



Grade 4 - CLASSROOM

SAFE & SACRED CHILDREN'S PROGRAM



Safe
& **SACRED**

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

To respond to safety issues, it is recommended that children have 'trusted adults' (in addition to their parents) who they can contact if needed.

Children should know the full names, addresses and telephone numbers for their parents. Making this information part of a song or creating a visual next to a child's bed so they can review it at night, can help in memorization.

A strategy for parents to adopt when teaching and reinforcing safety strategies to their children is to avoid instilling fear in terms of what not to do. For instance, "Don't go anywhere with a stranger!" The preferable directive would be to "check with your mom or dad before going with someone you don't know."

When children hear a list of "don't" rules, the mind remembers the negatives better than the positives. In other words, they remember what NOT to do, and may not recall what TO DO. Instead, take the time to be specific about when *this* happens, you should do *that*. Start this early and build on it as your child matures.

Create a code word that you share with your child to use whenever you are sending someone else to pick them up at school, or after an activity (tell the person picking your child up to use the code word).

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 – Trust 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. Trust Zone

There are 4 personal space zones. The first is called the “Trust Zone” it is just for people our parents tell us to trust. If someone is in your trust zone and your parents did not tell you that they are a person to trust, all hands must be kept to ourselves and the other person must do the same.

When people who you have not been told by your parents to trust come into your trust zone, Say No! and Move Away!

Whenever someone comes into your trust zone, talk to your parents.

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 trust zone, **take a step back**. This gets everyone back into the friendly zone and out of your trust zone.

Then if they come into your trust zone again, that’s not ok. You should get away and get help immediately. Go to a trusted adult and let them know what’s happening. If you are in danger, call 911.

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!

Dialing 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. Trust Zone

Ask:

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

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

Ask:

Your teacher said that the people allowed into your trust zone are people your parents tell you to trust. Let's make a list of people who we think are safe for you, and can be allowed into your trust Zone.

Open the activity book, and write these names.

(Guide your child and make a list of people who are close or spend a lot of time with your child, and you trust. 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.

Tell your child they should make sure you know all of their friends, both children (all ages) and adults.

Ask:

What do you do when someone your parents did not tell you to trust comes into your trust zone?

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 these things happen, what else must you do?

Tell your parents.

Ask:

If someone keeps trying to come into your trust 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 you trust, 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.



OPTIONAL

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.

Please email to: bblanchette@dioceseoffresno.org

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