**COUNSELOR LESSON PLAN**

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| **Topic: Personal Space**  **Duration:** 30 minutes  **Grade Level**: Kindergarten | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  A:A1.5 - Identify attitudes and behaviors that lead to successful learning  PS:A1.6 - Distinguish between appropriate and inappropriate behavior  **ASCA MINDSETS & BEHAVIORS**  Behavior Standard: Social Skills 2 - Create positive and supportive relationships with other students  Behavior Standard: Social Skills 3 - Create relationships with adults that support success  Behavior Standard: Social Skills 6 - Use effective collaboration and cooperation skills  Behavior Standard: Social Skills 9 - Demonstrate social maturity and behaviors appropriate to the situation and environment | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| Students will learn what personal space is. Student will know what it means to be respectful. Students will know that invading personal space or being disrespectful makes people feel bad. | | personal space  respectful | |
| **INTRODUCTION TO LESSON** | | | |
| Introduction: Explain that today we are going to learn about something called personal space. Ask for two volunteers to come up and help you. Have students stand several feet away from each other. Have one partner walk towards the other student (who stays stationary). The stationary student is to say “stop” and put their hand out in a “stop” motion when the approaching student invades their personal space. The approaching student is then to stop. Explain that this is their personal space. Personal space is the amount of space a person needs to feel comfortable and their own personal space "bubble" being about the size of a hula hoop at school, but everyone's bubble is a different size -- you must look and listen to what others are telling you about their personal bubble. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Read about Louis, a boy who has trouble with personal space, in the book "Personal Space Camp" by Julia Cook. | | Students will listen in whole group. | |
| Divide students into cooperative groups for discussion of book.  Ask a question and allow each group to discuss  Call on one group to give answer  Questions to ask:  What is personal space?   * Is a person’s personal space the same at school and home? (the closer we are to someone, the more we let them into our personal space (show picture of grandma hugging grandchild). Draw on board different circles for personal space with family, friends, classmates, school staff, person from the store, and strangers. Discuss how circles will vary based on how well you know someone and how much you trust them. Also discuss that every one may have different circles and that’s okay. * Everybody’s personal space bubble is a different size, what can we do to figure out what someone’s personal space is? (look, listen, ask) (show picture of children holding hands). How can we let someone know if they are in our personal space in a safe and respectful manner (Please stop; You are in my bubble). Tell them words they can use to let someone know if they are in their own space for example, “Please don’t touch me there,” “Please don’t touch me today,” “I don’t feel like being touched today,” “Please don’t stand/sit so close to me, etc.” Discuss how students can make sure we aren’t invading other people’s space, for example, “Is it ok if I sit this close to you?” “Is it okay if I hold your hand?” “Can I share your pencils?” etc. | | Students will give answer for their group one at a time. | |
| Ask for volunteers to practice letting someone know in a respectful way that they are in our personal space: Jump rope; soccer; in line. On the playground we talked about how our bubbles are "popped" - playing jumprope, football, on the equipment, and in line.  Have a discussion about what it felt like to have the other person in your space. | | Students will discuss what they could do to not pop each other's bubbles in these activities and how to let others know in a respectful way. | |
| Discuss how everyone had a different personal space requirement so we need to tell people if they are in our space and we need to respect other people’s personal space. | | Students will give answer one at a time. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Repeat last paragraph of book to students and have them say together.  “Manners are like magic: Whether you’re small or big, be sure to always use them, so you won't become a pig” | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W –  I- Students will use inquiry to distinguish the difference between respecting and invading someone’s personal space.  C- Students will work together to practice letting someone know in a respectful way that they are in our personal space.  O -  R- | | | |
| **RESOURCES** | | | |
| <http://www.juliacookonline.com/book/personal-space-camp/> | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Small group collaboration designed around individual student’s strengths and weaknesses. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| <https://www.teacherspayteachers.com/Product/Personal-Space-Camp-Response-Activities-322316> | | |