



1. Activity title	Personal comfort zone	
2. Target group	So far, the exercise has been conducted with 5th grade students, with 6th grade students, and with class teachers.	
3. Duration	40 minutes	
4. Learning Environment	Добре би било занятието да се проведе в зала/класна стая, в която да има възможност за обособяване на четири къта, в които да работят 4 групи.	
5. Learning outcomes	<p>At the end of this lesson, students will:</p> <ul style="list-style-type: none"> ● they will have worked according to certain rules ("We listen to each other", "We respect each other", "We help each other"); they will have information, they will be able to determine the different areas of interaction between people, according to the specific situation, and they will be able to use this knowledge in their everyday life; ● they will have understood the content of the expression: "personal comfort zone" and its constituents; ● The lesson will contribute to the development of a higher level of social competence of the students - a starting point for building relationships between them in the style of cooperation and effective communication. 	
6. Subjects and topics covered	Classroom/ special interest clubs	
7. SEL competences	<p><u>PERSONAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifying and expressing emotions <input checked="" type="checkbox"/> Self-regulation <input type="checkbox"/> Identifying strengths/self efficacy <input checked="" type="checkbox"/> Growth mindset <input type="checkbox"/> Wellbeing <input checked="" type="checkbox"/> Dealing with negative emotions <input checked="" type="checkbox"/> <input type="checkbox"/> Flexibility/resilience/problem solving 	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Ethical and responsible behavior and decisions <input checked="" type="checkbox"/> Dealing with negative relationship such as bullying

<p>8. Method / Didactic techniques</p>	<p>Working in small groups, discussion</p>
<p>9. Tools / Materials / Resources</p>	<p>The information presented on interaction zones is taken from Carl Albrecht's book Social Intelligence, East-West Publishing, 2006. The leaders of this activity (teachers/classroom leaders/pedagogical advisors, etc.) in the first part of the exercise must be especially careful (give precise instructions and ensure that no one is inadvertently affected). In the discussion part, it is important to provide an atmosphere of listening to the volunteers and appropriate discussion skills</p>
<p>10. Detailed description of the step-by-step description of the activity / sequences of the units</p>	<p>The participants are seated in a circle. This is another lesson to develop the skills of conflict-free communication between students (the lesson can be held once).</p> <p>The host gives the following information: "We use the expression 'You're invading my personal space' a lot." In today's meeting, we will find out what the content of this expression is, what personal space means. I recall our group work rules: "We listen to each other, we respect each other, we help each other", observing them, we will enjoy the exercise and the discussion afterwards. We will start with an exercise that needs a few volunteers. The exercise consists of the following: We all stand straight, in a circle. The volunteer enters the center of the circle. At the signal given by me (from the leader): "Start!", we all walk towards our volunteer with small steps. He has the right at any moment to say "Stop!" and we all freeze in our seats. Several volunteers will be involved (three to four students are good to volunteer).</p> <p>Information for the facilitator of the session: When starting the exercise, pay particular attention to the safety of the volunteer. Sometimes the students are very quick to approach the benefactor and may unintentionally cause some discomfort. When the first, the second, the third.... volunteer says "Stop", the presenter invites him to look around to see well and remember how far his classmates are from him. - there is a volunteer who stops his classmates at the very beginning, when the presenter has said "Start!", i.e. – at a sufficiently far distance from yourself.</p> <p>After the specified number of volunteers have lined up and the picture described above has been seen, the second part of the session follows - sharing and discussion.</p> <p>The leader asks all the volunteers in turn the following questions:</p> <ul style="list-style-type: none"> • "How did you feel when others started coming towards you, violating your personal boundaries?"

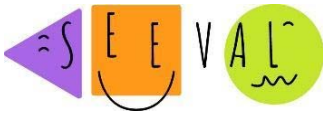
- "What was the reason for stopping them at this distance?" The following contributions from volunteers can be found here:
 - "There are no problems with others being very close to me, I want everyone to be my friend and therefore I allow them to "get on my head";
 - "It was scary when everyone started walking towards me and that's why I said 'Stop';
 - "I don't want people close to me, I feel good when others are further away from me"

A question by the facilitator to the large group follows: "How did you feel when you violated the personal boundaries of your classmates?" After the various speeches, the presenter gives the following information to the students:

Areas of interaction:

- 1) Public space (over 3 m.) – a vast area within the boundaries of which people can reside together without officially interacting in any meaningful way - shopping center, public park, pedestrian zone;
- 2) Social space (120cm-3m) - a more immediate area, within which people interact somewhat directly - around a table in a restaurant, in the living room;
- 3) Personal space (45-120 cm.) - a proxemic "capsule" surrounding a given person, which marks his personal boundaries and within which others are expected to recognize his individuality (when you are at the hairdresser, dentist, discussing a document with someone). The right to approach or touch someone closely varies according to cultural codes;
- 4) Intimate space (45-50 cm.) the narrow area immediately surrounding the human body, the direct contact with which means personal, emotional or sexual interaction.

The presenter continues that often, not knowing about these areas of interaction, children violate the personal boundaries of their peers and this becomes a reason for conflict situations that end in a bad way. The presenter adds that everyone's personal space can be easily defined in this way: everything within arm's reach when I turn around is my personal space, incl. textbooks, backpack, phone, shoes, etc. In this personal space we feel safe and responsible for our belongings. In order to avoid conflict situations at school, if we are curious to see something, touch someone else's thing, it is good to ask if we might be ready for our classmate to answer us: "No!" - not everyone is ready to share their possession with others. The presenter adds that if the answer is: "No", you can continue with the next question: "And some other time will you show me/let me see?" - in this way respect is shown for the classmate



	<p>who refused us, but also for our own curiosity (we are interested in seeing this new thing). The presenter adds that in such a situation, most often the one who first said "No" is then ready to respond to the request, because he understood that there is no danger and his personal boundaries will not be violated and he feels safe.</p> <p>The facilitator allows for a short discussion regarding the described way of communicating between classmates, sharing examples, etc.</p> <p>The lesson ends with feedback - the participants answer the question: "What did I remember/what will I take away from today's meeting?".</p>
11. Extension / Take home activity	<p>The knowledge and ability to respect the personal space of others, resp. - and others to respect our personal space, are applicable everywhere in our daily life - in the family (with parents, brothers/sisters), in the shop, in public transport, in the cinema, etc. The students could be assigned a homework task to talk about this activity at home and together with their family members to agree on conditions in which everyone respects the personal space of their loved ones.</p>
12. Feedback & assessment	<p>The lesson described is part of a program for developing the skills of 5th-7th grade students for conflict-free communication, which we carry out at school. The program is called "We are all connected", it is scheduled within 8 classes with students in junior high school.</p>
13. Intellectual property rights (IPR) / Origin of the activity	<p>The program "We are all connected" was prepared by Kapka Nikolova, in her capacity as a pedagogical advisor at the "Geo Milev" Secondary School - Varna, approved by the director of the school Albena Pavlova. If interested, we could comment and provide the program for use in other schools.</p>