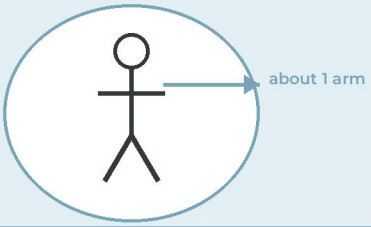
My Space Bubble

Everyone has an invisible bubble around their body. I keep my body outside other people's bubbles unless they invite me in.

Name: _____ **Date:** _____

1 The arm's length check

Before I talk or play, I check my space



1. Stretch my arm out, or picture it.
2. Could I touch the person? Too close.
3. Take one step back.
4. About an arm's length? Just right.
5. Now I talk, play or ask.

No need for a big sorry. One step back is enough.

2 My bubble changes size

Write people from my life in each zone

Hug zone

Family and close friends, only with permission. I can ask: Can I have a hug?

People:

_____

_____

_____

Arm's length zone

Classmates, teachers, coaches and friends at school. About one arm away.

People:

_____

_____

_____

Wave zone

People I do not know. I stay farther back and wave or say hi.

People:

_____

_____

_____

3 Too close or just right?

Tick one box for each picture in my head

	Too close	Just right
1. I stand an arm's length away when I ask to play.	☐	☐
2. My nose is almost touching my friend's face as I talk.	☐	☐
3. In line, I keep my hands to myself and leave a gap.	☐	☐
4. I lean on the kid next to me on the carpet.	☐	☐
5. I hug a new classmate I just met without asking.	☐	☐
6. I sit in my own spot at the lunch table.	☐	☐
7. I wave to the new librarian from a few steps away.	☐	☐
8. I stand right behind someone at the water fountain.	☐	☐

4 Clues someone needs more space

Tick the clues I can spot

- ☐ They step back or lean away
- ☐ They cross arms or put a hand up
- ☐ They say stop, move over or too close
- ☐ They turn their body away
- ☐ They look away or stop smiling
- ☐ They look squished or uncomfortable

When I see a clue, I take one step back and keep playing or talking.

A time I noticed a clue: _____

What I did: _____

How it went: _____

Original layout by Lotus & Tulip. A social skills teaching tool, not a body safety curriculum.

My Personal Space Plan

Practice in the places that are hardest for me. Track it for one week.

Name: _____ **Date:** _____

1 My tricky places

Tick the hard ones and write my plan

Place	My plan (an example is filled in, change it if I want)
☐ Lining up	Leave a gap, hands at my sides
☐ Carpet or circle time	Sit on my own spot
☐ Lunch table	Stay in my seat space
☐ Talking to a friend	Arm's length check first
☐ Playing a game	Wait for my turn, no pushing
☐ _____	_____
☐ _____	_____

2 When someone is in my bubble

I can use calm, kind words

- ☐ "Can you scoot over, please?"
- ☐ "I need a little more room."
- ☐ "Please do not lean on me."
- ☐ "No hugs right now, thanks."

My own words: _____

If they do not stop, or touch me in a way that feels wrong, I tell a trusted adult.

3 My practice tracker

One row each school day

Day	Bubble checks I did (tally)	Reminders I needed	My star
Mon		☐ None ☐ 1 ☐ 2+	☐
Tue		☐ None ☐ 1 ☐ 2+	☐
Wed		☐ None ☐ 1 ☐ 2+	☐
Thu		☐ None ☐ 1 ☐ 2+	☐
Fri		☐ None ☐ 1 ☐ 2+	☐

This week I got better at: _____

For counselors, teachers and parents

1. Teach in a calm moment, practice in the real place. Use a hula hoop or tape circle to make the bubble visible.
2. Agree on a short private cue ("bubble check" or a raised arm) and praise the step back quietly.
3. Young children naturally stand closer. Families and cultures differ too: teach the school expectation, not one right way.
4. If a child keeps crowding others, look for a reason: sensory seeking, vision or hearing, anxiety, or wanting to join in.
5. Hugs are always with permission. Body safety belongs in your school's approved curriculum and reporting procedures.

Safety first: in the US, call 911 in an emergency, call or text 988 for crisis support, Childhelp 1-800-422-4453.

Notes: _____

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