

# My Magic Bubble: The Etiquette of Personal Space

## Materials List

- Masking tape, chalk, or string (to mark boundaries)
- One hula hoop or large towel/rug (optional, for demonstration)
- Paper and drawing tools (markers, crayons)
- A small bell or timer (for focus transitions)
- (For digital contexts) A virtual whiteboard tool for drawing bubbles.

## Learning Objectives

By the end of this lesson, learners will be able to:

1. Define "personal space" as their invisible comfort zone (The Bubble).
2. Identify and demonstrate the appropriate distance to stand from others in different situations.
3. Use verbal communication (asking for permission) before entering someone's personal space.
4. Explain why respecting boundaries helps everyone feel safe and comfortable.

## Part 1: Discovering the Bubble (10 Minutes)

### A. Hook & Scenario

**Educator Prompt:** Think about a time when you were standing still, and someone stood so close to you that you could smell their lunch, or maybe they bumped you by accident. How did that make your body feel? Did you feel comfortable, or did you feel like you wanted to jump away?

(Allow time for discussion and feedback. Relate discomfort to the need for space.)

### B. Introducing Personal Space

We all have an invisible, private area around us. We call this our **Personal Space**, or our "Magic Bubble." This bubble is our zone of comfort, and it travels with us wherever we go! Etiquette (good manners) means knowing how to protect your own bubble and how to respect the bubbles of others.

### C. Success Criteria

We know we are successful today if we can draw our bubble and teach someone the three important rules for respecting personal space.

## Part 2: Defining the Boundaries (I DO) (15 Minutes)

### A. I Do: Modeling the Bubble

1. **Physical Demonstration:** Place a hula hoop on the floor, or draw a large circle with chalk/tape. (If remote, use a virtual shape tool.)
2. **Step Inside:** The Educator steps inside the hoop/circle. "This is my personal space. If I am standing, my bubble is about an arm's length all the way around me."

3. **Modeling Invasion:** Have a learner (or a stand-in object) slowly approach the educator. When they cross the line, the educator clearly states, "Woah! That's too close for comfort right now. You are in my personal bubble."
4. **Modeling Permission:** The Educator models the correct behavior: "Before you enter someone's bubble, you must stop outside and ask, 'May I please stand closer?' or 'May I please hug you?'"

## B. We Do: The Space Test Game (Guided Practice)

**Goal:** Learners physically practice identifying comfortable distances (The "Friendly Zone").

1. **The Line:** Mark a simple starting line on the floor (or screen). The educator/parent stands on the line.
2. **Practice 1 (Too Far):** The learner stands very far away. *Educator asks:* "Can we hear each other? Does this feel like we can talk comfortably?" (Focus on the distance being too large for interaction.)
3. **Practice 2 (Just Right):** The learner takes three big steps toward the educator. They stop at approximately 3 feet (the friendly zone). *Educator asks:* "Does this distance feel comfortable for talking? Yes! This is the perfect space for friends." (This is often described as the distance where you can high-five without leaning forward.)
4. **Practice 3 (Too Close):** The learner takes three more steps, standing right next to the educator. *Educator demonstrates discomfort:* "My body feels squished! This is too close for a friendly chat. This distance is usually only okay for family or when we are playing a fast game."

### Adaptation Note:

In a classroom, this game can be done with pairs rotating roles. In a homeschool setting, Nashwa can practice with different items (a toy, a pet, a parent) to see how the 'bubble' changes based on the relationship.

## Part 3: Application and Role-Play (YOU DO) (20 Minutes)

### A. Activity: The Permission Protocol

The three magic words for respecting the bubble are: **Ask, Wait, Respect.**

1. **Scenario Practice:** Role-play the following common situations. Learners must correctly use the Permission Protocol.
2. **Scenario 1 (Line-Up):** We are waiting in line for a snack. A person is standing so close they are touching your backpack. What do you say? (*Learner response: "Excuse me, I need a little bit more space, please."*)
3. **Scenario 2 (Asking for a Hug):** You see your grandmother/best friend and you want a hug. Do you just jump on them? What do you say first? (*Learner response: "May I please have a hug?"*)
4. **Scenario 3 (Looking at Work):** Your friend is drawing a picture. You lean over their shoulder to look. How might that feel to them? What should you do instead? (*Learner response: "Step back and ask, "That looks cool! May I look at your drawing?"*)

### B. Creative Task: Design Your Bubble Rules

Learners use paper and markers to design their own personal bubble poster or drawing. They should include:

- A drawing of themselves inside a large circle (The Bubble).
- One rule for people they know well (e.g., "Hugs are okay if you ask!").
- One rule for people they don't know (e.g., "Strangers must stay far outside my bubble.").
- The educator provides specific feedback on the clarity of their rules.

## Part 4: Closure and Assessment (10 Minutes)

### A. Review and Recap

**Educator Prompt:** Let's review. Why is respecting someone's personal space important?

- **Key Takeaway 1:** Personal space makes us feel comfortable and safe.
- **Key Takeaway 2:** When in doubt, always **Ask** first!
- **Key Takeaway 3:** Different people and different situations need different sizes of bubbles.

### B. Formative Assessment: Quick Check Quiz

Learners show a thumbs up (Good Bubble Etiquette) or a thumbs down (Bad Bubble Etiquette).

1. You tap your teacher on the arm while she is talking to another adult. (Thumbs Down)
2. You stop an arm's length away and say, "Excuse me, may I speak to you?" (Thumbs Up)
3. You let your little sibling play very close to you because you trust them. (Thumbs Up, based on relationship context)
4. You grab a crayon off the table that is right in front of your friend without asking. (Thumbs Down)

### C. Summative Task & Reflection

Learner must teach the "Magic Bubble" concept to a younger sibling, pet, or a stuffed animal. They must demonstrate the difference between "Too Close" and "Just Right."

## Differentiation and Extension

### Scaffolding (For younger learners or those needing support):

- **Visual Aids:** Use color coding: Red Zone (Stop/Ask), Yellow Zone (Caution/Talk), Green Zone (Safe/Own Space).
- **Physical Cues:** If a learner struggles with verbalizing discomfort, teach a clear, non-verbal cue (e.g., raising one hand like a stop sign).

### Extension (For older learners or those mastering the concept quickly):

- **Contextual Essay/Drawing:** Create a list or comic strip detailing how personal space changes in public versus private settings (e.g., crowded elevator vs. reading in your bedroom).
- **Cultural Research:** Discuss briefly how the concept of personal space might be different in other countries or cultures (e.g., some cultures are more high-contact than others).