Year 3

Lesson 2 Personal Space

Learning Intention
To consider touch and to know that a person has the right to say what they like and dislike

Learning Outcomes
Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Resources
A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.
Year 3 Problem Pages

Activities

1. Recap and ground rules
In a circle, ask the class to remember the ground rules from the last session. Ask them what are the main physical differences between males and females? What are the similarities? How are we all unique?

2. Wordstorm
Discuss the learning outcomes, asking for examples of the ways people touch each other. Write the word **Touch** in the middle of the whiteboard. In pairs, ask the children to think of as many words for different types of touch as possible – pleasant as well as unpleasant, e.g. push, hug, scratch and kiss. Accept the words and write them on the board. Ask the children which touches they like and do not like. Ask whether it makes a difference who is touching them and why? For instance do they like to be hugged by everyone or only by certain people? Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.

3. Bag of objects
In a circle, pass the objects around one by one and ask the children to decide which objects they like to touch and which they dislike. Ask them to vote on each object. Find out why people liked or disliked the feel of each object and reinforce that different people like different things.

4. Personal space and warning signs
Demonstrate personal space with another adult. One is A and the other is B. A begins a conversation but is standing too close to B. B says "No, you're standing too close can you move back please". A takes a small step back. B repeats the request. Repeat until A and B are at least at arms length. Ask the class how they think B felt. What are the physical warning signs when a person feels uncomfortable?

5. Problem page
Explain what a problem page is and say that you have some examples of letters that people might write asking for advice. Using the Year 3 Problem Pages read out letter number one and ask the class for suggestions of how to help. In groups answer the other two problems, half the class working on problem 2 and the other half on problem 3. Feedback as a class and include the following suggestions:

- Ask the person to stop
- Move away from the person
- Tell an adult they trust
- Tell another adult if the first one doesn't believe them

6. Review
Re-cap on the learning outcomes and congratulate the group on the advice they gave in the problem page activity.