

UNIT 2 >>> Respect other people's personal space

Aim: To help students respect other people's need for personal space and to protect their own.

1 Lead-in

- Write the following, clearly spaced in three columns on the left side of the board:

Very personal distance	15 – 45 cm	
Personal distance	0.5 – 1.5 m	
Social distance	1.5 – 3.5 m	
Public distance	3.5 – 7.5 m	

Now write the following list of people on the right side of the board: *best friends, boy/girlfriends, brothers/sisters, parents, teachers, postman, classmates, other students at school, strangers.*

- Demonstrate with a student the approximate distances given in the table, or use a tape measure to show the distances. Discuss with the class where they would put the people on the board in the third column according to how close they would allow them to get, and why. Get students thinking about the fact that we allow the people emotionally closest to us to get physically close.
- Find out from students how they would feel if the people they were closest to kept their distance and if strangers stood very close (eg *the closeness might be uncomfortable, distance might make them feel the friend was angry or upset with them*).
- Now put students into pairs and get them to brainstorm situations where it's almost impossible to respect personal space. Suggestions might be places such as: *crowded public transport, lifts, queues at airports, concerts, busy markets, etc.*
- Get students to come up with ways they would deal with these scenarios, and how they would try to respect others. Ask: *What would you do with your body? What would you do if you bumped into someone?*

2 Choose a scenario

- Ask students to work in pairs and choose one of the three scenarios (A–C).
- Explain to students that you would like them to think about the situation and make a list of the things that might be making the people uncomfortable and why. Ask them to decide which of the people in each scenario they find it easier to understand.
- Get students to suggest ways to deal with the discomfort and to ask themselves: *Is there a solution, or do they just have to accept it?*
- Recommend that students look back at the text on page 22 of the Student's Book as well as refer to the Reflection point.

3 Reflection point

Remind students that because personal space can be very different for different people, it's important to be sensitive when dealing with it. For example, for somebody who comes from a country where people get close or touch each other, being distant

and *not touching* might seem unfriendly. Explain that this doesn't mean they should change their habits, but maybe it's helpful to explain to somebody from a different culture how you feel about the personal space differences.

4 Class discussion

- Put each pair with another pair that worked on the same scenario. Encourage them to compare their lists. Ask: *Did you identify the same problems? Did you both feel that there was a solution or did you decide the people had to accept the situation? Which student was it easier for you to understand?*
- Discuss with students whether they have experienced similar situations in real life.
- Ask students the following questions:
 - How does culture affect personal space?*
 - In which situations must you tell people you need personal space? (at school, in public places where a person has come close to you and they don't need to be close to you, when someone behaves in a threatening way)*
 - How can you tell if you have invaded someone's personal space?*

5 Work alone

- Ask students to work alone to choose a second scenario from A–C and follow the same steps as in section 2.
- Once they've finished, invite volunteers to present the issues and possible solutions they've put together.
- If appropriate, ask students to comment on the presentations by asking them if they would like to add anything to what their classmates have said.

6 Extend

- Talk to students about other things that are invasions of personal space; point out that it doesn't only have to be about physical distance. Write the following up on the board:
 - Reading someone else's emails or diary*
 - Eating/drinking from someone's plate/glass*
 - Listening to very loud music in a public space*
 - Taking someone's books or pens without asking*
 - Listening to strangers' conversations*
 - Looking in someone else's bag*
 - Being security-checked at the airport*
- Get students to work in pairs and order the list according to how big an invasion of space they think each item is.
- Elicit answers asking which of the situations on the list could be unavoidable or necessary, and why.
- Encourage students to consider whether they are invading anybody's personal space in the home. Ask if there's anything they could change so that they're less of an invasion.