

# THANK YOU FOR YOUR PURCHASE!



Did you know that when you leave feedback on TPT you earn credits towards future purchases?

★★★★★ Extremely satisfied

I truly appreciate your feedback to help my little store grow.

If you have any questions or concerns, please email me at:



[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

♥  
*Ashley*

Stay updated on new product announcements (they are 50% off for the first 24 hrs posted!) by following me on TPT, checking out my website, and subscribing to my newsletter. ✨ ✨ ✨





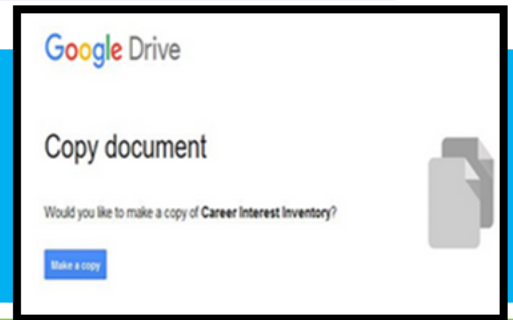
# Google Slides

YOUR RESOURCE COMES WITH A DIGITAL VERSION FOR USE IN GOOGLE SLIDES VIA GOOGLE CLASSROOM. FOLLOW THESE STEPS TO UPLOAD YOUR RESOURCE.

Click here to get your copy: [Disaster Ed: Tornado](#)

1

You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.



2

Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

3

Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

4

From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

5

From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT! Otherwise, they will all be editing the same file.**

Click "Assign" in the top right corner if you're ready to post! This product is meant to be used in "edit" mode (not "presentation" mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)



# DISASTER EDUCATION: TORNADO

## Session Objective:

- \*Students will recognize weather signs of a tornado.
- \*Students will identify how to a tornado forms and how to measure its intensity.
- \*Students will identify different coping skills.

## Materials:

- Handouts & PowerPoint
- Scissors
- Pencils
- Glue or tape.

## Guiding Questions:

- \*What are some signs that a tornado might form?
- \*What are some coping skills we can use?

## Session Details

- Give Stress Assessment (page 38) to students. This is helpful data to give before and after the lesson to gauge how students are coping if they recently experienced this disaster.
- Present the PowerPoint to students, using the handouts as a visual reminder to post in class.
- How a Tornado Forms Activity: Cut out the images on page 8 and have students glue or tape them to page 7.
- How to Measure a Tornado Activity: Match the description to the Fujita Scale Tornado Rating.
- Tornado Weather Clues: Cut out the images on page 13 and glue/tape them to page 14.
- Tornado Preparation Activity: Write if the statement is true or false.
- Tornado Drill Activity: Circle the correct statements, cross out the false statements.
- After the storm reflection pages: Have students write or draw their answers.
- Tornado Funnell Feelings Activity: Show the coping skills from page 27 as an example, for pages 28-30 have students write in a coping skill they would use and draw it in the box.
- Post-Storm Coping Affirmations: Read to students and have them say it back to you. Display in classroom for on-going use.
- Breathing Exercises- Read to students, have them practice the techniques. Display in classroom for on-going use.
- Grounding Technique: Read to students, have them practice the techniques. Display in classroom for on-going use.
- Guided Visualization: Read to students. Display in classroom for on-going use.
- Look for the helpers: Have students answer the questions and then write a letter of thanks to a local community helper.

## ASCA Standards Alignment:

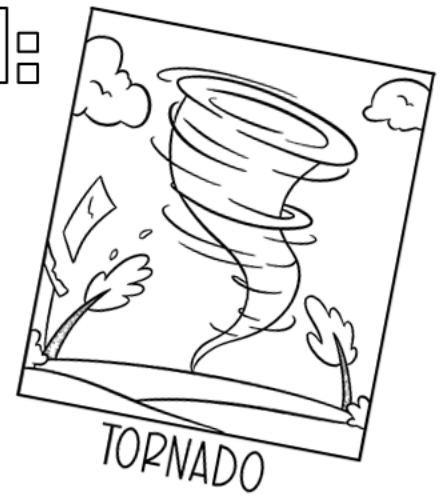
- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management Skills: Effective coping skills. (B-SMS 7)
- \*Behavior: Self-Management Skills: Personal Safety Skills. (B-SMS 9)

## SEL Competencies:

- \*Self-Awareness: Identifying Emotions, Accurate Self-perception.
- \*Self-Management: Stress Management.
- \*Responsible Decision-Making: Analyzing situations, reflecting.

# DISASTER EDUCATION:

# TORNADO



➡ GAIN KNOWLEDGE

## TABLE OF CONTENTS

### ➡ HOW A TORNADO FORMS

P. 5 INFORMATIVE HANDOUT/POSTER

P. 6-7 ACTIVITY

### ➡ HOW TO MEASURE A TORNADO

P. 8 INFORMATIVE HANDOUT/POSTER

P. 9 ACTIVITY

### ➡ TORNADO WEATHER CLUES

P. 10 INFORMATIVE HANDOUT/POSTER

P. 11-12 ACTIVITY

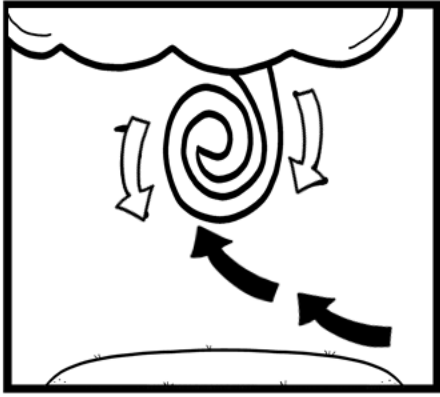


# DISASTER EDUCATION: TORNADO

➡ GAIN KNOWLEDGE

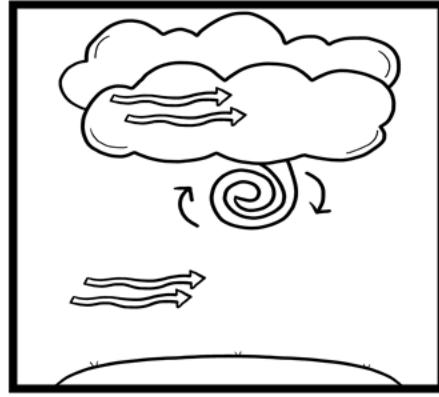


## HOW A TORNADO FORMS



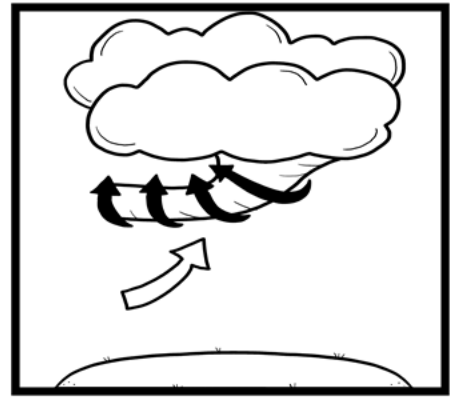
WARM & COLD AIR MEET

WARM AIR IS LIGHT AND LIKES TO RISE UP, AND COLD AIR IS HEAVY AND LIKES TO SINK DOWN. WHEN THEY MEET, IT MAKES THE AIR SWIRL.



THUNDERSTORM FORMS

INSIDE THE STORM, WARM AIR PUSHES UP FAST, AND COLD AIR PUSHES DOWN. THIS MAKES THE CLOUDS DARK AND STORMY.



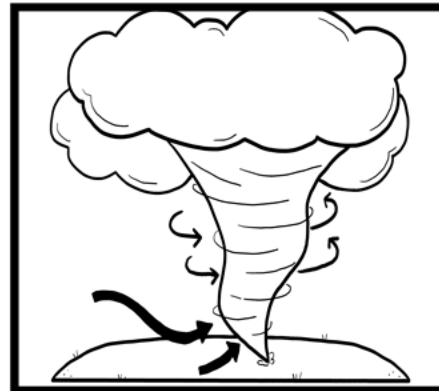
SPINNING STARTS

IF THE WINDS ARE BLOWING FROM DIFFERENT DIRECTIONS, THE AIR BEGINS TO SPIN SIDeways.



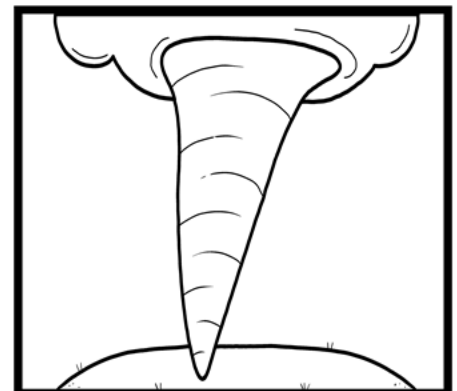
SPIN TILTS UP

THE STORM'S RISING AIR PUSHES THAT ROLLING SPIN UPRIGHT



FUNNEL CLOUD FORMS

THE SPINNING GETS FASTER AND TIGHTER, AND A FUNNEL SHAPE DROPS DOWN FROM THE CLOUD.



TOUCHES GROUND

IF THE FUNNEL REACHES THE GROUND, IT BECOMES A TORNADO.

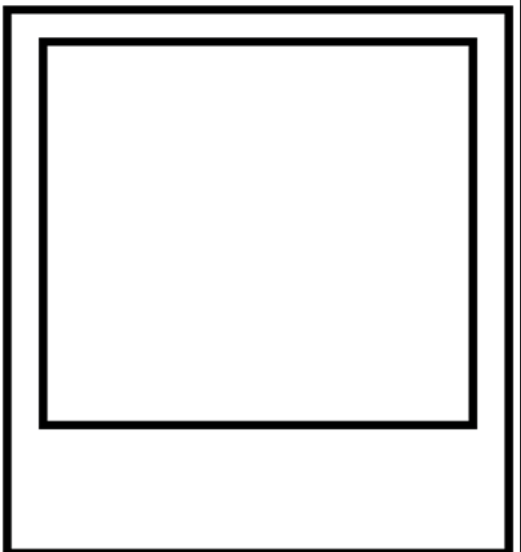
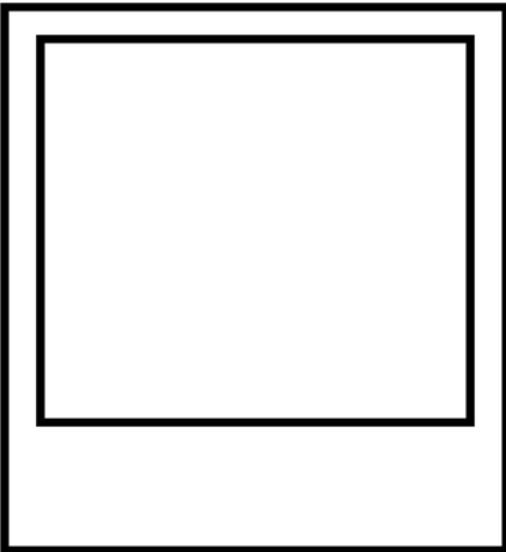
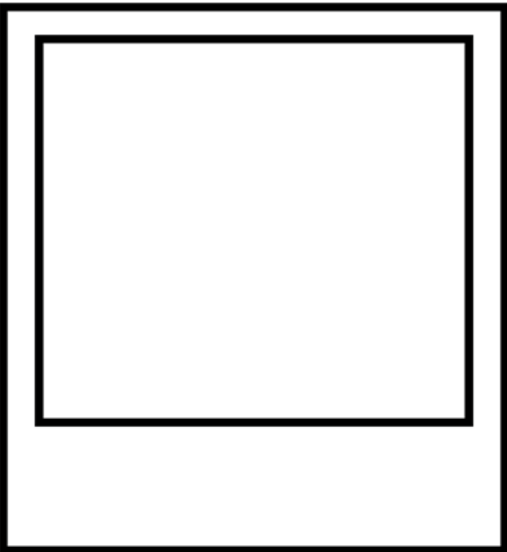
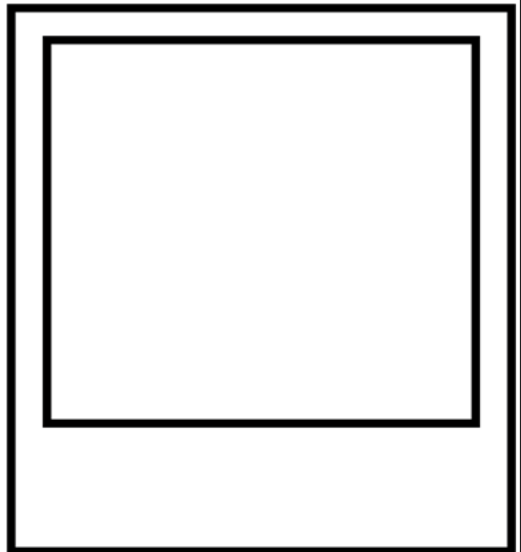
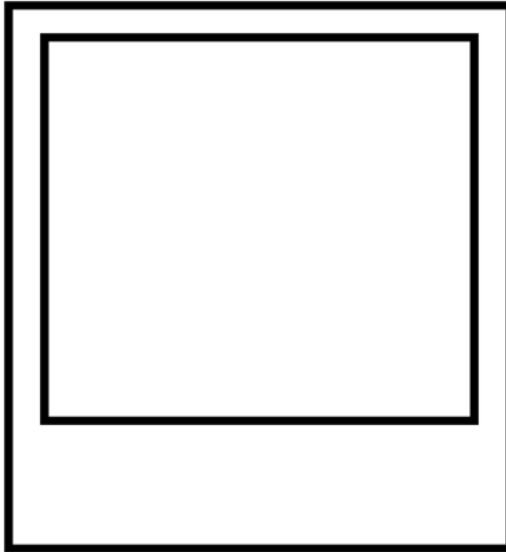
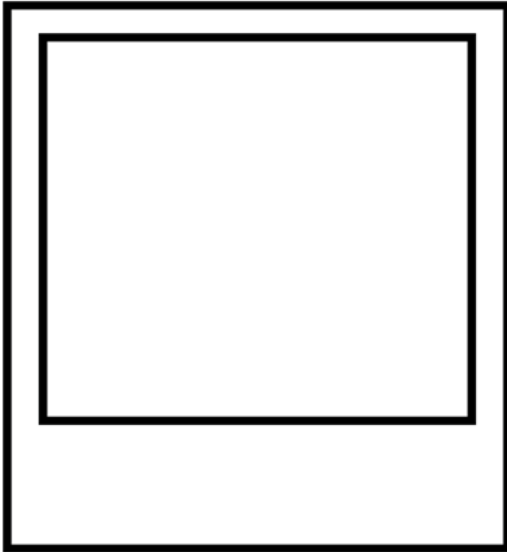
# DISASTER EDUCATION: TORNADO

➡ GAIN KNOWLEDGE: ACTIVITY

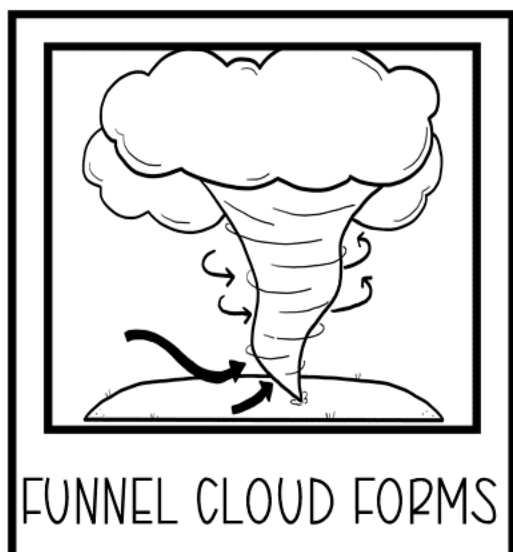
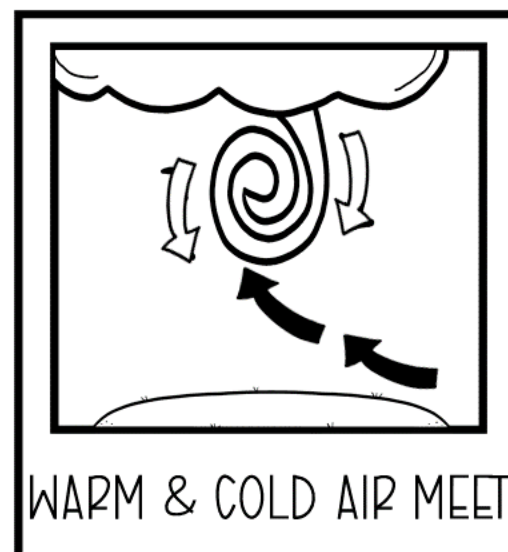
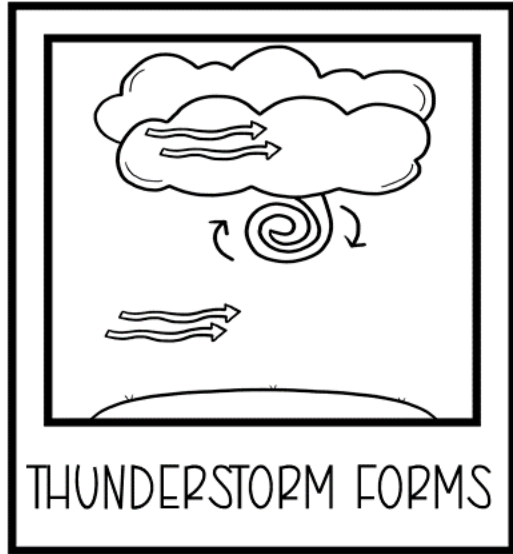
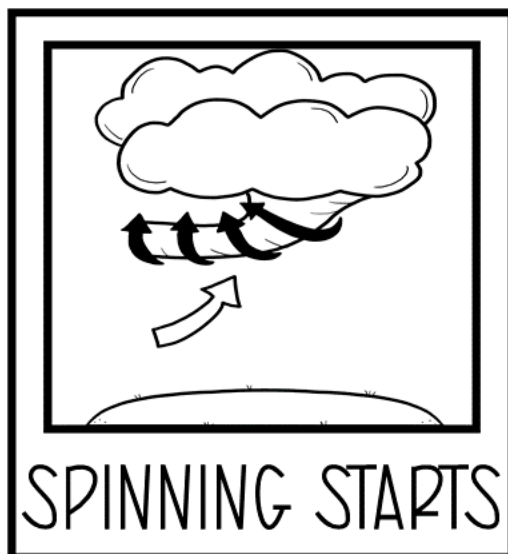
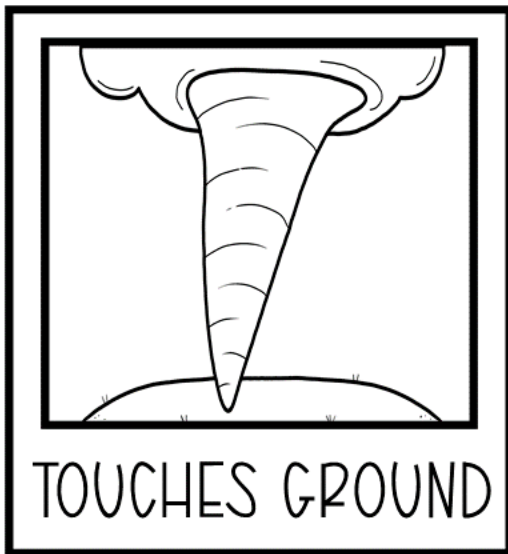


## HOW A TORNADO FORMS

CUT OUT THE PICTURES ON THE NEXT PAGE AND PASTE THEM HERE IN THE ORDER THAT A TORNADO FORMS.



CUT AND THESE IMAGES AND PASTE THEM TO THE PREVIOUS PAGE.



# DISASTER EDUCATION: TORNADO

➡ GAIN KNOWLEDGE



## HOW TO MEASURE A TORNADO

THE FUJITA SCALE MEASURES HOW STRONG A TORNADO IS BY LOOKING AT THE DAMAGE IT CAUSES TO BUILDINGS, TREES, AND THE GROUND. IT GOES FROM EF0 (WEAKEST) TO EF5 (STRONGEST).



### EF0

- WIND: 65-85 MPH
- DAMAGE: SMALL BRANCHES BROKEN, SIGNS BENT, SHINGLES RIPPED OFF ROOFS.



### EF1

- WIND: 86-110 MPH
- DAMAGE: ROOFS TORN UP, WINDOWS BROKEN, MOBILE HOMES PUSHED OVER.



### EF2

- WIND: 111-135 MPH
- DAMAGE: BIG TREES SNAPPED, ROOFS TORN OFF HOUSES, CARS PUSHED AROUND.



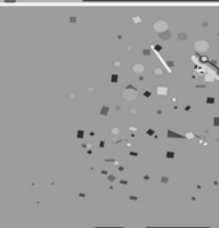
### EF3

- WIND: 136-165 MPH
- DAMAGE: ENTIRE HOUSES LOSE THEIR ROOFS/WALLS, TRAINS FLIPPED, FORESTS TORN DOWN.



### EF4

- WIND: 166-200 MPH
- DAMAGE: STRONG HOUSES LEVELED, CARS THROWN, LARGE BUILDINGS BADLY DAMAGED.



### EF5 STRONGEST

- WIND: OVER 200 MPH
- DAMAGE: HOUSES SWEEPED COMPLETELY AWAY, STEEL AND CONCRETE BUILDINGS DESTROYED, CARS TOSSED LIKE TOYS.

# DISASTER EDUCATION: TORNADO

➡ GAIN KNOWLEDGE



## HOW TO MEASURE A TORNADO: ACTIVITY

DRAW A LINE MATCHING THE FUJITA SCALE LEVEL TO THE CORRECT DESCRIPTION OF WIND AND DAMAGE.



-WIND: 166-200 MPH  
-DAMAGE: STRONG HOUSES LEVELED, CARS THROWN, LARGE BUILDINGS BADLY DAMAGED.

-WIND: 136-165 MPH  
-DAMAGE: ENTIRE HOUSES LOSE THEIR ROOFS AND WALLS, TRAINS FLIPPED, FORESTS TORN DOWN.

-WIND: OVER 200 MPH  
-DAMAGE: HOUSES SWEEPED COMPLETELY AWAY, STEEL AND CONCRETE BUILDINGS DESTROYED, CARS TOSSED LIKE TOYS.

-WIND: 111-135 MPH  
-DAMAGE: BIG TREES SNAPPED, ROOFS TORN OFF HOUSES, CARS PUSHED AROUND.

-WIND: 65-85 MPH  
-DAMAGE: SMALL BRANCHES BROKEN, SIGNS BENT, SHINGLES RIPPED OFF ROOFS.

-WIND: 86-110 MPH  
-DAMAGE: ROOFS TORN UP, WINDOWS BROKEN, MOBILE HOMES PUSHED OVER.



# DISASTER EDUCATION: TORNADO

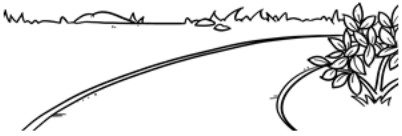
➡ GAIN KNOWLEDGE



## TORNADO WEATHER CLUES



VERY DARK, GREENISH SKY – STORM CLOUDS MAY LOOK DARKER THAN USUAL, SOMETIMES WITH A GREEN TINT.



STRONG WIND THAT CHANGES DIRECTION QUICKLY – THE WIND MAY SUDDENLY SHIFT OR BLOW IN A STRANGE WAY.



BIG, PUFFY THUNDERCLOUDS – CALLED SUPERCLOUDS, THESE GIANT STORM CLOUDS ARE WHERE TORNADOES USUALLY COME FROM.



HAILSTONES – EVEN WHEN IT ISN'T SUPER COLD, A STORM WITH HAIL CAN SOMETIMES MEAN A TORNADO COULD FORM.



LOUD ROARING SOUND – SOME PEOPLE DESCRIBE IT LIKE A TRAIN COMING.



A WALL CLOUD – A LOWERING, HEAVY PART OF THE CLOUD THAT LOOKS LIKE IT'S HANGING DOWN.

LISTEN TO WEATHER ALERTS AND SIRENS TOO, WHICH ARE CLUES THAT CONDITIONS ARE JUST RIGHT FOR TORNADOES.



A FUNNEL SHAPE IN THE SKY – THIS IS THE MOST OBVIOUS CLUE THAT A TORNADO MAY BE STARTING.



WEATHER CLUES OF A  
POSSIBLE TORNADO

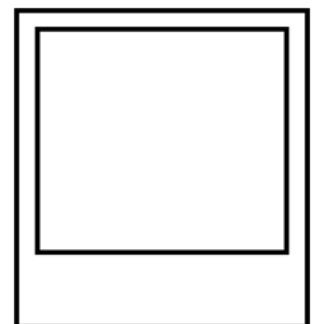
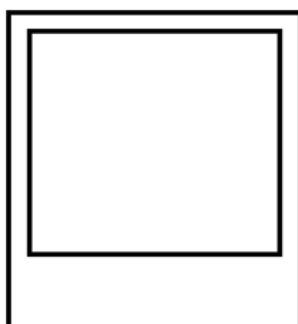
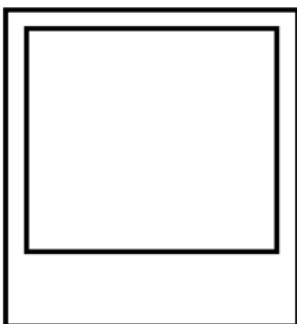
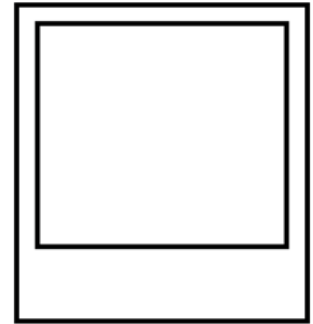
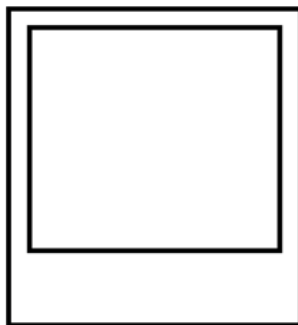
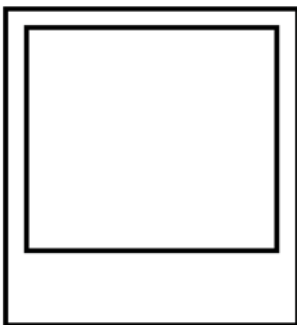
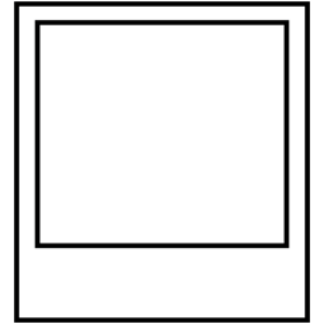
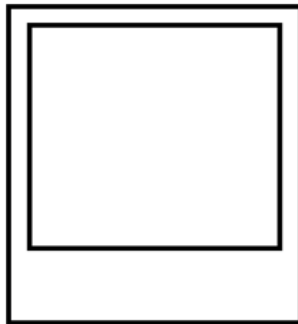
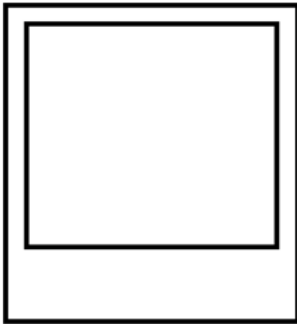
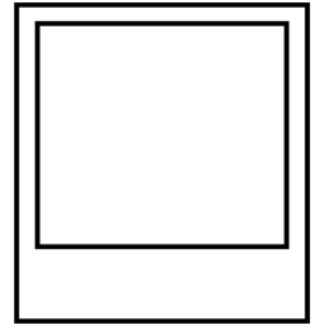
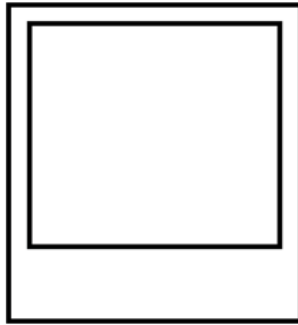
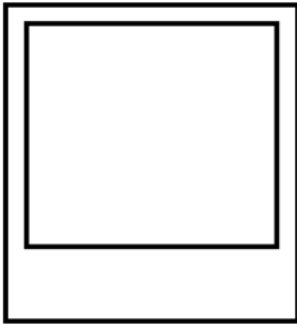


NOT CLUES OF A  
POSSIBLE TORNADO

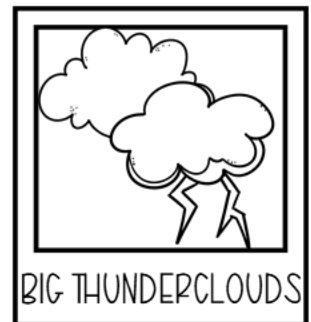
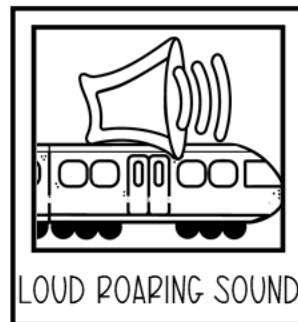
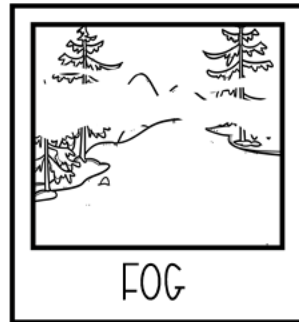
# TORNADO WEATHER CLUES ACTIVITY



CUT AND PASTE THE IMAGES ON THE NEXT PAGE AND GLUE THEM TO  
THE SPOTS BELOW IF THEY ARE WEATHER CLUES OR NOT OF A TORNADO.



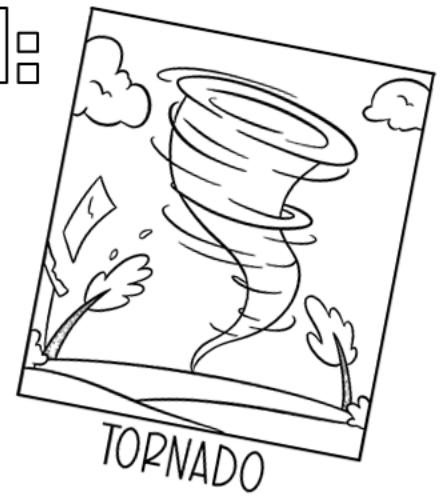
CUT AND THESE IMAGES AND PASTE THEM TO THE PREVIOUS PAGE.



DISASTER EDUCATION:

# TORNADO

➡ BE PREPARED



## TABLE OF CONTENTS

### ➡ TORNADO PREPARATION

P. 14 INFORMATIVE HANDOUT/POSTER

P. 15-16 ACTIVITY

### ➡ TORNADO DRILL

P. 17 INFORMATIVE HANDOUT/POSTER

P. 18 ACTIVITY

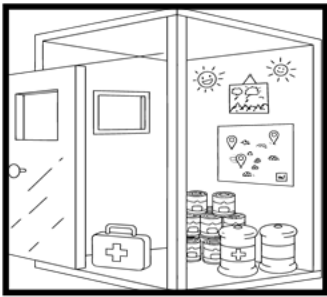
# DISASTER EDUCATION: TORNADO

➡ BE PREPARED



## TORNADO PREPARATION

### BEFORE A TORNADO



HAVE A SAFE PLACE



MAKE A TORNADO KIT



LISTEN FOR ALERTS



PRACTICE A  
TORNADO DRILL

### DURING A TORNADO



GET TO THE SAFE PLACE



GET LOW, COVER YOUR  
HEAD



STAY AWAY FROM  
WINDOWS

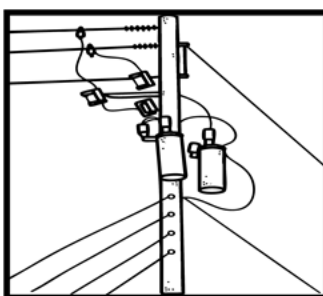


IF OUTSIDE: LIE FLAT IN A  
DITCH OR LOW SPOT.

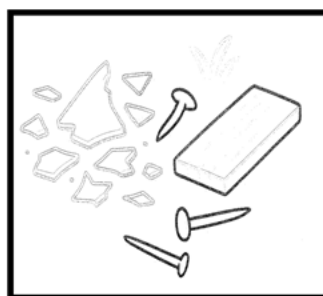
### AFTER A TORNADO



STAY PUT UNTIL IT IS  
SAFE



STAY AWAY FROM  
POWERLINES.



WATCH OUT FOR SHARP  
THINGS LIKE GLASS.



HELP OTHERS IF YOU  
CAN



# DISASTER EDUCATION: TORNADO

➡ BE PREPARED



## TORNADO PREPARATION: ACTIVITY

READ THE SCENARIOS AND CIRCLE IF THE TORNADO FACT IS TRUE OR FALSE.



BEFORE A TORNADO, YOU SHOULD ALREADY KNOW A SAFE PLACE TO GO.

TRUE OR FALSE?



THERE IS NO NEED TO PRACTICE A TORNADO DRILL BECAUSE IT COULD HAPPEN AT ANY TIME.

TRUE OR FALSE?



A TORNADO KIT SHOULD INCLUDE BATTERIES AND WATER.

TRUE OR FALSE?



DURING A TORNADO, YOU SHOULD DUCK UNDERNEATH A WINDOW.

TRUE OR FALSE?



DURING A TORNADO, YOU SHOULD SEEK SHELTER VERY QUICKLY.

TRUE OR FALSE?



DURING A TORNADO, YOU SHOULD TRY TO OUTFRAN IT IN YOUR CAR.

TRUE OR FALSE?

# DISASTER EDUCATION: TORNADO

➡ BE PREPARED



## TORNADO PREPARATION: ACTIVITY

READ THE SCENARIOS AND CIRCLE IF THE TORNADO FACT IS TRUE OR FALSE.



DURING A TORNADO, YOU SHOULD GET LOW AND COVER YOUR HEAD.

TRUE OR FALSE?



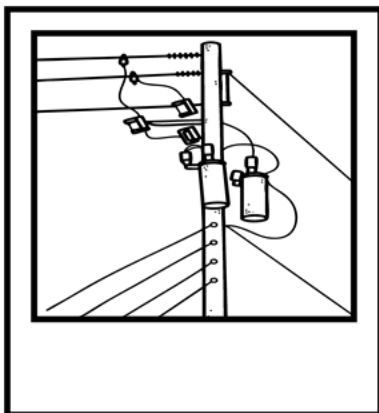
DURING A TORNADO, IF CAUGHT OUTSIDE YOU SHOULD LIE FLAT IN A DITCH.

TRUE OR FALSE?



AFTER A TORNADO, LET THE PROFESSIONALS HELP YOUR NEIGHBORS. THERE IS NO NEED TO HELP THEM.

TRUE OR FALSE?



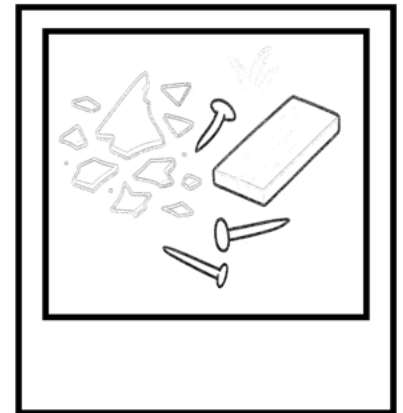
AFTER A TORNADO, IT IS USUALLY SAFE TO GO NEAR DOWN POWERLINES.

TRUE OR FALSE?



AFTER A TORNADO, YOU SHOULD STAY PUT UNTIL AN ADULT SAYS IT'S SAFE.

TRUE OR FALSE?



AFTER A TORNADO, DEBRIS CAN BE DANGEROUS.

TRUE OR FALSE?

# TORNADO DRILL

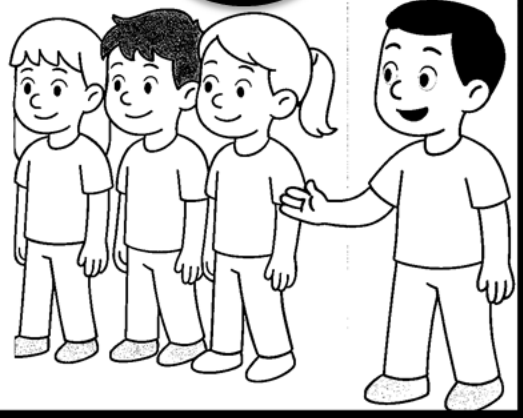


1



STOP WHAT YOU ARE DOING  
AND LISTEN FOR INSTRUCTIONS.

2



LINE UP QUICKLY AND QUIETLY  
TO GO TO A SAFE PLACE.

3



CROUCH DOWN AND COVER  
YOUR HEAD WITH YOUR HANDS.

4



WAIT UNTIL YOU ARE  
TOLD IT IS SAFE.

# DISASTER EDUCATION: TORNADO

➡ BE PREPARED



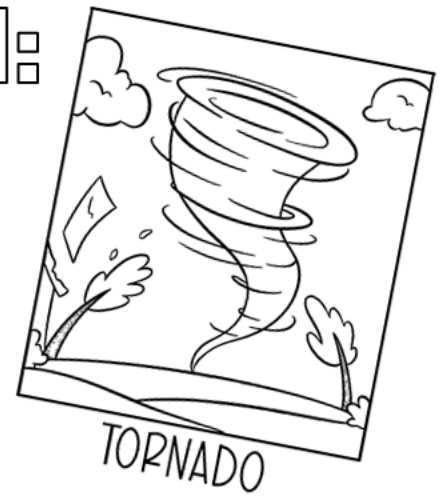
## TORNADO PREPARATION: DRILL ACTIVITY

WHAT SHOULD YOU DO IN A TORNADO DRILL? CIRCLE THE CORRECT ANSWERS AND CROSS OUT THE WRONG ONES.





# DISASTER EDUCATION: TORNADO



## ➡ AFTERMATH/COPING

### TABLE OF CONTENTS

## ➡ PROCESSING AFTER THE STORM

P. 20-24 REFLECTION PAGES

## ➡ FEELINGS & COPING SKILLS

P. 25-29 TORNADO FEELINGS FUNNEL ACTIVITY

P. 30 POST STORM COPING AFFIRMATIONS

P. 31 BREATHING EXERCISES

P. 32 GROUNDING TECHNIQUE

P. 33 GUIDED VISUALIZATION

## ➡ LOOK FOR THE HELPERS

P. 34 ACTIVITY

P. 35-36 THANK YOU LETTER TO A HELPER

P. 37 COPING TIPS FOR PARENTS

P. 38 STRESS ASSESSMENT



# DISASTER EDUCATION: TORNADO

➡ AFTERMATH / COPING



## AFTER THE STORM: PROCESSING FEAR & SAFETY

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.

I FELT SCARED WHEN...



THE SOUND THAT FRIGHTENED ME THE MOST WAS...

DRAW A PICTURE OF THE PEOPLE OR THINGS THAT HELP YOU FEEL SAFE.



I FEEL SAFE WHEN...

# DISASTER EDUCATION: TORNADO

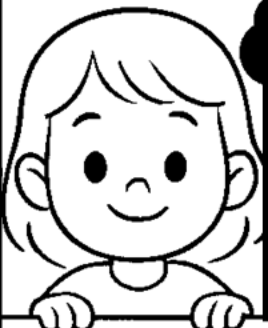
➡ AFTERMATH / COPING



## AFTER THE STORM: COPING WITH CHANGE

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.

SOMETHING THAT IS DIFFERENT IN MY LIFE NOW IS...



ONE THING THAT HAS STAYED THE SAME IS...

DRAW WHAT YOUR SAFE ROUTINE LOOKS LIKE:  
(MORNING, BEDTIME, SCHOOL)



# DISASTER EDUCATION: TORNADO

➡ AFTERMATH / COPING



## AFTER THE STORM: EXPRESSING LOSS

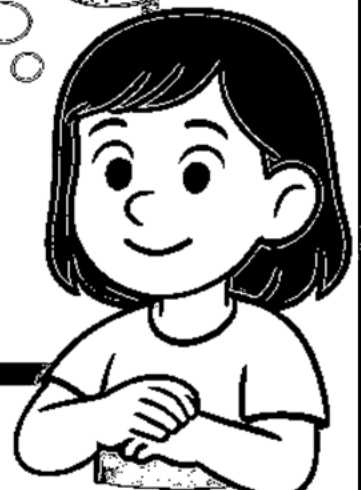
IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.

SOMETHING I MISS IS...

A MEMORY THAT MAKES ME SMILE IS...



DRAW A PICTURE OF SOMEONE OR SOMETHING THAT BRINGS YOU COMFORT.



WHEN I FEEL SAD, I CAN...

# DISASTER EDUCATION: TORNADO

➡ AFTERMATH / COPING



## AFTER THE STORM: BUILDING HOPE

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.

SOMETHING GOOD THAT HAPPENED TODAY WAS...



ONE THING I'M LOOKING FORWARD TO IS...

DRAW A RAINBOW OR SYMBOL OF HOPE FOR YOUR FUTURE.



A HELPER I CAN COUNT ON IS...

# DISASTER EDUCATION: TORNADO

➡ AFTERMATH / COPING



## AFTER THE STORM: MY STRENGTHS

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.

SOMETHING I CAN DO TO HELP MYSELF IS...

SOMETHING I CAN DO TO HELP OTHERS IS...



DRAW YOURSELF BEING BRAVE:

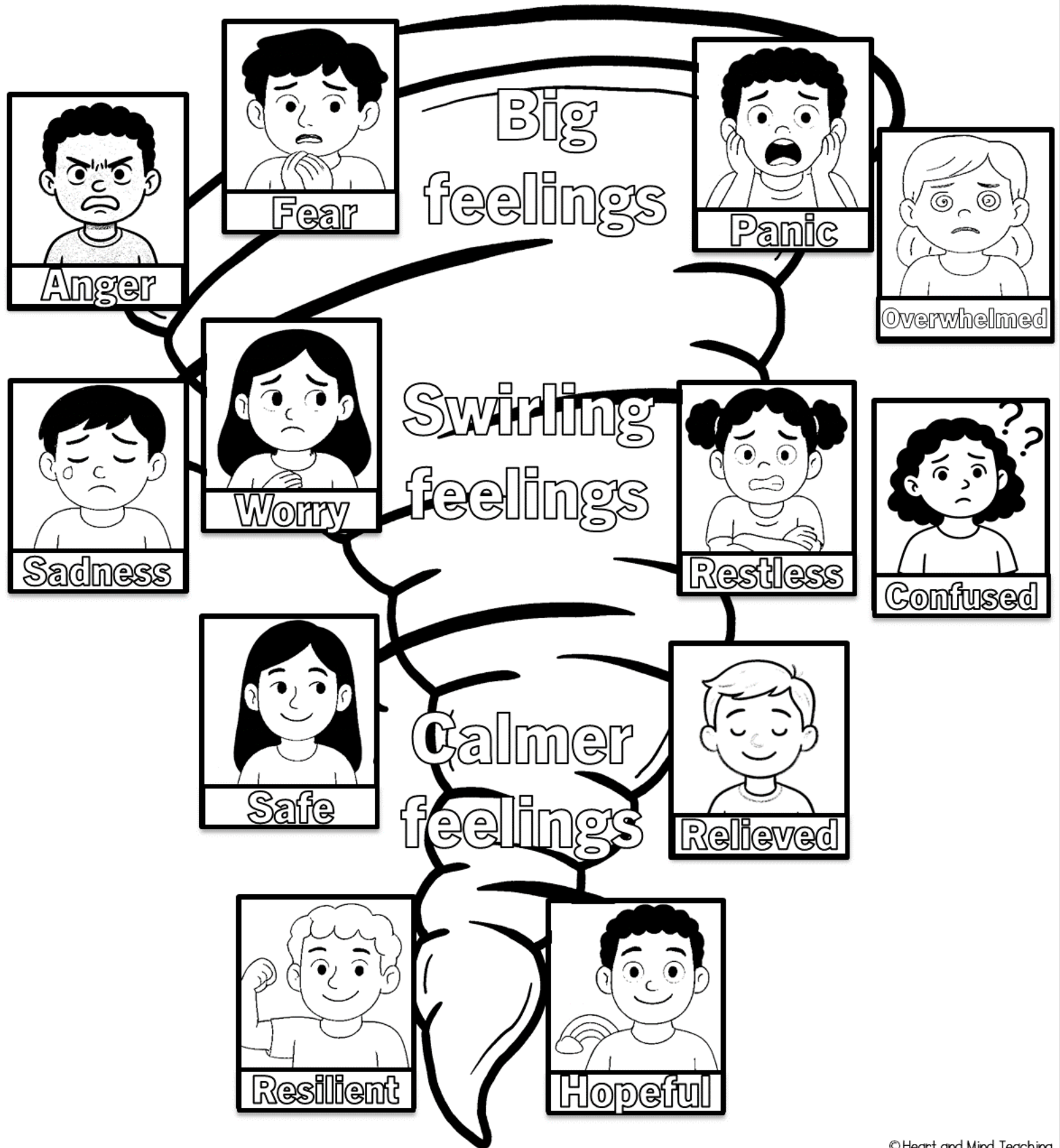


I WAS BRAVE WHEN I....

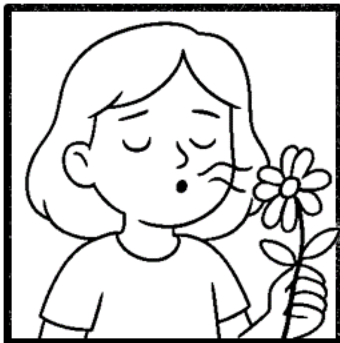


# TORNADO FEELINGS FUNNEL

DURING A TORNADO, OUR FEELINGS CAN SPIN AROUND LIKE THE WIND. THEY START REALLY BIG AT THE TOP—SCARY, CONFUSING, OVERWHELMING. BUT IF WE USE CALMING STRATEGIES, THOSE FEELINGS CAN SLOWLY MOVE DOWN THE FUNNEL AND GET SMALLER AND EASIER TO HANDLE.



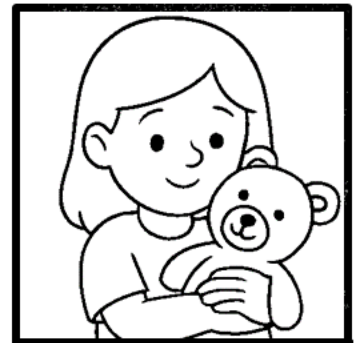
# COPING SKILLS



DEEP BREATHING



USE SAFE TALK



HOLD A COMFORT ITEM



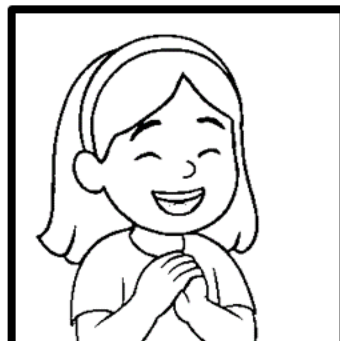
USE GROUNDING



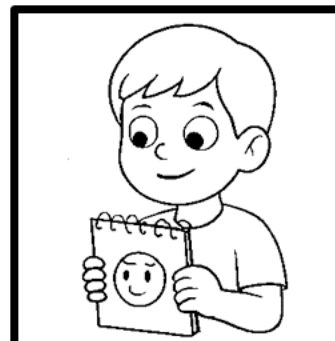
MOVE YOUR BODY



TALK TO A HELPER



PRACTICE GRATITUDE



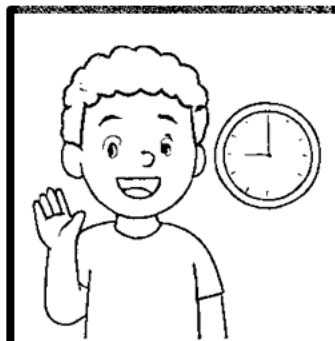
DRAW PICTURES



WRITE IN A JOURNAL



IMAGINE A CALM  
SAFE PLACE



GO BACK TO NORMAL  
ROUTINES



LISTEN TO CALMING  
MUSIC

# DISASTER EDUCATION: TORNADO

➡ AFTERMATH / COPING



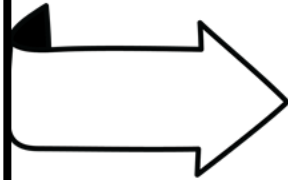
## COPING WITH THE AFTERMATH OF A TORNADO: ACTIVITY

BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...



Panic

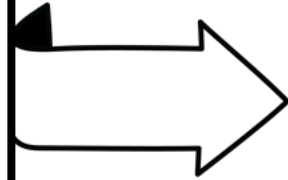


I CAN DO THIS TO HELP...





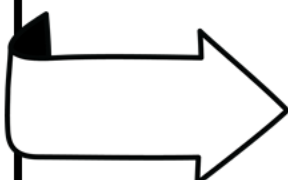
Anger







Overwhelmed





# DISASTER EDUCATION: TORNADO

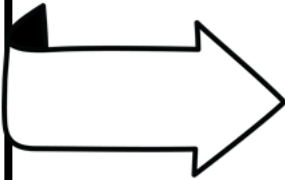
➡ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A TORNADO: ACTIVITY

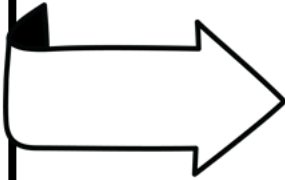
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

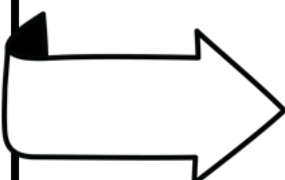


I CAN DO THIS TO HELP...











# DISASTER EDUCATION: TORNADO

➡ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A TORNADO: ACTIVITY

BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

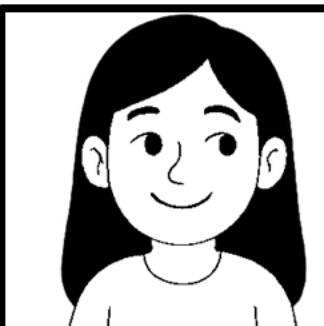
I AM FEELING...



Restless



Confused



Safe

I CAN DO THIS TO HELP...









# POST-STORM COPING AFFIRMATIONS

"THERE ARE PEOPLE WHO CARE FOR ME AND PROTECT ME."

"I CAN HANDLE BIG FEELINGS ONE STEP AT A TIME."

"IT'S OKAY TO REST AND TAKE CARE OF MYSELF."

"I AM BRAVE, EVEN  
WHEN I FEEL  
SCARED."

"I CAN FIND  
SOMETHING GOOD  
EACH DAY."

"I CAN TAKE DEEP  
BREATHS TO CALM  
MY BODY."

"I CAN FIND  
COMFORT IN  
SMALL THINGS  
THAT MAKE ME  
SMILE."

"EVERY DAY, I AM  
GETTING STRONGER."

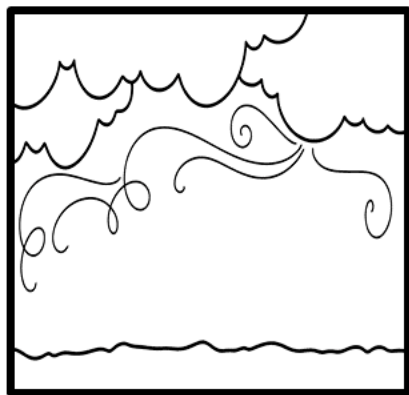
"STORMS DON'T  
LAST FOREVER."

"I AM SAFE  
RIGHT NOW."

"I AM LIKE A TREE — I CAN  
BEND IN THE WIND AND  
STILL STAND TALL."

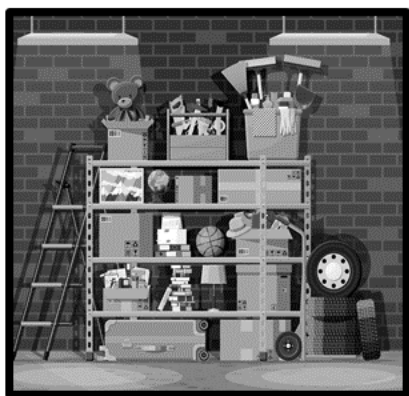


# BREATHING EXERCISES



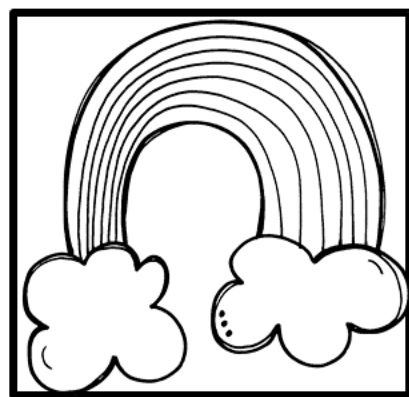
## Calm the Storm **Breathing**

PRETEND YOU ARE THE WIND IN A STORM. TAKE A BIG, STRONG BREATH IN (LIKE THE WIND BLOWING). SLOWLY BREATHE OUT, LETTING THE STORM CALM DOWN UNTIL THE WIND IS GENTLE. REPEAT 3-5 TIMES, MAKING EACH EXHALE SOFTER.



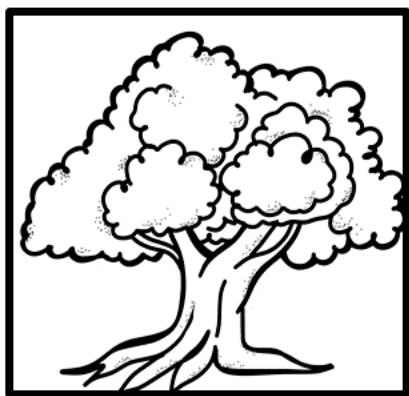
## Safe Shelter **Breathing**

IMAGINE YOU'RE IN YOUR SAFE PLACE DURING A TORNADO DRILL. HUG YOUR ARMS AROUND YOURSELF (LIKE MAKING A SHELTER). BREATHE IN: SAY "I AM SAFE." BREATHE OUT: SAY "I AM CALM." REPEAT 3-5 TIMES.



## Rainbow **Breathing**

IMAGINE A RAINBOW STRETCHING ACROSS THE SKY AFTER THE TORNADO. AS YOU BREATHE IN, TRACE ONE SIDE OF THE RAINBOW WITH YOUR FINGER. AS YOU BREATHE OUT, TRACE THE OTHER SIDE. SAY TO YOURSELF: "STORMS PASS, RAINBOWS COME."



## Tree Roots **Breathing**

SIT TALL LIKE A TREE, FEET FLAT ON THE GROUND. IMAGINE YOUR FEET GROWING STRONG ROOTS INTO THE EARTH. INHALE: FEEL YOUR CHEST AND BELLY RISE LIKE BRANCHES GROWING. EXHALE: SEND YOUR BREATH DOWN INTO YOUR ROOTS FOR STRENGTH AND SAFETY.

# GROUNDING TECHNIQUE

5-4-3-2-1 CALM AFTER THE STORM

PRETEND THE STORM HAS PASSED AND NOW YOU'RE NOTICING  
THE WORLD AROUND YOU:



5 THINGS YOU CAN SEE  
(LIKE THE RAINBOW, SKY, TREES,  
OR YOUR SHOES)



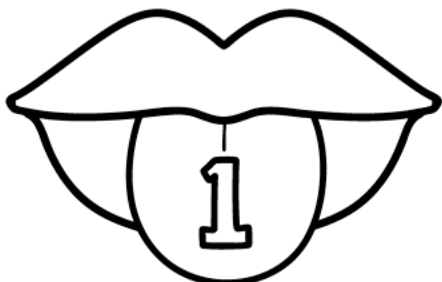
4 THINGS YOU CAN TOUCH  
(CHAIR, DESK, CLOTHING,  
STUFFED ANIMAL)



3 THINGS YOU CAN HEAR  
(BIRDS, VOICES, YOUR BREATH)



2 THINGS YOU CAN SMELL  
(SNACK, SOAP, THE AIR)



1 THING YOU CAN TASTE  
(GUM, WATER, OR JUST "TASTE IN  
YOUR MOUTH")

# GUIDED VISUALIZATION

CLOSE YOUR EYES IF YOU FEEL COMFORTABLE OR JUST SOFTEN YOUR GAZE. TAKE A SLOW, DEEP BREATH IN... AND LET IT OUT GENTLY.

NOW IMAGINE YOU ARE OUTSIDE, AND A BIG STORM HAS JUST PASSED. THE WIND IS QUIETER. THE RAIN HAS SLOWED. THE GROUND FEELS FRESH AND COOL.

LOOK UP AT THE SKY. DARK CLOUDS ARE MOVING AWAY. AS THE SUNLIGHT PEEKS THROUGH, YOU SEE SOMETHING BEGIN TO FORM...  
A RAINBOW.

IT STRETCHES ACROSS THE SKY, WIDE AND COLORFUL. RED... ORANGE... YELLOW... GREEN... BLUE... PURPLE. EACH COLOR IS BRIGHT AND BEAUTIFUL.

TAKE A DEEP BREATH IN, AND AS YOU BREATHE OUT, IMAGINE THOSE COLORS SHINING DOWN ON YOU.

THE RED MAKES YOU FEEL STRONG.

THE ORANGE GIVES YOU COURAGE.

THE YELLOW WARMS YOUR HEART WITH HAPPINESS.

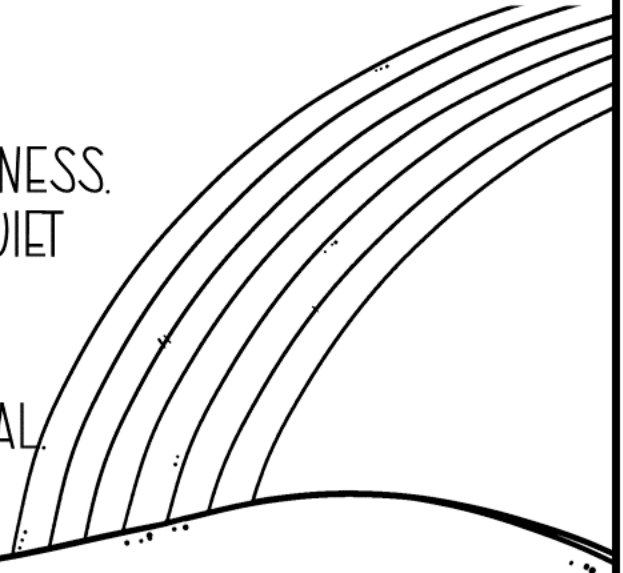
THE GREEN MAKES YOU FEEL CALM, LIKE A QUIET FIELD AFTER THE RAIN.

THE BLUE FILLS YOU WITH PEACE.

THE PURPLE MAKES YOU FEEL SAFE & SPECIAL.

LET EACH COLOR WRAP AROUND YOU LIKE A HUG.

THE STORM IS OVER. YOU ARE SAFE. YOU ARE CALM. AND JUST LIKE THE RAINBOW, YOU ARE FULL OF HOPE.





# LOOK FOR THE HELPERS

STORMS LIKE TORNADOES CAN FEEL SCARY. BUT DO YOU KNOW WHAT MR. ROGERS ALWAYS SAID? *'LOOK FOR THE HELPERS. THERE ARE ALWAYS PEOPLE HELPING.'*

WHO ARE HELPERS YOU KNOW IN OUR COMMUNITY?

HOW DO HELPERS MAKE US FEEL AFTER SOMETHING SCARY?

CAN KIDS BE HELPERS TOO? WHAT SMALL WAYS CAN WE HELP OTHERS?



ONE HELPER I SAW  
AFTER A STORM IS:

THEY MADE ME FEEL:





# THANK YOU, HELPER!

WRITE A LETTER OF THANKS TO A HELPER IN YOUR COMMUNITY.



---

---

---

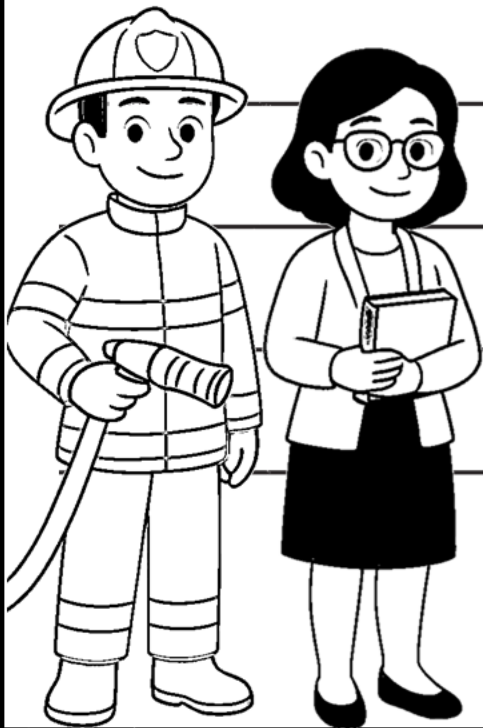
---

---

---

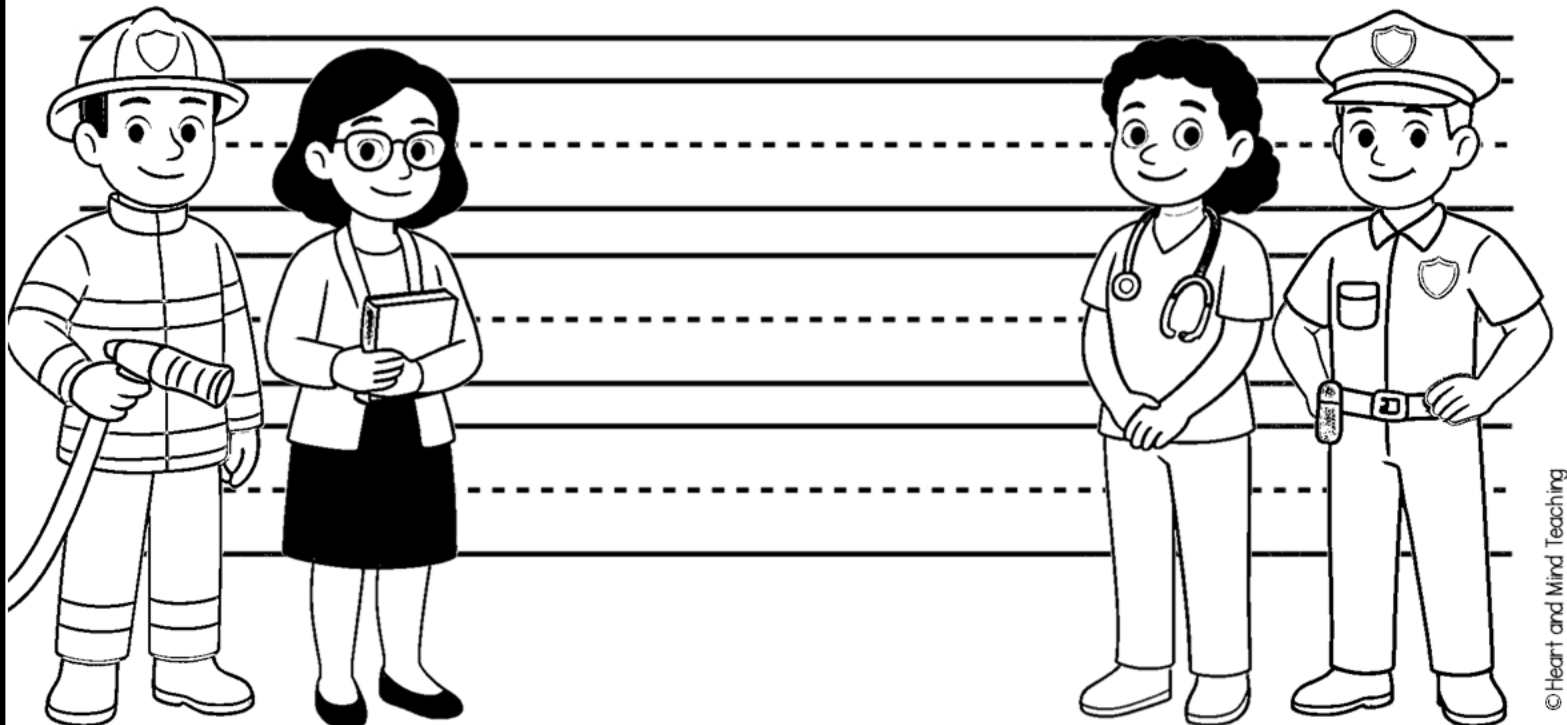
---

---



# THANK YOU, HELPER!

WRITE A LETTER OF THANKS TO A HELPER IN YOUR COMMUNITY.



# COPING TIPS FOR PARENTS



EXPERIENCING A TORNADO CAN BE FRIGHTENING FOR CHILDREN AND FAMILIES. HERE ARE SOME SIMPLE WAYS TO SUPPORT YOUR CHILD AS THEY COPE WITH THE AFTERMATH.

## ➡ SUPPORTING YOUR CHILD EMOTIONALLY

- LISTEN AND REASSURE – ALLOW YOUR CHILD TO SHARE FEELINGS AND REMIND THEM THEY ARE SAFE.
- MAINTAIN ROUTINES – KEEP MEAL, BEDTIME, AND SCHOOL SCHEDULES CONSISTENT.
- ENCOURAGE EXPRESSION – LET CHILDREN DRAW, PLAY, OR TELL STORIES TO PROCESS FEELINGS.

## ➡ COPING STRATEGIES TO PRACTICE TOGETHER

- BREATHING – TRY 'SMELL THE FLOWER, BLOW OUT THE CANDLE' TOGETHER.
- GROUNDING – NOTICE 5 THINGS TO SEE, 4 TO TOUCH, 3 TO HEAR, 2 TO SMELL, 1 TO TASTE.
- POSITIVE AFFIRMATIONS – REPEAT CALMING WORDS LIKE 'I AM SAFE' AND 'I AM STRONG.'

## ➡ WHEN TO SEEK EXTRA SUPPORT

- FREQUENT NIGHTMARES OR TROUBLE SLEEPING.
- ONGOING FEAR, CLINGINESS, OR WITHDRAWAL.
- FREQUENT HEADACHES, STOMACHACHES, OR APPETITE CHANGES.

## ➡ SCHOOL SUPPORT

OUR STAFF ARE HERE TO HELP. WE WILL PROVIDE EXTRA EMOTIONAL SUPPORT IN THE COMING DAYS. IF YOU HAVE CONCERNS, PLEASE CONTACT:

TYPE HERE THE PERSON THEY SHOULD CONTACT.

# DISASTER EDUCATION: TORNADO



## STRESS ASSESSMENT

	NONE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME
1. DO YOU GET SCARED, AFRAID OR UPSET WHEN YOU THINK ABOUT THE TORNADO?			
2. DO YOU GO OVER IN YOUR MIND WHAT HAPPENED, SEEING PICTURES OR SOUNDS IN YOUR MIND ABOUT THE TORNADO?			
3. DO THOUGHTS ABOUT THE TORNADO COME BACK TO YOU EVEN WHEN YOU DON'T WANT THEM TO?			
4. DO YOU HAVE DREAMS ABOUT THE TORNADO OR HAVE TROUBLE SLEEPING?			
5. DO YOU WORRY THAT THE TORNADO WILL HAPPEN AGAIN?			
6. WHEN SOMETHING REMINDS YOU OF THE TORNADO, DO YOU GET TENSE OR UPSET?			
7. IS IT AS EASY TO PAY ATTENTION (CONCENTRATE) AS BEFORE THE TORNADO?			
8. DO YOU GET MORE STOMACH ACHES, HEADACHES, OR OTHER SICK FEELINGS SINCE THE TORNADO THAN YOU DID BEFORE?			



counseling

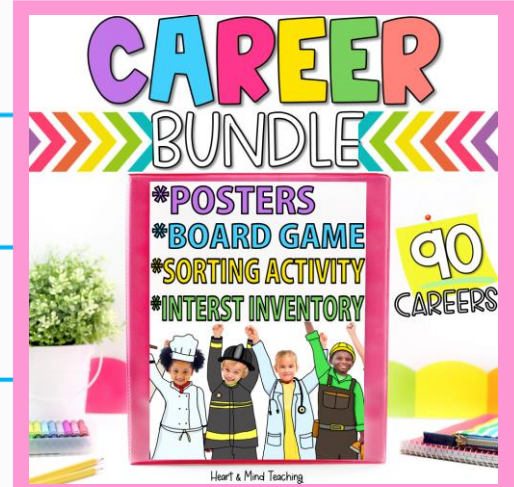
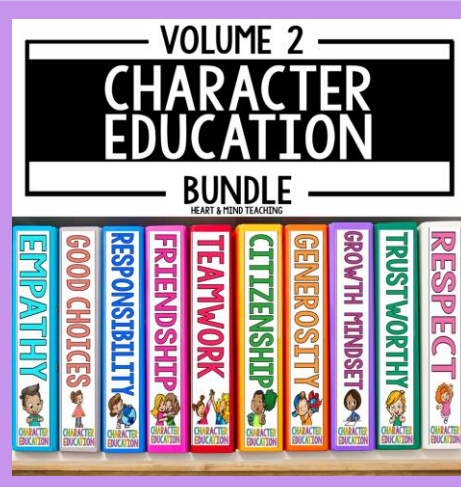
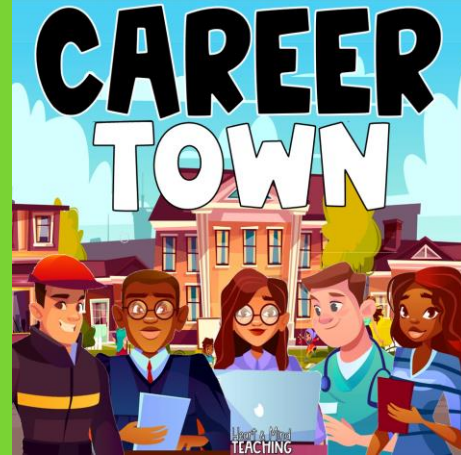
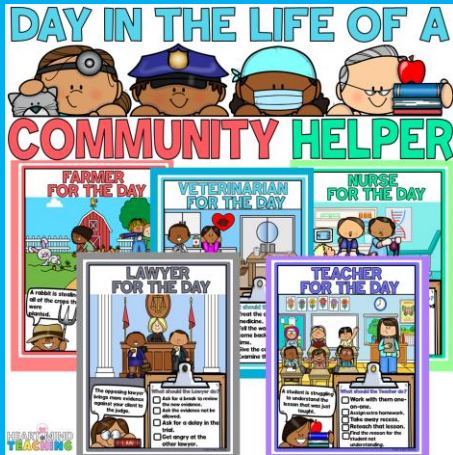
sel

small groups

book companions

behavior

# ♡♡ Best Selling Resources ♡



## COUNSELOR COLLAB MEMBERSHIP

The Must-have resource membership:

[www.counselorcollab.com](http://www.counselorcollab.com)

♡ **WANT A PEEK INTO MY CLASSROOM?**

Check out my website:

[www.heartandmindteaching.com](http://www.heartandmindteaching.com)





# TERMS OF USE

By purchasing this product, you, the purchaser, are granted the right to reproduce pages for ONE classroom only. Duplication for more than one classroom or teacher is strictly forbidden. Doing so is a violation of the Digital Millennium Copyright Act (DMCA). This resource may not be uploaded or distributed online for free (even if it is a free resource) – on a district or outside site. Thank you for respecting my work!

## You may:

- ✓ Use items for your personal use.
- ✓ Make copies for your classroom or your own student's families.
- ✓ Reference (without distribution) this product in blog posts, seminars, PD workshops, provided there is credit given to myself as the author and a link back to my TPT store included.

## You may not:

- ✗ Claim this work as your own, alter the files in any way, or remove the copyright.
- ✗ Repackage, sell, or giveaway this product to others.
- ✗ Offer to share this product anywhere on the internet as a download or copy.

## A special thanks to these authors:

THIS RESOURCE WAS CREATED WITH ELEMENTS FROM THESE AUTHORS.

