

# What Makes You Feel Safe?

Children will learn about feeling safe, and share and discuss things that make them feel safe.

## Setting

- whole group
- small group

## Materials

- book: *The Kissing Hand* by Audrey Penn
- picture cards about feeling safe
- drawing sheet for each child
- chart paper or whiteboard with marker
- drawing/writing materials

## Preparation

Read *The Kissing Hand* and decide where you might stop to have students talk about the book. Make a copy of the drawing sheet for each child. Think through the personal experience that you will use to model the writing prompt for students. Have paper and writing materials ready for students to draw and write in response to the story.

## 1. INTRODUCE

**“Today we will read a story about a little raccoon named Chester who doesn’t want to go to school because he is scared. His mom helps him feel better by kissing his hand and making him feel safe and loved. When you feel safe, it feels like nothing can hurt you. Sometimes things that happen can be scary, but there are things we can do to help ourselves feel safe again. Let’s look at some pictures of feeling safe.”**

Show large picture card of “feeling safe” and discuss the four smaller picture cards of common things that make children feel safe. Encourage discussion about children’s experiences with the concept or item on each card. Add each smaller card under the large card, creating the beginning of a list. Children will add their own items to the list after reading the story.

**“While we read, think about the things that might make you feel safe and loved if you were feeling scared. Later, we’ll add your ideas to our list.”**

Read the story. Possible stopping points and talking prompts:

- Page 4: **“Why do you think Chester’s mom tells him he will love school? I think she tells him that so he won’t feel so scared. She wants him to feel safe.”**
- Page 9: **“How did Chester feel when his mom kissed his hand? Why do you think he felt that way?”**
- Page 11: **“Chester’s mom is giving him a hug to make him feel safe and loved. How do you feel when your mom or dad gives you a hug or kiss?”**
- Page 15: **“Look at these illustrations. How do you think Chester feels now about going to school? What made him feel better?”**

## 2. MODEL AND EXPLAIN

After you finish reading the story, consider asking the following questions:

- **“How did Chester feel about going to school at the beginning of the story?”**
- **“What did Chester’s mom do to make him feel safe and loved? How did this change Chester’s feelings about school?”**
- **“Can you think of something that has made you feel scared? What happened?”**
- **“When you’re feeling scared, what makes you feel safe again?”**

## 3. GUIDE PRACTICE

**“Now we are going to draw a picture of something that makes us feel safe and add it to our list from before. Remember, when you feel safe, it feels like nothing can hurt you.”**

**“I’ll draw my picture first.”** Teacher models a think-aloud drawing activity related to a time they felt scared/felt safe.

**“I’m thinking about a time when something was scary for me. I’m going to think about what I did, or what someone else did, that made me feel safe again. I’m going to draw myself here and add details to show what made me feel safe. I’m also going to write a sentence at the bottom to tell what happened and how I was feeling.”**

**“Now it’s your turn. Think about something that makes you feel safe when you feel scared.”**

Transition to tables and provide materials for children to draw their own pictures. Provide support to children wherever needed. Take dictation of students’ stories and experiences with feeling safe.

## 4. SUMMARIZE

After all children have finished their drawings, come back together as a group to share.

**“Now that we’ve drawn our pictures, let’s share about what makes us feel safe and add it to our list. There are lots of things that might help someone feel safe. Sometimes learning about what makes other people feel safe can help give us extra tools to make ourselves feel better when we feel scared, too.”**

Encourage students to share their drawings and sentences with the group. Ask questions and expand on what students say. Be sensitive to students’ experiences feeling scared and safe.

## SCAFFOLDING

Less Support: **“Sometimes scary things happen and we count on the people around us to help us feel better, like Chester did with his mom. Who is someone in your life that makes you feel better when you are scared?”**

More Support: **“When you’re scared, does your sandwich or your favorite toy help you feel safe? When you’re scared, you can cuddle with your f\_\_\_\_\_ (favorite toy).”**

## TEACHER TIPS

- Sometimes it's helpful to relate ways to feel safe to a "toolbox" kids have of strategies that they can pull from to feel better when they are scared. All of these things that make children feel safe can be tools for them to rely on when they feel afraid.
- Highlight the fact that one person can have many things that help him or her feel safe. Knowing about how others help themselves feel better can help you, too. Even thinking about his mom and her kiss made Chester feel better, so even if the item itself is not present, children can think about something to make themselves feel better.
- Be sensitive to what students and their families have experienced. If students feel uncomfortable drawing their own bad day, perhaps have them draw something that happened to someone else they know.
- Students may have varying experiences with Hurricane Harvey and flooding, or other traumatic events. Refer students to a professional social worker or psychologist if needed.

## INSTRUCTIONAL ALIGNMENTS

Head Start	Texas Pre-K Guidelines	Kindergarten TEKS	1 <sup>st</sup> grade TEKS
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	I.B.2.b. Child can communicate basic emotions/feelings.	§110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses	§110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	§110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	§110.3(b)(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	III.D.3. Child asks and responds to questions relevant to the text read aloud.	§110.2(b)(6)(B) provide an oral, pictorial, or written response to a text	
	IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	§110.2(b)(7)(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	

# feeling safe





# Words we know about **feeling safe**

security blanket



Image Credit: 174994145, AleksandarDickov, iStock, Getty Images

trust



Image Credit: 174077952, klavlog, iStock, Getty Images

family



Image Credit: 80380136, Jupiterimages, DigitalVision, Getty Images

hug or kiss



Image Credit: 62&772414, Yagi-Studio, Et., Getty Images

Say these words: "Security blanket."

This boy is hugging his security blanket. bl\_\_\_ (blanket).

*Security* is another word you can use to talk about things that help you feel safe. A security blanket is a blanket that you hold on to because it makes you feel safe.

Say this word: "Trust."

This girl is telling a secret to a friend she tr\_\_\_ (trusts).

When you trust someone, you think they make good choices and tell you true things. Trusting somebody can make you feel safe.

Say these words: "Hug or kiss."

When parents or family members want to show you they love you, sometimes they give you a h\_\_\_ (hug) or a k\_\_\_ (kiss).

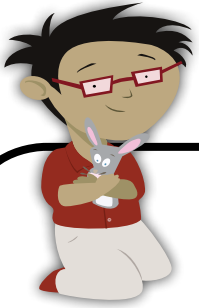
This little girl is hugging her big sister. Imagine that you were feeling scared or sad. Do you think a hug or kiss would make you feel safe? Show me thumbs up or thumbs down.

Say this word: "Family."

The people you help, love, and take care of are your f\_\_\_ (family).

Family members may hug you, hold your hand, or talk to you to help you feel safe. When you're scared or when you don't know what to do, your family can help.

Name: \_\_\_\_\_



**What makes you feel safe?**

Take dictation: