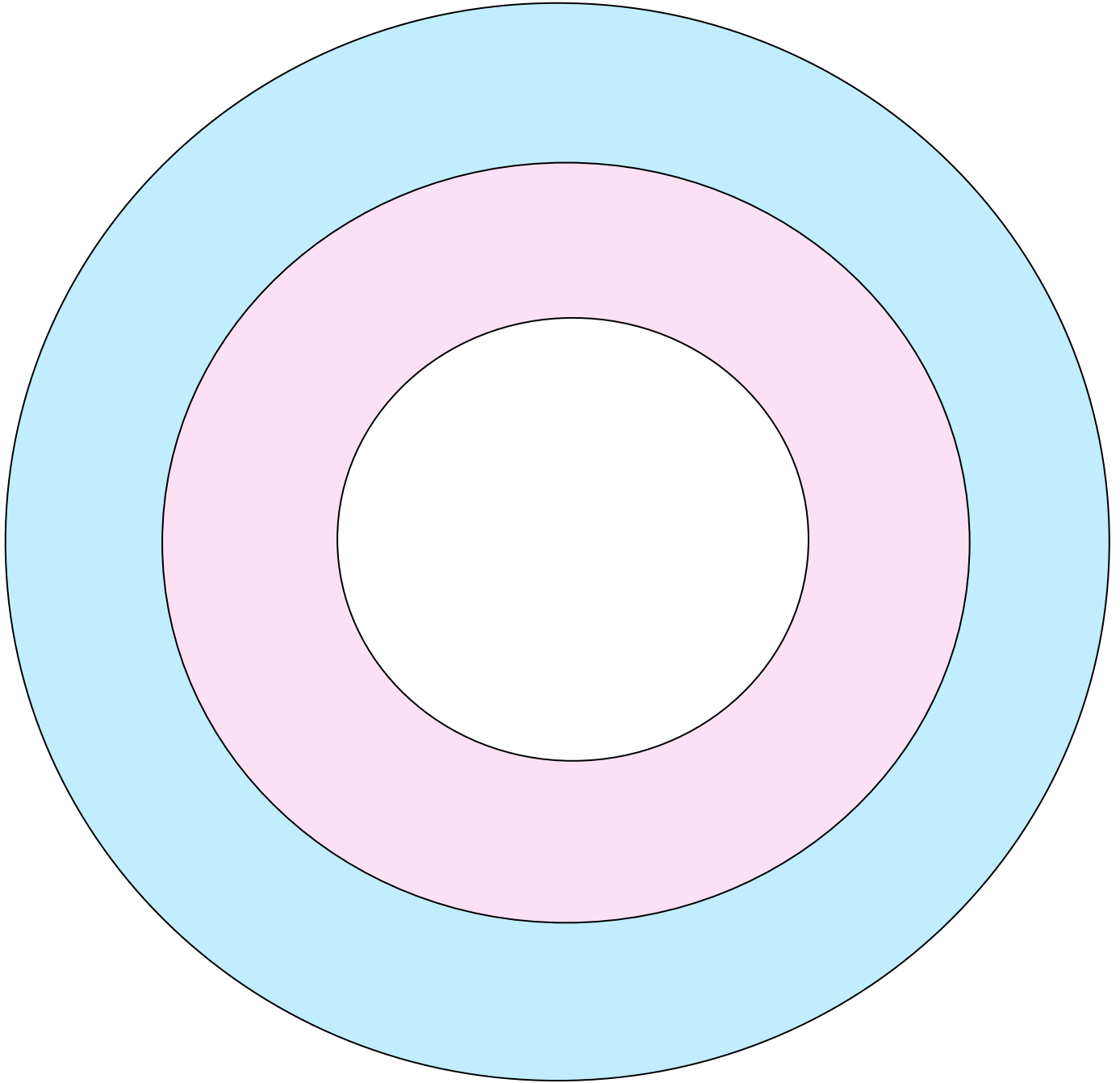
Grade 4 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



PERSONAL SPACE ZONES
Activity Book

PERSONAL SPACE ZONES



CLOSING PRAYER

Heavenly Father,

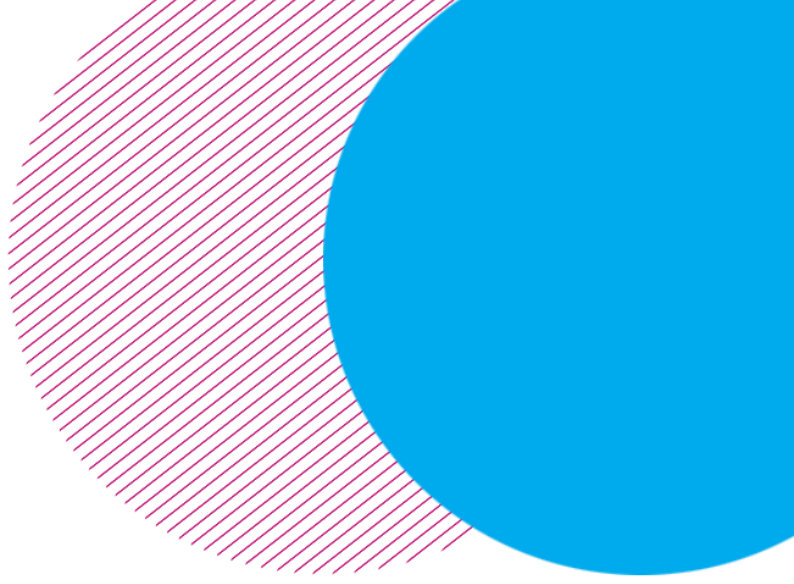
Thank you for giving us life, and the people around us. Thank you that we could learn more about staying safe and respecting others. Help us make wise decisions and give us courage to do the right thing.

In the name of the Father, the Son and the Holy Spirit.

Amen.

People who can come into MY Zone

A cluster of ten hexagons arranged in a honeycomb pattern. The hexagons are colored in alternating light blue and light pink. Each hexagon contains a horizontal dotted line, intended for writing the names of people who can come into the user's zone.



Grade 4 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



PERSONAL SPACE ZONES

Parent Handout

Personal Space Zones

Grade 4 - PARENT FOLLOW-UP SESSION

with children who attended the parish/school session.

Instructions for Parents:

Your child attended a lesson today which dealt with personal safety. The classroom session was intended to open discussions with your child and encourage dialogue with you, the parents.

You are encouraged, sometime within the next week, to set aside 30 minutes for a discussion on this material with your child. This packet contains information to guide your conversation, as well as a step-by-step guide with suggestions.

The information in this handout can allow you to reinforce the information taught in the session. Please repeat this dialogue with your child on a regular basis.

General Safety Tips

Please take a few minutes to read this overview on child sexual abuse as you prepare to lead your child through a conversation on keeping themselves safe. This background information is designed to help you understand the context and purpose of the safety rules that you will be introducing to your child.

A child cannot consent to any form of sexual activity.

Child sexual abuse is a form of abuse that includes sexual activity with, or in front of, a minor. When a person engages with a minor in this way, they are committing a crime that can have lasting effects on the victim.

Child sexual abuse does not necessarily include physical contact. These are forms of child sexual abuse:

- Sending obscene phone calls, text messages, or other communication.
- Fondling or touching a child's private parts.
- Coercing, forcing or tricking a child to touch the private parts of an adult or another child.
- Having sex of any kind with a minor.
- Exposing oneself to a minor.
- Producing, owning, or sharing pornographic images of children.
- Trafficking children for sex.
- Engaging in any other sexual conduct that is harmful to a child's mental, emotional, or physical welfare.

Some behavioral signs in children that may indicate sexual abuse include sudden and intense fears, trauma, isolation from others, drastic disruptions in temperament and coping styles, hygiene changes (such as refusing to bathe or washing excessively), being over-protective of siblings, sleep problems or

nightmares, inappropriate sexual knowledge or behaviors beyond their years, or running away from home.

Most sexual abusers have a pre-existing relationship with their victims.

Sexual abusers have gained access, authority, and often the trust of both the child and parent. They may involve themselves in a family's life as well as appear to do great things in the community – this is phony and a way of being “hidden in plain sight” to gain access to children.

A process—often called “grooming”—is a way that abusers break down a child or young person's physical, emotional, and behavioral boundaries while, at the same time, damaging their relationships with adults, their spiritual life, their values, and their sense of self. As part of a grooming process, potential abusers (also called predators) might give presents to or offer favors for children.

Grooming bribes or “guilt gifts” might include unexplained clothing, cash, jewelry, smartphones or trips. Parents should know the source of any gifts and treats their child receives. Children and teens should ask their parents before accepting ANY gifts.

Abusers use grooming tactics with parents and caregivers, too. They may be eager to babysit; they may offer “a shoulder to cry on” or financial help. They may pose as the wise counselor with sage advice (what a stressed parent often needs) or the go-to neighbor with exciting “treats” or offer to take a child on a family trip with them (things a lower-income parent may not be able to provide). These intentional behaviors are designed to trick the parent into trusting their child with the predator.

An offender's boundary violations may become so entrenched into daily life that adults fail to recognize it as grooming. In this way, a child's support network can be tricked into believing in the predator and into discounting anything that the child may say later about that person's behavior.

If a child says that they have been abused, believe them—even if you think it's impossible.

It is common for children who are victims of abuse, including neglect, to blame themselves and believe a situation is their fault. Furthermore, this message may be reinforced by the person who is abusing them. It is our responsibility as their parents to let them know that it's NOT THE CHILD'S FAULT, they did NOT do anything wrong. This should be continuously reinforced—don't just say it one time and think that's enough. For kids to believe it, we have to say it over and over.

Just as abuse is difficult for us to talk about, it is hard for children. One of the most important ways we can keep our children safe is to have open and courageous communication with them, and by encouraging them to talk to us about difficult things. Having conversations about the opposite sex, names of private parts, or other uncomfortable things related to sex helps build language and comfort with your child. This enables a child to share with you freely when they suspect abuse happening to a friend, or even to themselves.

Another aspect of this is being supportive when your child does step forward and shares something that is challenging. It may be a mistake they made, or something that a friend did, or something that happened to them that was unjust. How we react to these situations determines their level of comfort in continuing to share such things with us.

In these situations, avoid reacting emotionally, and be supportive. Talk to your child and identify ways to respond that they are comfortable with. Assure them that you still love them and you will help them find a solution.

PARENTS: Please read the entire handout before reviewing the information with your child. Be prepared to discuss the material using language that is appropriate to your child's intellectual and social abilities. And be advised that at this age level, you will find your child rapidly advancing in understanding and retention of the information.

SESSION OVERVIEW

In the session, the concept of personal space zones is taught as a tool to help children maintain and protect boundaries in order to stay safe.

The teacher introduced the concept of four Personal Space Zones – MY Zone, Friendly Zone, Social Zone and Other Zone along with activities for the kids to visualize these zones.

The session ends with a prayer.

Background information for Parents

You as parents have the chief responsibility for protecting your child. Your child should tell you where they are at every minute.

A. Personal Space Zones

Your child was taught:

1. MY Zone

There are 4 personal space zones. The first is called the “MY Zone” it is just for people that you let in.

The rules are:

They can come in, ONLY if it’s ok with you.

Then ask:

If someone you let into your My Zone does something that you don’t want them to do?

Say No! Move Away!

Then get help.

2. Friendly Zone

Anyone might be in your friendly zone. Someone may want to talk to you, or ask you something, or even greet you with a handshake.

If someone in your friendly zone comes into your My zone, **take a step back**. This gets everyone back into the friendly zone and out of your MY zone.

Then if they come into your My zone again, that’s not ok. You should get away and get help immediately.

3. Social Zone

Your social zone includes more than one person besides you in your space.

4. Other Zone

The Other Zone is all of the other space around us.

B. Talking to Your Child about Personal Safety

Develop a shared vocabulary with your child that helps them to express their feelings and understand safety rules. We all make mistakes and your child will do so too. Rather than be discouraging, find something they did correctly and talk about what to do next time. Practice with your child how and when to say, “No! Stop!” Encourage them to always tell you where they are even if they are only going from one room to another (this helps build the habit).

Reaffirm the rules your child has learned. Use these and repeat them as you discuss other situations. Cartoons often show stories that can lead to safety conversations with your child. Look for situations where someone makes a mistake or gets into trouble. Discuss what warning signs there were. Could the character have made a better choice or avoided the whole situation?

C. Consider Teaching Your Child the Skill of Dialling 911 – It’s not too early to start!

Dialling 911 is a skill that is very important for your child to develop. It is not too young to begin helping your child learn how to dial 911 and answer questions. (Consider the capabilities of your 911 dispatch office? Established landlines may have addresses accessible to the dispatcher.)

When to call 911 . . .

- When the adult(s) in the house need the child to call because the adult or someone else in the house is not able to call and needs assistance.
- When the adult in the house is asleep and cannot wake up.
- In case of a fire.

PARENT-CHILD DISCUSSION

1. Personal Space Zones

Ask your child to show you the picture they drew of themselves in their activity book. Remind them that they are precious.

Ask:

What are the personal safe zones you have marked on this picture?

(Allow time for the child to explain the graphic)

2. My Zone

Ask:

In the class, the teacher talked about the My Zone. Can you show me with your arms where the My zone is?

(Allow your child to show you by stretching out their arm.)

Ask:

Your teacher said that people can only come into your My zone if you let them in.

Tell me some people who you might let into your My Zone.

Open the activity book, and write for your child as you allow them to think about people they come across in their daily life who enter their My Zone. It could be their friends and family, but also a doctor, dance teacher or such.

People on this list could fall into the following categories:

- Those who are involved in physically caring for your child (bathing, dressing, feeding etc.),
- Those who emotionally nurture your child with your permission (permit your child to sit on their lap, allow them to hug your child, read stories to your child etc.),

- Children who regularly play with your child appropriately for their age (such as boys of the same age who like to wrestle, or girls of the same age who hold hands and play with dolls together)
- Siblings and immediate family.

As your child mentions names, use the opportunity to discuss the details of what contexts these people enter their My zone, how they feel about it. This may help you understand more about their world and the people they interact with.

For example, if your child mentioned their older brother, and how he tickles them, ask them if they enjoy it. Talk to them about what they can do if they stop enjoying the tickling at any time.

Similarly, if they mention a classmate who sits next to them in the bus, ask them to show you how they sit. Ask them if kids play games where they lean on each other or fall on each other and how they feel about it.

If your child mentions a coach or a teacher, again ask about what contexts this person enters their My Zone.

Have open conversations about physical contact with others, and teach your child that they do not have to allow anything that they are not okay with. This will help your child have courage, if needed, in moving away and getting help.

Ask:

What do you do when someone comes into your My zone and you are not okay with it?

Step Back,

Say No!

Move Away!

Let's practice.

We are at the supermarket and you are looking at something on the shelf. Someone comes and stands right next to you looking at something else.

(Get up and act out this scene with your child. Practice responses)

You are in the school bus and an older kid you don't know comes and sits right next to you even though there's plenty of empty seats on the bus. What would you do?

(Get up and act out this scene with your child. Practice responses)

We are in church, and an older man you don't know puts his arm around you and starts talking to you. What would you do?

(Get up and act out this scene with your child. Practice responses)

You are on a team, and one of the older kids keeps coming really close to you when they are talking to you or showing you how to do things. What would you do?

(Get up and act out this scene with your child. Practice responses)

Ask:

If someone keeps trying to come into your My zone, even after you moved away, what do you do?

Get away, and get help immediately.

(Talk about how they would get help. Give them names of people and places that they can go to, if they are in a dangerous situation)

3. Prayer

End with a time of prayer, asking God for wisdom and strength to make wise choices, and say no, when it is important.

Personal Space Zones

Grade 4 - 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?