



LESSON

2

Creating a Kind Classroom Unit Kindergarten • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 20 minutes

MATERIALS

Large poster sheet (optional)

Personal Space activity sheet (one for each student)

Home Extension activity sheet (one for each student)

Pencils, colored pencils, markers, crayons

[Kindness Concept Posters](#) for Respect, Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.W.K.2; CCSS.ELA-Literacy.SL.K.1a-b, 2, 3, 5, 6; CCSS.ELA-Literacy.L.K.1, 2, 4, 5, 5a, 5c
Colorado: Comprehensive Health S.3, GLE.1, EO.b; Reading, Writing and Communicating S.1, GLE.1, EO.b,c,f,h,i,j; S.1, GLE.2, EO.a,d,e; S.3, GLE.1, EO.b; S.3, GLE.2, EO.a,b

[Learning standards key](#)

Drawing our Boundaries

Students will demonstrate and share their knowledge of different ways of showing respect to others.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Kindness can be expressed in many forms. This lesson focuses on self, others, community and environment.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness.

PERSONAL SPACE Distance between people when they talk or interact.

PERSONAL BOUNDARIES What we feel comfortable saying or doing with people.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Writing at their developmental level; offer blank pages, pages with lines, pages with sentence frames. See printable sheet on p. 8 for an example.
- Cutting out images of personal space (with people and animals) from magazines to paste to their page.
- Referencing the Feelings Images sheet from the Feelings and Behavior Kindergarten lesson as they answer the questions.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Turn to a friend and tell them what bubble or personal space is and when it's important to use.

Inspire (5 mins)

Respect Discussion

*Today we are going to talk about how we can treat each other at school and at home. Can anyone give me an example of how you can **respect** other people's **personal space**?*

Write their answers on the board or a large sheet of white paper. Provide leading questions as necessary. Some possible answers include: Not sitting or standing too close, not poking or touching someone, keeping your hands to yourself, knocking on doors before entering a bedroom or bathroom, asking permission before using something that belongs to someone else, not interrupting when someone is talking, etc.

Empower (10-20 mins)

Drawing our Boundaries (5-20 mins)

*Now you are going to draw how you can **respect** other people's **personal space**. I want you draw a picture of two people treating each other with **respect**. You can draw one of the ideas I wrote on the board (sheet) or you can come up with your own idea. (If you choose, also have students write a sentence describing their picture.) You can use lots of colors or draw in pencil; you can make the picture very detailed or you can make stick figures...whatever you like.*

Allow time for students to create their picture.

Then ask the students to share their picture with the class and to explain their drawing and words.

Ask the students a couple of the questions listed below:

- How do you feel when people **respect** your **personal space**?
- How do you feel when you **respect** other people's **personal space**?
- How do you feel when people don't **respect** your **personal space**?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Question

- What are some ways to show **respect** to others by giving them **personal space**?

Reflection Question

- Is it hard or easy for you to **respect** other people's **personal space**? Why?

Summary

*Today we talked about a lot of ways we can show **respect** for other people's space. Being kind to people means showing **respect**. There are even more than we were able to list!*



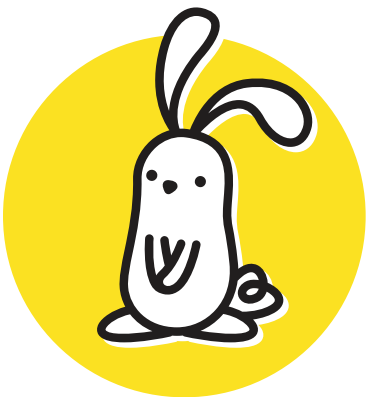
Act (2 mins)

Kindness Minute

When you leave class today, use a quiet voice so you don't disturb other people.

Kindness in Action

Complete the Drawing Boundaries Home Extension Activity sheet.



How Can I Respect Personal Space?

I can respect personal space by

Home Extension Activity

NAME _____

PLEASE RETURN BY _____

Background

As part of the Random Acts of Kindness program, we have been learning about personal space and boundaries at school, such as not sitting or standing too close, keeping your hands to yourself, knocking on the door before entering a bathroom stall, and asking permission to use something that belongs to someone else. Ask your student to explain to you what he or she has learned about personal space and boundaries and discuss the vocabulary words listed below.

Vocabulary Words

RESPECT Treating people, places, and things with kindness.

SELF-DISCIPLINE Controlling what you do or say so you don't hurt yourself or others.

PERSONAL SPACE Distance between people when they talk or interact.

PERSONAL BOUNDARIES What we feel comfortable saying or doing with people.

Instructions

Discuss the following questions and write (or have your student write) responses in the space provided or on the back and return to school by the date above student write) responses below or on the back and return to school by the date shown:

What are some personal boundaries that are important at home?

Do you think it will get easier to respect personal space with practice?

How do you think respecting personal space or boundaries can help us be kind at home?

Do you think controlling what you say or do can help you set good boundaries? Why or why not?

