

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 7 - Lesson 7

A. Title of Card "My Space, My Choice!"

B. Competency (according to TLS), Element, and Performance Criteria

Competency: Identify personal boundaries and understand their importance in maintaining healthy relationships

Element: Respect personal boundaries, both their own and those of others, fostering a sense of safety and mutual respect in relationships

Performance Criteria (Level 1):

- Recognise their own personal space in simple everyday situations
- Understand that others also need their own personal space
- Show respect by keeping an appropriate distance based on how others feel

C. Purpose of Activity

To help students understand what personal space means, notice when they or others need more space, and practice respecting personal boundaries in a simple, interactive way.

D. Learning Outcomes

By the end of the activity, students will be able to:

- Understand that everyone's need for space is different and changes with feelings
- Respect classmates' personal space by listening and responding appropriately

E. Resources and Materials

- Draw My Bubble – Personal Boundaries Worksheet

F. Teaching Trajectories/Implementation Guidelines

1. Explain to students that each person has an invisible bubble around them, which represents their personal space, helping them feel safe and comfortable. At times, individuals may seek closeness with others, while at other moments they may require greater personal space. It is entirely appropriate for them to express their need for distance when necessary.

2. Ask students to stand up and stretch their arms out wide to show their bubble. Then ask them to walk slowly around the room and prevent their bubble from touching the bubble of others.
3. Explain that when:
 - When the teacher says "Go," students walk carefully, keeping their bubble safe.
 - When the teacher says "Stop," students freeze where they are.
 - If a student feels someone is too close, they can raise their hand and say, "Please give me more space."
 - When a student asks for space, others should step back and respect that.
4. After several rounds, gather the students and ask:
 - "How did it feel when someone stayed in your bubble?"
 - "What did you do when you wanted more space?"
 - "Why is it important to listen when someone asks for space?"
5. Remind students that everyone has different comfort levels, and it is always okay to ask for space politely and respect others when they do.

G. Assessment (Teacher Observation)

Observe if the student:

- Moves to keep their personal space during the activity
- Politely asks for space when they feel uncomfortable
- Respects others' requests for space by stepping back

H. Extension Activity

Draw My Bubble

Give students the Draw My Bubble Worksheet where they draw themselves inside a bubble. They can add pictures or words of things that make them feel happy and safe *inside* the bubble, and things they do not like *outside* the bubble.