

# Feeling Safe

## Objective

Children will learn about and discuss what it means to feel safe and what helps them feel safe.

## Setting

- whole group
- small group

## Materials

- *Owen* by Kevin Henkes
- Draw and Write sheets for each child
- chart paper or whiteboard with marker
- drawing/writing materials

## Preparation

- Read through *Owen* and decide where you might stop to have students talk about the book or their personal experiences.
- Think about what you would draw and write as a response to “What is something that makes you feel safe?”
- Have the Draw and Write sheets and materials ready.

## INSTRUCTIONAL PLANNING

### PRE-K GUIDELINES ALIGNMENT

I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors

III.D.4. Child will make inferences and predictions about text.

### KINDERGARTEN TEKS

§110.11.ELAR4B Child asks and responds to questions about texts read aloud.

§110.11.ELAR8B Child describes characters in a story and the reasons for their actions.

### HEAD START ALIGNMENT

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

## 1 Introduce Activity

Today we're going to read the book *Owen*, by Kevin Henkes. This is a story about a mouse named Owen and Fuzzy, his fuzzy yellow blanket. For Owen, Fuzzy is essential because it makes him feel safe. When something is essential, you need it and can't be without it. When Owen feels scared, he needs Fuzzy to help him feel that everything will be okay. Fuzzy is Owen's security blanket. Security is another word you can use to talk about things that help you feel safe.

While we read, I want you to think about this question: Why does Owen feel he needs to carry Fuzzy everywhere?

Read the story. Stop during reading to ask questions and respond to students' idea.

Consider these possible stopping points and discussion questions:

- Pg. 2: Where does Owen take Fuzzy? (Look at the pictures, too.)
- Pg. 5: Let's make a prediction. What do you think is going to happen next? (Do you think Owen is going to put Fuzzy under his pillow or hide Fuzzy?)
- Pg. 7: Let's check our prediction(s). What does Owen do? (We thought \_\_\_\_\_, and now we see that Owen hid Fuzzy in his pajamas.)
- Pg. 16: How do Owen's mom and dad feel about Fuzzy?
- Pg. 21: How does Owen's mom solve the problem?

## 2 Model and Explain

Discuss book: Remember our question: Why does Owen feel he needs to carry Fuzzy everywhere?

Possible answers:

- Fuzzy helps Owen feel better if he's scared.
- Owen had Fuzzy since he was a baby, so it comforts him
- Owen feels safe when he has Fuzzy.

Consider asking these additional questions:

- What else do you think makes Owen feel safe?
- What or who makes you feel safe?

Explain Draw & Write: **Now we're going to draw and write about what makes us feel safe.**

Model: **I will show you first.** On chart paper or the whiteboard, draw what makes you feel safe. Think aloud as you draw:

- **I'm going to think about what makes me feel safe. I'm going to draw myself, and what it is that makes me feel safe.** Tell students what's happening as you draw it. Tell a story: **I remember one time...**
- **Now I'm going to write a sentence at the bottom about what makes me feel safe and why. "I feel safe when..." When it's your turn to draw, I can help you write your message at the bottom of your page.**

### 3 Guided Practice

**Now it is your turn.** Transition to tables and pass out materials and the Draw and Write sheets to the students. Read prompt: **What is something that makes you feel safe?**

As you walk around supporting students, help each student write a summary sentence in the space provided at the bottom of the page.

#### SCAFFOLDING SUPPORT

Less Support:

- Restate the original question.
- Ask the student to label him/herself.
- Ask the student what's happening in the picture so far.
- Give encouragement: **That's good. You can draw it!**

More Support: Ask questions:

- **Tell me a time that you were scared and what helped you feel better or safe?**
- **What is something or someone who makes you feel safe or calm?**
- **What does it feel like to you to be safe?**

### 4 Summarize

**Everyone gets scared or worried sometimes, and usually people have something or someone that helps make them feel safe. For Owen, it was Fuzzy the blanket, which became a handkerchief. Mrs. Tweezers also had a handkerchief. Other people have a stuffed animal, a picture, or a necklace or watch. It can also be a person who makes you feel safe, like your mom or dad. It helps when you have something or someone to hug or hold on to, but even if they're not there, just thinking about them might help you feel better and safe.**

#### Teacher Tips

- Be sensitive to what students and their families have experienced and may have lost during the flooding.
- Students may not have something or someone that makes them feel safe at the moment, because of Hurricane Harvey and the flooding, or another traumatic event. Refer students to a professional social worker or psychologist if needed.
- Consider reading another book related to feelings and caring for others:
  - *The Way I Feel* by Janan Cain
  - *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
  - *Caring* by Isabel Thomas
  - *The Kissing Hand* by Audrey Penn
  - *The Rainbow Fish* by Marcus Pfister

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



**What is something that makes you feel safe?**

Take dictation: