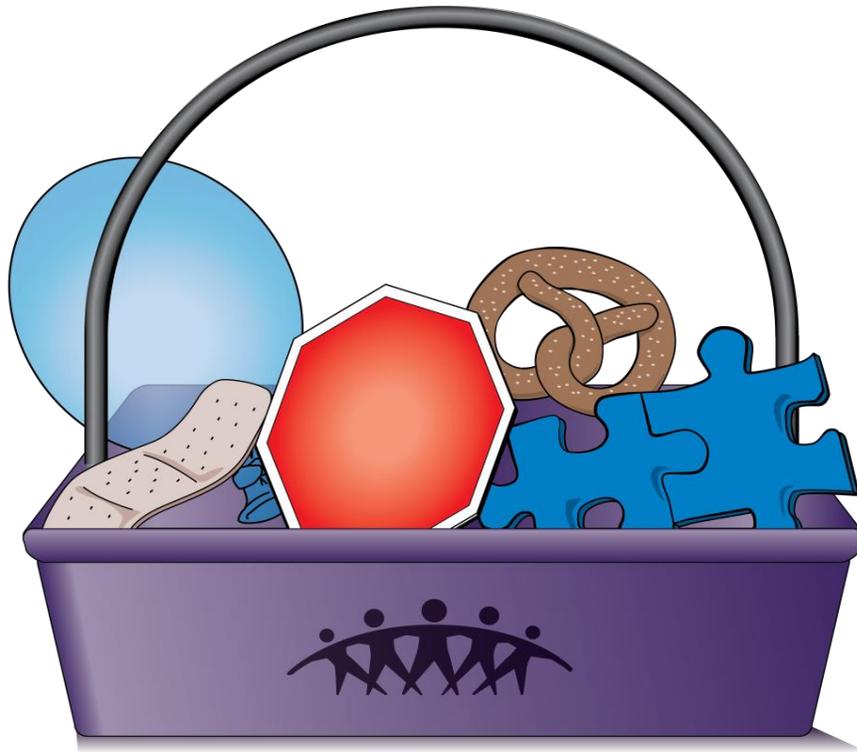


# Social Bridges® Tool Box: A Social Skills Curriculum



## Primary Sample

*Targeted Grades – First and Second*

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# Module Two

## Overview

### Skill Review

- ✓ Matching

### Module Skills

1. Respecting Personal Space
2. Emotional Regulation/Calming  
Tool: Balloon Breathing

### Terms

- Calming Tools
- Balloon Breathing
- Personal Space
- Personal Space bubble
- Pop
- Too little/Too much/Just Right feeling

Lesson Structure	
Skill Review: Matching • Echo Song	5
Skill 1: Respecting Personal Space • Skill Introduction/Instruction: Song/Story/Discussion	20
Skill 2: Emotional Regulation Introduction Calming Tool: Balloon Breathing • Skill Instruction • Skill Practice	5
Personal Space Practice • Role play • Game	10
Reflection: "One personal space rule is _____."	10

 **Materials Needed:**

- Calming Tools Poster
- Book: *Personal Space Camp* by Julia Cook
- Squishy Ball
- Blown up Balloon
- Dry Erase Markers
- Ball

 **Handouts:**

- Matching Cheer
- Personal Space Song

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Summary Ball</li></ul> |  |
|--|--|

## Skill Review: Matching

### Activity: Matching Cheer

I (**points to self**) like being here with you (**points to others**)  
(echo)

Matching what we say and do (echo)

Listening and taking turns (echo)

Practicing what we have learned (echo)

Sharing (echo)

Talking Turns (echo)

Saying Calm (echo)

Moving on

**(gesture – rolling hands once, ending palm up)** (echo)

**All Together:** Bucket Fillers!

## Skill 1: Respecting Personal Space

### Skill Introduction/Instruction:

 "Did you know that everyone has a pretend personal space bubble around them?"

- "When I get too close to someone without asking first, I can pop his or her personal space bubble."

- “If I give a hug without asking, I can pop his personal space bubble.”
- “If I hit or poke someone, I pop his or her personal space bubble.”
- “How else might I pop someone’s personal space bubble?”
- “When my personal space bubble is popped, I may feel uncomfortable, stop talking, stop giving eye contact, and move away.”
- “When I stay inside my personal space bubble, I am about an arm’s length away from someone else.” (**model** what an arm’s length looks like and then have children try)
- “If somebody pops my personal space bubble, I can remind him or her to move back a little by saying, “Pop” in a calm voice.”
- “If somebody says, “Pop” to me, I know that I invaded his or her personal space, may have popped his or her space bubble, and I need to move back.”
- “If you are not in school and someone is in your space bubble what can you say?”

**Facilitator Note:** *If a student says, “Pop” facilitator can say, “Well, you might not want to say that outside of school, what else could you say?”*

- “I’m squished, can you move back a little?”



## Personal Space Song: To the tune: “Twinkle, Twinkle”

In my bubble it's my space **(Make bubble with arms to side)**

My own special kind of place

I stand back when next to you **(Move back, point to another person)**

Cause you have a bubble too **(Point at another person/make bubble)**

“Pop” it goes if I am here **(Make popping gesture with hands)**

Tells me not to go too near

### Activity:



*Personal Space Camp* by Julia Cook

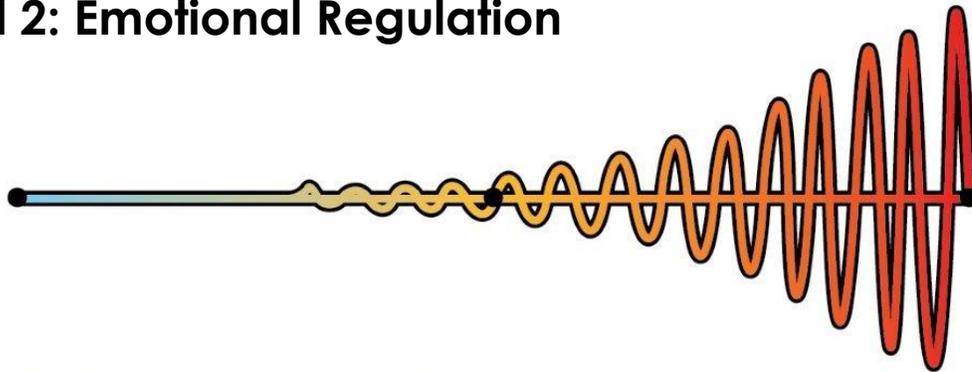
In this story, we meet Louis who knows all about outer space but what about Personal Space?

**Facilitator Note:** A rhyme recurs throughout the story. You can invite the students to match and say the words with you.

## Discussion:

- What are some examples of when, in the book, Louis was “having trouble with his Personal Space?” (*Lunar landing – jumping on top of somebody, being a comet smashing into a satellite (another boy), having an eclipse - walking between two people who are talking, waving hands in front of someone's face.*)
- How did Louis know he was having trouble with his Personal Space? (*His teachers used their cranky look or voice.*)
- Before Louis went to camp, was he being a Personal Space Bucket Filler? (*Facilitator pantomimes adding water to bucket*) or a Personal Space Bucket Dipper? (*Facilitator pantomimes taking water out of bucket.*)
- What did Louis learn to do to be a Personal Space Bucket Filler? What did you learn to be a Personal Space Bucket Filler? (*Stay in your Personal Space bubble/move away if you hear or see a cranky voice or look or someone asks you to move away.*)
- What are some examples of when we can stay in our Personal Space Bubbles at school?

## Skill 2: Emotional Regulation



Just Right

Tremor

Earthquake

### Skill Introduction/Instruction:

Everyone has feelings.

It is important to be a “feelings detective” to watch and listen to our bodies. We need to name the feeling (happy, silly, worried) and measure the intensity of the feeling – or how strong (big) the feeling is.

We can then let people know what we are feeling in an appropriate way that doesn’t get us in trouble. *“I feel sad when you won’t let me play.”*

#### Feelings can be Too Little, Too Much, or Just Right.

**Let’s pretend** that on the way to school, I just found out that I have been invited to my friend’s house for a playdate.

If I am not showing that I am feeling really excited (*facilitator **models** not giving eye contact, having a smiling face or excited tone*) that is “Too Little.”

“Too Much” would be that I show I am so excited by jumping around the room and can’t match with my body or voice in class (“Too Much”). (*Facilitator **models.***)

“Just Right” is that I feel excited, BUT I am still able to match and focus on my school work. (*Facilitator **models.***)

In our **Social Bridges® Social Skills Tool Box** there are tools that can help us to find “Just Right”.

There are tools to help move “Too little” to “Just right”. I use my strong voice (*facilitator **models** using firm voice*) to match my strong words (**points to mouth**) and face (**points to face**). I want people to hear me.

Sometimes I pretend that I am shouting (**hand to mouth**) so that my “Too Little voice” (*facilitator uses **whisper***) comes out “Just Right”.

Another tool for helping “Too Little” to get to “Just Right” is using my squishy ball. When I squeeze the ball, it reminds me to use strong words and a strong voice.

If I notice in my thoughts and body that my feeling is growing towards “Too Much,” I can use my Calming Tools to go back to “Just Right”.

## Calming Tool: Balloon Breathing



### Skill Introduction/Instruction:

#### One Calming Tool is Balloon Breathing.

The facilitator **pantomimes** taking out a pretend balloon. The facilitator then pretends to blow up the balloon to practice deep breathing.

- Inhale through nose as if smelling freshly baked cookies.
- Exhale through mouth as if blowing out birthday candles.
- Cup hands next to one another by mouth. With each breath expand “balloon”.
- Repeat two times.
- On third breath collapse balloon by bringing hands slowly together.

**Facilitator Note:** Show Balloon Breathing icon on Calming Tools Poster

## Activity: Practicing Balloon Breathing

Facilitator shares the color of his or her pretend balloon and asks each student the color of his or her pretend balloon. After modeling, the children practice deep breathing with the facilitator.

### Discussion

What are some examples of when you may need to use your Balloon Breathing to calm down?

### Skill Practice: For Personal Space



#### Role Play: Practice:

Lining up: standing in line to move to another class, waiting in line for slide/swings at recess etc. Facilitator **models** by showing children how far apart they should be.

Students practice being too close and saying, “Pop” and moving away, as well as actual words to be used in other settings in the following situations:

- In circle time, leaning on the person next to you
- Sitting too close together at the lunch table
- Other actual examples that occur in the classroom, arrival/dismissal, lunch and recess

### Activity: Passing Balloon

Students stand about an arm’s length apart from one another, forming a circle.

The balloon is passed around the circle with students gently tapping the balloon to the person next to them.

Goal of the game is to pass the balloon around the circle while staying in their space bubbles. Each time the balloon is tapped the group counts aloud.

If balloon touches the floor, game starts over and counting begins again.

If player goes out of his/her personal space, game starts over.



## Reflection: Personal Space

### Activity:

#### Summary Ball:

Summary Ball reviews one of the skills learned and practiced.

The first person makes eye contact, uses a name, and gently hands the ball to the classmate to his or her left.

The child then responds to the reflection prompt: **“One personal space rule is \_\_\_\_\_.”**

Continue above process until all of the participants have had a turn.

If someone is not matching he or she can have a “do over” (another turn with coaching to be successful).

# Bridges to Home

Primary – Module Two

Dear Families,

Today in Social Bridges® the children learned and practiced the following social skills:

(1) Personal Space and (2) Calming Tool: Balloon Breathing

## (1) Personal Space



**Personal space** is the distance, needed to be comfortable, between two people. Some people need more space, some need less space. The general idea is to give each person a “hula-hoop’s” (arm’s length) amount of space. If you want to get closer, you must ask the person first. Personal Space Bubbles can be larger or smaller depending on the situation (family vs. strangers, best friend vs. new acquaintance, etc.).

**Coach:** Let the child know he or she is too close by saying, “Pop” in a calm quiet voice.

“You can back up so that you don’t pop my space bubble.”

“What can you say if you are not at school/home and someone pops your space bubble?” (“You are squishing me, please move back.”)

**Reinforce:** “Way to stay in your space bubble.”

“Good job moving away when you \_\_\_\_\_” (Heard “Pop” or read the Red Light cue; facial expression/body language/tone of voice; that you are standing too close)

## (2) Calming Tool – Balloon Breathing



**Calming Tools:** Calming Tools are strategies to help keep feelings at a manageable level or ‘tremor’ (slight feelings) level, and they can help prevent an ‘earthquake’ (overwhelming/meltdown feeling) level. Balloon Breathing practices deep breathing to

help slow down heart and breathing rate. Additional Calming Tools will be introduced and practiced.

**Coach:**

**Scripting/Modeling:** Adult pantomimes taking out a pretend balloon, has child do the same, and pretends to blow up the balloon to practice deep breathing. An adult talks the child through and does the following steps:

Inhale through nose as if smelling freshly baked cookies.

Exhale through mouth as if blowing out birthday candles.

Cup hands next to one another by mouth. With each breath, expand "balloon".

Repeat 2 times. On third breath, collapse balloon by bringing hands slowly together.

"It looks like/sounds like you are starting to have a tremor. Let's do Balloon Breathing."  
(Adult does together with child using above script and modeling.)

**Reinforce:**

"Good job using your Calming Tool."

"Way to keep it as a tremor."

**Practice at Home:**

Personal Space: Play "space tag" inside hula hoops to remember to use your space bubble. Sing the Personal Space Song together with your child.

Balloon Breathing: Practice together with your child to be able to use when just beginning to feel a little feeling (upset, frustrated, silly). Use in a preventive way to keep feeling from growing into an earthquake.

**Teaching Tunes: Personal Space Song:**

"Space Bubble" (To the tune of "Twinkle, Twinkle Little Star")

In my bubble it's my space (*Make bubble with arms to side*)

My own special kind of place

I stand back when next to you (*Move back, point to another person*)

Cause you have a bubble too (*Point at another person/make bubble*)

"Pop" it goes if I am here (*Make popping gesture with hands*)

Tells me not to go too near