



LESSON PLAN

Lesson 2: My Space and My Boundaries

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LESSON SUMMARY

In this lesson, students explore how personal space and body boundaries help keep them safe when walking, cycling or travelling on public transport. They learn that everyone has the right to decide who enters their personal space and that respecting others' space makes active travel safer and more comfortable for everyone.

Through interactive activities such as role-plays and scenario challenges, students practice respectfully asserting their right to a safe personal space, recognising that their body belongs to them and communicating boundaries while also respecting others' space. The core message of protective behaviours is also reinforced - When we're aware of our surroundings, we can make safe choices for ourselves and for everyone around us.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

2 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

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Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. Additional guidance on creating a safe classroom space can be found in the Department of Education's **Resilience, Rights and Respectful Relationships (RRRR)** and **Building Respectful Relationships (BRR)** teaching and learning materials.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P07 Practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline).

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

VC2CP4S04 Strategies that support persistence and adaptability when faced with challenging situations and change

VC2CP4O02 How similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified.



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PRIOR KNOWLEDGE

- Students have practised identifying safe people and safe places in Lesson 1.
- Students have some awareness of personal comfort levels when sharing space (lining up, playground, bus seats).
- Students already know basic protective behaviours such as finding a trusted adult if unsafe.

VOCABULARY

Personal space – the area around my body that belongs to me.

Boundary – a limit I set to help me feel safe and comfortable.

Consent – saying "yes" or "no" about what happens with my body. This also incorporates a change of mind E.g. 'I was ok with that yesterday but I'm not today'.

Assertive – speaking firmly and clearly about what I want or don't want.

Protective behaviour – an action I can use to keep myself safe.

MATERIALS REQUIRED

- Whiteboard and Markers.
- Student journals or notebooks.
- My Personal Space – Practice Situations Worksheet.
- My Safe Space When Travelling Worksheet.



LEARNING OBJECTIVE

Students will understand that protecting their personal space and respecting others' boundaries are important for safe and respectful active travel. They will practise using words and body language to say "no" when uncomfortable and learn why it's important to ask permission before entering someone else's space while walking, riding or travelling on a bus.

SUCCESS CRITERIA

- I can explain that my body belongs to me.
- I can use words and actions to protect my personal space when travelling.
- I can respect other people's personal space when walking, riding or on the bus.

TEACHING CONSIDERATIONS

- Ensure scenarios reflect real active travel contexts students may experience.
- Some students may have less experience with public transport—scenarios should include both walking/cycling and bus settings.
- Remind students: Everyone's comfort level is different. What feels fine for one person may not for another.

Enable

- Use visual posters of "safe space" vs "too close" for students who need concrete examples.
- Provide sentence starters: "Stop, I don't like that," or "Please move over."
- Role-play with teacher first before peer practice.

Extend

- Students design a "Respectful Traveller Poster" showing examples of respecting personal space on footpaths, bikes, and buses.
- Discuss cultural differences in personal space and how to adapt respectfully in public.

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USEFUL LINKS

- [Daniel Morcombe Foundation – Body Safety Resources](#)
- [Road Safety Education – Bike Ed Unit 2 Lesson 4 Group riding](#)
- [Transport Victoria – Pedestrians sharing roads and paths](#)
- [RRRR Level 3 / 4 Topic 8 Activity 3: Understanding consent in action](#)



ASSESSMENT

- Observation during hoop activity and role-plays.
 - Student contributions to travel safety discussions.
 - Student ability to give a safe protective response in scenarios.
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LEARNING CONTINUUM

Focus: Understanding personal space and body boundaries to keep ourselves and others safe during active travel.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how personal space and boundaries help them feel safe when travelling actively. They learn that everyone's body belongs to them, that it's okay to say "no" when uncomfortable, and that respecting others' space helps everyone travel safely and comfortably.	Student identifies that their body belongs to them and can name one example of when someone might get too close. May need reminders to use respectful words or actions.	Student explains what personal space means and can give examples of keeping space when walking, riding or on a bus. Uses simple, respectful words or actions to protect space.	Student clearly explains why personal space keeps people safe and demonstrates assertive, respectful ways to protect and respect boundaries in different travel situations.

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ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of personal space	1. Explain what personal space means.	1.0 No response or unrelated answer.	1.1 Gives a simple idea (e.g. space around me) with support.	1.2 Describes personal space using examples from travel situations.	1.3 Explains why personal space helps everyone stay safe and comfortable.
Protective behaviours	2. Show how to protect your personal space.	2.0 No response or unable to demonstrate.	2.1 Uses basic or prompted language to ask for space (e.g. "Stop please").	2.2 Uses clear, respectful words or body language to protect space.	2.3 Demonstrates confident, calm and assertive protective behaviours across different situations.
Respect for others	3. Respect others' space while travelling.	3.0 No response or repeated reminders needed.	3.1 Shows basic awareness by keeping some distance.	3.2 Consistently gives others space when walking, riding or sitting.	3.3 Models and explains how respecting space keeps everyone safe and comfortable.
Personal and social capability	4. Work with others to practise setting boundaries.	4.0 No participation or off-task.	4.1 Participates with reminders and uses some appropriate language.	4.2 Works respectfully with peers and uses protective behaviour strategies.	4.3 Supports others by modelling safe, respectful and inclusive behaviour during practice.
Communication and reflection	5. Describe how respecting space makes travel safer.	5.0 No response or off-topic.	5.1 States that giving space helps safety.	5.2 Gives one or two examples of how safe space helps (e.g. not bumping, not falling).	5.3 Explains clearly how respecting boundaries supports safety, comfort and inclusion for everyone.

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Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Begin with the idea of an "invisible bubble".

Teacher step into the middle of the room, stretch your arms out and slowly spin, showing how much space your body takes up.

Explain: *This invisible bubble belongs to me. It's the space my body and my movements need to feel safe and comfortable. If someone steps inside without asking, it can feel uncomfortable and unsafe.*

Ask: *What might happen when people move too close and step inside our own bubble such as when we are walking, riding, wheeling or on public transport?*

Suggestions to prompt:

- Bumping into others and either knocking them over or being knocked over.
- Falling off our bike or scooter.
- Feeling squashed or pushed on a seat.
- Being brushed past too quickly with a bag or backpack.
- Feeling worried, unsafe or scared of getting hurt.

On the board, write: **Safe Space = Travel Safe.**

Brainstorm: Times when students felt uncomfortable when someone got too close while travelling (e.g., a crowded bus seat, being pushed on the path, standing at a bus stop).

Record ideas on the board.

Teacher explains: *Our personal space keeps us safe. Today we'll learn how to protect our own bubble and respect others' bubbles. This might look different for each person. Some of us might need extra space so keeping bags tucked in on the bus, or to slowing down and noticing the people around us is important. Respecting bubbles helps everyone feel safe when we're walking, riding, wheeling or travelling on public transport.*

DIFFERENTIATION STRATEGIES

Enable

- Use coloured hula hoops, ropes, or chalk circles to physically represent "bubbles." This gives concrete meaning for students who need visual or kinaesthetic support.

Extend

- Ask students to think about different personal space needs. e.g., "How might someone using a wheelchair, or someone who is shy, feel if others stand too close?"

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Demonstrate the following 5 scenarios in view of the whole class:

a) Partner Bubble

Teacher repeats demonstration of stretching their arms out wide and slowly turning in a circle reminding students:

*"This is my invisible **travel** bubble. It helps me feel safe and comfortable when travelling. Everyone has their own bubble."*

Instruct one student to slowly walk towards them.

Teacher models an assertive but respectful response: *"Please Stop there. That's close enough."* (clear voice, calm body, standing tall).

Ask:

- "Why is this safe and respectful, not rude?"
- "What else could you say if someone gets too close to your travel bubble?"

b) Footpath Follower

Set up: Teacher walks slowly across the room.

Ask a student to follow directly behind them, almost bumping into them.

Teacher stops and models an assertive but respectful response: *"Can you please walk a little further back? I feel better with more room."*

Discuss why it is important to give space when we walk behind others on a footpath.

Swap roles with the student and repeat the demonstration - keeping a safe and comfortable distance behind to show the class what is a safe and respectful distance.

c) Bus Seat Squash

Set up: Arrange two chairs next to each other.

Teacher sits in one chair, leaving the seat beside them empty. Invite two students to try to sit in the single empty space.

Teacher models an assertive but respectful response: *"There's not enough space for the two of you. Please can one of you choose another seat?"*

Ask:

- How does asking politely help keep everyone safe and comfortable on the bus?
- What else could you do if the people don't listen to you?

Swap roles with one of the students and repeat the demonstration - showing how they should behave on the bus and what they should say. (i.e. one student only sits in the vacant seat or both students find 2 empty seats elsewhere on the bus).

d) Risky Riding

Set up: Teacher and one student pretend to ride side-by-side.

Ask the student to ride very close.

Teacher models an assertive but respectful response: *"Please don't ride so close. I feel safer with more room."*

Ask: What could happen if we ride too close together?

Swap roles with the student and repeat the demonstration - keeping a safe and comfortable distance to show the class what is a safe and respectful distance on a bike.

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e) Waiting in Line

Set up: Teacher stands in a line (e.g. waiting to get on a bus at a bus stop)

Ask a student to stand too close behind them.

Teacher models an assertive but respectful response: *"Can you please take a step back while we wait? I feel better that way."*

Discuss why it is respectful to leave space in a line.

Swap roles with the student and repeat the demonstration - keeping a safe and comfortable distance behind to show the class what is a safe and respectful distance.

DIFFERENTIATION STRATEGIES

Enable

- Pair students who need more support with confident peers to practise responses together. Focus on one demonstration at a time (e.g., only "Footpath Follower") before moving to the next. Allow short check-ins ("What did we notice?").

Extend

- Encourage students to brainstorm different assertive phrases that are still polite and respectful. Example: "Could you please move back a little?" or "I'd feel safer if we left more space."
- After each demonstration, ask: "What could happen if someone *didn't* use an assertive voice?" Have students discuss or sketch a quick cause-effect diagram.

3

LESSON PHASE: Guided Practice



TIMING: 20 mins

Handout the student worksheet - *My Personal Space - Practice Situations*

Explain: In groups of 3, students work together to act out each of the scenarios:

Student assigned roles:

1. Student: sets and protects their personal space.
2. Traveller: walks, rides, sits or stands too close.
3. Observer: watches and gives feedback on how clearly and respectfully the phrases are used.

Consider the following adjustments:

Activity 1 – Partner Bubble

- Students with limited mobility can show their bubble by using hand signals, stretching just one arm, or pointing to an agreed space around them.
- Students with vision impairments can work with a partner to describe and gesture their bubble.
- Offer clear visual aids (e.g., a hoop or rope circle) to represent the bubble.

Activity 2 – Footpath Follower

- Students who use a wheelchair or mobility aid can demonstrate spacing by moving behind another wheelchair or a student walking slowly.
- If moving isn't possible, use chairs or markers to represent safe distance on a "path."

Activity 3 – Bus Seat Squash

- Students with mobility needs can participate by directing peers in the scenario if moving between chairs isn't comfortable.
- Use wheelchair spots (clearly marked areas) as part of the scenario to model inclusivity in real-life bus seating.

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Activity 4 – Risky Riding

- Students with limited mobility can use chairs or markers to simulate bike riding side by side.
- For those with sensory needs, use cones, ropes or tactile floor markers to show "too close" versus "safe spacing."

Activity 5 – Waiting in Line

- Students with wheelchairs or mobility aids can demonstrate line spacing using their chair.
- Use floor markers to support students who need visual cues for personal space.

Mention that students must swap roles so that every group member has a turn as the student, traveller, and observer for each activity.

Students complete the 'Write your own version' section for each scenario.

Together the group complete the 'Reflection' section for each scenario on their worksheet.

Teacher wanders the class providing assistance and exploring deeper understanding as required.

Reinforce the core message: *When we're aware of our surroundings, we can make safe choices for ourselves and everyone around us.*

DIFFERENTIATION STRATEGIES

Enable

- Allow extra teacher scaffolding for students who find social role-play challenging. e.g., practise the "Student" role with teacher first.
- Instead of writing full sentences, students can circle emojis to show how each person felt (😊 comfortable, 😞 uncomfortable) before discussing why.

Extend

- Ask students to invent an additional travel scenario showing a new boundary challenge (e.g., someone pushing in line or reaching across). They can act it out and teach their group.
- Encourage students to act as "**safe space coaches**" – observing other groups and providing constructive feedback using criteria (clear voice, respectful words, calm body).

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Reflect as a class on the *My Personal Space – Practice Situations* Worksheet.

Ask:

- *How does respecting our bubbles make travel safer?*
- *Why is it safer to respect personal space when travelling?*

Handout: *My Safe Space When Travelling* worksheet.

Students complete worksheet individually.

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DIFFERENTIATION STRATEGIES

Enable

- Give students the option to complete the worksheet with a partner or verbally answer each question individually with the teacher.

Extend

- Ask students to complete the worksheet in relation to what actions they can take to protect other people's space when travelling.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Share a Snapshot

Sitting in a circle, go around and ask students to share their poster or drawing from the *My Personal Space - Practice Situations* Worksheet

Write key words/phrases on the board.

DIFFERENTIATION STRATEGIES

Enable

- Give students the option to **show their drawing or poster without speaking**, or to have a partner read their reflection aloud.

Extend

- Ask students to connect today's learning to **other contexts**, e.g.: "How can we respect personal space during sport, games, or in the playground?"