

# SOCIAL STORY TO TEACH PERSONAL SPACE AT SCHOOL

In busy school environments, students share classrooms, hallways, playgrounds, and group spaces.

Sometimes children:

- stand too close
- touch others without asking
- struggle to notice when someone needs more space

This social story helps students understand **what personal space is, why it matters, and how to respect it at school.**



**KEEP SCROLLING TO TAKE A CLOSER  
LOOK AT WHAT'S INSIDE THIS RESOURCE!**

oneGiggle at a time

## RESPECTING PERSONAL SPACE AT SCHOOL

Classroom Edition Social Story  
+ Poster & Personal Space Tools

PreK-K Included



Building Safe & Respectful Classroom Boundaries

# HELPS STUDENTS LEARN PERSONAL SPACE SKILLS AT SCHOOL

## Students may struggle with:

- standing too close in line
- touching classmates without asking
- getting too close during group work
- invading space during play
- noticing body boundaries

## This story teaches students:

- what personal space means
- how to notice when space feels too close
- how to ask before entering someone's space
- how to respond respectfully

one *Giggle* at a time

Classroom Edition  
Standard Version

**Personal space** is the space around my body. It is like an invisible bubble that moves with me everywhere I go. Everyone has a bubble. Keeping bubbles safe helps everyone feel calm, comfortable, and ready to learn.



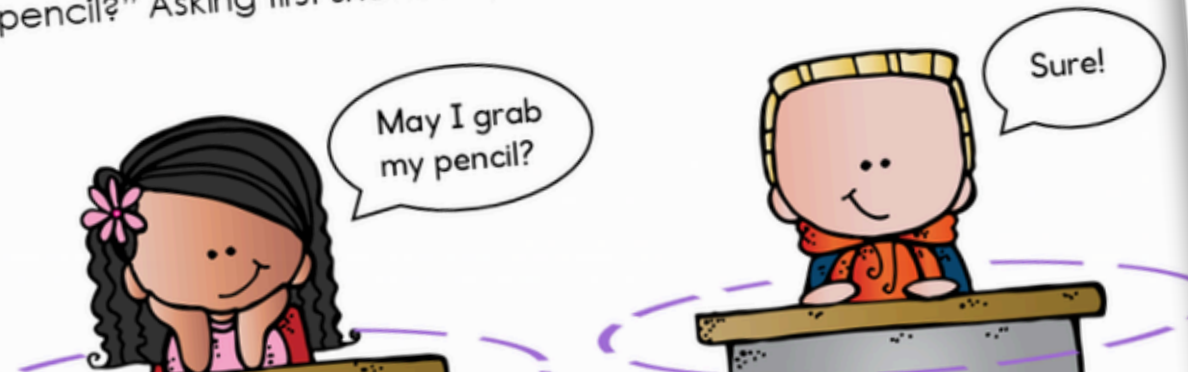
Classroom Edition  
Pref-K Simplified

**On the Playground**  
The playground is for running and playing. When I run, my bubble runs with me. When I wait for a turn, I leave space. If my bubble feels crowded, I can say, "I need more space." Play feels better when bubbles are safe.



Classroom Edition  
Standard Version

**When I Am Sitting at My Desk**  
Sometimes I sit at my own desk. My desk is my learning space. My personal space is around my body, my chair, and my desk. If I need to reach near someone else's desk, I can pause and ask first. I might say, "May I grab my pencil?" Asking first shows respect for the personal space of others.



Classroom Edition  
Standard Version

**When I Am Sitting on the Rug**  
Sometimes my class sits together on the rug. The rug can feel crowded than desks or tables. When we sit on the rug, our bubbles feel smaller. I can help my bubble by sitting on my bottom and my hands in my lap. My legs can be crossed in front of me or to the side. I choose a position that keeps my body in my space without touching others.



# WHAT'S INCLUDED IN THIS RESOURCE

**Respecting Personal Space at School**  
(Classroom Edition Social Story)

**Child-friendly social story**

**When Space Feels Tricky**  
Sometimes I feel excited, silly, tired, or wiggly. When I feel that way, it can be harder to remember my bubble. That is okay. I am learning. I can take a breath. I can check my body. I can use my words. I practice every day.

**Simple, reassuring language**

**At the Table**  
Sometimes I sit at a table with friends. We share the table. We do not share the same bubble. My bubble is around my body and my spot at the table. If elbows bump, I can tuck my arms in. If I need the glue, I can ask, "Can I use it?" Friends feel happy when I ask.

**Real-life personal space scenarios**

**In Line**  
Sometimes we stand in line. My bubble stands with me. I leave space between the person in front of me and myself. I keep my hands to myself. Quiet bodies help us move safely.

**Respectful boundary examples**

Dear Families,

Our class is learning about **personal space**, sometimes called our "personal bubble." Personal space is the area around each person's body that helps them feel safe and comfortable.

Throughout the school day, students practice how their "bubble" moves with them at:

- Desks
- Tables
- On the rug
- In line and in the hallway
- On the playground
- On the bus

We are learning that even when spaces are shared, bodies are not. Children are practicing:

- Keeping hands and feet in their own space
- Asking before entering someone else's space
- Using words like "I need space"
- Notifying when someone needs more room

**Parent/Family Letter**

**Adult Implementation Guide**  
Respecting Personal Space at School  
Classroom Edition  
These notes are designed for adults and are not intended to be read aloud to children.

**Section 1: Why This Story Matters**

**Section 3: How to Introduce the Story**

**Section 5: How Adults Can Support the Skill**

**Section 6: Connection to SEL Competencies**

**Section 7: Gentle Reflection Practice**

**Story-specific adult guidance**

**Personal Space Tools**

When my bubble feels crowded, I choose a personal space tool.

**Fill the Balloon**  
Put your hand on your belly. Breathe in and feel your belly fill like a balloon. Breathe out and feel it empty.

**Stop Hand**  
Hold up your hand like a stop sign. Stand or sit tall. Say, "I need space."

**My Personal Space Bubble**  
The space around my body helps everyone feel safe and comfortable.

**The 3 Core Rules**  
1. I Keep My Body in My Own Space

**Personal Space Poster + Tools**

**In the Hallway**  
We walk in the hallway. My bubble walks with me. I face forward. I keep my hands and feet to myself. I can walk around others without touching.

**My Bubble**  
I have a body. Around my body is my personal space. Personal space is like an invisible bubble. My bubble goes with me. Everyone has a bubble. Bubbles help us feel safe.

**Simplified PreK-K version included**

No prep • Print or digital • Easy to use anywhere

# WAYS TO USE THIS SOCIAL STORY IN THE CLASSROOM

Read during morning meeting

Use before recess or centers

Introduce during SEL lessons

Support counseling groups

Revisit after conflicts

Share with families to reinforce  
personal space skills at home

one *Giggle* at a time



**USE REGULARLY**  
to help students build  
**body awareness and  
respectful boundaries.**

# SKILLS THIS STORY SUPPORTS




oneGiggle at a time

- Body awareness
- Perspective-taking
- Flexible thinking
- Respecting boundaries
- Social problem solving
- Emotional regulation
- Asking before touching

Classroom Edition  
Standard Version

### When I Am Sitting at a Table

Sometimes I sit at a table with other students. We share the big table, but we do not share the same body space. Each person has a space in front of them. My bubble is around my body, my chair space right in front of me. Other students have their own bubbles around their bodies and chairs too.



### Personal Space Tools

When my bubble feels too close, I can choose a personal space tool.

**Fill the Balloon**  
Put your hand on your belly. Breathe in and feel your belly fill like a balloon. Breathe out and feel it empty.



**Two Steps Back**  
Stop your feet. Take two small steps back. Feel your bubble get bigger.



**Stop Hand**  
Hold up your hand like a stop sign. Stand or sit tall. Say, "I need space."



**Backpack Space**  
Imagine you are wearing a big backpack. Feel the space behind you. Walk carefully and leave room around you.



### My Personal Space Bubble

The space around my body helps everyone feel safe and comfortable.




### The 3 Core Rules

- 1 I Keep My Body in My Own Space**  
Hands, feet, and body stay in my bubble.
- 2 I Ask Before Entering Someone Else's Space**  
I can say: "Can I come closer?"
- 3 I Use My Words if I Need Space**  
I can say: "Please give me some space."

Classroom Edition  
Standard Version

### When I Am Walking in the Hallway

Sometimes we walk in the hallway. Hallways can be busy. Other classes may be walking too. When I walk, my bubble walks with me. I can face forward and keep my hands to myself. If I need to pass someone, I can walk around them without touching.



Classroom Edition  
Standard Version

### When I Am Riding the Bus

The bus can feel crowded and noisy. Seats are close together. When I sit on the bus, my bubble is in my seat area. If I share a seat, I can keep my hands and feet in my own space. If I need help or feel uncomfortable, I can tell the bus driver or a trusted adult. Keeping my bubble safe helps everyone ride calmly.



# DESIGNED TO SUPPORT TEACHERS & SCHOOL STAFF

## What to Say & When to Say It

This resource includes **adult guidance pages** to help educators use the story effectively.

Notes explain:

- when to introduce the story
- how to use it proactively or reactively
- how to support follow-up conversations
- how to reinforce skills throughout the day

**These notes are written to be supportive —not prescriptive.**

### Adult Implementation Guide

Respecting Personal Space at School  
Classroom Edition  
These notes are designed for adults and are not intended to be read aloud to children.

#### Section 1: Why This Story Matters

##### Purpose of This Story

This story supports children in understanding and practicing personal space across school settings. It introduces the concept of a personal "bubble" and teaches how space changes depending on location and activity. The focus is on building body awareness, safety, and mutual respect.

This story is designed to be proactive, not corrective.

This story helps children understand:

- What personal space is
- That everyone has a personal space "bubble"
- How personal space looks in different school settings
- How to ask before entering someone else's space
- How to respond when space feels uncomfortable

#### Section 3: How to

##### Introducing the Story

Keep the tone neutral and su individual students. This is a cl

You might say:

"Our class is learning helps us understand school."

When reading:

- Use a calm tone
- Pause to model body post
- Avoid turning it into a lect

The story should feel reassuring

Classroom Edition  
PreK-K, Simplified

#### On the Bus

The bus can feel crowded. My bubble stays in my seat. I keep my hands and feet in my space. If I need help, I can tell an adult.

**PreK-K Version**

Classroom Edition  
Standard Version

#### When I Am Riding the Bus

The bus can feel crowded and noisy. Seats are close together. When I sit on the bus, my bubble is in my seat area. If I share a seat, I can keep my hands and feet in my own space. If I need help or feel uncomfortable, I can tell the bus driver or a trusted adult. Keeping my bubble safe helps everyone ride calmly.

**Standard Version**

Space Series

### Personal Space Tools Adult Overview

#### Purpose of This Toolkit

Personal Space Tools help children develop body awareness, boundary recognition, and respectful interactions.

Tools support children in:  
• Recognizing when space feels too close  
• Respecting their own space  
• Asking before entering someone else's space  
• Using safe strategies before problems grow  
• Practicing prevention, safety, and mutual respect — not

#### This Toolkit Fits With the Story

Personal Space stories teach what personal space is. This toolkit provides simple, repeatable strategies children can use. Together, the stories and tools build awareness, language,

#### How to Introduce the Tools

• Introduce the tools proactively during calm moments.  
• Teach one tool at a time.  
• Model tools throughout the day.  
• Practice before transitions.  
• Ask, "Which tool could help right now?"  
• The goal is familiarity through repetition.

#### How Children Use the Tools

Children are encouraged to:  
• Choose a tool when they feel crowded.  
• Use a tool before reacting physically.  
• Ask for help if needed.  
• Practice across settings.  
• Independence develops gradually with modeling and

#### Important Guidance for Adults

Some challenges may relate to:

Dear Families,

Our class is learning about **personal space**, sometimes called our "bubble." A personal bubble is the space around our body that helps us feel safe and comfortable.

At school, we are practicing how our bubble moves with us when we:

- Sit at a desk or table
- Sit on the rug
- Stand in line
- Walk in the hallway

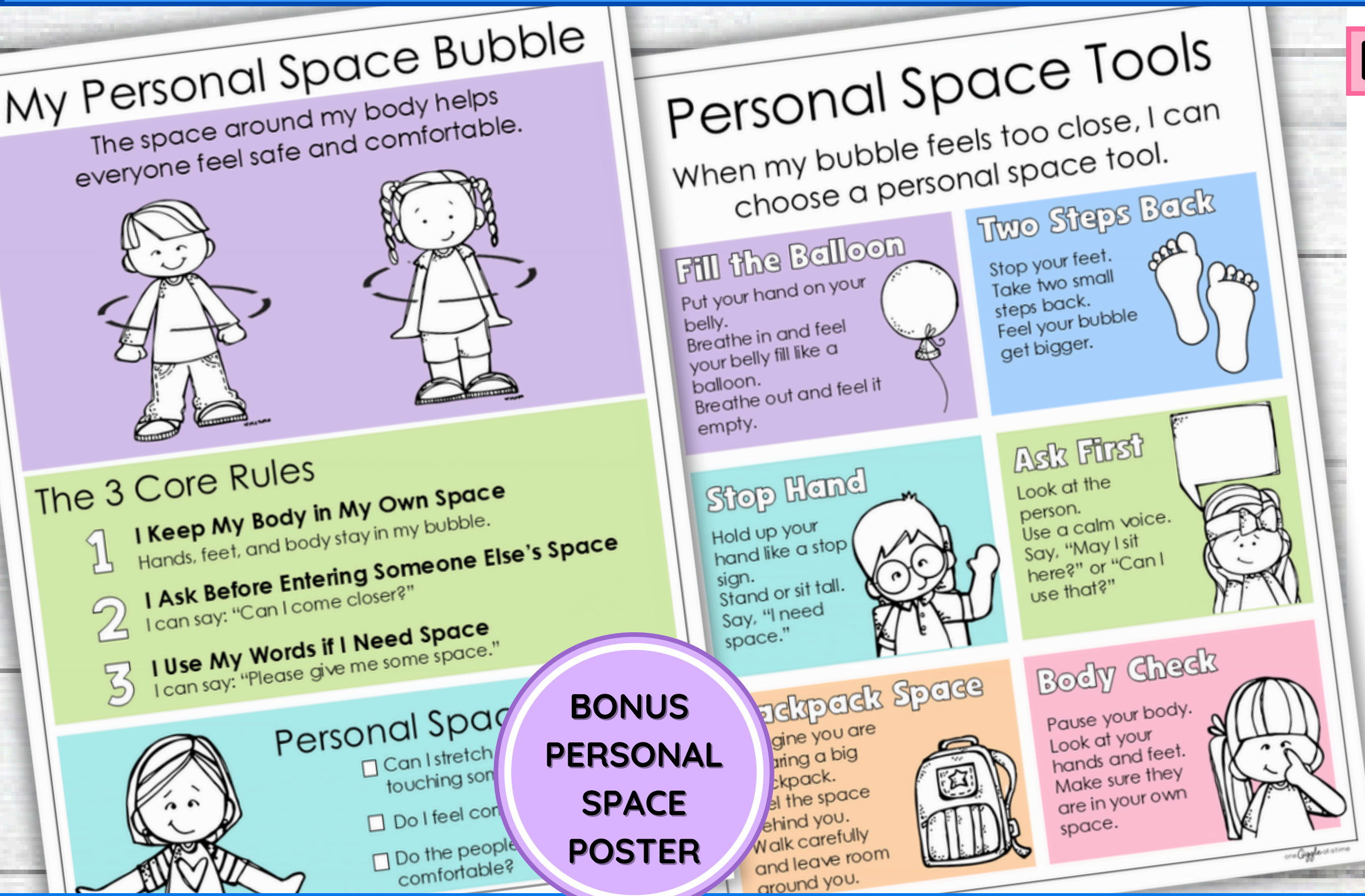
**Parent/Family Letter for Home Connection**

**BONUS**

A standard version for elementary-age children & a simplified PreK-K version are both included.

# PERSONAL SPACE POSTER + STUDENT TOOLS

Visual supports that help students practice respectful boundaries.



## Personal Space Tools Included:

- **Fill the Balloon** – calming breathing
- **Two Steps Back** – create more space
- **Stop Hand** – signal when space is needed
- **Ask First** – respectful communication
- **Backpack Space** – visualize body boundaries
- **Body Check** – notice hands, feet, and body position

one Giggles at a time

Use during SEL lessons, morning meeting, or problem-solving conversations

# BUILD PERSONAL SPACE SKILLS EVERYWHERE WITH THIS MONEY-SAVING BUNDLE!

## Part of a Complete Personal Space Social Story Series

Personal space is a skill children **learn over time.**

This social story series helps children understand:

- what personal space is
- how to respect body boundaries
- how to ask before entering someone's space
- how to respond when space feels uncomfortable

Each resource provides **simple language, visual supports, real-life practice, and family connection tools.**

Use one story — or combine them for deeper learning.

**RESPECTING PERSONAL SPACE AT SCHOOL**  
Classroom Edition Social Story  
+ Poster & Personal Space Tools

**RESPECTING PERSONAL SPACE AT HOME**  
Home & Family Edition Social Story  
+ Poster & Personal Space Tools  
PreK-K Included

**RESPECTING PERSONAL SPACE IN MY COMMUNITY**  
Community Edition Social Story  
+ Poster & Personal Space Tools  
PreK-K Included

**BOUNDARIES & PERSONAL SPACE COMPLETE BUNDLE**  
Personal Space Social Stories for School, Home & Community

**3** includes COMPLETE EDITIONS Standard + PreK-K  
Building Safe & Respectful Boundaries Everywhere

oneGiggle at a time

# ABOUT ONE GIGGLE AT A TIME



Diane Romo, creator of One Giggle At A Time, is a veteran first-grade teacher, children's book author, and professional development presenter. Since 2014, her resources have helped teachers and students worldwide create fun, positive classroom communities.



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*one giggle at a time is a passionate supporter of:*

- ♥ Helping teachers create classroom communities that foster positive relationships.
- ♥ Helping students unlock their potential for greatness.
- ♥ Helping parents provide support for young learners to set them up for success.
- ♥ Making learning FUN!

*one Giggle at a time*



social emotional learning



classroom community



parent/family connection



classroom management



teaching ideas



seasonal activities