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♥  
*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. ✨ ✨ ✨





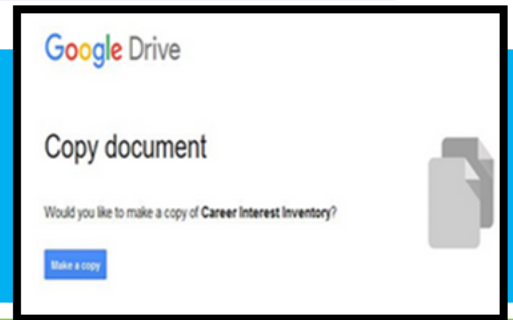
# Google Slides

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: School Safety](#)

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: SCHOOL SAFETY

## Session Objective:

- \*Students learn to recognize different types of harmful behavior and understand when to seek adult support.
- \*Students will identify different coping skills.

## Materials:

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

## Guiding Questions:

- \*What are some warning signs of possible unsafe school events?
- \*What are some coping skills we can use?

## 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.

## Session Details

- Give Stress Assessment (page 48) to students. This is helpful data to give before and after the lesson to gauge how students are coping if they have recently experienced this disaster.
- Present the PowerPoint to students, using the handouts as a visual reminder to post in class.
- What are Unsafe Situations at School Activity: Cut out the images on page 7 and have students glue or tape them to page 6.
- Recognize warning signs activity: Cut out the images on page 10 and glue/tape them to page 9
- Conflict Resolution activity: p. 11-14. Have student draw a line to match the conflict resolution steps to the correct image depicting it.
- Making good choices activity: p. 15-16
- Keeping our school safe poster and activity: p. 17-18, p. 19 is a poster for staff and parents.
- Preparation Activity: Write if the statement is true or false.
- Lockdown Drill Activity: Circle the correct statements, cross out the false statements.
- Reflection pages: Have students write or draw their answers.
- Feelings Activity: Show the coping skills from page 34 as an example, for pages 35-37, have students write in a coping skill they would use and draw it in the box.
- Coping Affirmations: Read to students and have them say it back to you.
- Breathing Exercises- Read to students, have them practice the techniques.
- Gratitude Activity: Have students write in things/people they are grateful for.
- 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.

# DISASTER EDUCATION: SCHOOL SAFETY



➡ GAIN KNOWLEDGE

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P. 16 MAKING GOOD CHOICES ACTIVITY  
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P. 18 KEEPING OUR SCHOOL SAFE ACTIVITY  
P. 19 STAFF & PARENT HANDOUT

# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



## WHAT ARE UNSAFE SITUATIONS AT SCHOOL?



PHYSICAL ATTACKS  
AND FIGHTS

USES THEIR BODY OR AN OBJECT TO HURT ANOTHER PERSON, SUCH AS HITTING, PUSHING, OR FIGHTING.



BULLYING &  
CYBERBULLYING

REPEATEDLY BEING MEAN TO ANOTHER PERSON ON PURPOSE, LIKE EXCLUDING THEM, SPREADING RUMORS, OR TEASING THEM OVER AND OVER.



BRINGING SOMETHING  
DANGEROUS TO SCHOOL

HAVING SOMETHING THAT COULD HURT SOMEONE, SUCH AS A WEAPON, EVEN IF IT IS HIDDEN.



UNSAFE PERSON AT  
SCHOOL

IT COULD BE SOMEONE WHO SHOULD NOT BE ON CAMPUS OR SOMEONE WHO IS ACTING IN A WAY THAT COULD HURT OR SCARE OTHERS.



THREATS AND  
INTIMIDATION

MEAN OR THREATENING WORDS THAT CAN HURT OTHERS' FEELINGS OR MAKE THEM FEEL UNSAFE.



PROPERTY DAMAGE

DAMAGING OR BREAKING THINGS AT SCHOOL, WHICH CAN MAKE OTHERS FEEL UNSAFE.



# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE: ACTIVITY



## UNSAFE SITUATIONS AT SCHOOL: ACTIVITY

CUT OUT THE PICTURES ON THE NEXT PAGE AND PASTE THEM HERE IF THEY ARE THINGS THAT ARE CONSIDERED UNSAFE AT SCHOOL.



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



A CONFLICT BETWEEN FRIENDS



THREATS AND INTIMIDATION



PROPERTY DAMAGE



PHYSICAL ATTACKS AND FIGHTS



BULLYING



A FIGHT THAT HAPPENS AT THE MALL



CALLING SOMEONE A MEAN NAME ONCE



UNSAFE PERSON AT SCHOOL



BRINGING SOMETHING DANGEROUS TO SCHOOL

# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



## RECOGNIZING WARNING SIGNS



TALKING ABOUT HURTING OTHERS OR MAKING THREATS (IN PERSON OR ONLINE)



SUDDEN CHANGES IN MOOD, BEHAVIOR, FRIENDS, OR INTERESTS



EXPRESSING ANGER, HATRED, OR TALKING ABOUT GETTING REVENGE



BEING BULLIED, THREATENED, OR FEELING UNSAFE AT SCHOOL



BRINGING WEAPONS OR TALKING ABOUT HAVING ACCESS TO WEAPONS



SHOWING EXTREME STRESS, ANXIETY, OR FEELING HOPELESS



DAMAGING SCHOOL PROPERTY OR VANDALISM



ISOLATING FROM OTHERS OR WITHDRAWING FROM ACTIVITIES





CLUES OF A POSSIBLE  
SCHOOL SAFETY ISSUE

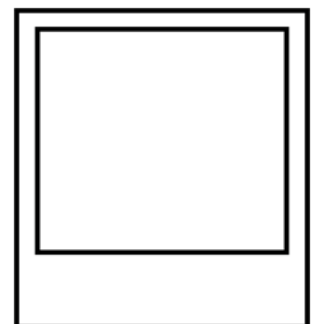
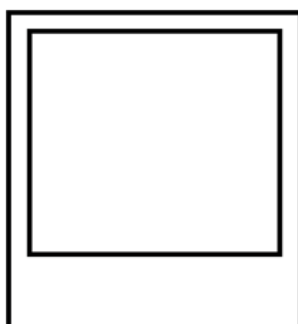
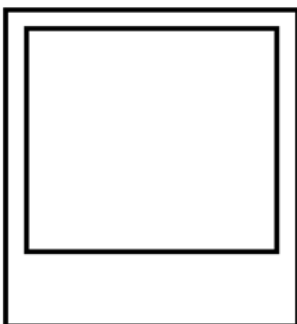
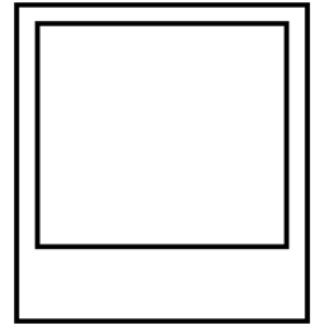
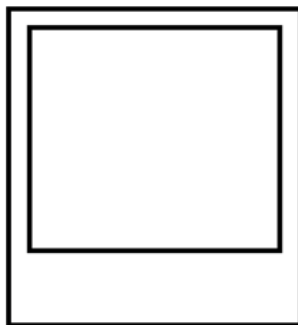
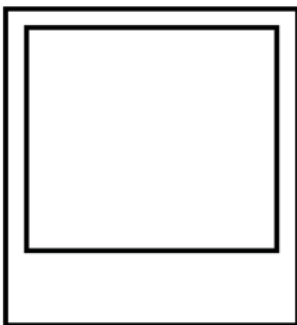
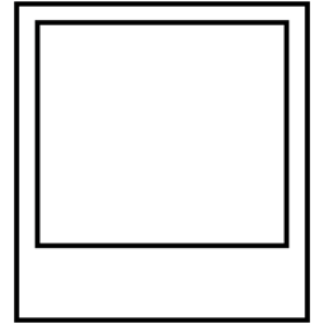
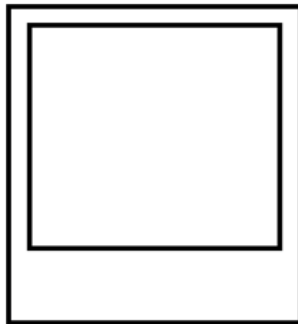
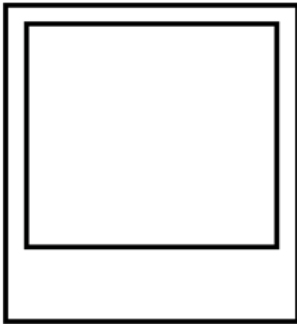
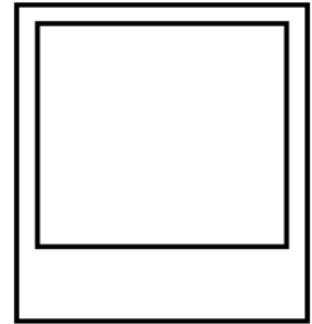
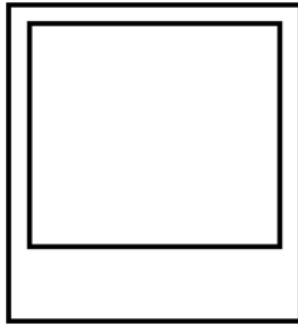
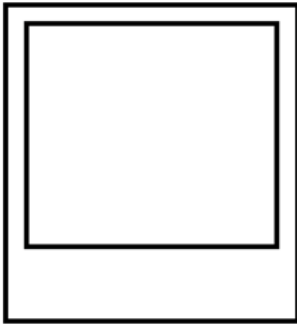


NOT CLUES OF A POSSIBLE  
SCHOOL SAFETY ISSUE

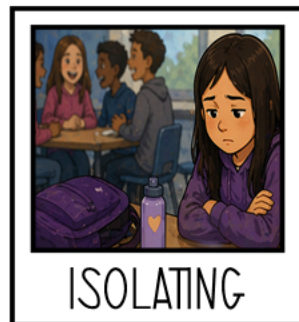
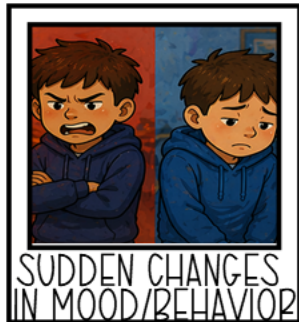
## WARNING SIGNS ACTIVITY



CUT AND PASTE THE IMAGES ON THE NEXT PAGE AND GLUE THEM TO THE SPOTS BELOW IF THEY ARE CLUES OR NOT OF A POSSIBLE SCHOOL SAFETY ISSUE.



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



# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: CONFLICT RESOLUTION

NOT ALL CONFLICT IS UNSAFE.  
IT'S IMPORTANT TO KNOW THE DIFFERENCE.

## PEER CONFLICT

Common. Happens between  
people of similar power.



- ✓ Disagreeing or having a different opinion
- ✓ Arguments or name-calling
- ✓ Accidental bumping or breaking something
- ✓ Can be solved with talking and problem-solving

## UNSAFE BEHAVIOR

Harmful. Involves an imbalance  
of power or intent to harm.



- ✗ Bullying, threats, or intimidation
- ✗ Hitting, pushing, or any physical harm
- ✗ Spreading rumors or excluding on purpose
- ✗ Makes someone feel unsafe or scared



# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: CONFLICT RESOLUTION

USE YOUR WORDS.  
BE CLEAR, RESPECTFUL, AND CONFIDENT.

## 1. EXPRESS HOW YOU FEEL

Use "I" statements.



I feel upset  
when...



## 2. SAY WHAT YOU NEED

Be clear and respectful.



I need you  
to stop...



## 3. LISTEN TO OTHERS

Let the other person speak.



I hear  
you.



## 4. WORK TOGETHER

Find a solution that works for both.



Let's solve  
this together.





# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



## PREVENTION: CONFLICT RESOLUTION

CONFLICTS HAPPEN. WHAT MATTERS IS HOW WE HANDLE THEM. USE THESE STEPS TO SOLVE PROBLEMS, RESPECT EACH OTHER, AND FIND SOLUTIONS TOGETHER.



### 1. STAY CALM

TAKE A DEEP BREATH.  
STAY CALM AND COOL DOWN BEFORE TALKING.



### 2. SHARE HOW YOU FEEL

USE "I" STATEMENTS TO SHARE YOUR FEELINGS.  
EXAMPLE: "I FEEL... WHEN YOU..."



### 3. LISTEN CAREFULLY

LET THE OTHER PERSON FINISH.  
REPEAT BACK WHAT YOU HEARD TO SHOW YOU UNDERSTAND.



### 4. BRAINSTORM SOLUTIONS

THINK OF OPTIONS TOGETHER.  
BE CREATIVE AND RESPECTFUL OF EACH IDEA.



### 5. CHOOSE A SOLUTION

PICK THE BEST SOLUTION TOGETHER.  
MAKE SURE IT'S FAIR AND FEELS RIGHT FOR BOTH.



### 6. FOLLOW THROUGH

STICK TO YOUR AGREEMENT.  
CHECK IN LATER AND MAKE CHANGES IF NEEDED.

# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE: ACTIVITY

PREVENTION: CONFLICT RESOLUTION



DRAW A LINE MATCHING THE CONFLICT IMAGE TO THE CORRECT DESCRIPTION OF THE CONFLICT RESOLUTION STEP.



## Choose a Solution

PICK THE BEST SOLUTION TOGETHER. MAKE SURE IT'S FAIR AND FEELS RIGHT FOR BOTH.

## Brainstorm Solutions

THINK OF OPTIONS TOGETHER. MAKE SURE IT'S FAIR AND FEELS RIGHT FOR BOTH.

## Stay Calm

TAKE A DEEP BREATH. STAY CALM AND COOL DOWN BEFORE TALKING.

## Follow Through

STICK TO YOUR AGREEMENT. CHECK IN LATE AND MAKE CHANGES IF NEEDED.

## Listen Carefully

LET THE OTHER PERSON FINISH. REPEAT BACK WHAT YOU HEARD TO SHOW YOU UNDERSTAND.

## Share How You Feel

USE "I" STATEMENTS TO SHARE YOUR FEELINGS. EXAMPLE: "I FEEL... WHEN YOU..."



# DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: MAKING GOOD CHOICES

A SIMPLE MODEL TO HELP SOLVE PROBLEMS.



## STOP

### PAUSE.

Take a deep breath.

Stop what  
you're doing.



## THINK

### CHECK YOUR CHOICES.

What's the problem?

How do I feel?

What are my options?



## CHOOSE

### MAKE A GOOD CHOICE.

Pick the best option.

Solve the problem.

Move forward in a  
positive way.





# STOP – THINK – CHOOSE



Use these 3 steps to make safe and smart choices!

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

Date: \_\_\_\_\_



## 1 STOP

Pause and stay calm.

- Stop what you are doing.
- Take a deep breath.
- Give yourself a moment.



Why is this step important?

\_\_\_\_\_  
\_\_\_\_\_



## 2 THINK

Think about the situation.

- What is happening?
- How might my choices affect me or others?
- What are some safe choices?



Why is this step important?

\_\_\_\_\_  
\_\_\_\_\_



## 3 CHOOSE

Choose the best option.

- Pick the safest choice.
- Be kind and respectful.
- Make a choice you can feel good about.



Why is this step important?

\_\_\_\_\_  
\_\_\_\_\_

### 4 Read each situation. Use STOP – THINK – CHOOSE to decide what you would do.

- A** A classmate takes your pencil without asking.



STOP: \_\_\_\_\_

THINK: \_\_\_\_\_

CHOOSE: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

- B** You see a student being excluded from a game.



STOP: \_\_\_\_\_

THINK: \_\_\_\_\_

CHOOSE: \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

### 5 Draw a picture of yourself using STOP – THINK – CHOOSE.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



GOOD CHOICES TODAY, SAFE TOMORROWS!







# KEEPING OUR SCHOOL SAFE



We all play a part in keeping our school safe and caring.

## 1 BUILD STRONG RELATIONSHIPS

- Be kind and include others.
- Listen and show you care.
- Talk to adults you trust.



## 2 MANAGE BIG FEELINGS

- Take deep breaths.
- Calm down when you feel upset.
- Ask for help if you need it.

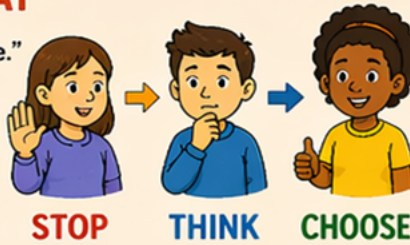


I CAN:

- ✓ Pause
- ✓ Breathe
- ✓ Calm Down
- ✓ Think

## 3 SOLVE PROBLEMS THE RIGHT WAY

- Use "Stop - Think - Choose."
- Think about solutions.
- Choose safe and respectful actions.



## 4 BE KIND AND INCLUDE OTHERS

- Treat everyone with respect.
- Don't bully or tease.
- Stand up for others who are treated unfairly.



## 5 REPORT CONCERNS

- If you see something unsafe, tell a trusted adult.
- Telling is the right thing to do.
- It helps keep everyone safe.

SEE SOMETHING  
SAY SOMETHING



## 6 KNOW THE WARNING SIGNS

- Ongoing anger or threats
- Talking about hurting others
- Sudden changes in behavior
- Tell a trusted adult right away.



## 7 CREATE A POSITIVE SCHOOL CLIMATE

- Follow school rules.
- Be responsible.
- Help make our school a place where everyone feels safe.



## 8 FOLLOW SAFETY PROCEDURES

- Practice drills.
- Listen to adults.
- Remember:  
Lock, Lights,  
Out of Sight.

LOCKDOWN



LOCK



LIGHTS



OUT OF SIGHT

## 9 TAKE CARE OF YOUR MENTAL HEALTH

- Talk to a counselor or trusted adult.
- Learn healthy ways to cope.
- It's okay to ask for help.



## 10 WORK TOGETHER AS A TEAM

- Encourage each other.
- Communicate.
- We are stronger when we work together!







# KEEPING OUR SCHOOL SAFE



We all play a part in keeping our school safe and caring.

## 1 WHAT CAN I DO?

Check the things you can do to help keep our school safe.

- ☐ Be kind and respectful
- ☐ Include others
- ☐ Solve problems the right way
- ☐ Tell a trusted adult if something feels unsafe
- ☐ Follow school rules
- ☐ Help others
- ☐ Use calm-down strategies
- ☐ Be a good friend



## 2 STOP – THINK – CHOOSE

Think about a situation where you had a problem at school.



**STOP:** What happened?

---

---



**THINK:** What are 2 safe choices you could make?

1. \_\_\_\_\_
2. \_\_\_\_\_



**CHOOSE:** What is the best choice? Why?

---

---

## 3 WHAT WOULD YOU DO?

You see a student doing something that feels unsafe or not right.

What should you do?

- ☐ Ignore it
- ☐ Tell a trusted adult
- ☐ Tell a friend only



Why is this the best choice?

---

---

## 4 MY SAFE SCHOOL PROMISE



Finish the sentence:

I will help keep my school safe by...

---

---

---



## 5 DRAW IT!

Draw a picture of you doing something that helps keep your school safe.







# WAYS TO KEEP OUR SCHOOL SAFE



We all have a part in keeping our school safe and caring for each other.

## 1 BUILD STRONG RELATIONSHIPS

- Students feel safe when they are seen, heard, and connected.
- Talk to teachers, counselors, and classmates.



## 2 TEACH SOCIAL-EMOTIONAL SKILLS

- Managing emotions, problem-solving, empathy, and self-control.
- They help us make safe choices.



## 3 TEACH CONFLICT RESOLUTION SKILLS

- Use "Stop - Think - Choose."
- Practice calming down, thinking of solutions, and making safe choices.



## 4 ADDRESS BULLYING EARLY

- Recognize signs of bullying.
- Stand up safely and get help.
- Be kind. Include others.



## 5 ENCOURAGE REPORTING

- See something, say something.
- It's okay to tell a trusted adult.
- Reporting keeps everyone safe.



## 6 RECOGNIZE WARNING SIGNS

- Ongoing anger or threats
- Talking about hurting others
- Sudden major changes in behavior
- Tell a trusted adult right away.



## 7 CREATE A POSITIVE SCHOOL CLIMATE

- Clear expectations
- Consistent routines
- Inclusive environment
- When school feels good, we make good choices.



## 8 PRACTICE SAFETY PROCEDURES

- Practice lockdown drills.
- Follow instructions.
- Remember: Lock, Lights, Out of Sight.



## 9 PROVIDE MENTAL HEALTH SUPPORT

- Talk to a counselor or trusted adult.
- Learn coping skills.
- It's okay to ask for help.



## 10 PARTNER WITH FAMILIES

- Share concerns early.
- Talk and listen.
- Work together as a team.



# DISASTER EDUCATION: SCHOOL SAFETY



➡ BE PREPARED

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# DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



## WHAT TO DO (SAFETY ACTIONS)

### BEFORE AN UNSAFE EVENT



KNOW AND FOLLOW  
SCHOOL RULES



KNOW THE WARNING  
SIGNS



ALERT STAFF OF  
THREATS/WARNING SIGNS



PRACTICE SCHOOL  
LOCKDOWN DRILL

### DURING AN UNSAFE EVENT



STAY CALM, DON'T GO  
TOWARD THE PROBLEM.



GET TO A SAFE PLACE  
RIGHT AWAY



LOCK OR BLOCK THE  
DOOR, TURN OUT LIGHTS



STAY OUT OF SIGHT

### AFTER AN UNSAFE EVENT



TALK TO A TRUSTED  
ADULT.



TAKE CARE OF YOURSELF  
AND USE COPING SKILLS.



SUPPORT YOUR  
FRIENDS.



HELP IMPROVE SCHOOL SO  
EVERYONE FEELS SAFE.

# DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



## WHAT TO DO (SAFETY ACTIONS): ACTIVITY

READ THE SCENARIOS, WRITE UNDER THE IMAGE IF THE SCHOOL SAFETY FACT IS TRUE OR FALSE.



BEFORE AN UNSAFE SCHOOL EVENT, YOU SHOULD ALREADY KNOW A SAFE PLACE TO GO.  
TRUE OR FALSE?



THERE IS NO NEED FOR A STUDENT TO KNOW WARNING SIGNS OF AN UNSAFE SCHOOL EVENT.  
TRUE OR FALSE?



A STUDENT SHOULD ALERT SCHOOL STAFF OF POSSIBLE WARNING SIGNS OF UNSAFE SCHOOL EVENTS.  
TRUE OR FALSE?



THERE IS NO NEED TO PRACTICE A LOCKDOWN DRILL.

TRUE OR FALSE?



DURING AN UNSAFE SCHOOL EVENT, YOU SHOULD PANIC.

TRUE OR FALSE?



DURING AN UNSAFE SCHOOL EVENT, YOU GET TO A SAFE PLACE RIGHT AWAY.

TRUE OR FALSE?



# DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



## WHAT TO DO (SAFETY ACTIONS): ACTIVITY

READ THE SCENARIOS, WRITE UNDER THE IMAGE IF THE HURRICANE FACT IS TRUE OR FALSE.



DURING AN UNSAFE SCHOOL EVENT, YOU SHOULD UNLOCK ALL THE DOORS.

TRUE OR FALSE?



DURING AN UNSAFE SCHOOL EVENT, YOU SHOULD STAY OUT OF SIGHT.

TRUE OR FALSE?



AFTER AN UNSAFE SCHOOL EVENT, YOU SHOULD TALK TO A TRUSTED ADULT ABOUT WHAT HAPPENED.

TRUE OR FALSE?



AFTER AN UNSAFE SCHOOL EVENT, YOU SHOULD TAKE CARE OF YOURSELF USING COPING SKILLS.

TRUE OR FALSE?



AFTER AN UNSAFE SCHOOL EVENT, YOU SHOULD IGNORE FRIENDS AND ISOLATE.

TRUE OR FALSE?



AFTER AN UNSAFE SCHOOL EVENT, YOU SHOULD HELP OTHERS FEEL SAFE.

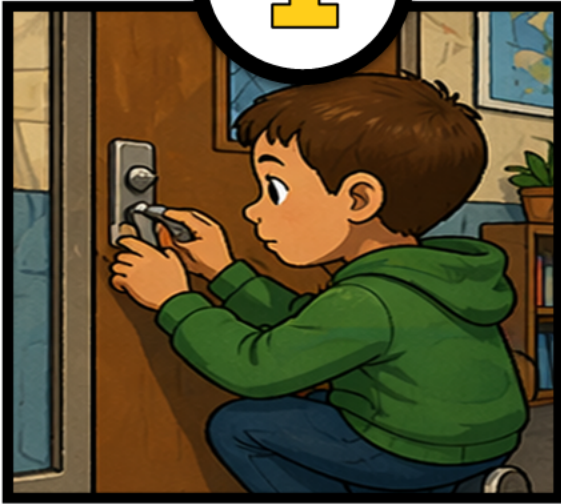
TRUE OR FALSE?



# LOCKDOWN DRILL



1



LOCK

IMMEDIATELY LOCK THE DOOR

2



LIGHTS

TURN OFF LIGHTS, COVER WINDOWS.

3



OUT OF SIGHT

STAY LOW, AWAY FROM WINDOWS

# LOCKDOWN SAFETY



WE LOOK  
OUT FOR  
EACH OTHER



## LOCK



Lock the door  
right away.  
Keep everyone  
inside and safe.

## LIGHTS



Turn off the  
lights.  
Keep the room  
dark.

## OUT OF SIGHT



Get out of sight.  
Stay low and  
stay quiet.  
Do not open  
the door.



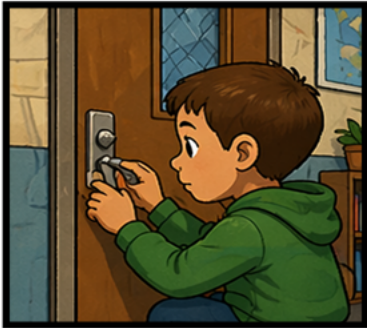
# DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



## PREPARATION: LOCKDOWN DRILL ACTIVITY

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



LOCK THE DOOR



IGNORE YOUR TEACHER'S INSTRUCTIONS



STAY QUIET



FREEZE UP AND DOING NOTHING



TURN THE LIGHTS OFF



STAY HIDDEN AWAY FROM WINDOWS



WAIT FOR DIRECTIONS



GOOF OFF WITH YOUR FRIENDS WHILE YOU WAIT



RUN OUT OF THE ROOM



# DISASTER EDUCATION: SCHOOL SAFETY



## ➡ AFTERMATH/COPING

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# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



## AFTER THE UNSAFE EVENT: PROCESSING FEAR & SAFETY

I FELT SAFE  
WHEN...

A large, empty rectangular box with a purple border, intended for a child to draw or write about what made them feel safe.

THE PEOPLE, PLACES, OR THINGS  
THAT HELPED ME FEEL SAFE.

I FELT SCARED  
WHEN...

A large, empty rectangular box with a blue border, intended for a child to draw or write about what made them feel scared.

THE MOMENTS, PLACES, OR  
THINGS THAT MADE ME FEEL SCARED.

THE SOUND THAT  
FRIGHTENED ME  
THE MOST WAS...

A large, empty rectangular box with a green border, intended for a child to draw or write about the sound that frightened them the most.

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

A large, empty rectangular box with an orange border, intended for a child to draw a picture of people or things that help them feel safe and calm.



# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



## AFTER THE UNSAFE EVENT: COPING WITH CHANGE

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, OR OTHER HELPFUL THINGS YOU DO)



# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



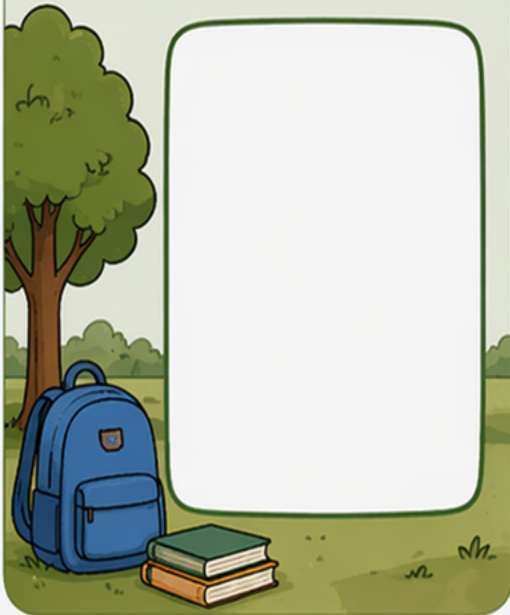
## AFTER THE UNSAFE EVENT: EXPRESSING LOSS

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

A MEMORY THAT MAKES ME SMILE IS...



SOMETHING I MISS IS...



WHEN I FEEL SAD,  
I CAN...



THINGS THAT CAN HELP ME  
FEEL BETTER...





# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



## AFTER THE UNSAFE EVENT: BUILDING HOPE

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



DRAW A SYMBOL OR PICTURE  
OF HOPE FOR YOUR FUTURE. ♥



A HELPER I CAN COUNT ON IS...



DRAW YOURSELF BEING BRAVE.



I WAS BRAVE WHEN I...



# DISASTER EDUCATION: SCHOOL SAFETY



➡ AFTERMATH / COPING

## AFTER THE UNSAFE EVENT: MY STRENGTHS

SOMETHING I CAN DO TO  
HELP MYSELF IS...



SOMETHING I CAN DO TO  
HELP OTHERS IS...



DRAW YOURSELF BEING BRAVE.



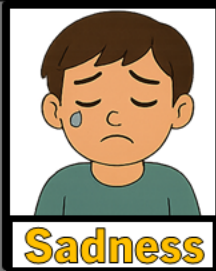
I WAS BRAVE WHEN I...



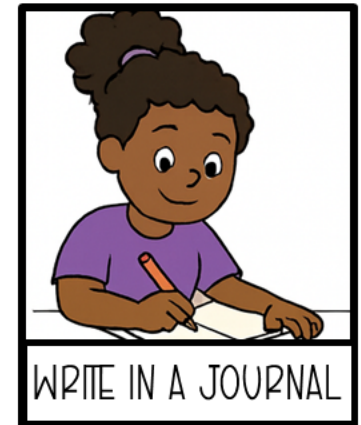
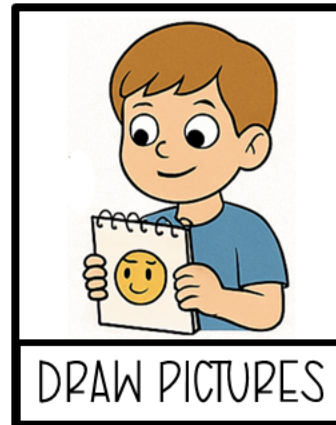
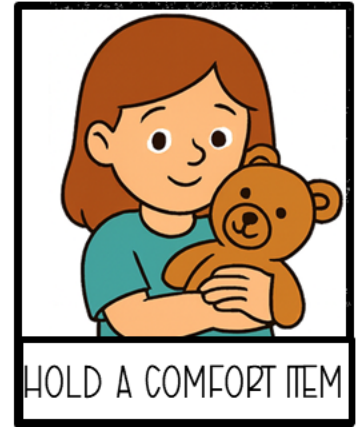


# UNSAFE FEELINGS

DURING AN UNSAFE SITUATION AT SCHOOL, OUR FEELINGS CAN FEEL BIG AND ALL OVER THE PLACE. THEY MIGHT START OUT STRONG—SCARY, CONFUSING, OR OVERWHELMING. BUT WHEN WE USE CALMING STRATEGIES, THOSE FEELINGS CAN SLOWLY SETTLE DOWN AND BECOME SMALLER AND EASIER TO HANDLE.



# COPING SKILLS





# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



## COPING WITH AN UNSAFE EVENT: ACTIVITY

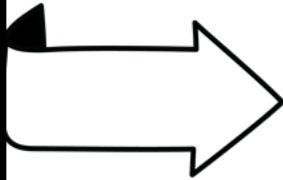
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

I CAN DO THIS TO HELP...



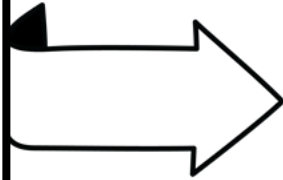
**Panic**







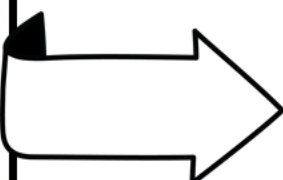
**Anger**







**Overwhelmed**





# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



## COPING WITH AN UNSAFE EVENT: 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...



**Fear**



**Worry**



**Sadness**









# DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



## COPING WITH AN UNSAFE EVENT: ACTIVITY

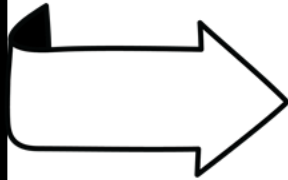
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

I CAN DO THIS TO HELP...



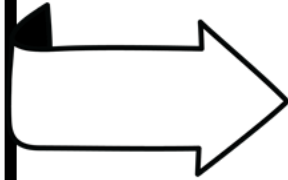
**Restless**



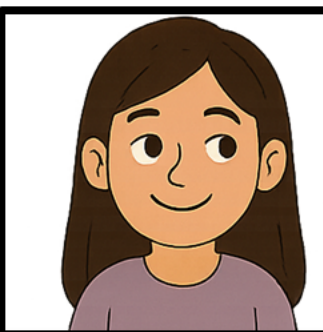




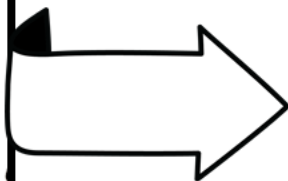
**Confused**







**Safe**





# COPING AFFIRMATIONS

A colorful illustration of a school playground. In the background is a two-story orange school building with several windows and a red double door. To the left of the door is a yellow slide with a grey chute. To the right is a wooden swing set with two red seats. The ground is a mix of grey pavement and tan sand. There are some green trees and a blue sky with white clouds in the background.

"I AM SAFE RIGHT NOW."

"I AM NOT ALONE—THERE ARE PEOPLE WHO CARE ABOUT ME."

"MY FEELINGS ARE OKAY, AND I CAN HANDLE THEM."

"I CAN TAKE SLOW BREATHS TO HELP MY BODY FEEL CALM."

"I WILL GET THROUGH THIS ONE STEP AT A TIME."

"I AM STRONG, EVEN WHEN THINGS FEEL HARD."

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

"THERE ARE HELPERS WHO KEEP ME SAFE."

"I CAN ASK FOR HELP WHEN I NEED IT."

"I CAN FOCUS ON WHAT HELPS ME FEEL CALM AND SAFE."

"I AM ALLOWED TO TAKE MY TIME TO FEEL BETTER."

"I BELONG HERE, AND I MATTER."



# BREATHING EXERCISES



## Safe Shield Breathing

BREATHE IN SLOWLY → IMAGINE A SHIELD FORMING AROUND YOU. HOLD → YOUR SHIELD GROWS STRONGER.

BREATHE OUT SLOWLY → RELEASE FEAR AND TENSION. SAY "MY BODY IS CALM. I AM SAFE RIGHT NOW."



## Wave of Calm Breathing

BREATHE IN. → IMAGINE A WAVE RISING.

HOLD → THE WAVE PAUSES AT THE TOP.

BREATHE OUT → THE WAVE GENTLY FALLS. SAY "BIG FEELINGS COME AND GO. I CAN RIDE THEM OUT."



## Support Circle Breathing

BREATHE IN → THINK OF SOMEONE WHO HELPS YOU (TEACHER, PARENT, COUNSELOR)

HOLD → FEEL THEIR SUPPORT AROUND YOU.

BREATHE OUT → IMAGINE SHARING CALM WITH OTHERS. SAY "I HAVE PEOPLE WHO CARE ABOUT ME."



## Steady Steps Breathing

BREATHE IN FOR 4

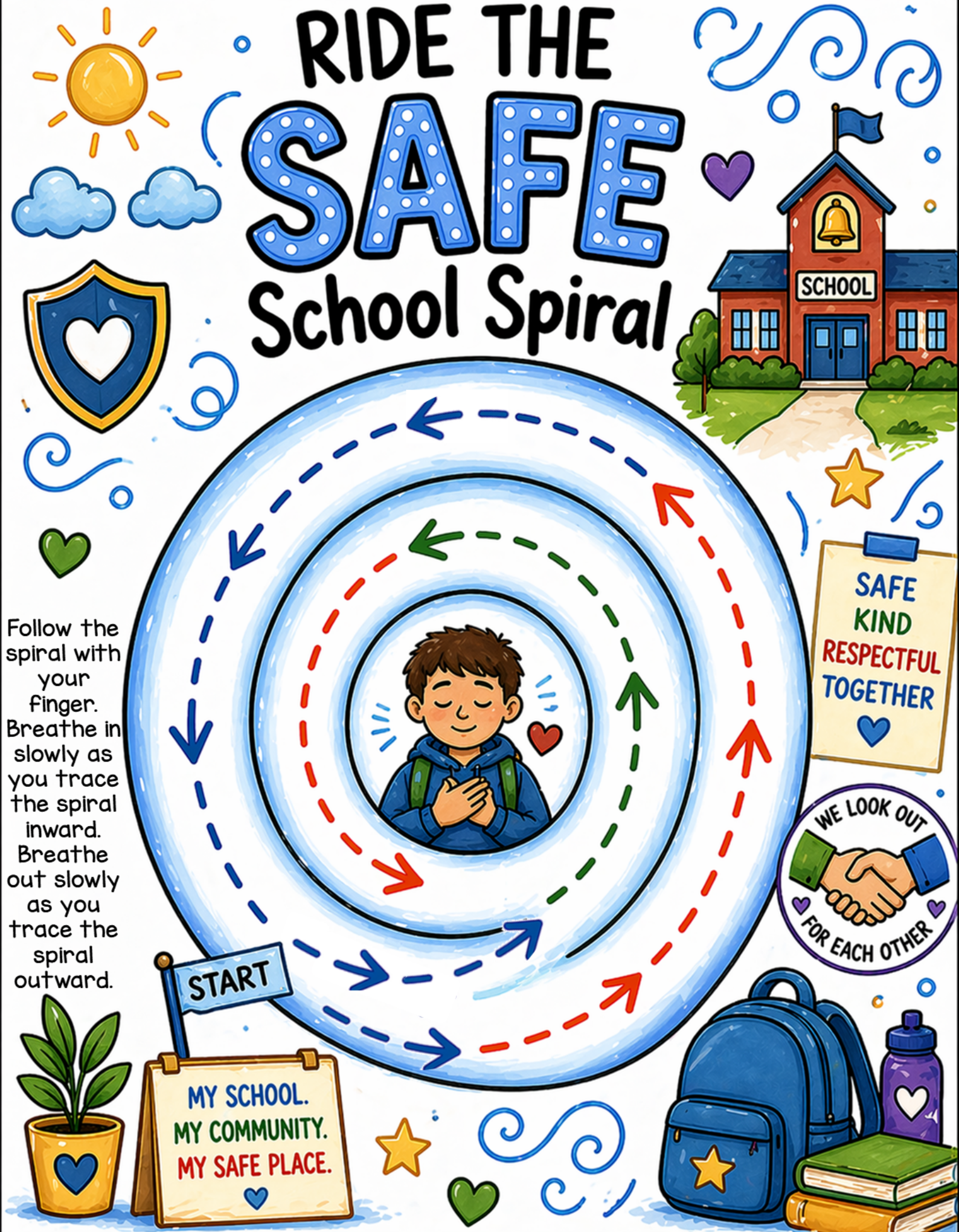
STEP 1: I SLOW DOWN. HOLD FOR 4

STEP 2: I FEEL MY BODY. BREATHE OUT FOR 4

STEP 3: I STAY CALM (REPEAT LIKE A STEADY RHYTHM). SAY "I CAN TAKE THIS ONE STEP AT A TIME."



# RIDE THE SAFE School Spiral



Follow the spiral with your finger. Breathe in slowly as you trace the spiral inward. Breathe out slowly as you trace the spiral outward.

START

MY SCHOOL.  
MY COMMUNITY.  
MY SAFE PLACE.

SAFE  
KIND  
RESPECTFUL  
TOGETHER

WE LOOK OUT  
FOR EACH OTHER





# GRATITUDE



♥ I am grateful for... ♥



♥  
My school  
because...

★  
The people  
who help me  
because...

♥  
Things I  
learn because...

★  
Things that  
make me feel  
safe because...

♥  
My friends  
because...

★  
My future  
because...

I AM SAFE.  
I AM THANKFUL.  
I BELONG.





# GUIDED VISUALIZATION

CLOSE YOUR EYES IF YOU FEEL COMFORTABLE. TAKE A SLOW, DEEP BREATH IN... AND GENTLY BREATHE OUT. WE'RE GOING TO HELP OUR BODIES FEEL CALM AND SAFE.

BREATHE IN SLOWLY THROUGH YOUR NOSE... HOLD FOR A MOMENT... BREATHE OUT SLOWLY THROUGH YOUR MOUTH. LET YOUR SHOULDERS RELAX. LET YOUR BODY FEEL A LITTLE SOFTER.

NOW, IMAGINE A PLACE WHERE YOU FEEL SAFE AND CALM. IT COULD BE: YOUR CLASSROOM YOUR HOME A QUIET SPOT OR EVEN A PLACE IN YOUR IMAGINATION IN THIS PLACE, YOU ARE SAFE. YOU ARE OKAY.

LOOK AROUND YOUR SAFE PLACE IN YOUR MIND. WHAT DO YOU SEE? WHAT DO YOU HEAR? MAYBE IT FEELS QUIET... MAYBE IT FEELS WARM... MAYBE IT FEELS PEACEFUL. LET THAT CALM FEELING GROW INSIDE YOU.

IF YOU HAVE ANY WORRIES, FEARS, OR BIG FEELINGS... IMAGINE PLACING THEM INTO A SOFT CLOUD. WATCH THE CLOUD SLOWLY FLOAT AWAY... FARTHER AND FARTHER... YOU DON'T HAVE TO CARRY THOSE FEELINGS RIGHT NOW.

NOW THINK ABOUT THE PEOPLE WHO CARE ABOUT YOU. TEACHERS, FAMILY, FRIENDS, HELPERS... IMAGINE THEIR SUPPORT AROUND YOU LIKE A WARM HUG. SAY QUIETLY IN YOUR MIND: "I AM SAFE. I AM STRONG. I AM NOT ALONE."

TAKE ONE MORE SLOW, DEEP BREATH IN..... AND BREATHE OUT SLOWLY. WIGGLE YOUR FINGERS AND TOES. WHEN YOU'RE READY, GENTLY OPEN YOUR EYES.



# LOOK FOR THE HELPERS

UNSAFE SITUATIONS AT SCHOOL CAN FEEL SCARY. BUT DO YOU KNOW WHAT MR. ROGERS ALWAYS SAID? *'LOOK FOR THE HELPERS'*. THERE ARE ALWAYS PEOPLE HELPING."

HOW DO HELPERS MAKE US FEEL AFTER SOMETHING SCARY?



WHO ARE HELPERS YOU KNOW IN OUR COMMUNITY?



WHAT DO THEY DO TO HELP?



# LOOK FOR THE HELPERS

UNSAFE SITUATIONS AT SCHOOL CAN FEEL SCARY. BUT DO YOU KNOW WHAT MR. ROGERS ALWAYS SAID? *'LOOK FOR THE HELPERS'*. THERE ARE ALWAYS PEOPLE HELPING."

ONE HELPER I SAW ASSISTING OTHERS WAS:



SEEING OTHERS HELPING PEOPLE MADE ME FEEL:



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





# THANK YOU, HELPERS!



Thank you for \_\_\_\_\_.



You help our school by \_\_\_\_\_.

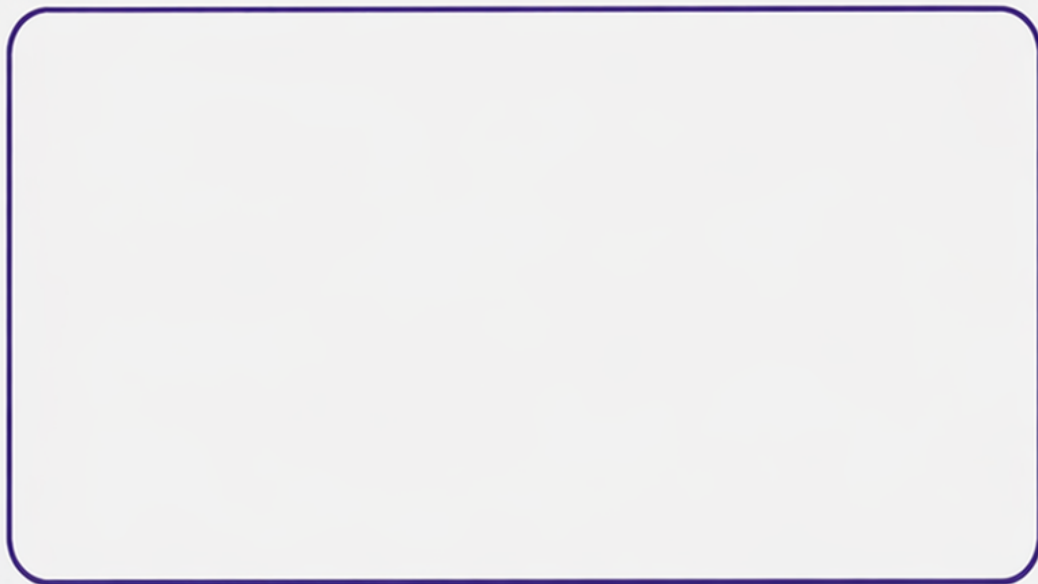


You are important because \_\_\_\_\_.

\_\_\_\_\_



Draw a picture of the people who help  
keep our school safe.





# THANK YOU, HELPERS!





# COPING TIPS FOR PARENTS



EXPERIENCING AN UNSAFE SITUATION AT SCHOOL 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: SCHOOL SAFETY



## 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 UNSAFE SCHOOL EVENT?			
2. DO YOU GO OVER IN YOUR MIND WHAT HAPPENED, SEEING PICTURES OR SOUNDS IN YOUR MIND ABOUT WHAT HAPPENED?			
3. DO THOUGHTS ABOUT IT COME BACK TO YOU EVEN WHEN YOU DON'T WANT THEM TO?			
4. DO YOU HAVE DREAMS ABOUT THE UNSAFE SCHOOL EVENT OR HAVE TROUBLE SLEEPING?			
5. DO YOU WORRY THAT IT WILL HAPPEN AGAIN?			
6. WHEN SOMETHING REMINDS YOU OF WHAT HAPPENED, DO YOU GET TENSE OR UPSET?			
7. IS IT AS EASY TO PAY ATTENTION (CONCENTRATE) AS BEFORE?			
8. DO YOU GET MORE STOMACH ACHES, HEADACHES, OR OTHER SICK FEELINGS THAN YOU DID BEFORE?			



counseling

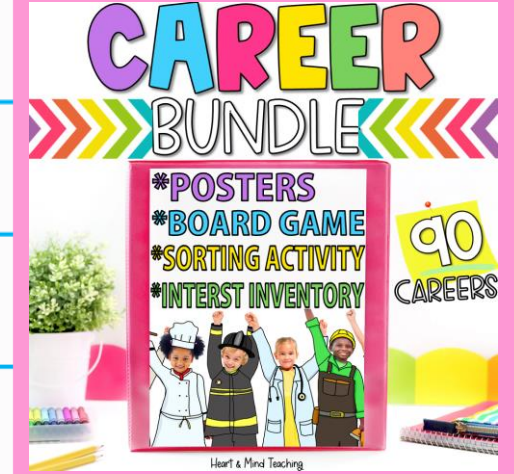
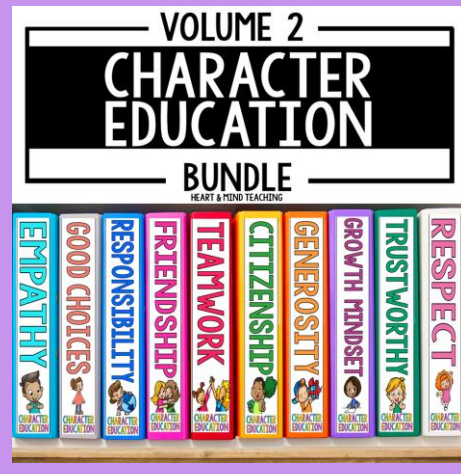
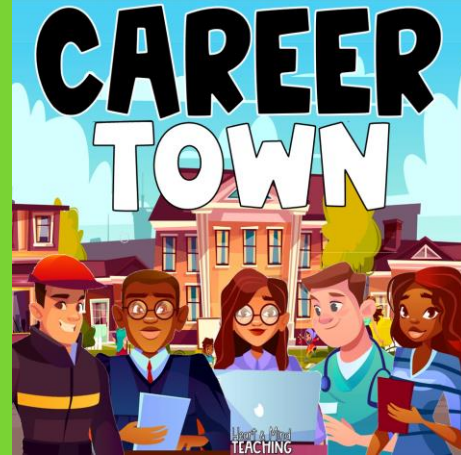
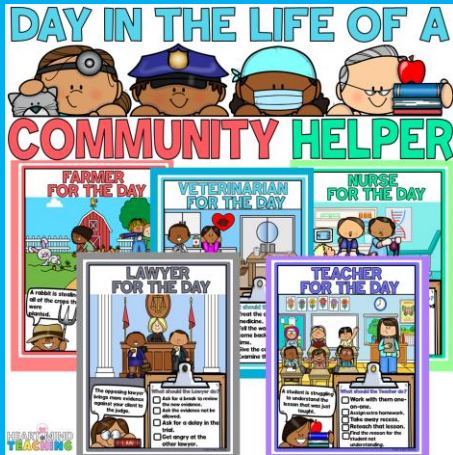
sel

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)



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