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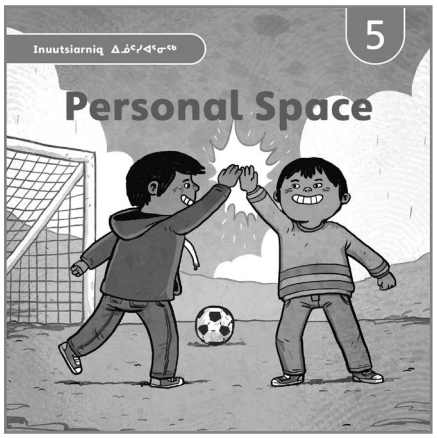
INUUTSIARNIQ
EXTENSION ACTIVITIES

INUKTITUT



Level 5: ᐃᓗᕐᑎᖕᕕᒃ (Personal Space)

ICON LEGEND

TEACHER SCRIPT

INDIVIDUAL ACTIVITY

IMPORTANT INFORMATION

CLASS DISCUSSION

PAIRS/SMALL GROUP ACTIVITY

LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.

Nunavut

EXTENSION ACTIVITY

LEVEL 5

BOOK TITLE
ᐃᓗᕐᓇᕝᕕᒃ (Personal Space)

LENGTH
2 lessons
(30–40 minutes each)

Essential Questions

What is personal space? How do you respect others' personal space? How do you ask others to respect your personal space?

Lesson Overview

In this lesson, students discuss what personal space is, why we need to respect it, and how it can change based on the person and situation. Students will practise ways to respect both their personal space and that of other people.

Note to Teachers: This lesson deals with the topic of personal space and boundaries. This may be a sensitive topic for some students and may result in emotional responses to some parts of the lesson. Be sensitive to these responses and allow students to talk about their feelings openly or privately, or to take time away from the lesson if needed.

REQUIRED MATERIALS

- ᐃᓗᕐᓇᕝᕕᒃ (*Personal Space*)
- Newspapers or hula hoops for half of the students
- Chart paper

LEARNING ACTIVITIES

Class discussion and pairs discussion about what personal space is and why it is important to respect personal space.

Class discussion and activity about personal space in different situations and ways to respect people's personal space.

LEARNING CONNECTION

At the beginning of this lesson, the students discuss what personal space is, why we need to respect it, and how it can change based on the person and situation. Building on the foundation of why, the teacher will then direct the students in an activity that demonstrates personal space and ways to respect others. The students will then complete an activity worksheet that further reinforces examples of positive touching in different scenarios. This builds on their understanding of the book ᐃᓗᕐᓇᕝᕕᒃ (*Personal Space*).

READING VOCABULARY

ᐃᕿᑦᑎᒋᑦ, ᐃᓵᖅᑲᑎᖅᑲᓇᑦ, ᓄᓗᕋᓇᑦ, ᐊᒻᒪᑲᓴᐅᑎᖅᑲᑎᖅᑲᓇᑦ, ᑎᒍᑎᖅᑲᑎᖅᑲᓇᑦ, ᑐᑎᒃᓯᒋᑦ
(Hug, high-five, wave hello, play tag, shake hands, cuddle)

PRE-LESSON PREPARATION

1. Gather materials for the personal space activity in Lesson 1—either hula hoops or sheets of newspaper for half of your students.

Lesson 1 Plan: What Is Personal Space?

1. Ask students to think by themselves about what personal space is. Next, have students discuss as a class what they think personal space is. Then ask students how they can respect each others' personal space.

2. Once students have had an opportunity to share, explain to students that personal space is the invisible bubble around them that everybody has.

   ᐃᓗᕐᓇᕝᕕᑦ ᑕᑯᒃᓴᐅᙱᑦᑐᖅ ᐊᕙᓗᖕᓃᑦᑐᖅ. ᑭᒃᑯᓕᒫᑦ ᐃᓗᕐᓇᒡᕕᖃᖅᑐᑦ. ᐃᓱᒪᖅᓱᖅᐳᑎᑦ ᑭᒃᑯᓐᓂᒃ ᐃᓗᕐᓇᕝᕕᖕᓄᐊᕐᑯᔾᒍᕕᑦ, ᐊᒻᒪ ᖃᓄᐃᓕᐅᖅᑎᓪᓗᑎᑦ ᖃᐃᔪᓐᓇᕐᒪᖔᑕ. ᐆᒃᑑᑎᒋᓗᒍ, ᐃᕿᒻᒥᖕᒐᔪᓐᓇᖅᑕᑦ ᐊᓈᓇᑦᓯᐊᑦ, ᑭᓯᐊᓂ ᐱᖃᓐᓇᕆᔭᑎᑦ ᐃᕿᒻᒥᖕᒐᓇᔭᙱᓪᓗᒋᑦ.
   Personal space is the invisible bubble around you. Everyone has this bubble. It is up to you to decide who is allowed in your bubble, and in what situations. For example, you may choose to cuddle with your grandma, but maybe not with your friends.

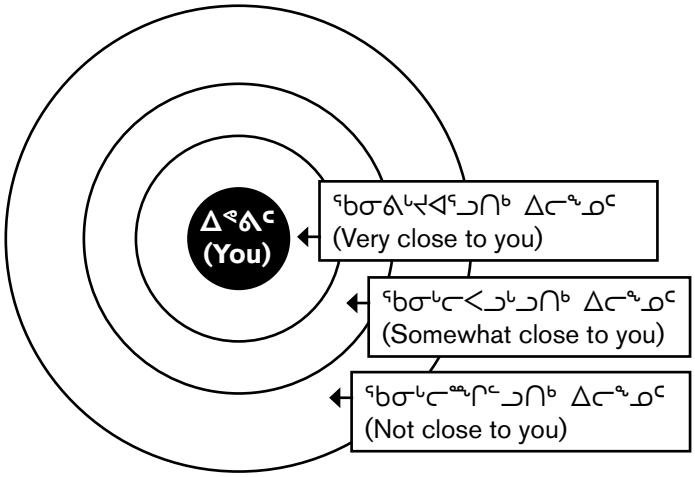
   Explain to the students that we all have different-sized bubbles, and the fact that you like getting hugs does not mean that everybody likes receiving hugs.

3. Next, discuss as a class why it is important to respect personal space.

   Possible answers:

   - Safety
   - Health (sickness, avoid spreading germs)
   - General respect (not everybody wants to be touched)

4. On a piece of chart paper, draw the visual shown here. You can choose to include the labels if you wish. Explain that the bubble in the centre is you, and that each bubble around you is your personal space. Point out to students that the first bubble is very close to you, the next is somewhat close, and the third is not close. You can decide what kinds of interactions you feel comfortable having in each bubble. Brainstorm as a class the people and situations that would fit into each of the bubbles. Reiterate that these bubbles are different for everyone.



5. Ask students if it is ever okay to enter someone's personal space, and why. Ensure that your discussion includes that you should always ask permission before entering someone's personal space bubble and respect them if they say no. Model for students how to ask for permission using the scripts below.

   Examples:

   ᖃᓄᐃᙱᓚᖅ ᐃᕿᒃᑯᒃᑭᑦ?
   Is it okay if I hug you?

   ᖃᓄᐃᙱᓚᖅ ᐊᒐᕗᒃ ᐸᑎᒃᑎᒃᑯᑦᑎᒃᑯᒃ?
   Is it okay if I give you a high-five?

   ᖃᓄᐃᙱᓚᖅ ᑎᒍᑎᒍᓐᓄᒃ?
   Is it okay if I shake your hand?

   Then, model for students some possible responses. Ask students if they can tell you what a "yes" looks like.

   Possible answers:

   - Shaking head up and down
   - Raising eyebrows
   - Saying "yes"

   Then, ask students if they can tell you what a "no" looks like.

   Possible answers:

   - Shaking head side to side
   - Silence
   - Moving away from you
   - Looking unhappy
   - Saying "no"
   - Saying "I don't know," "Not right now," or "Stop."

   Remind students that being respectful of someone's personal space means not trying to convince someone, not forcing someone, and not doing it anyway.

6. Practise this concept by having half of the students stand on a piece of newspaper or in a hula hoop. (Ask for volunteers, to make sure that students are comfortable with this exercise.) Explain that this represents their personal space bubble. Have the other half of the students walk around asking to hug them, give them a high-five, shake their hand, and so on. Encourage students to use the prompts you modeled for them to ask for permission. After about three minutes, have the groups switch. Encourage the hula hoop or newspaper students to say "no" at least half of the time so that everyone can practise saying and respecting "no."

Lesson 2 Plan: How to Express Yourself in Different Scenarios

1. Begin this lesson by reading the book ᐃᓗᕐᓇᖅᑕᒃ (*Personal Space*) out loud to the class. Next, review the idea of an invisible bubble from Lesson 1 with students. Then, ask students how they are most comfortable saying hello to someone. Brainstorm ways to say hello together as a class or use examples from the book.

   Possible answers:

   - Waving hello
   - Giving hugs
   - Shaking hands
   - Saying "hi"

2. End this lesson by reiterating to students that it is always okay to say no to any personal touch and that it is important to not only respect other people's personal space, but to respect your own.