

KidTalk

Level Four

THEOLOGICAL BACKGROUND

From Sacred Scripture

God created man in his image; in the divine image he created him; male and female he created them. And so it happened. God looked at everything he made, and he found it very good. Evening came, and morning followed-the sixth day. (Genesis: 1:27, 31)

This scripture passage records that God created everything good. As the Author of all life, God made man and woman in His own image; therefore, the body is a gift from God which is to be respected by self and others.

Jesus said to them, "Rejoice and be glad, for your reward will be great in heaven. Thus they persecuted the prophets who were before you... Do not think that I have come to abolish the law or the prophets. I have not come to abolish but to fulfill." (Matthew 5: 12, 17)

This scripture passage follows Jesus' discourse on the Beatitudes. Jesus teaches that His Way fulfills the Old Testament. The Beatitudes interiorize the commandments and guide the believer to a deeper spiritual journey to God.

From the Catechism of the Catholic Church (CCC)

The Beatitudes depict the countenance of Jesus Christ and portray his charity. They express the vocation of the faithful associated with the glory of his Passion and Resurrection; they shed light on the actions and attitudes characteristic of the Christian life; they are the paradoxical promises that sustain hope in the midst of tribulations; they proclaim the blessings and rewards already secured, however dimly, for Christ's disciples; they have begun in the lives of the Virgin Mary and all the saints. (Catechism of the Catholic Church, #1717)

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Guidelines	Jesus gave us the Beatitudes as the template for a life of charity and virtuous living. The Beatitudes express a natural desire for happiness and respect for self and others. The safe environment lesson relates to the Beatitudes by identifying trusted adults who teach children about respect for life and safety rules which can protect them.
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INFORMATION FOR INSTRUCTORS

Objectives:	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Define <i>personal space</i>.• Identify and advocate for their own personal space.• Identify how it feels when someone gets too close to their personal space.• Recognize how someone can enter their personal space through electronic devices.
Materials:	<ul style="list-style-type: none">• <i>Body Bubble Handout</i> (One per student)• <i>Personal Space Target Worksheet</i> (One per student)• <i>Steps to Asking for Help Handout</i> (One per student)• <i>Crowd of People Picture</i>• Hoola-Hoop (Optional)• <i>Level Four Parent/Guardian Letter</i> (One per student)
Time:	This lesson should take approximately 35 minutes to complete.
Notes for Instructor:	<ul style="list-style-type: none">• Take time to become thoroughly familiar with the lesson and its associated materials before teaching. Examine your personal comfort level with the discussion and identify any personal feelings or biases that may affect your ability to effectively teach this lesson. If you do not feel comfortable with these materials, please discuss your concerns with your Director/Coordinator of Religious Education.

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	<ul style="list-style-type: none">• Respecting personal space is a very important social skill for children. Understanding and keeping good personal space helps children to engage more successfully in everyday interactions and in personal relationships with peers and adults, as well as helping them to stay safe.• In the Body Bubble activity, you may need to limit the number of students who demonstrate their body bubble, depending on the size of the class.
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LESSON	
Introduction:	<p>(1 MINUTE)</p> <p>INTRODUCE the lesson by telling students that you are going to talk about personal space.</p>
Activity:	<p>OUR BODY BUBBLE (15 MINUTES)</p> <ol style="list-style-type: none">DISPLAY the <i>Crowd of People</i> picture.ASK the students the following questions:<ul style="list-style-type: none">• How would you feel if you were in this crowd of people?• Can you tell me about a time when you were in a large crowd of people? How did it make you feel?• Have you ever felt like you wanted to escape from a crowd of people and go to a place where you had more room?• Have you heard the term <i>personal space</i>? What do you think it means?DEFINE <i>personal space</i> as follows:<p><i>Personal space is the area immediately surrounding a person's body. The amount of space each of us needs can be different for each person. Some people may want more room between themselves and the people around them, while other people don't mind if someone gets close to them.</i></p><p>If using a hoola-hoop to demonstrate personal space, proceed as follows and then go to #6 in the activity. If not using a hoola-hoop, go directly to #5.</p>

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	<p>A. STAND in the middle of the hoola-hoop holding it around your body.</p> <p>B. EXPLAIN that the hoola-hoop shows the boundaries of your imaginary body bubble, which is your personal space.</p> <p>4. ASK students to stand. Direct them to lift and extend their arms straight out at their sides. Then ask the students to turn 360 degrees to demonstrate their personal body bubble.</p> <p>5. EXPLAIN that everyone has a body bubble. The body bubble is like a buffer zone which helps keep us safe. We call the area in our body bubble, personal space. The size of each person's body bubble can vary widely from person to person. It can depend on a variety of factors, including how well they know the other person, if they like them, and how much they trust them.</p> <p>6. INVITE two student volunteers to come to the front of the class to help you demonstrate personal space.</p> <p>7. PROCEED with the activity as follows:</p> <ul style="list-style-type: none">• Arrange students so that they are standing approximately three feet apart.• Explain to the class that the volunteers will be demonstrating their body bubbles.• Instruct Student One to approach Student Two, one step at a time.• Instruct Student Two to raise his/her hand up showing the "STOP" signal as soon as Student One gets close enough; if Student One moves any closer, Student Two would begin to feel uncomfortable.• Take a moment to recognize Student Two's body bubble.
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- Have the students switch places and repeat the process.

9. **INVITE** pairs of volunteers to repeat the activity until each student gets a turn to demonstrate their body bubble or as time allows.

10. **USE** the discussion questions below to review the activity:

DISCUSSION QUESTIONS:

- Was everyone's body bubble the same?

Everyone's body bubble is different and can change depending on the other person and the situation.

- How did it make you feel when your partner got very close to your body bubble?

Help students recognize that we can feel uncomfortable when someone gets too close to our personal space.

- When is it okay for someone to enter your body bubble?

It is okay for someone to enter your body bubble with your permission and only if you feel safe and comfortable.

- Who are some people who you would feel safe allowing into your body bubble?

Responses may include parents, siblings, friends, teachers, doctors, nurses, etc.

PERSONAL SPACE TARGET (10 MINUTES)

1. **DISTRIBUTE** the *Personal Space Target* worksheet.
2. **EXPLAIN** that our relationship with another person can impact how close they come to our personal space.

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3. **GUIDE** the student's completion of the worksheet as follows:

- **DIRECT** students to the center circle on their worksheet, labeled "Me."
- **EXPLAIN** that this is their personal space - their body bubble. Each of them gets to decide who comes into their body bubble and whether or not they can touch them.
- **DIRECT** students to the second circle from the center, labeled "My Family."
- **EXPLAIN** that only their closest family members belong in this circle.
- **INVITE** volunteers to name people who they would put in the "My Family" circle.
- **INSTRUCT** children to write the names of some of their closest family members in the "My Family" circle on their worksheet.
- **ASK** students to brainstorm types of touches that would be appropriate between people in the "My Family" circle?

Examples may include kisses, hugs and cuddles.

- **DIRECT** students to the third circle from the center, labeled "My Friends, My Teachers, and Family Friends."
- **EXPLAIN** that the people who are in this circle are people they know well, but are not as close to them as the people in the "My Family" circle.

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- **INVITE** volunteers to provide examples of people who could be listed in the “My Friends, My Teachers, and Family Friends” circle.

Examples could include names of teachers, close family friends, and the students’ closest/best friends. They may also include members of their extended family.

- **DIRECT** students to write the names of the people who belong in the “My Friends, My Teachers, and Family Friends” circle on their worksheet.
- **ASK** students to brainstorm touches which might be appropriate with people in the “My Friends, My Teachers, and Family Friends” circle.

Appropriate touches may include a one-arm hug, or a pat on the back or shoulder. Generally, they should not get as close to the people in this circle as they do with the people in the “My Family” circle.

- **DIRECT** students to the outside circle on their worksheet, labeled “Acquaintances.”
- **DEFINE** the terms *acquaintances* before proceeding.

An acquaintance is someone you don’t know, as well as a friend. For example, someone you see occasionally. You know their name, but have never talked to them or interacted with them to any great length.

- **TELL** students that appropriate touches with acquaintances should only include handshakes because they do not know these people well.
- **INDICATE** the area outside of the target which is labeled “Strangers.”

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- **EXPLAIN** that this is where we would list anyone who they do not know.
- **TELL** students that with strangers, touching should not occur.

6. **DISTRIBUTE** *Body Bubble* handout.

7. **EXPLAIN** that there is a way in which other people, even strangers, can enter their personal space (or body bubble) without getting physically close to them.

8. **ASK** students if they can think of ways in which this could occur.

They can enter their personal space through electronic devices.

9. **ASK** students to identify types of devices through which someone can enter their personal space.

Answers may include phones, computers, tablets, and video games, among others.

BODY LANGUAGE AND PROTECTING PERSONAL SPACE (10 MINUTES)

1. **REVIEW** with students that so far, they have learned that everyone has a body bubble, which is their personal space, and everyone's body bubble is different because each individual has a different need for personal space. They have also learned that different kinds of relationships can affect their need for personal space.
2. **TELL** students you'd like to spend a few minutes talking about what to do if someone gets too close to their personal space or touches them in a way that makes them feel uncomfortable.
3. **ASK** students to list ways they could communicate to another person that he/she is too close.

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4. **EXPLAIN** that there are ways in which people can communicate their discomfort without words.
5. **WRITE** the words “*Body Language*” on the board and provide the following definition.

Body language is a way that people communicate with each other without using words. In fact, if they pay close attention, they can gather clues about how another person is feeling from their body language.

6. **EXPLAIN** the following:
 - Body language can include eye movements, such as rolling your eyes, or looking away from someone.
 - It can also include gestures, like shrugging your shoulders, crossing your arms across your chest, or putting up a hand like a ‘stop sign.’
 - Facial expressions are also a type of body language and a good way to get clues about how a person is feeling. For example, a person’s face likely looks one way if they are tasting their favorite ice cream, and totally different if they find out their little brother or sister just broke one of their favorite things.
 - If you begin to move closer into someone’s personal space and their face starts to look worried or angry, they are giving you a signal to back away and give them room. There are other body language clues that they can identify if they pay attention. For example, a person might be saying, “you’re too close” if they cross their arms across their chest and take a step back or away.

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	<p>7. TELL students that depending on the situation, body language can be an effective way of communicating their discomfort.</p> <p>8. However, body language alone is not always enough. If their body language is not effectively communicating that they want something to stop, they can tell the person to stop what they are doing by saying, "No" or "Stop."</p> <p>9. EXPLAIN that another alternative is to ask for help from a trusted adult. Any time they are having difficulty in a relationship they can always ask for help.</p> <p>10. DISTRIBUTE the <i>Steps to Asking for Help</i> handout.</p> <p>11. REVIEW the three steps on the <i>Asking for Help</i> Handout.</p> <ul style="list-style-type: none">• Look at the person.• Ask if he or she has time to help you.• Explain the kind of help you need as clearly as possible. <p>12. ASK students if they can explain why it is important to ask the person if they have the time to help them.</p> <p><i>Help students understand that by asking the person if they have the time to talk, they are ensuring that they will receive the person's undivided attention. If the person does not have the time and/or they cannot stop what they are doing, the student has some alternatives. The student can explain that it is important and ask the person when it would be a better time for them to talk or the student can go ask another trusted adult.</i></p>
Conclusion:	<p>SUMMARIZE the lesson by asking the students to complete the following sentences:</p> <ul style="list-style-type: none">• A body bubble is.....

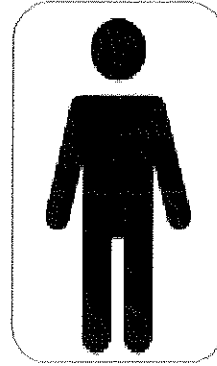
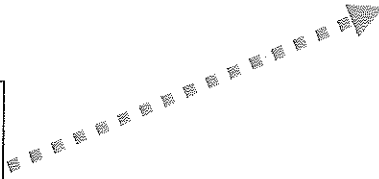
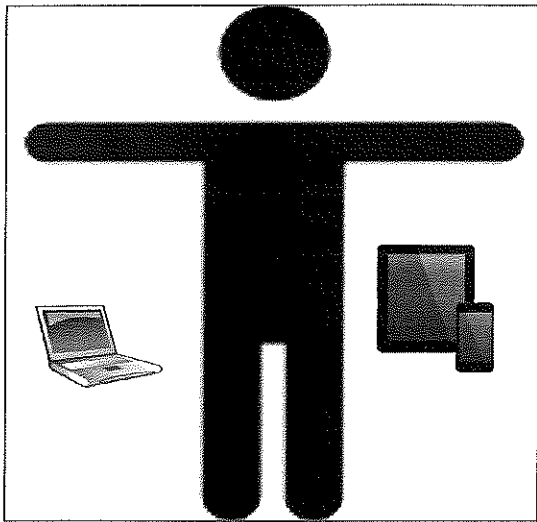
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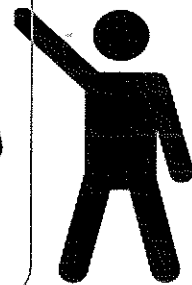
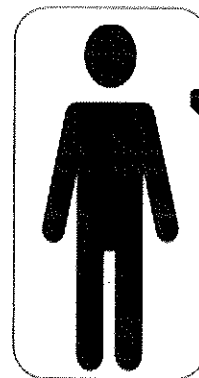
	<ul style="list-style-type: none">• When someone gets too close to another person's personal space, it can make them feel....• If someone gets too close to my personal space I can....
Parent/Guardian Letter:	DISTRIBUTE the <i>Level Four Parent/Guardian Letter</i> . Tell students that this letter explains the lesson that was taught today and they should share it with their parent/guardian. Alternatively, Parent/Guardian letters can be emailed.

Body Bubble

Personal Space

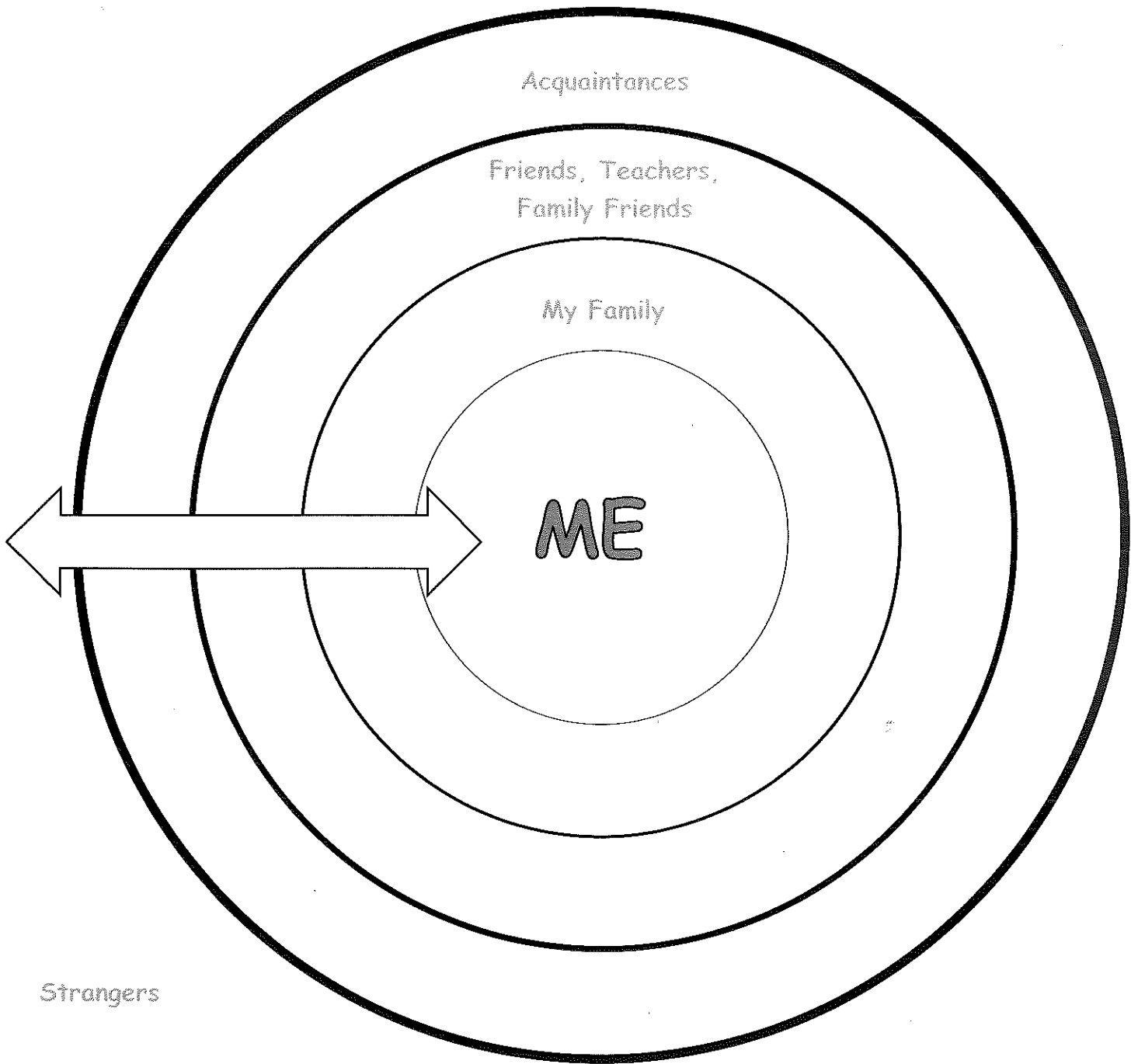


Okay

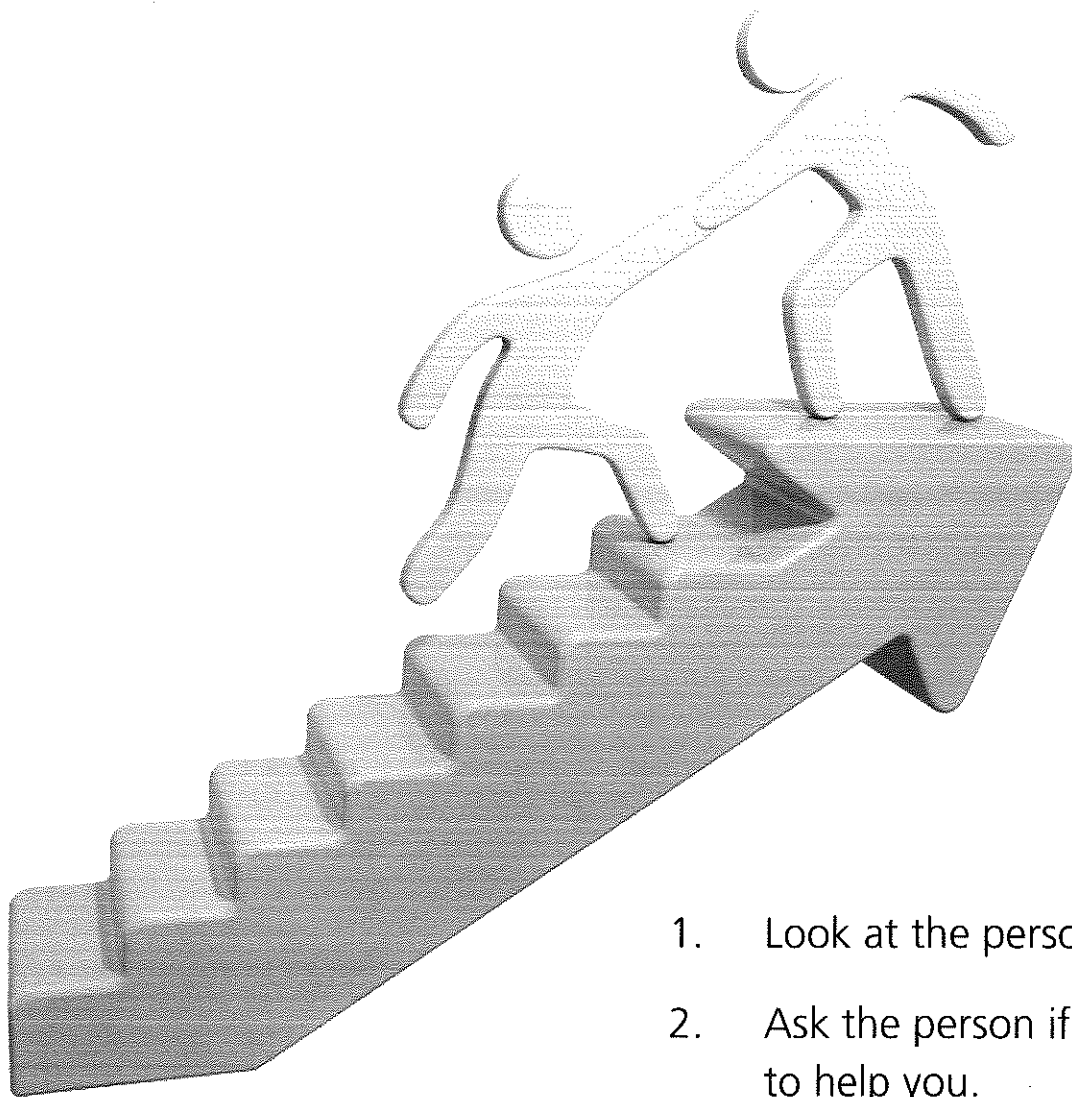


Not Okay

Personal Space Target 4



Steps to Asking for Help



1. Look at the person.
2. Ask the person if he/she has time to help you.
3. Explain the kind of help you need as clearly as possible.



Crowd of People



OFFICE FOR CHILD AND
YOUTH PROTECTION

ARCHDIOCESE OF
PHILADELPHIA

Dear Parent, Guardian, or Caregiver:

In the Archdiocese of Philadelphia the safety of our children is among our highest priorities. As part of our child protection efforts, your child participated in a lesson from our KIDTALK program. KIDTALK combines age appropriate messages which promote children's health and safety with Catholic teachings.

As a result of today's lesson, your child should be able to:

- Define *personal space*.
- Identify and advocate for their own personal space.
- Identify how it feels when someone gets too close to their personal space.
- Recognize how someone can enter their personal space through electronic devices.

We encourage you to talk with your child at home about what he or she learned during today's lesson. Here are some ways you can reinforce the concept of personal space:

- A fun way to teach personal space is to have your children stand holding a hula-hoop with one edge of the hoop against their backs. They then will have approximately a foot of space between their stomachs and the opposite curve of the circle in front of them. Explain that this area is their own space or their "body bubble." They decide who enters it, and everyone has this imaginary space around them.
- If you don't have a hoola-hoop, you can have your child draw a picture of his or her "body bubble."

Open communication is an important key to success in all child abuse prevention efforts. You can find some helpful tips for establishing open and honest parent-child communication on the Office for Child and Youth Protection's website at www.childyouthprotection.org under Protect-Resources for Parents.

If you have any questions or if we can be of assistance, please feel free to contact the Office for Child and Youth Prevention at 215.587.2466 or OCYP@archphila.org.

As always, your partner in prevention,

Leslie J. Davila, M.S.
Director
Office for Child and Youth Protection