



LESSON

1

Creating a Kind Classroom Unit

Kindergarten • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 20 minutes

MATERIALS

Images of boundaries: a fence, wall, maps with lines, people (provided below)

[Kindness Concept Posters](#) for Respect

LEARNING STANDARDS

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

[Learning standards key](#)

Personal Space

Students will identify and demonstrate how boundaries help us show respect and safety for others.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Through teaching students about boundaries, we teach them not only to respect others but to preserve their own personal space and comfort level, which in turn leads to more self assuredness.

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.

BOUNDARY A line or imaginary line that separates things.

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:

- Playing music while moving during the activity, then freezing in place when the music stops. This will help some students to develop ways to find the bubble space or boundaries at any time.
- Doing this activity multiple times, particularly when they are having a hard time keeping their hands or bodies to themselves.
- Using a hula hoop as a visual aid to demonstrate boundaries. Explain that if you are inside the hula hoop you are too close; outside the hula hoop is a comfortable distance to another person.
- Read the book *Personal Space Camp* by Julie Cook (National Center for Youth Issues: 2007). In this book, Louis, a self-taught space expert, is delighted to learn that his teacher has sent him to the principal's office to attend personal space camp. Eager to learn more about lunar landings, space suits, and other cosmic concepts, Louis soon discovers that he has much to learn about personal space right here on earth.

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

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



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



Resources

Personal Space Camp by Julie Cook (National Center for Youth Issues: 2007).
Pandora or Spotify for creating music playlists.

Share (3 mins)

Turn to the person next to you and see how many things you can list that are round.

Inspire

Boundaries (5 mins)

*One of the things that we have been learning in kindergarten is how we treat other people. Part of showing **respect** and **kindness** to others is knowing people's **personal space** and **boundaries**. That's kind of a big word...can anyone tell me what a **boundary** is?* Allow students to respond.

First, point to the picture of the wall and the fence on the Images of Boundaries sheet and say: *Fences and walls are a type of **boundary**. What do you think they do?* Allow students to respond, explaining that they divide people's lands or keep animals in different areas.

Then point to the map: *Do you know what the lines on this map show?* Allow students to respond. Then explain, if necessary: *The lines on the map show the borders between different countries or areas within a country...there isn't an actual line on the ground between the areas. How do you think **boundaries** like this between cities and states can be helpful?* Allow students to respond, explaining that firefighters, police, the mayor, and other leaders protect and take care of different cities and states or provinces. Borders help them know who and what they are in charge of.

*Where are the **boundaries** of our classroom and our school? Why do you think it might be important to have those **boundaries**? What would happen if we didn't have any **boundaries** to our school or classroom? (To keep students safe, so that students know where to go, without the **boundaries** people could wander around wherever they wanted.)*

Then point to the picture of the two children and say: *These two children are standing at a comfortable distance from each other as they talk, not too close and not too far. This is called a **personal boundary** or bubble space, because it is between the two people.*

Empower (10 mins)

Personal Space (5 mins)

Ask the class to stand up and move away from their desk so that they can move around freely. Divide the students into two lines facing each other, making sure there is space for everyone to spin as described in the next steps.

*We are going to do an activity where we will learn more about how to **respect personal space**. I want you to stick out your arms in front of you and slowly spin around in a circle without running in to anyone. Make a bubble around your whole body. You may need to move around a little to avoid running into people. This is called your bubble space or **personal boundary**. Many people in our country feel comfortable when you stand or sit about this far from them when talking; people in other countries have other ideas about **personal space**.*

Allow students to try this and demonstrate how to do it if students are confused.

Then continue, demonstrating as you talk: *Let's see if you can figure out how close you can stand to someone while still giving them enough room to spin. Put your arms down by your side. Everyone in this line (point to one of the lines) take one BIG step back. Everyone in this line (point to the other line) start walking toward the people in the other line but stop when you think you would run into them if they stuck out their arms again. Okay now everyone in this line (the first line) should start spinning slowly.* Allow students to try this and demonstrate if students are confused.

Students can try the activity again if they run into each other. Make sure line of students takes turns walking and spinning.

Tell students to sit down wherever they are and **respect** other people's bubble space while sitting. Compliment them for learning this new idea.

Ask students a few of the questions below:

- Was it easy or difficult for you to figure out how close to get to the people in the other line?
- How did you know how much **personal space** to leave?
- Do you think it is important to **respect** other people's **personal space** when you are in the classroom? Why or why not?

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 Questions

- What is a **boundary**? What is a **personal boundary**?
- Why do you think we have bubble space or **boundaries** between people?

*Today we learned about **boundaries** and how we each have our own **personal space**. It is kind to **respect** other people. One way we do that is by giving them enough **personal space**.*



Act (2 mins)

Kindness Minute

Reach down and touch your toes. Stretch up and touch the sky. See if you can stretch and touch every single part of your bubble space. Stretching is good for your body and feels good too. It's good to be kind to ourselves.

Kindness in Action

Next time you come and sit at the carpet, make sure you have given the person next to you enough **personal space**.



