



## KINDERGARTEN



**Objective:** Students will be able to explain the importance of respecting the personal space and boundaries of others and how it can help to create a kind classroom.

**Kindness Definition:** Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

**Kindness Concepts:** Respect, Self-Discipline

## LESSON ACTIVITIES

## LESSON MATERIALS

Personal Boundaries Activity and Discussion, p. 3-6  
(25 minutes)

- Images of boundaries (provided): a fence, wall, maps with lines, people (to demonstrate personal boundaries)

Drawing our Boundaries Activity, p. 7-8  
(10 minutes to discuss examples and explain project, length of time for drawing and writing varies)

- Large self-adhesive poster sheet
- Paper and pencil
- Colored pencils, markers, crayons

Asking Permission and Sharing Activity, p. 9 (20 minutes)

- Personal item that is not fragile from home; teacher should also bring in a personal item for the activity

Connecting to Math: Shapes Game, p. 10 (15 minutes)

- Identify shapes in the classroom to use in the activity

Home Extension Activity, p. 11-12

- Take home activity, one sheet for each student

## LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class or have students discuss with a partner, if you think that is appropriate.
- The activities incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The [Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Teacher Guide](#) for how to create and use this tool kit.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which could be sent home after you complete all the activities in this lesson.
- The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on pages 13-15.

## SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few days, we are going to discuss how we can show respect to others at school. Can anyone share one way to treat others that shows respect and kindness?”* Allow time for students to discuss with a partner, in small groups or as a class. You can use this time to introduce the Kindness Concepts (respect, self-discipline) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for respect and self-discipline as a way to reinforce learning.

## VOCABULARY WORDS FOR UNIT

**Respect:** Treating others as you would like to be treated.

**Self-Discipline:** Controlling what you do or say so you don't hurt yourself or others.

## PERSONAL BOUNDARIES ACTIVITY AND DISCUSSION (25 minutes)

### LESSON MATERIALS

- Images of boundaries (p. 4 and 5): a fence, wall, maps with lines, people
- Kindness Concept Posters for Respect, Self-Discipline

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.K.1 a-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*

### DESCRIPTION

1. Teacher says: *“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.
2. 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.
3. 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 states within the United States...there isn’t an actual line on the ground between the states. 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. Borders help them know who and what they are in charge of.
4. Then ask: *“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.)
5. 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 personal space, because it is between the two people.”*
6. 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.
7. Then explain: *“We are going to do an activity where we will learn more about how to respect people’s 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. You may need to move around a little to avoid running into people. This is called your personal space. 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.

8. 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.
9. Students can try the activity again if they run into each other. Make sure line of students takes turns walking and spinning
10. Tell students to sit down wherever they are and respect other people’s personal space while sitting. Compliment them for learning this new idea
11. Then ask the students the following questions:
  - 1) *Was it easy or difficult for you to figure out how close to get to the people in the other line?*
  - 2) *How did you know how much personal space to leave?*
  - 3) *Why do you think we have personal space or boundaries between people?*

## EVALUATION

Teacher says: *“Do you think it is important to respect other people’s personal space when you are in the classroom? Why or why not?”*

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. 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 personal space or boundaries at any time.
2. Doing this activity multiple times, particularly when they are having a hard time keeping their hands or bodies to themselves.
3. 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.
4. Being 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. Written with style, wit, and rhythm, *Personal Space Camp* addresses the complex issue of respect for another person’s physical boundaries.

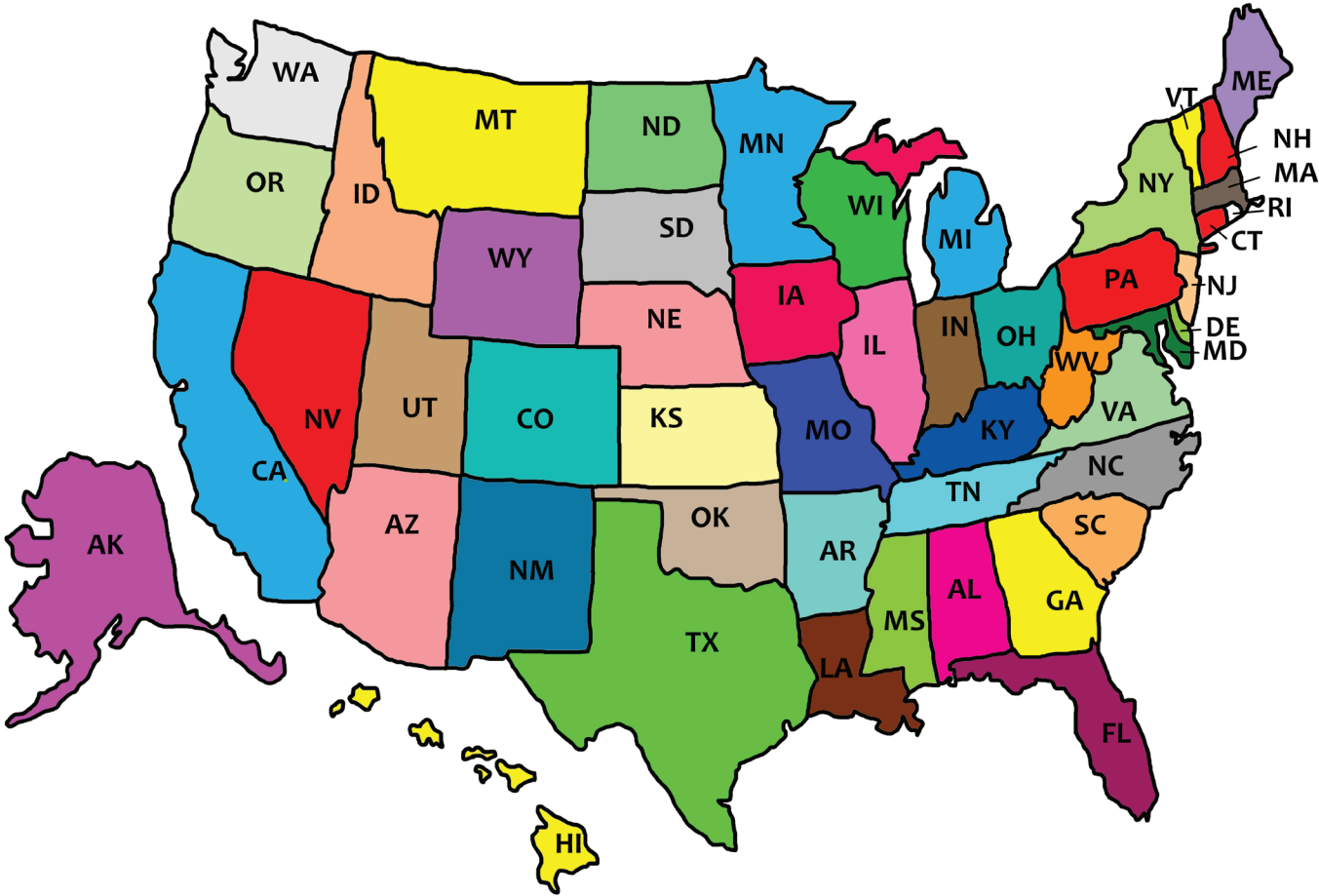


# IMAGES OF BOUNDARIES





# IMAGES OF BOUNDARIES



## DRAWING OUR BOUNDARIES ACTIVITY

(10 minutes to discuss examples and explain project, length of time for drawing and writing varies)

### LESSON MATERIALS

- Large self-adhesive poster sheet
- Paper and pencil
- Colored pencils, markers, crayons
- Kindness Concept Posters for Respect, Self-Discipline

### STANDARDS MET

*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*

### DESCRIPTION

1. Teacher says: *"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?"*
2. Write their answers on the board or a large sheet of white paper. 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.
3. Then continue: *"Now you are going to draw how you can respect other people's personal space. I want you to take out a piece of paper and 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. I also want you to write a complete sentence describing your 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."*
4. Allow as much time as you like for students to create their picture. Encourage students as they write a complete sentence to use conventions of standard English grammar and usage, including upper and lowercase letters, appropriate pencil grip, complete sentences, proper spacing between words, etc.
5. Then ask the students to share their picture with the class and to explain their drawing and words.
6. Consider asking the following questions:
  - 1) *How do you feel when people respect your personal space?*
  - 2) *How do you feel when you respect other people's personal space?*
  - 3) *How do you feel when people don't respect your personal space?*
  - 4) *Is it hard or easy for you to respect other people's personal space? Why?*

### EVALUATION

Teacher says: *"How can treating others respectfully in the ways you drew and wrote about help create a kind classroom?"*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

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

## HOW CAN I RESPECT PERSONAL SPACE?

I can respect personal space

by



## ASKING PERMISSION AND SHARING ACTIVITY *(20 minutes)*

### LESSON MATERIALS

- Note to send home explaining that students should bring in a personal item that isn't fragile
- Personal item that is not fragile from home; teacher should also bring in a personal item for the activity
- Kindness Concept Posters: Respect, Self-Discipline

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.K.1 a-b, 2, 3, 4, 6; CCSS.ELA-Literacy.L.K.1, 2, 4, 5*  
*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,d,e; Social Studies S.3, GLE.1, EO.a,b, IQ.1,2,3*

### DESCRIPTION

1. NOTE: The day before doing this activity, send home a note telling students that on the next day they should bring a small, special item to school that is not fragile or valuable. It can be anything small: a stuffed animal or a favorite toy, a picture of a pet, something they made, etc. You should bring a personal item too.
2. Teacher says: *"Creating a kind classroom means treating others well. Today we are going to talk about what it means to respect what belongs to other people. Can anyone tell me why we ask permission? What are some ways to ask permission?"* Allow students to respond.
3. Ask students to get the item they brought from home. Divide students into pairs and have the student explain to their partner why the item is special to them. First, have the student ask their partner: *"May I please see your \_\_\_\_\_?"* Have the partners exchange items. Then, have students come to the front of the class one at a time with their partners' item and explain to their classmates why the item is important to their partner. After they finish, have the student return the item to their partner.
4. When everyone has shared, ask the class the following questions:
  - 1) *You all did a great job talking about the item and then returning it to the person. Let's say that I told you that you could keep your partner's item and that you could have it for how ever long you wanted. How do you think your partner would feel? Would that respect the other person?*
  - 2) *If you want to use someone else's item what would be a better choice?*
  - 3) *Do you think asking permission shows respect to that person?*
6. Have the students pair up again and practice asking permission to borrow their partner's item and then returning the item. Walk around the room and compliment the students as they ask permission and then return the item.

### EVALUATION

Teacher asks: *"Why is asking permission a way to show kindness and respect to other people?"*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Practice in asking permission multiple times in different ways and in their own words.
2. Being paired with a student with whom they can have a successful interaction.
3. Doing this activity over a few days; assign a day to present and write on the class calendar.

## CONNECTING TO MATH: SHAPES GAME (15 minutes)

### LESSON MATERIALS

- Identify shapes in the classroom to use in the activity

### STANDARDS MET

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

### DESCRIPTION

1. To connect the concept of boundaries to the math curriculum, ask the students to describe different shapes. If they don't know their shapes, show students pictures of shapes. Have them explain how they know something is a triangle, or a square, or a rectangle, or a circle, etc. If necessary, have students draw different shapes.
2. Then ask: *"So what if these shapes didn't have any lines or curves? Would there be a shape?"* Continue by explaining that just like boundaries are important with people and countries they are also important with shapes.
3. Play an I Spy game to identify different shapes in the classroom. Teacher says: *"I spy with my little eye something round (or square or a cube), etc. Raise your hand if you find something and I will call on you."* The student who finds the shape gets to go next, playing the game as long as you want.

### EVALUATION

Teacher asks: *"Why do shapes need boundaries?"*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a sheet with shapes that are labeled.
2. Being prepped before the game if they are unsure of their shapes. Providing one-on-one attention will allow them to join in the game; cue them to share a particular answer they have been working on during the game.

## HOME EXTENSION ACTIVITY

### MATERIALS

Home Extension activity (p. 12), one sheet for each student.

### DESCRIPTION

1. The attached take home activity can be done at any point during the unit, when you feel that the ideas being taught would benefit from reinforcement at home. Perhaps you want to distribute it on a Friday (to put with the Friday folders) and have students return on a Monday.
2. Write the return date on the sheet before you distribute it.
3. Hand out the Home Extension Activity and say: *"We have been talking about personal space and boundaries and now I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by \_\_\_\_\_."*
4. The day the students bring back their sheet, ask the following questions:
  - 1) *What are some personal space and boundaries that are important in your home?*
  - 2) *Did it get easier to respect personal space and boundaries with practice?*
  - 3) *How do you think respecting personal space boundaries can help you be kind to others?*
  - 4) *Do you think controlling what you say or do (having self discipline) can help you set good boundaries with other people? How?*





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 others as you would like to be treated.

**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.



## AT HOME ACTIVITY

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:

- What are some personal boundaries that are important at home?

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

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








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

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ACADEMIC SUBJECT KEY	
	Comprehensive Health
	Reading, Writing and Communicating
	Science
	Mathematics
	Social Studies
	Visual Arts
	Drama and Theatre Arts

## COMMON CORE STANDARDS ([www.corestandards.org](http://www.corestandards.org))

### 1. Writing

- *CCSS.ELA-Literacy.W.K.2*: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### 2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.K.1*: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- *CCSS.ELA-Literacy.SL.K.1a*: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- *CCSS.ELA-Literacy.SL.K.1b*: Continue a conversation through multiple exchanges.
- *CCSS.ELA-Literacy.SL.K.2*: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- *CCSS.ELA-Literacy.SL.K.3*: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- *CCSS.ELA-Literacy.SL.K.4*: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- *CCSS.ELA-Literacy.SL.K.5*: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- *CCSS.ELA-Literacy.SL.K.6*: Speak audibly and express thoughts, feelings, and ideas clearly.

### 3. Language

- *CCSS.ELA-Literacy.L.K.1*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *CCSS.ELA-Literacy.L.K.2*: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *CCSS.ELA-Literacy.L.K.4*: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- *CCSS.ELA-Literacy.L.K.5*: With guidance and support from adults, explore word relationships and nuances in word meanings.
- *CCSS.ELA-Literacy.L.K.5a*: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- *CCSS.ELA-Literacy.L.K.5c*: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

## 4. Mathematics

- *CCSS.Math.Content.K.G.A.1*: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- *CCSS.Math.Content.K.G.A.2*: Correctly name shapes regardless of their orientations or overall size.

## COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp>

### 1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*  
Grade Level Expectation (GLE): 1. Exhibit understanding that one's actions impact others  
Evidence Outcomes (EO): Students can:
  - b. Explain the importance of respecting the personal space and boundaries of others

### 2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*  
Grade Level Expectation (GLE): 1. Oral communication skills are built within a language-rich environment  
Evidence Outcomes (EO): Students can:
  - b. Add drawings or other visual displays to descriptions as desired to provide additional detail
  - c. Speak audibly and express thoughts, feelings, and ideas clearly
  - f. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
  - h. Express words and word meanings as encountered in books and conversation
  - i. Use new vocabulary that is directly taught through reading, speaking, and listening
  - j. Relate new vocabulary to prior knowledgeGrade Level Expectation (GLE): 2. Communication relies on effective verbal and nonverbal skills  
Evidence Outcomes (EO): Students can:
  - a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
    - i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
    - ii. Continue a conversation through multiple exchanges
  - b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
  - c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood
  - d. Listen with comprehension to follow two-step directions
  - e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts



- *Standard 3: Writing and Composition*  
Grade Level Expectation (GLE): 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas  
Evidence Outcome (EO): b. Students can use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic  
Grade Level Expectation (GLE): 2. Appropriate mechanics and conventions are used to create simple texts  
Evidence Outcomes (EO): Students can:
  - a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### 3. Social Studies

- *Standard 3: Economics*  
Grade Level Expectation (GLE): 1. Ownership as a component of economics  
Evidence Outcomes (EO): Students can:
  - a. Give examples of ownership of different items
  - b. Recognize and give examples one person may want to use another's object and that this requires asking permission and sharingInquiry Questions (IQ):
  1. Can you show me who owns this (any item)?
  2. If you want to use someone else's item what must you do?
  3. What happens when someone wants to use something that belongs to you?

### 4. Mathematics

- *Standard 4: Shape, Dimension, and Geometric Relationships*  
Grade Level Expectation (GLE): 1. Shapes can be described by characteristics and position and created by composing and decomposing  
Evidence Outcomes (EO): Students can:
  - a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
  - b. Analyze, compare, create, and compose shapes

## OTHER STANDARDS MET

### 1. 21st Century Skills ([www.p21.org](http://www.p21.org))

- *Learning and Innovation Skills*
  - a. Critical Thinking and Problem Solving: Reason effectively, use systems thinking, make judgments and decisions, solve problems
  - b. Communicate clearly and collaborate with others
  - c. Creativity and Innovation: Think creatively and work creatively with others

- *Life and Career Skills*
  - a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners
  - b. Social and Cross-Cultural Skills: Interact effectively with others, work effectively in diverse teams
  - c. Productivity and Accountability: Manage projects and produce results
  - d. Responsibility: Be responsible to others

## 2. Social and Emotional Standards ([www.casel.org](http://www.casel.org))

- Self-awareness
- Social Awareness
- Relationship Skills