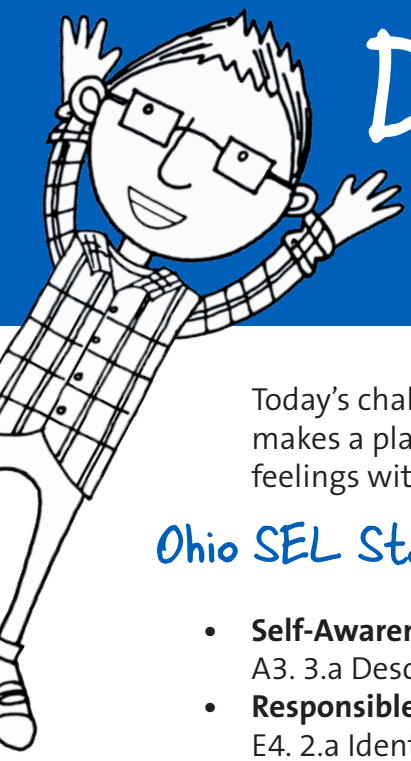


Drawing with Mr. J!

Space Veggies

Today's challenge is "space veggies." Mr. J invites students to draw along as they identify what makes a place feel safe and how to process when they feel unsafe. He discusses how sharing our feelings with others can help us process what we are experiencing.

Ohio SEL Standards

- **Self-Awareness:**
  A3. 3.a Describe situations or locations that feel safe
- **Responsible Decision-Making:**
  E4. 2.a Identify physical and emotional responses to unfamiliar situations

This video aligns with Ohio's Early Learning and Development Standard, Social & Emotional Development, Social Awareness: 3.a. Develops empathy toward and understanding of others (Pre-Kindergarten).

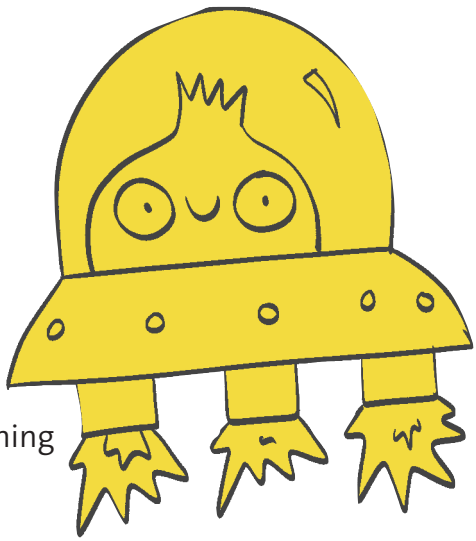
View and Sketch: *5 minutes*

Distribute sticky notes or small scraps of paper to your students and allow them to sketch along with Mr. J as they watch the video. We encourage you to share students' work on Instagram @wosuclassroom #DrawingWithMrJ.

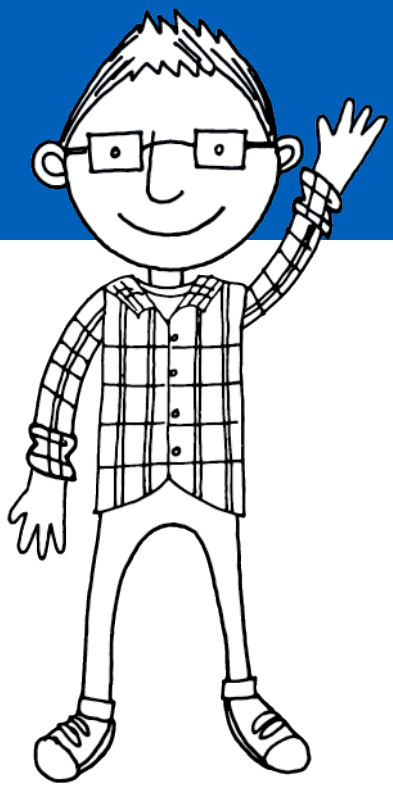
Chat: *5-10 minutes*

After viewing the video with the class, choose 1-2 discussion questions to work through in whole or small groups or as a writing prompt.

- **Help students identify emotions**. How does your body react when you feel safe? What about when you feel unsafe, how does your body react?
- **Identify what prompts our emotions.** Can you think of a time when you felt safe and comfortable? What made you feel that way? Was it where you were, who you were with, maybe even the weather?
- **Promote awareness and/or empathy.** When we see someone else feeling unsafe or unsure about a situation, what is something we can do to help support them through their experience?



Drawing with Mr. J!



Read: *10 minutes*

Use these picture books to spark continued conversation with students about the feelings discussed in the video.

- *The Spaces In Between* by Jaspreet Kaur and Manjit Thapp
- *After the Fall* by Dan Santat
- *How Do Dinosaurs Stay Safe* by Jane Yolen and Mark Teague
- *The Nest that Wren Built b*y Randi Sonenshine and Anne Hunter

Share: (Home to School Connection)

To strengthen the home to school connection, keep families informed about the work happening in the classroom. Feel free to copy or adjust the following message to include in class newsletters.



Today, your child learned about feeling safe and strategies for when they aren't feeling so secure, as well as empathizing with the feelings of others. Our class discussion focused on:

- **Helping students identify emotions.** How does your body react when you feel safe? What about when you feel unsafe, how does your body react?
- **Identifying what prompts our emotions.** Can you think of a time when you felt safe and comfortable? What made you feel that way? Was it where you were, who you were with, maybe even the weather?
- **Promoting awareness and/or empathy.** When we see someone else feeling unsafe or unsure about a situation, what is something we can do to help support them through their experience?

We encourage you to continue the conversation at home. There are many wonderful books that explore different family traditions. A few that we recommend include:

- *The Spaces In Between* by Jaspreet Kaur and Manjit Thapp
- *After the Fall* by Dan Santat
- *How Do Dinosaurs Stay Safe* by Jane Yolen and Mark Teague
- *The Nest that Wren Built b*y Randi Sonenshine and Anne Hunter

Extend:

- There are lots of different breathing exercises you can explore together to be used during times of frustration or fear.
- Design your safest space: what does it look like, feel like, sound like?
- Explore animal habitats that keep them safe from predators or the weather. Create illustrations of the different types of burrows and nests.
- Create a matching game of animals and their safe homes for students to use over and over again.
- PBS for Kids Games with Emotions (for younger students) wosu.pm/pbskidsgames