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| Grade Levels:       | PKK/ G1/ G2   |
| Objective           | Students will be able to understand the concept of personal space and personal boundaries. Students will learn how this is another way to show kindness to others and show respect for their needs.   |
| Essential Questions | <p>What is a boundary?</p> <p>What is personal space or a “space bubble”?</p> <p>Why is it important to give others space?</p>  |
| Key Vocabulary      | <p>RESPECT: Treating people, places, and things with kindness.</p> <p>BOUNDARY: A line or imaginary line that separates things.</p> <p>PERSONAL SPACE: Distance between people when they talk or interact.</p> <p>PERSONAL BOUNDARIES: What we feel comfortable saying or doing with people.</p>  |
| Activities          | <ol style="list-style-type: none"> <li>1. Continue the Kindness Song (5 minutes) <ol style="list-style-type: none"> <li>a. Students will learn the next few lines and hand gestures for the Kindness Song. ( Lines 5 &amp; 6)</li> <li>b. We will practice together a few times and then we will try to do the song from the beginning!</li> </ol> </li> <li>2. What is a boundary?: (5-10 minutes) <ol style="list-style-type: none"> <li>a. Students will be asked a series of questions to gauge understanding of what a boundary is and how to tell the difference between an imaginary boundary and a physical boundary. <ol style="list-style-type: none"> <li>i. Fence: Physical Boundary</li> <li>ii. Map/ Geographical: Both</li> <li>iii. Space between people: Imaginary</li> </ol> </li> <li>b. What are the purposes for each of these boundaries? <ol style="list-style-type: none"> <li>i. Why is it important for a country to have boundaries?</li> <li>ii. Where might you see a fence and what does it do?</li> <li>iii. Why is it so important to give people space when you interact or speak with them?</li> </ol> </li> </ol> <p>Explain: When we have relationships with people showing respect for them is very important. We can respect their feelings, wishes, needs, and personal space. Today we are going to talk about what personal space is, and how much we should give people to show that we respect them.</p> <li>3. Personal Space Bubble Ring Share-Out: (10 minutes) <ol style="list-style-type: none"> <li>a. On a large poster we will discuss certain kinds of people and where they could fit on our bubble chart: <ol style="list-style-type: none"> <li>i. Close: Family, Doctors/Nurses, Pets</li> </ol> </li> </ol> </li> </li></ol> |

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|                         | <ul style="list-style-type: none"> <li>ii. Arm’s Length: Friends, Classmates, Teachers</li> <li>iii. Far Out: Animals that you don’t know, Strangers, Sick People, Mean People.</li> </ul> <p>Can people enter a closer ring? Yes, but only if they ask for your CONSENT or PERMISSION. Each of these rings shows where a person should stay until you allow them into a closer ring. It is YOUR CHOICE to let them get closer and as good friends, we need to respect a person’s right to say NO. (This conversation and role play will be modified for each grade level.)</p> <ul style="list-style-type: none"> <li>4. (G1 &amp; 2 only) ROLE PLAY: Consent and what it looks like (5 Minutes) <ul style="list-style-type: none"> <li>a. Hugs</li> <li>b. Sharing Food</li> <li>c. Tickling or touching</li> </ul> </li> <li>5. Space Bubble Practice (10 minutes): Half the students will stand in Hula Hoops (on the floor). The other students will approach these students and ask for a “hug”, “high- five” and/or “handshake”. The students in the hula hoops need to give their permission to each person, and the others need to show respect if they say “no”.</li> <li>6. Mindful Minutes (5 min): <ul style="list-style-type: none"> <li>a. Ballon Visualization Meditation <ul style="list-style-type: none"> <li>i. Students will lay, floor sit, or chair sit.</li> <li>ii. They will be given a moment to get their fidgets out and be comfortable.</li> <li>iii. With eyes open or closed, students will be asked to breathe quietly and feel how when they breathe in, their tummy grows and when they breathe out it shrinks.</li> <li>iv. Then students will be asked to close their eyes so they can use their imaginations and see the pictures in their mind.</li> <li>v. Then we will begin our visualization of the red balloon.</li> </ul> </li> </ul> </li> </ul> |
| Enduring Understandings | <p>What is personal space?<br/> How close should we be to the people around us?<br/> How do we ask for permission to get closer?<br/> What kinds of boundaries exist in our world?</p>   |
| Reflections             |  |