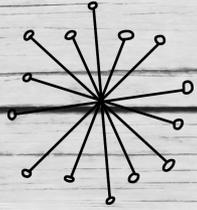


Personal Space **BUBBLE!**



Pinching, kicking and throwing things make our classmates have scared and worried thoughts...
about us!

OUR BUBBLE IS FOR US!
No-one else should be in our bubble.
This girl is in his bubble! **Too close.** Does he like it?

Space Invader!

BADGER STATE
Speechy



Tiered Social Story & Activities



Credits!



EduCLIPS: www.eduCLIPS.COM

MeLONHeadz: www.MeLONHeadSLLC.COM

PINK CAT Studio: www.teACHERSPAYteACHERS.COM/Store/PINK-CAT-Studio

ASHLEY HUGHES: www.teACHERSPAYteACHERS.COM/Store/ASHLEY-HUGHES-DeSIGN

GLITTER MeETS GLue: www.teACHERSPAYteACHERS.COM/Store/GLITTER-MeETS-GLue

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IMAGe Boutique: www.teACHERSPAYteACHERS.COM/Store/IMAGe-Boutique

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KARi BOLT: www.teACHERSPAYteACHERS.COM/Store/KARi-BOLT



USES:

1. PRINT OR DISPLAY ON COMPUTER OR IPAD.
2. YOU CAN ALSO CUSTOMIZE IT FOR YOUR STUDENTS ON THE TPT DIGITAL PLATFORM AND ASSIGN IT IN GOOGLE CLASSROOM.
3. IT CAN BE USED DURING TELETHERAPY WITH DIGITAL ANNOTATION.

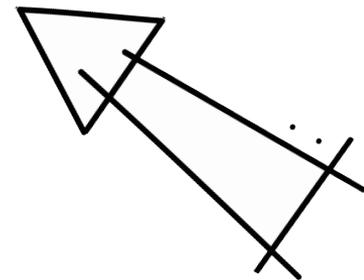
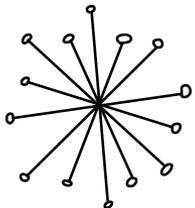
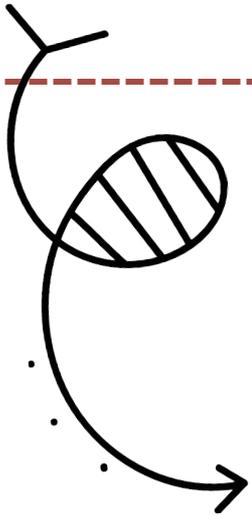


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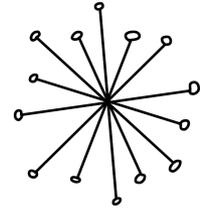
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Street & Parking Lot
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Social Story
& Activities

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How **BIG** is the **PROBLEM?**

Pre-k to Elementary

Badger State *Speechy*

VISUAL SCHEDULES!
School, Home, Community!

BUNDLE!

- Editable OR PRINT & GO!
- 222 CARDS, 2 X 2 INCHES

Badger State *Speechy*

and more!



ALL BODY LISTENING

- Rug, Desk, Computer
- PRINT OR NO PRINT

Badger State *Speechy*

TIERED TEACHING STORIES: PERSONAL SPACE BUBBLE

Materials: The "Personal space bubble" teaching story (color or b&w).

Two versions (pre-k to Grade 2 and Grades 3-5)

Objectives: To teach the concept of a "personal space bubble." To improve perspective-taking skills, to improve self-awareness of how a student is interacting with peers.

DIRECTIONS

1. SLPs, therapists and teachers can use the teaching story for the following purposes: to teach a lesson in a social skills group and/or to address individual needs of a student who is invading the personal space of his/her peers. General education teachers can use the teaching story to teach a whole class or group lesson on personal space.
2. Ideally, the teaching story is read frequently to the student by the SLP, special education teacher or paraprofessional. Does the child have personal space challenges during certain parts of the day? Read the story to the child BEFORE this challenging part of their day.
3. Then, when the child is observed invading the personal space bubble of a peer, an adult can gently remind them using the language used in the story or show them a picture of the expected behavior.
4. Think about why this student is invading personal space. Are they seeking certain types of sensory input? Do they not have sufficient language skills to interact with their peers verbally? Are they getting a big reaction from their peers that keeps fueling this behavior? I included portions on using language to interact with peers in this story as I have found that many students need alternative ways of interacting with peers taught to them.



3 PERSONAL SPACE
DURING A PANdemic PoStERS
Pre-K to Elementary



PERSONAL SPACE DURING A PANDEMIC



← 6 FT →



PERSONAL SPACE DURING A PANDEMIC



PERSONAL SPACE DURING A PANDEMIC



← 6 FT →



PERSONAL SPACE BUBBLE TEACHING STORY

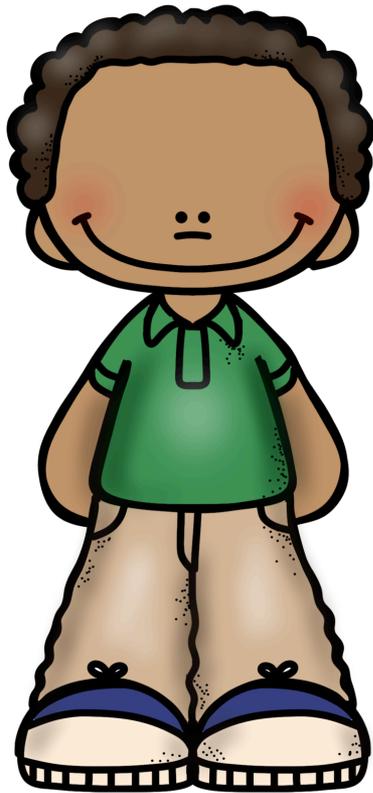
PRE-K to SECOND GRADE

The pages are not numbered so you can pick and choose the pages that apply to your students.



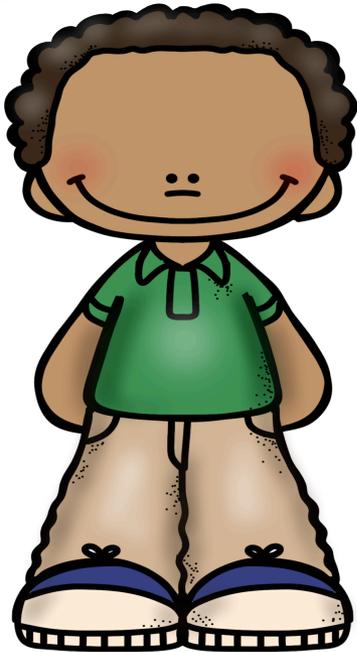
OUR PERSONAL SPACE BUBBLE

A Teaching Story



PERSONAL SPACE

is like a big bubble.
You can't see the bubble!
It surrounds our bodies.
It makes us feel safe.



PUT YOUR ARMS OUT LIKE THE letter t.

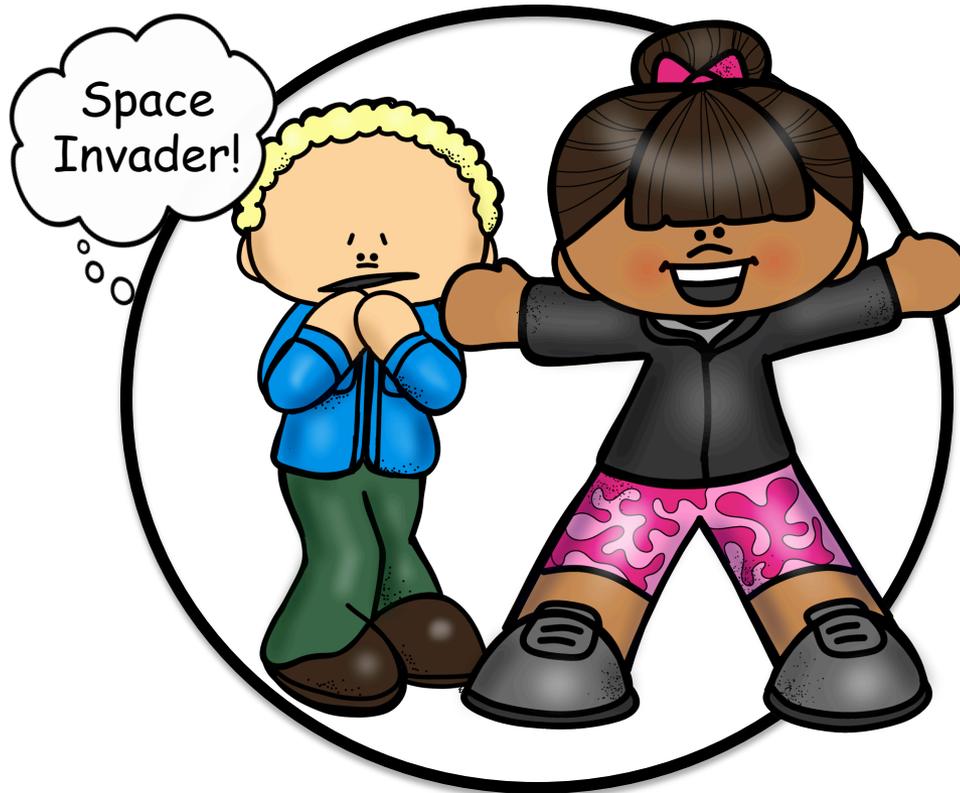
That is *your* personal space bubble.



OUR BUBBLE IS FOR US!

No-one else should be in our bubble.

This girl is in his bubble! **Too close.** Does he like it?



OUR FRIENDS LIKE IT WHEN WE STAY OUTSIDE THEIR BUBBLE!

Yippee!
She's not too
close to me!



THERE ARE TIMES WHEN WE HAVE TO WORK HARD TO STAY IN OUR OWN BUBBLE

In lines, we keep our hands close to our own bodies.



**THESE CHILDREN ARE KEEPING
THEIR HANDS BY THEIR
BODIES!**



**THESE CHILDREN NEED SOME
REMINDERS! TOO CLOSE!**



When we get too close to friends,
they don't feel safe.

They have **worried** thoughts about us.

He's too
close with that
pencil! I'm
worried!



When our hands get close to their faces,
they might get hurt.
Then, they might not want to be our friend.

Ouch! **Stop**,
that hurts!

Here she
comes.
I'm scared!



We can get attention from others in a **friendly** way.
We can use our words and talk to them!
They will have **happy** thoughts about us!

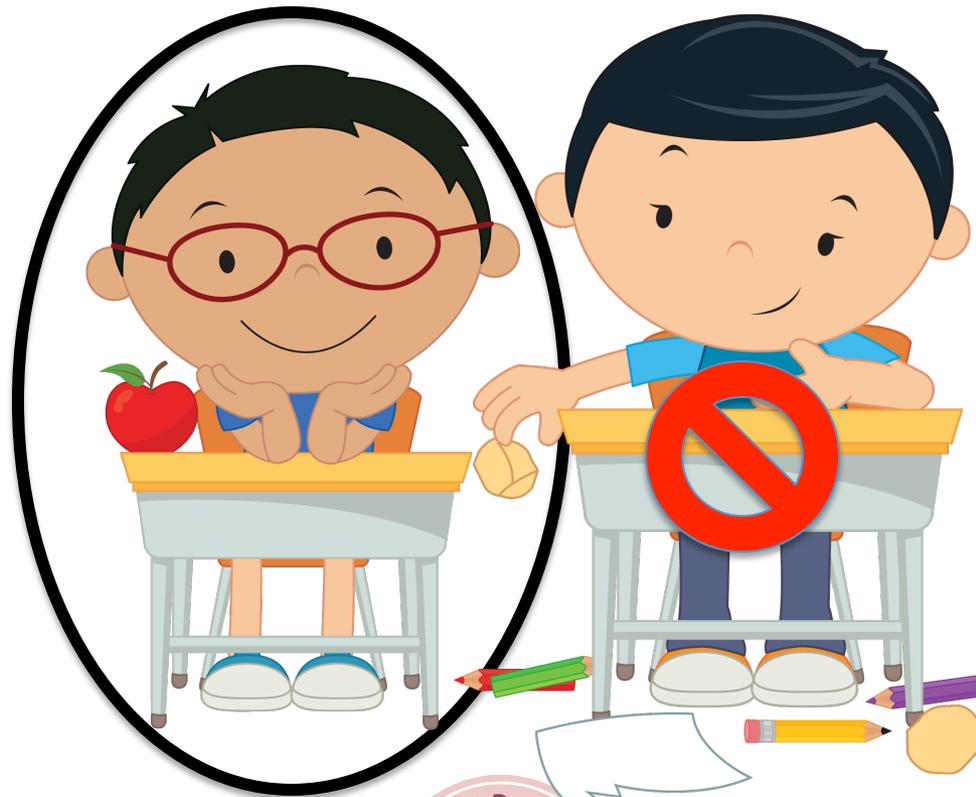
I'm drawing you
a picture!



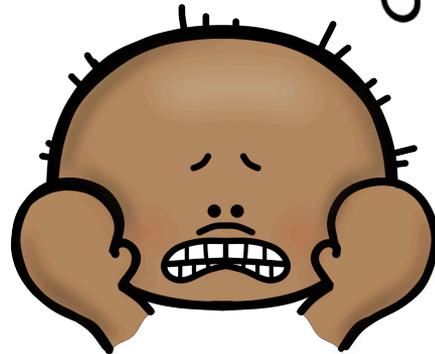
Thanks! Let's
play on the
swings later.



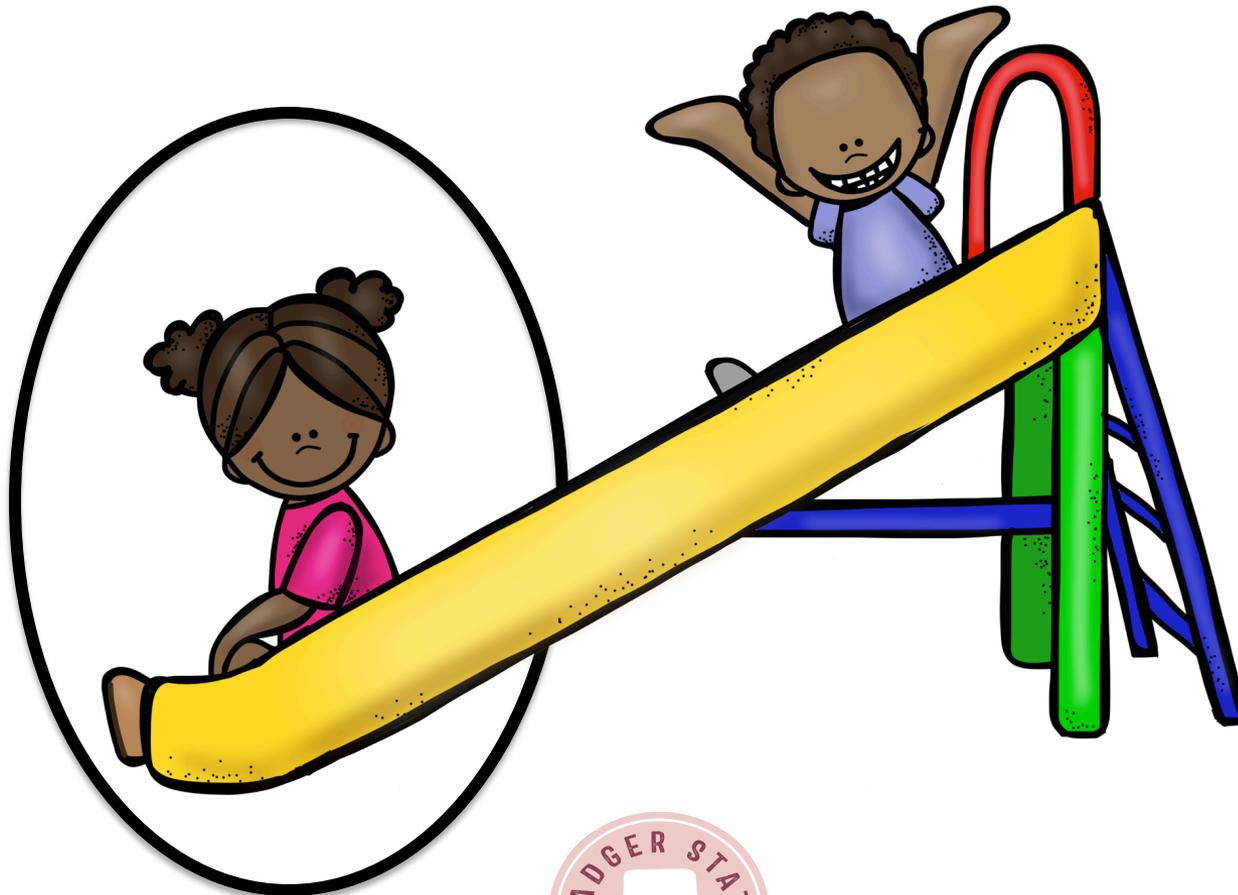
We need to keep our personal work spaces at school clean.
Don't mess up the space of your **classmates!**



Pinching, kicking and throwing things
make our classmates have scared and worried thoughts...
about us!



We can stay outside of our friend's bubble
and still have **fun** with them!



BE A SUPER FRIEND!

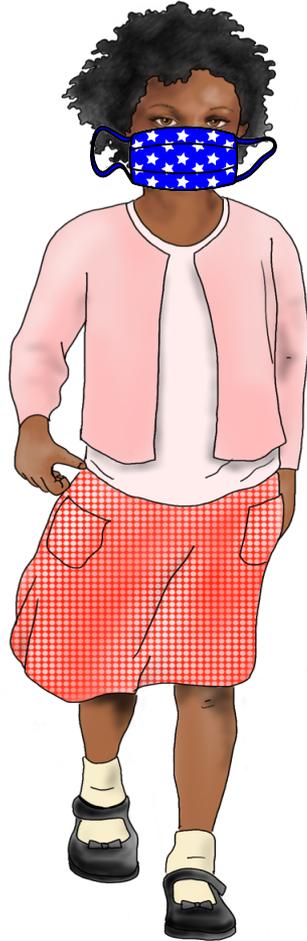
Stay out of the bubble!



3 PERSONAL SPACE
DURING A PANdemic PoStERS
Grades 3-5



SOCIAL DISTANCING DURING A PANDEMIC



← 6 FT →



SOCIAL DISTANCING DURING A PANDEMIC



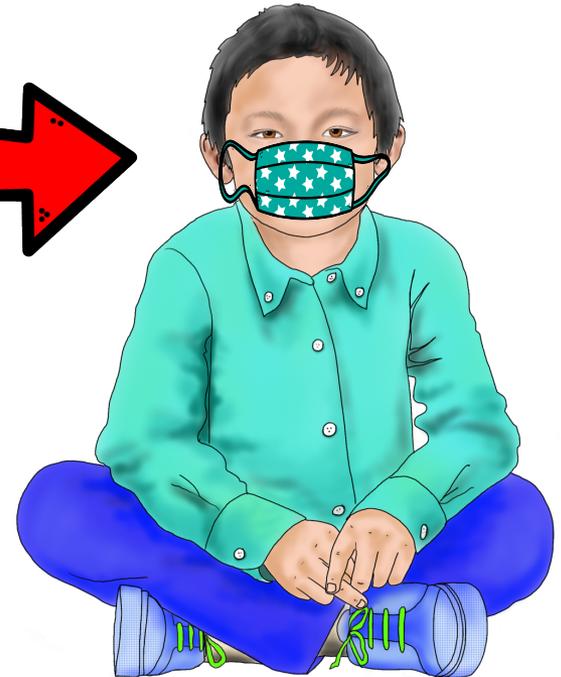
← 6 FT →



SOCIAL DISTANCING DURING A PANDEMIC



← 6 FT →



PERSONAL SPACE BUBBLE

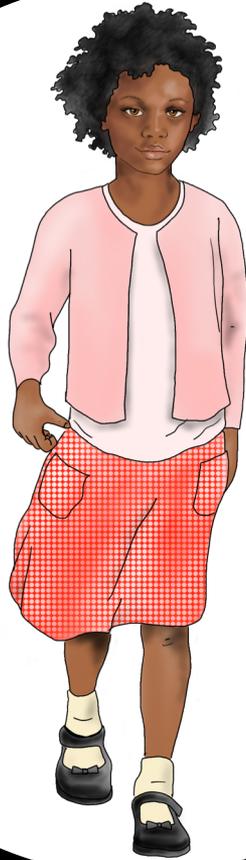
TeACHING Story

Grades 3-5



OUR PERSONAL SPACE BUBBLE!

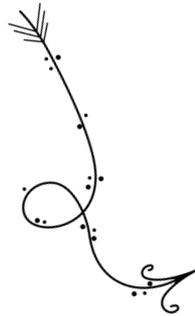
A Teaching Story



WE ALL HAVE AN INVISIBLE BUBBLE AROUND US!

Other people don't want us inside their bubbles.
Only close friends and family should be inside our bubbles.

This classmate
is too close!

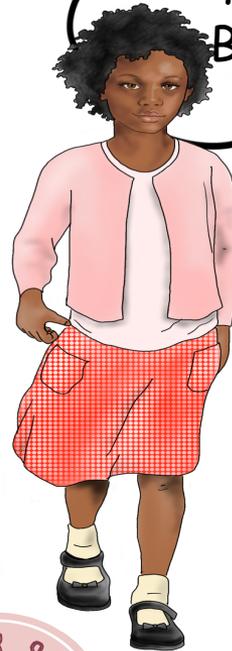


He makes
me
uncomfortable.

Casual friends, classmates and people you see daily
should be an arms length away from you.

People expect us to remember this rule!

Following this rule helps others have **safe** thoughts
about us!



That's
Better.



**SOMETIMES, WE WANT OUR CLASSMATES TO TALK
TO OR LOOK AT US.**

They expect us to stay outside of their bubble!
If you want their attention, talk with them!



THERE ARE TIMES WHEN WE HAVE TO SIT OR STAND CLOSE TO OTHER STUDENTS.

In lines or at tables, we keep our hands near our own bodies, in our own bubbles.
That helps others have **safe** thoughts about us.



**PEOPLE GET WORRIED WHEN WE ARE TOO CLOSE.
PAY CLOSE ATTENTION TO A PERSON'S FACIAL EXPRESSIONS.**

IF YOU SEE ONE OF THESE CLUES, STEP AWAY!

SIGNS YOU ARE TOO CLOSE:



The person has
a worried or
irritated
facial
expression.



SIGNS YOU ARE TOO CLOSE:



When a person
leans away from
you, it means
they are
uncomfortable.

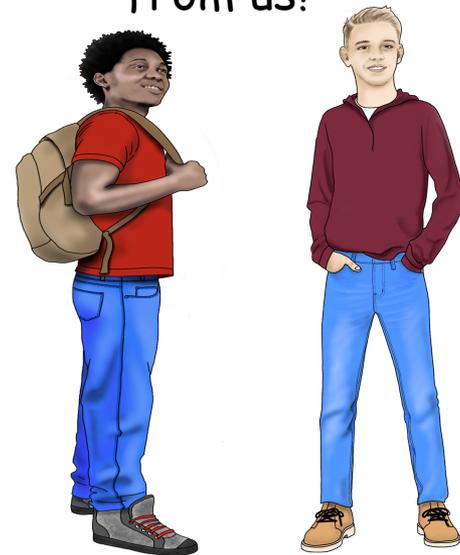


SO, REMEMBER WHAT PEOPLE EXPECT OF US!

Family, people you know well, and close friends can be in our personal space bubble.



Classmates, and people we don't know well should be at an arms' length from us!



PERSONAL SPACE SORT PRE-K TO GRADE 2

Materials: 2 large pictures (personal space sorting mats), smaller pictures of children respecting or invading personal space bubbles.

Goal: to sort pictures of children respecting and not respecting the personal space of others during various school activities (lining up, sitting on carpet, playing outside, standing next to each other).

DIRECTIONS:

1. Place the personal space sorting mats on the table and review the examples (on the sorting mats) of students respecting and invading the personal space of others with your students.
2. Have student(s) review and sort the smaller cards according to if they depict students respecting or invading personal space.
3. Help student(s) generalize the pictures to their own individual needs. For example, does your student have personal space issues in the lunch line? Then focus more time on reviewing the line pictures and talking about the times that student is in lines during the day.

PERSONAL SPACE BUBBLE RESPECT:

Sorting Mat

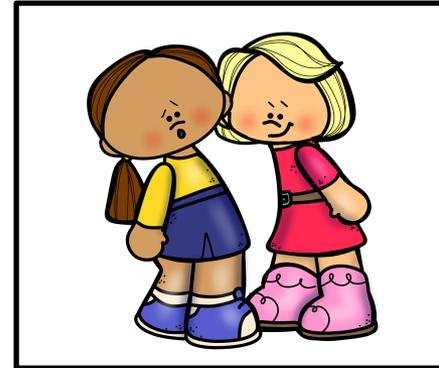
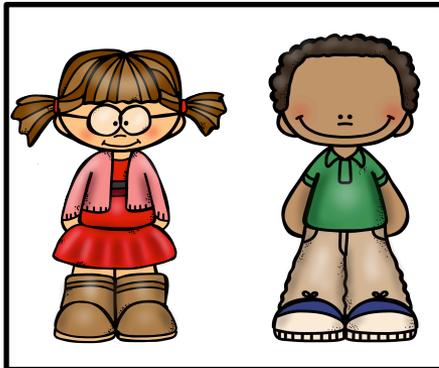
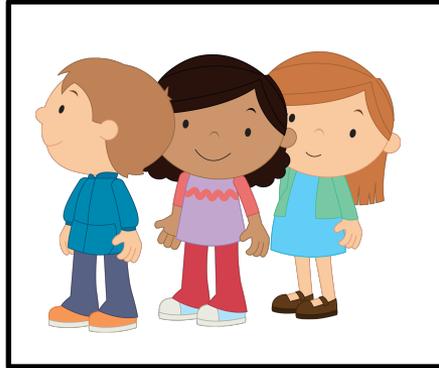


PERSONAL SPACE BUBBLE **INVASION**: Sorting Mat



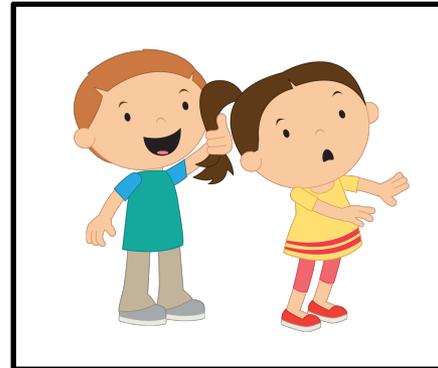
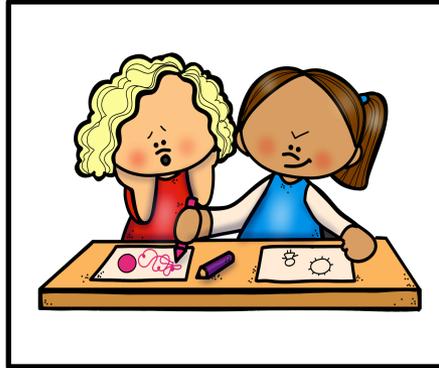
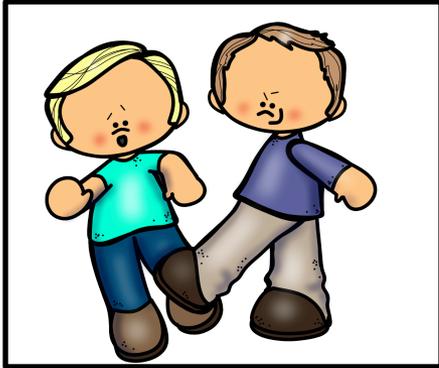
Pictures of children inside and outside of personal space bubbles for

"PERSONAL SPACE SORT."



Pictures of children inside and outside of personal space bubbles for

"PERSONAL SPACE SORT."



WHAT'S IN THE WORD BUBBLE?

For Writers!

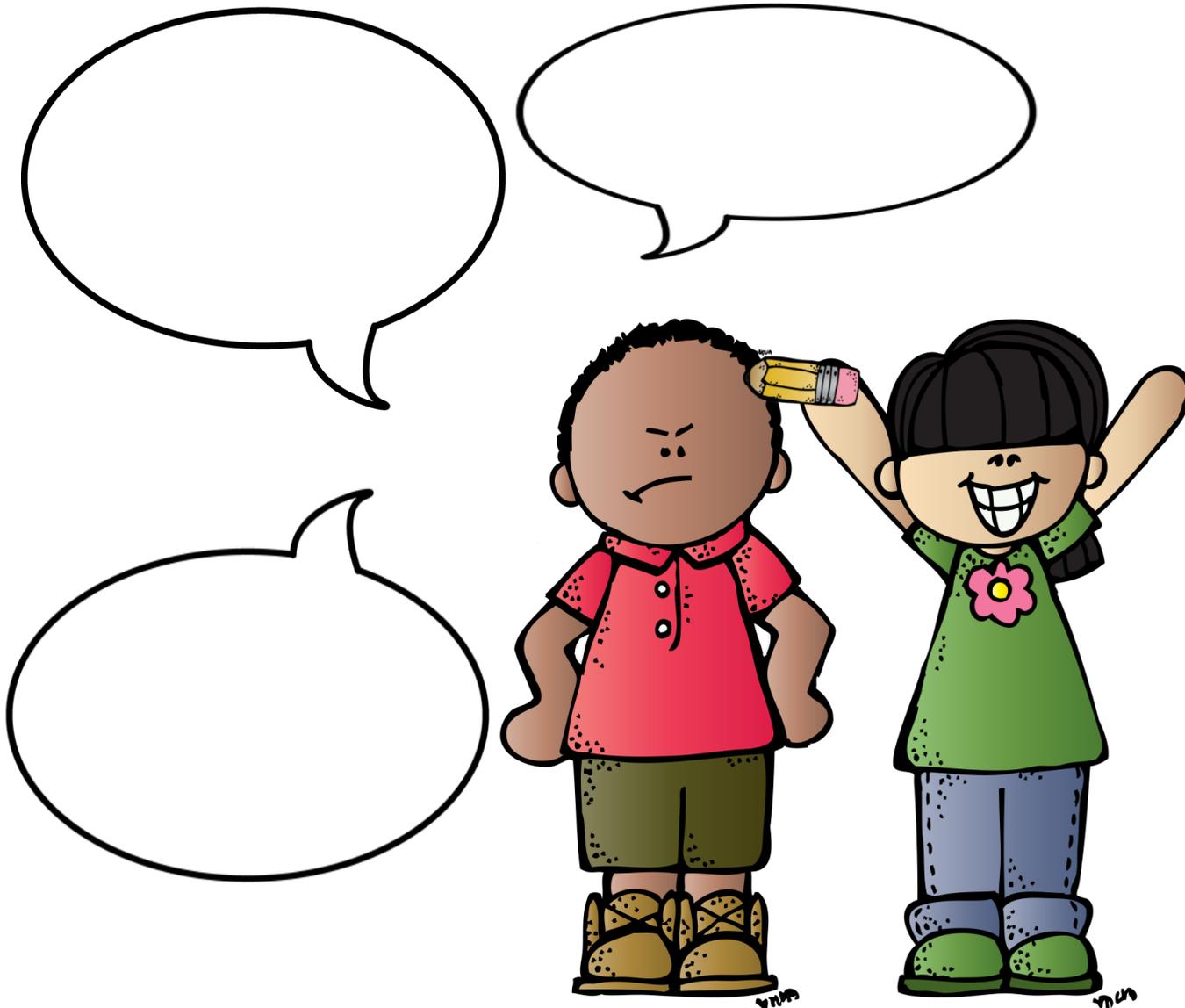
Materials: The sets of pictures (one has words written in the word bubbles and one has empty word bubbles). The pictures can be laminated and you can use dry erase markers to write on them or print them and use a pencil. Or use online with digital annotation.

Objectives: to increase awareness of how peers feel when a child invades their personal space bubble, to improve perspective-taking skills.

Directions:

1. Show the student(s) the picture with the empty word bubbles first. Introduce the situations.
2. Ask student(s) to generate (or write) words for the word bubbles. Use questions such as: What are the children supposed to be doing? What might one child be saying to the other? How is he/she feeling? What would you say to the child? Is the child purposefully trying to hurt the other child?
3. Show students the picture with the words written in the bubbles. Compare their answers. Are any of the words or messages similar to what your student(s) had generated?

PICTURE 1: WHAT'S IN THE WORD BUBBLE?



PICTURE 1: HE MIGHT BE SAYING...

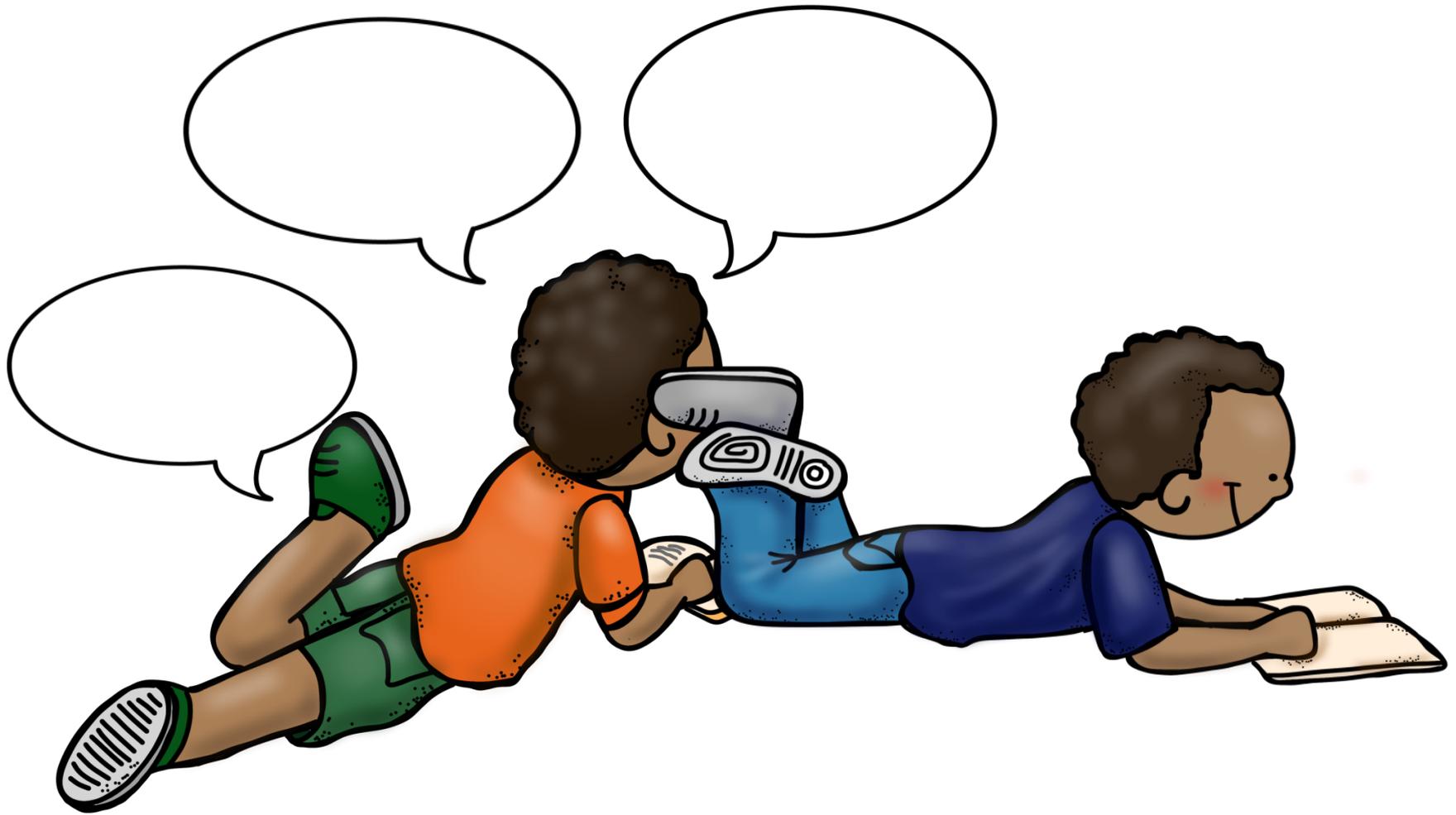
Stop it! I don't like that!

I'm telling the teacher on you!

Get that pencil away from me!



PICTURE 2: WHAT'S IN THE WORD BUBBLE?



PICTURE 2: HE MIGHT BE SAYING...



PICTURE 3: WHAT'S IN THE WORD BUBBLE?



PICTURE 3: SHE MIGHT BE SAYING...

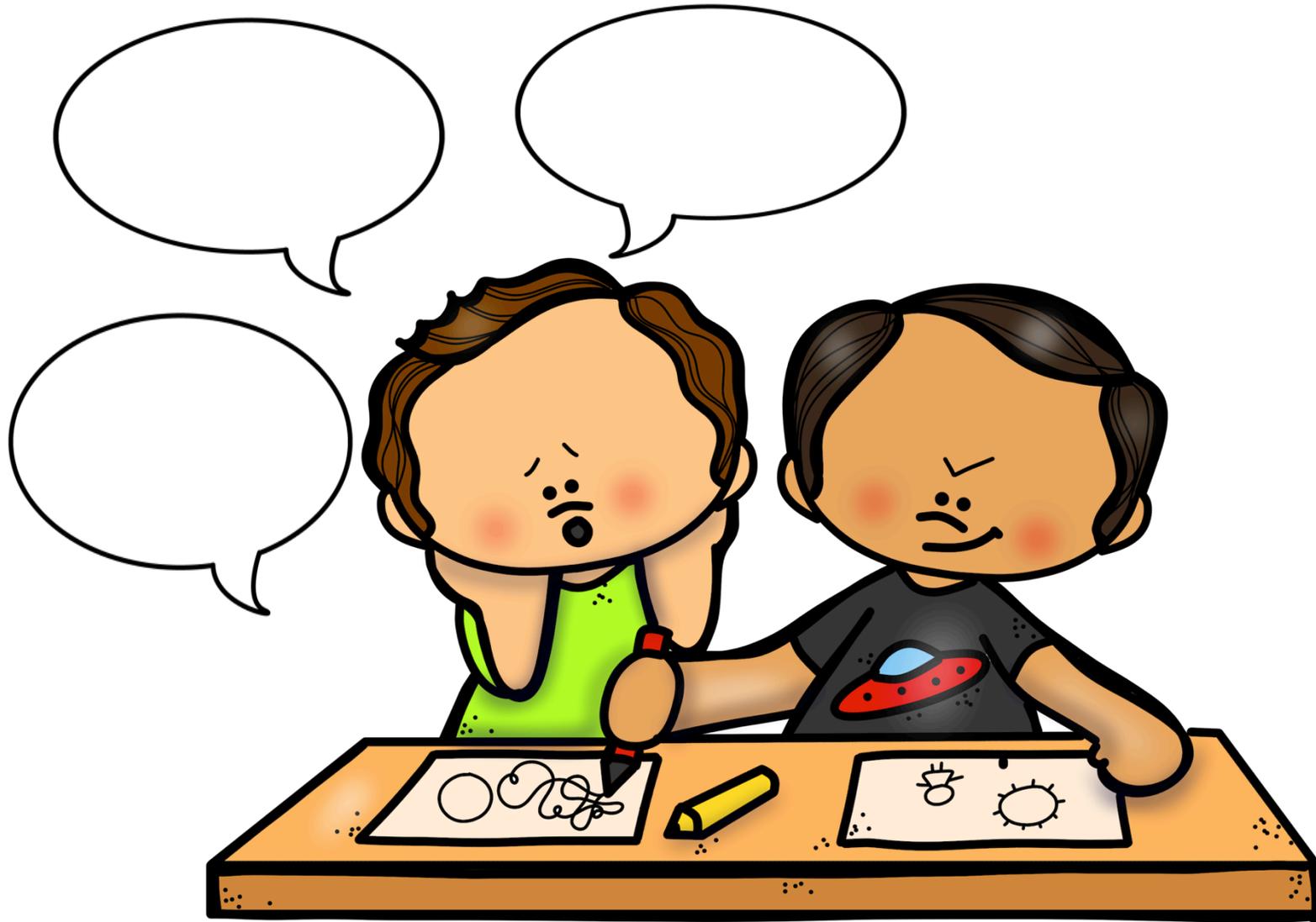
Leave me alone,
I'm working!

Personal Space!

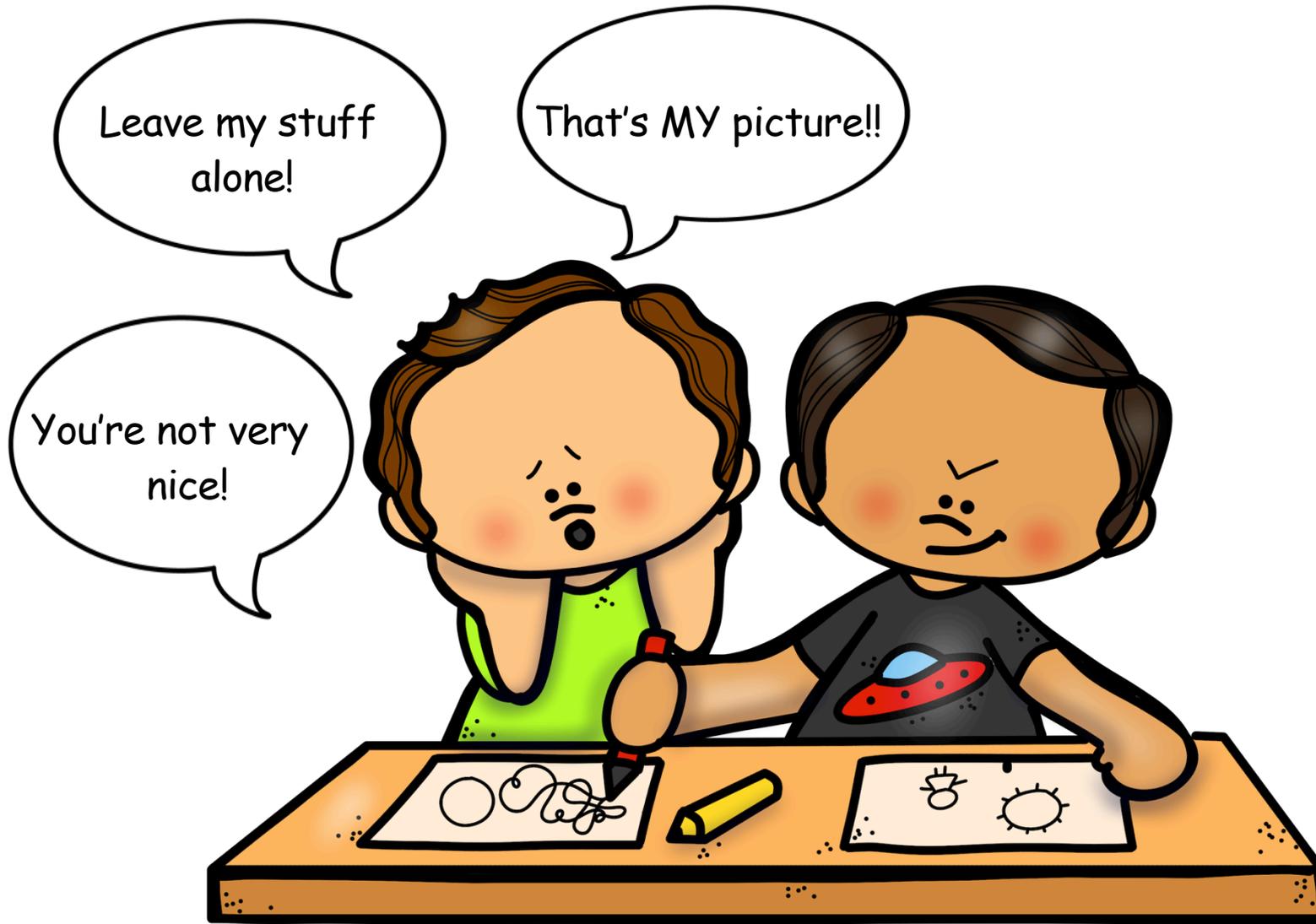
Go back to
your seat!



PICTURE 4: WHAT'S IN THE WORD BUBBLE?



PICTURE 4: HE MIGHT BE SAYING...



PICTURE 5: WHAT'S IN THE WORD BUBBLE?



PICTURE 5: SHE MIGHT BE SAYING...

You didn't even ask me first!!

Those are mine!!

I don't like that!!



PICTURE 6: WHAT'S IN THE WORD BUBBLE?



PICTURE 6: SHE MIGHT BE SAYING...

I don't want to play with you again!

You're scaring me!!

Stop throwing stuff at me!!



PICTURE 7: WHAT'S IN THE WORD BUBBLE?



PICTURE 7: HE MIGHT BE SAYING...



Cut out these personal space bubbles along the outside AND inside of the lines. Use them on any page to show the outline of a character's personal space.



Personal Space Drawing Activities

Tiered for writers and non-writers

Materials: Choose from the three personal space drawing activities (sitting on floor or carpet, standing up or in a line and in a classroom). Give one drawing page to each student and a writing utensil. Or use online with digital annotation.

Goals: For students to visualize and draw themselves respecting the personal space of others on the carpet, in a line and/or in the classroom.

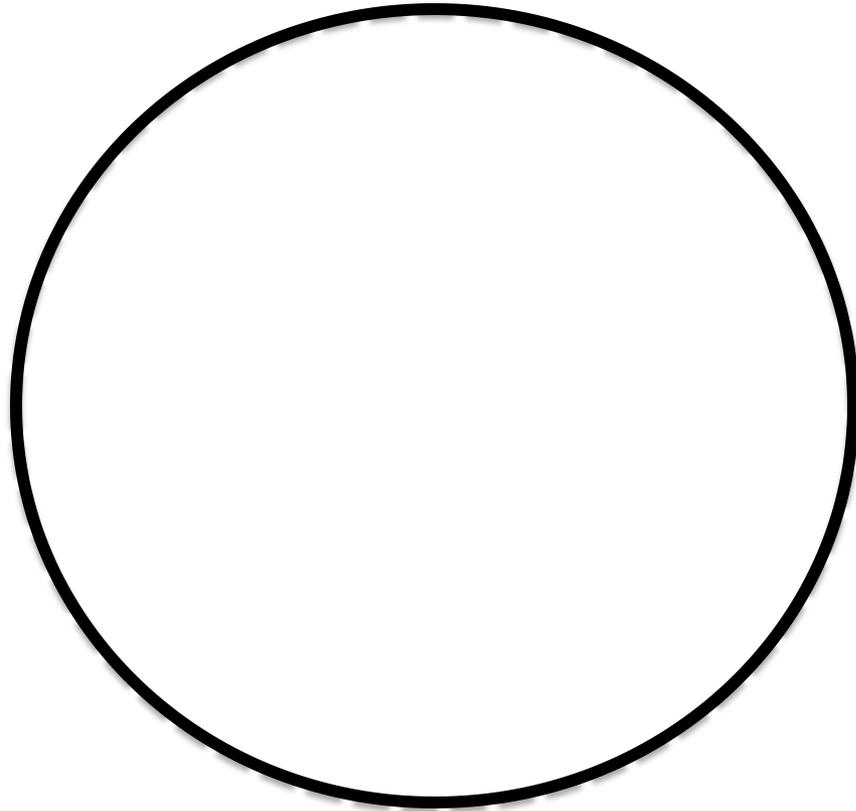
Directions:

1. Give each student a drawing page. Choose the page that best meets their individual needs and most closely mimics the environments where they have difficulties respecting the personal space of others.
2. Have them draw themselves inside the personal space bubble on the worksheet.
3. Encourage students to share their drawing with others. Discuss how the other students pictured are happy. Would they be so happy if others were inside their personal spaces? Have them write and draw inside the boxes how they feel when others respect their personal space in these environments.



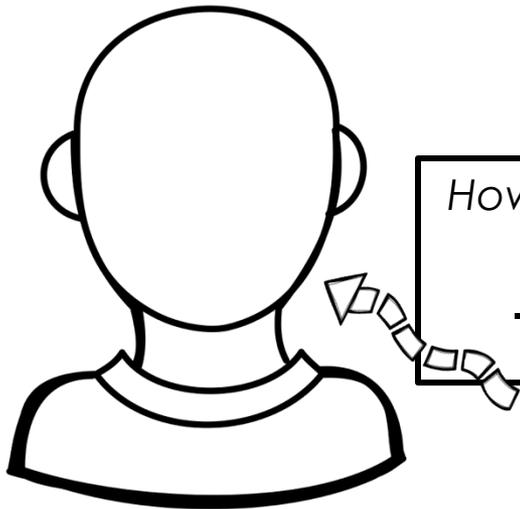
PERSONAL SPACE ON THE CARPET!

Directions: Draw a picture of yourself sitting next to a classmate on the carpet. Stay inside your own personal space bubble!



PERSONAL SPACE ON THE CARPET!

Directions: Draw a picture of yourself sitting next to a classmate on the carpet. Stay inside your own personal space bubble!

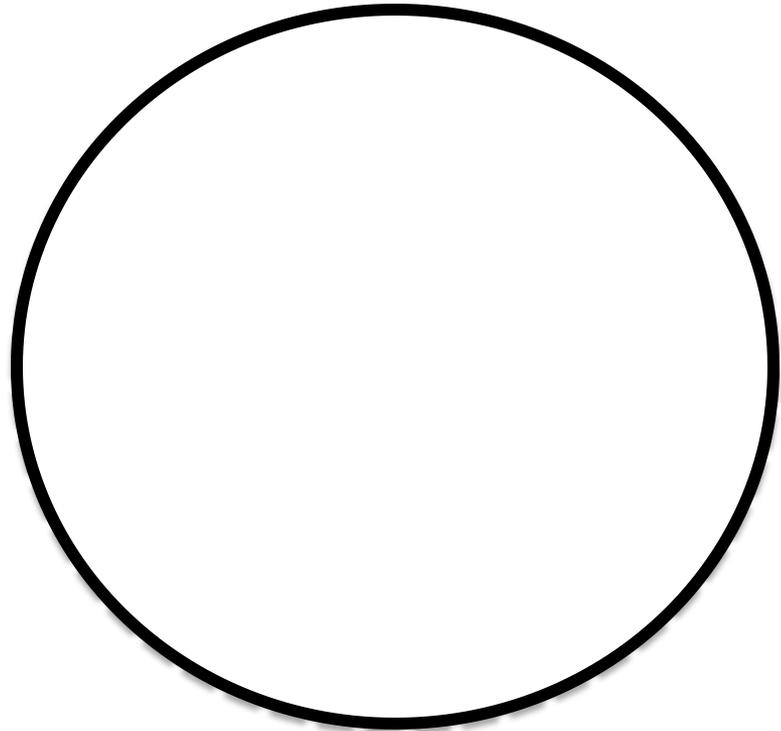
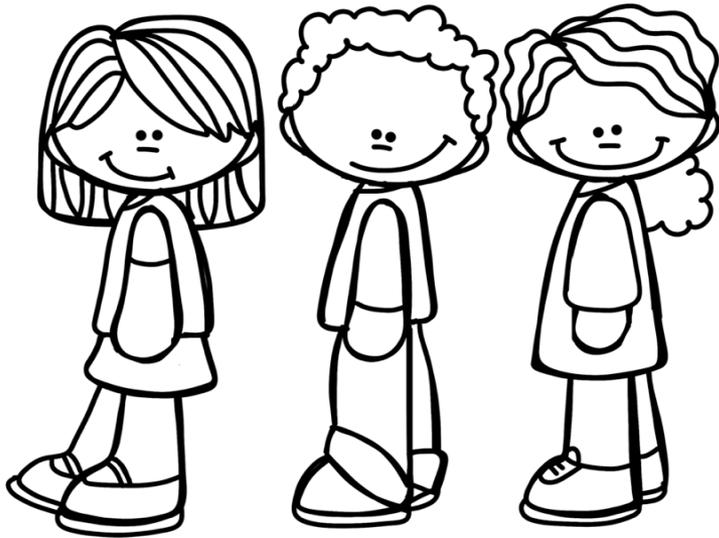


How do your friends feel when you **respect** their personal space?

_____.
Draw their picture on the left!

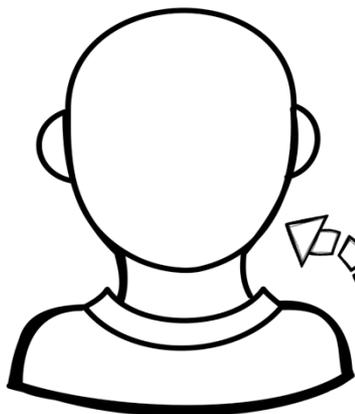
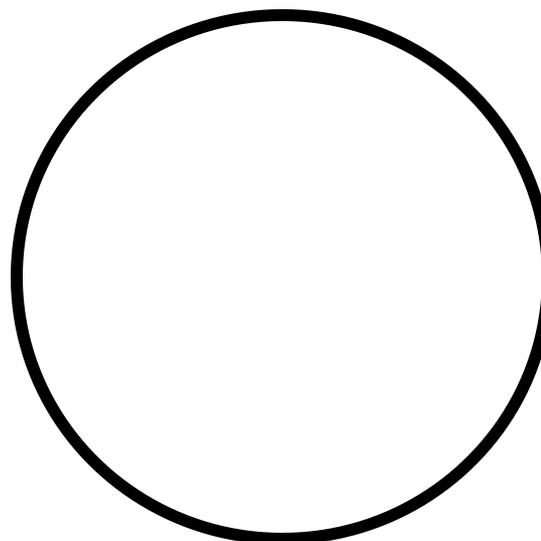
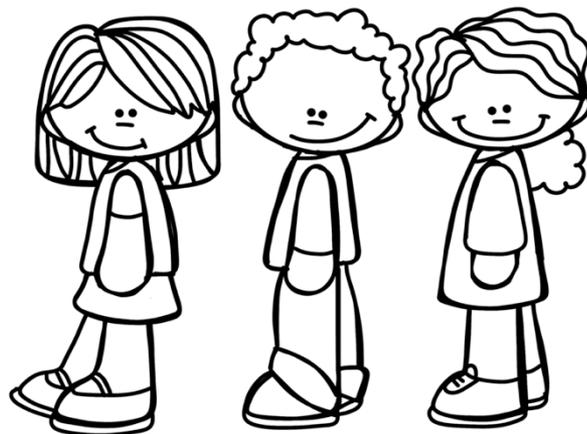
PERSONAL SPACE IN LINE!

Directions: Draw a picture of yourself sitting next to a classmate on the carpet. Make sure there is enough space between you and your friends.!



PERSONAL SPACE IN LINE!

Directions: Draw a picture of yourself sitting next to a classmate on the carpet. Make sure there is enough space between you and your friends!



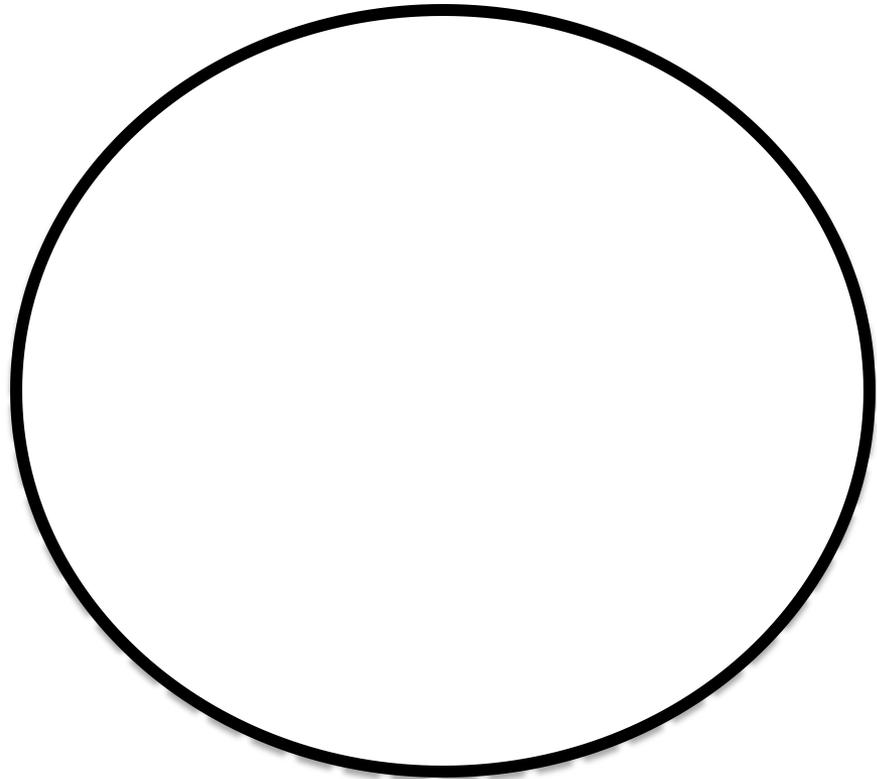
How do others feel when you **respect** their personal space?

_____.

Draw a picture on the left.

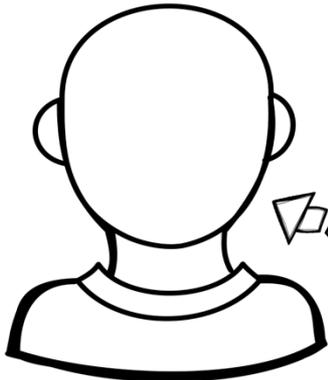
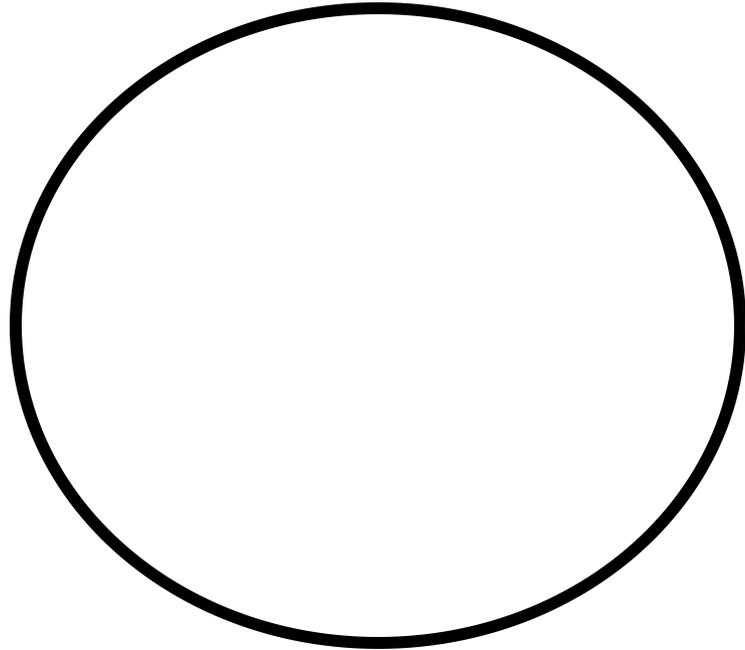
PERSONAL SPACE IN THE CLASSROOM!

Directions: Draw a picture of yourself sitting next to a classmate in the classroom. Make sure there is enough space between you and your friends.!



PERSONAL SPACE IN THE CLASSROOM!

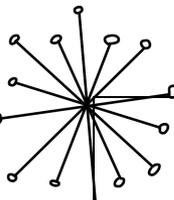
Directions: Draw a picture of yourself sitting next to a classmate in the classroom. Make sure there is enough space between you and your friends.!



How do others feel when you **respect** their personal space?

_____.

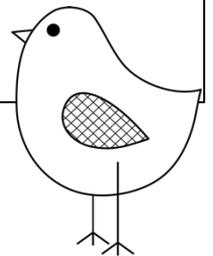
Draw a picture on the left.



IS YOUR STUDENT STILL A PERSONAL SPACE INVADER?

Try some of the following activities:

1. Do a lesson using Julia Cook's book "Personal Space Camp." She also has a "Personal Space Camp Activity and Idea Book." Both are available at www.amazon.com.
2. Use a hula hoop to depict the concept of personal space. When one person is in the hula hoop, there is room to move around. When two people are in the hula hoop, it is cramped and uncomfortable.
3. Go through popular magazines and cut out pictures of people staying outside of other people's personal space bubbles and pictures of people invading other's personal space. Discuss the "exceptions" to the personal space rule, such as when we hug and kiss family or close friends. Getting close to those we love is acceptable!
4. If the student is not responding to other techniques, consider taking photographs or videos of him/her engaging in good personal space bubble practices during challenging times such as recess or rest-time. I don't find it effective to take pictures of the actual student doing the negative behavior.



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Speechy



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