

Lesson 2

Personal Space

Learning Intention

To consider appropriate and inappropriate physical contact and consent

Learning Outcomes

Understand that each person's body belongs to them

Understand personal space and unwanted touch

Resources

[Unwanted touch scenarios](#)

[PANTS cards](#)

Activities

1. Recap and Group Agreement

In a circle, ask the class to remember the group agreement from the last session. Ask them what they remember about respecting the difference in people's bodies. What are the main physical differences between males and females? What are the similarities? How are we all unique?

2. Introduction

Write the learning outcomes on the board. Underline personal space and ask the class what they understand by the expression.

3. 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? Why is it important to respect someone's personal space? How does body language help us to understand when someone feels uncomfortable?

4. Unwanted touch

Use the [Unwanted touch scenarios](#) to facilitate a discussion with the class. Model scenario one as a group, asking the following questions: Which person is touching someone inappropriately? Why is their behaviour not okay? What could they do better to respect the other person? If someone wants to touch someone else what can they do to find out if it is okay?

Split the class into small groups, giving each group one of the other scenarios. Ask them to identify the inappropriate touch and discuss why they think it is not okay. Other points of discussion might be: Is it okay for people to change their mind about how they like to be touched? Is it okay to tell someone to stop touching us? If someone didn't feel comfortable telling the other person to stop which adults could they go to for help and support?

5. PANTS cards

In groups, hand out the sets of five [PANTS cards](#) and ask the children to order the cards into an acronym that spells a proper word (in this case PANTS).

Using <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> share the diagram:

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P rivate parts are private

A lways remember your body belongs to you

N o means no

T alk about secrets that upset you

S peak up, someone can help

In pairs, ask the children to discuss what the different words mean to them. Remind them of the discussion about private parts from the last lesson. What does *body* mean? Who is in charge of your body? Who does it belong to? What could a person do if someone wants to do something to their body that they are not happy about? Refer to the relevant letters from PANTS as you go through these questions.

5. Review

Refer back to the discussion on adults that they could go to for help and support and explain that the next lesson will focus on people who can help us.

Additional Activities

Video on consent and communication

<https://amaze.org/video/healthy-relationships-consent-and-communication/>

Book

It's my body - a book about body privacy, Louise Spilsbury and Mirella Mariani