

# Drawing with Mr. J!

## Dancing Musical Instruments

Today's challenge is "dancing musical instruments." Mr. J invites students to draw along as they identify how we can express inclusiveness to others with our faces and our bodies. He discusses how sharing all of our emotions is important.

### Ohio SEL Standards

- **Relationship Skills:**
  - D.2. 2.a. Recognise the need for inclusiveness
  - D.3. 3.a. Apply listening and attention skills to identify the feelings and perspectives of others.

This video aligns with Ohio's Early Learning and Development Standard, Social & Emotional Development, Self-Awareness: 1.b. Develops understanding of emotions; Social Awareness: 3.a. Develops empathy toward and understanding of others; Relationship Skills: 4.a. Develops secure, trusting relationships with adults; 4.b. Develops socially competent behaviors with peers; 4.c. Develops ability to use simple strategies to resolve conflicts with peers.

### 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.

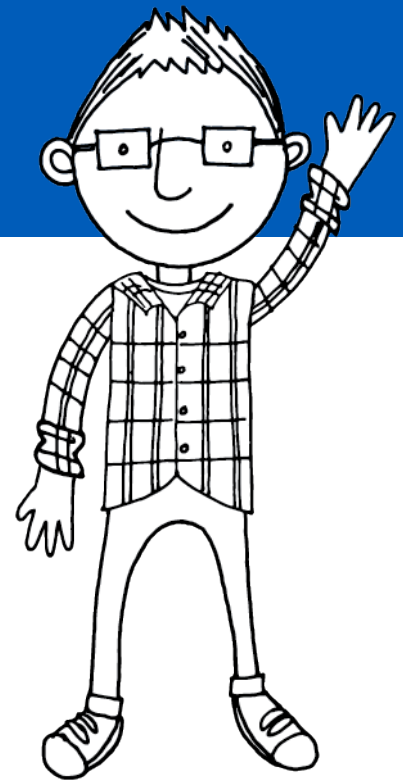
### Chat: *5-10 minutes*

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 lonely? How does your body react when you feel included?
- Identify what prompts our emotions. When was a time you felt left out? Was there someone you could talk to about wanting to join in?
- Promote awareness and/or empathy. When was a time you may have noticed someone else being left out? How can you support others to feel included?



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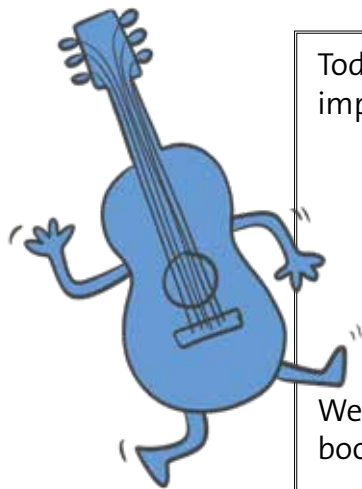
## Read: 10 minutes

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

- *Can I Play Too?* by Mo Willems
- *The Big Umbrella* by Amy June Bates
- *Strictly No Elephants* by Lisa Mantchev
- *The Buddy Bench* by Patty Brozo

## 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 why sharing their emotions surrounding inclusiveness is important. Our class discussion focused on:

- Help students identify emotions. How does your body react when you feel lonely? How does your body react when you feel included?
- Identify what prompts our emotions. When was a time you felt left out? Was there someone you could talk to about wanting to join in?
- Promote awareness and/or empathy. When was a time you may have noticed someone else being left out? How can you support others to feel included?

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:

- *Can I Play Too?* by Mo Willems
- *The Big Umbrella* by Amy June Bates
- *Strictly No Elephants* by Lisa Mantchev
- *The Buddy Bench* by Patty Brozo

## Extend:

- If there isn't already an established Buddy Bench at the school's playground, establish a class location for students to sit if they want to be included in someone else's fun, and empower the class to be aware of when someone uses this space.
- Make a list of activities that can be explored during recess time that could include a big group of people, and activities that are for smaller groups as well.
- Roleplay different scenarios that foster students to consider inclusive attitudes.
- Build awareness by exploring braille in books checked out from the local library, and watch ASL interpretation to discuss when and why this language is utilized.
- Braille Sticky Notes used in this season of Drawing with Mr. J: [tandemdesignco.com](http://tandemdesignco.com)
- PBS for Kids Games with Emotions (for younger students) [wosu.pm/pbskidsgames](http://wosu.pm/pbskidsgames)