

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

♥
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. ✨ ✨ ✨





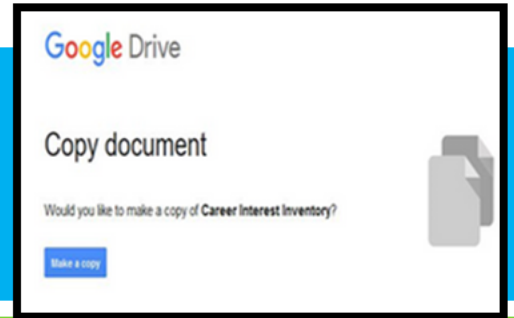
Google Slides

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: Blizzard](#)

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: BLIZZARD

Session Objective:

- *Students will recognize weather signs of a blizzard.
- *Students will identify how a blizzard 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 blizzard might form?
- *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 38) 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.
- How a Blizzard Forms Activity: Cut out the images on page 8 and have students glue or tape them to page 7.
- How to measure a Blizzard activity: Match the description to the Blizzard level.
- Blizzard Weather Clues: Cut out the images on page 13 and glue/tape them to page 14.
- Blizzard Preparation Activity: Write if the statement is true or false.
- Blizzard Drill Activity: Circle the correct statements, cross out the false statements.
- After the storm reflection pages: Have students write or draw their answers.
- Blizzard 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.
- Blizzard Calm Breathing: Have students practice deep breathing while tracing the swirl.
- 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:

BLIZZARD



➡ GAIN KNOWLEDGE

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➡ HOW A BLIZZARD FORMS

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➡ BLIZZARD WEATHER CLUES

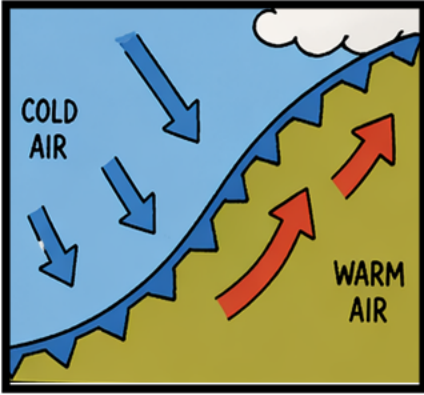
P. 10 INFORMATIVE HANDOUT/POSTER
P. 11-12 ACTIVITY

DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE

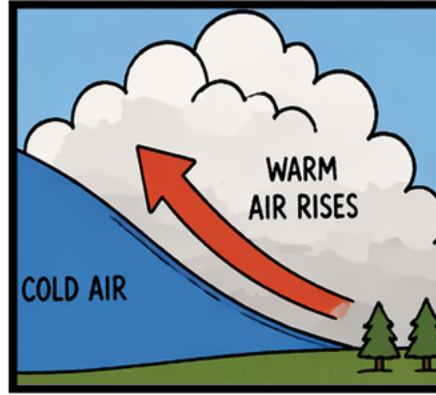


HOW A BLIZZARD FORMS



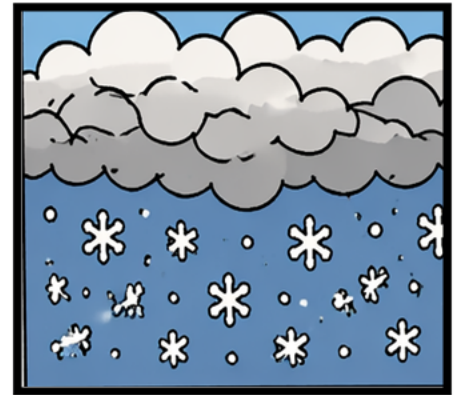
COLD & WARM AIR
MEET

A MASS OF COLD, DENSE AIR FROM THE NORTH MEETS WARM, MOIST AIR FROM THE SOUTH.



WARM AIR RISES

THE WARM, MOIST AIR IS FORCED TO RISE OVER THE DENSER COLD AIR. AS IT RISES, IT COOLS.



MOISTURE TURNS INTO
CLOUDS

THE RISING AIR COOLS, AND THE MOISTURE CONDENSES, FORMING CLOUDS AND PRECIPITATION.



SNOW GROWS AND
BECOMES HEAVY

WATER DROPLETS IN THE CLOUDS FREEZE INTO ICE CRYSTALS. THEY STICK TOGETHER, GROW LARGER, AND FALL AS SNOW.



STRONG WINDS
DEVELOP

A STRONG LOW-PRESSURE SYSTEM CREATES POWERFUL WINDS THAT BLOW THE SNOW AND REDUCE VISIBILITY.



BLIZZARD CONDITIONS
OCCUR

WHEN HEAVY SNOW, STRONG WINDS, AND LOW VISIBILITY LAST FOR SEVERAL HOURS, IT IS CONSIDERED A BLIZZARD.

DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE: ACTIVITY



HOW A BLIZZARD FORMS

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



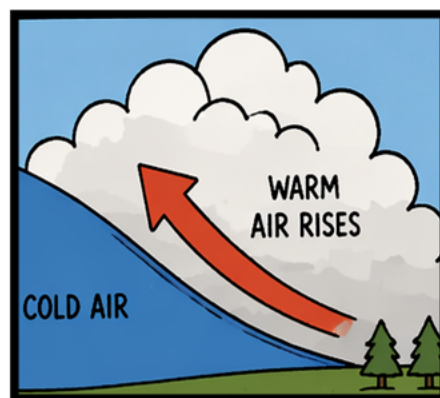
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STRONG WINDS
DEVELOP



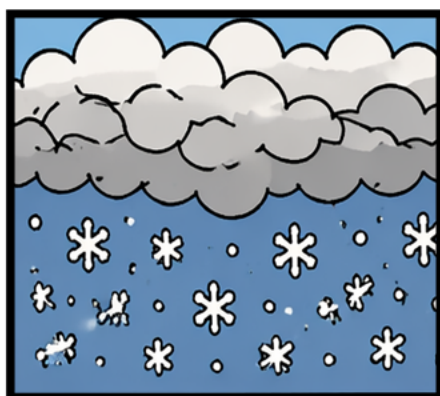
SNOW GROWS AND
BECOMES HEAVY



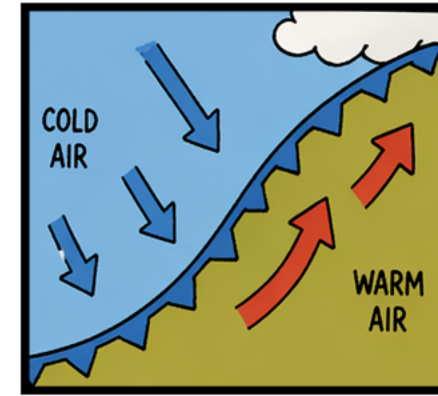
WARM AIR RISES



BLIZZARD CONDITIONS
OCCUR



MOISTURE TURNS INTO
CLOUDS



COLD & WARM AIR
MEET

DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE



HOW TO MEASURE A BLIZZARD

A BLIZZARD ISN'T MEASURED BY JUST HOW MUCH SNOW FALLS; IT'S MEASURED USING SPECIFIC WEATHER CONDITIONS. METEOROLOGISTS LOOK AT THREE MAIN THINGS: WIND SPEED (35 MPH OR HIGHER), VISIBILITY VERY LOW (1/4 A MILE OR LESS), AND DURATION (3 HOURS OR LONGER).



SNOWSTORM

LIGHT SNOW AND WIND UNDER 20 MPH. GOOD VISIBILITY (LESS THAN 1/2 MILE), SHORT DURATION. MINOR DISRUPTIONS, PRIMARILY TO THOSE WHO WERE NOT PREPARED. MINIMAL RECOVERY TIME NEEDED.



WINDY SNOWSTORM

20-34 MPH WINDS, REDUCED VISIBILITY (1/4-1/2 MILE), MAY LAST UP TO 3 HOURS. SNOW AND WIND MAKE IT HARDER TO SEE. PERHAPS A DAY OR TWO OF RECOVERY TIME FOR SNOW/OR ICE ACCUMULATION EVENTS.



BLIZZARD

35+ MPH WINDS, VERY LOW VISIBILITY (1/4 MILE OR LESS), LASTING 3 HOURS OR MORE. STRONG WINDS AND VERY LOW VISIBILITY MAKE TRAVEL DANGEROUS. SIGNIFICANT IMPACTS, SEVERAL DAYS RECOVERY TIME FOR SNOW AND/OR ICE ACCUMULATION.



SEVERE BLIZZARD

45+ MPH WINDS, NEAR ZERO VISIBILITY, LASTING 3 OR MORE HOURS. EXTREME WINDS AND LIFE-THREATENING CONDITIONS. WIDESPREAD SEVERE IMPACTS. MANY DAYS TO AT LEAST A WEEK OF RECOVERY NEEDED FOR SNOW AND/OR ICE ACCUMULATION.

DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE: ACTIVITY



HOW TO MEASURE A BLIZZARD: ACTIVITY

DRAW A LINE MATCHING THE BLIZZARD LEVEL TO THE CORRECT DESCRIPTION OF SNOW, ICE, WIND, AND DAMAGE.

SNOWSTORM



20-34 MPH WINDS, REDUCED VISIBILITY (1/4-1/2 MILE), MAY LAST UP TO 3 HOURS. SNOW AND WIND MAKE IT HARDER TO SEE. PERHAPS A DAY OR TWO OF RECOVERY TIME FOR SNOW/OR ICE ACCUMULATION EVENTS.

WINDY SNOWSTORM



LIGHT SNOW AND WIND UNDER 20MPH. GOOD VISIBILITY (LESS THAN 1/2 MILE), SHORT DURATION. MINOR DISRUPTIONS, PRIMARILY TO THOSE WHO WERE NOT PREPARED. MINIMAL RECOVERY TIME NEEDED.

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DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE



BLIZZARD WEATHER CLUES



WEATHER ALERTS OR WARNINGS POP UP (BLIZZARD WARNING, WINTER STORM WARNING)

DARK, HEAVY CLOUDS FILL THE SKY



WINDS START PICKING UP AND FEEL STRONGER THAN NORMAL

PEOPLE BEGIN PREPARING (STORES BUSY, STOCKING SUPPLIES)



YOU CAN BARELY SEE (WHITEOUT CONDITIONS)

TEMPERATURES DROP QUICKLY



SNOW IS BLOWING SIDEWAYS DUE TO STRONG WINDS. YOU HEAR STRONG WIND HOWLING OUTSIDE



HEAVY SNOW KEEPS FALLING AND PILING UP, SNOW BUILDS UP ON WINDOWS AND DOORS

ROADS BECOME HARD OR IMPOSSIBLE TO TRAVEL



WEATHER CLUES OF A
POSSIBLE BLIZZARD



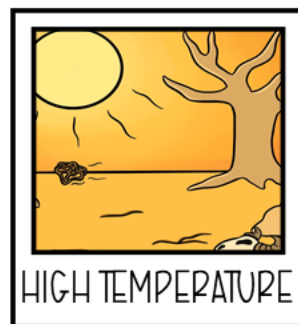
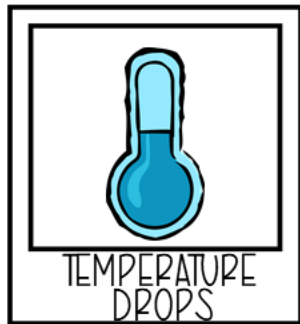
NOT CLUES OF A
POSSIBLE BLIZZARD

BLIZZARD 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 BLIZZARD.

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



DISASTER EDUCATION:

BLIZZARD

➡ BE PREPARED



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P. 18 ACTIVITY

DISASTER EDUCATION: BLIZZARD

➡ BE PREPARED



BLIZZARD PREPARATION

BEFORE A BLIZZARD



MAKE A SAFETY PLAN



GATHER EMERGENCY
SUPPLIES



CHARGE PHONES AND
DEVICES



BRING PETS INSIDE

DURING A BLIZZARD



STAY INSIDE AND OFF
THE ROADS



DRESS IN WARM
LAYERS



LISTEN FOR EMERGENCY
UPDATES



IF YOU LOSE HEAT, STAY
IN ONE ROOM.

AFTER A BLIZZARD



CHECK ON FAMILY AND
NEIGHBORS



STAY AWAY FROM DOWNED
POWERLINES



BE CAREFUL WALKING OR
DRIVING—WATCH FOR ICE.



HELP OTHERS IF YOU
CAN

DISASTER EDUCATION: BLIZZARD

➔ BE PREPARED



BLIZZARD PREPARATION: ACTIVITY

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



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

TRUE OR FALSE?



THERE IS NO NEED TO CHARGE DEVICES IN PREPARATION FOR A BLIZZARD.

TRUE OR FALSE?



AN EMERGENCY KIT SHOULD INCLUDE BATTERIES AND WATER.

TRUE OR FALSE?



DURING A BLIZZARD, YOU SHOULD LEAVE YOUR PETS OUTSIDE.

TRUE OR FALSE?



DURING A BLIZZARD, YOU SHOULD STAY IN YOUR SAFE PLACE (SHELTER OR HOME).

TRUE OR FALSE?



DURING A BLIZZARD, YOU SHOULD STAY IN ONE ROOM TO CONSERVE HEAT.

TRUE OR FALSE?

DISASTER EDUCATION: BLIZZARD

➡ BE PREPARED



BLIZZARD PREPARATION: ACTIVITY

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



DURING A BLIZZARD, YOU SHOULD LISTEN FOR UPDATES ON THE STORM.

TRUE OR FALSE?



DURING A BLIZZARD, IT IS SAFE TO DRIVE AROUND.

TRUE OR FALSE?



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

TRUE OR FALSE?



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

TRUE OR FALSE?



AFTER A BLIZZARD, YOU SHOULD CHECK ON YOUR FAMILY AND NEIGHBORS.

TRUE OR FALSE?



AFTER A BLIZZARD, YOU SHOULD WALK AND DRIVE WITH CAUTION.

TRUE OR FALSE?

BLIZZARD SUPPLIES CHECKLIST



WATER & FOOD

- ☐ BOTTLED WATER (AT LEAST A FEW DAYS' SUPPLY)
- ☐ NON-PERISHABLE FOOD (CANNED GOODS, SNACKS)
- ☐ MANUAL CAN OPENER
- ☐ BABY SUPPLIES
- ☐ PET FOOD



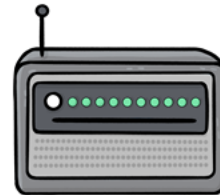
LIGHT & POWER

- ☐ FLASHLIGHTS
- ☐ EXTRA BATTERIES
- ☐ BATTERY-POWERED LANTERN
- ☐ PORTABLE PHONE CHARGER
- ☐ PORTABLE HEATER



HEALTH & FIRST AID

- ☐ FIRST AID KIT
- ☐ ANY NEEDED MEDICINES
- ☐ HAND SANITIZER
- ☐ WET WIPES



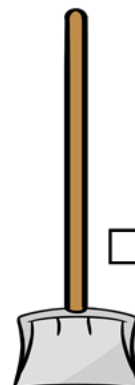
SAFETY & COMMUNICATION

- ☐ BATTERY-POWERED RADIO
- ☐ CELL PHONE WITH EMERGENCY ALERTS TURNED ON



COMFORT ITEMS

- ☐ WARM BLANKETS AND/OR SLEEPING BAGS
- ☐ WARM CLOTHES (HATS, GLOVES, COATS, SOCKS)
- ☐ SMALL TOYS, BOOKS, OR GAMES FOR KIDS



OUTDOOR TOOLS

- ☐ SNOW SHOVEL
- ☐ ICE SCRAPER
- ☐ SAND OR KITTY LITTER (FOR TRACTION IF STUCK)

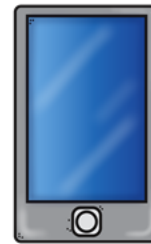
DISASTER EDUCATION: BLIZZARD

➡ BE PREPARED



BLIZZARD PREPARATION: PACK THE EMERGENCY KIT

CIRCLE THE ITEMS THAT BELONG IN THE EMERGENCY KIT AND PUT AN X ON THE ONES THAT DO NOT BELONG IN AN EMERGENCY KIT.



DISASTER EDUCATION: BLIZZARD



➡ AFTERMATH/COPING

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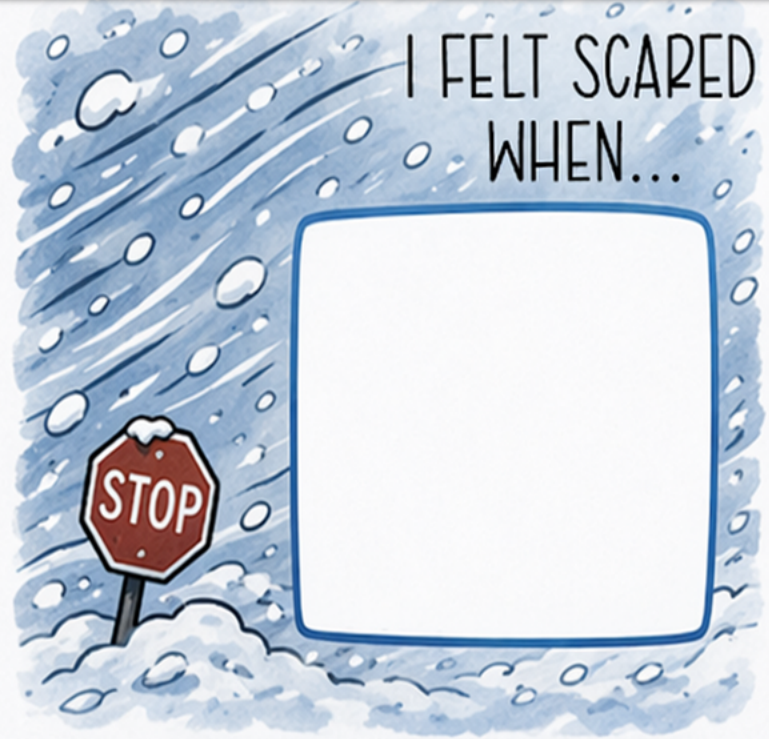
P. 40 STRESS ASSESSMENT

DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



AFTER THE BLIZZARD: PROCESSING FEAR & SAFETY



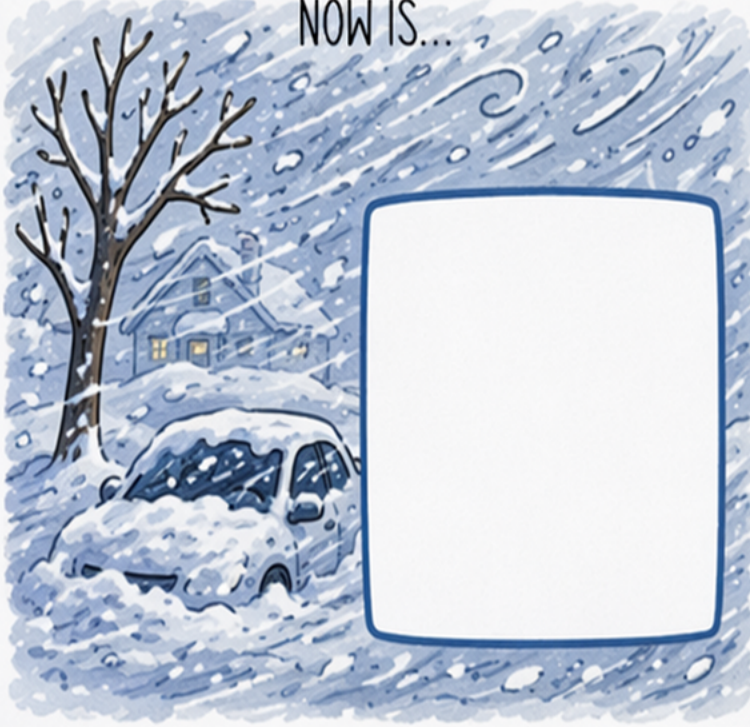
DISASTER EDUCATION: BLIZZARD

➔ AFTERMATH / COPING

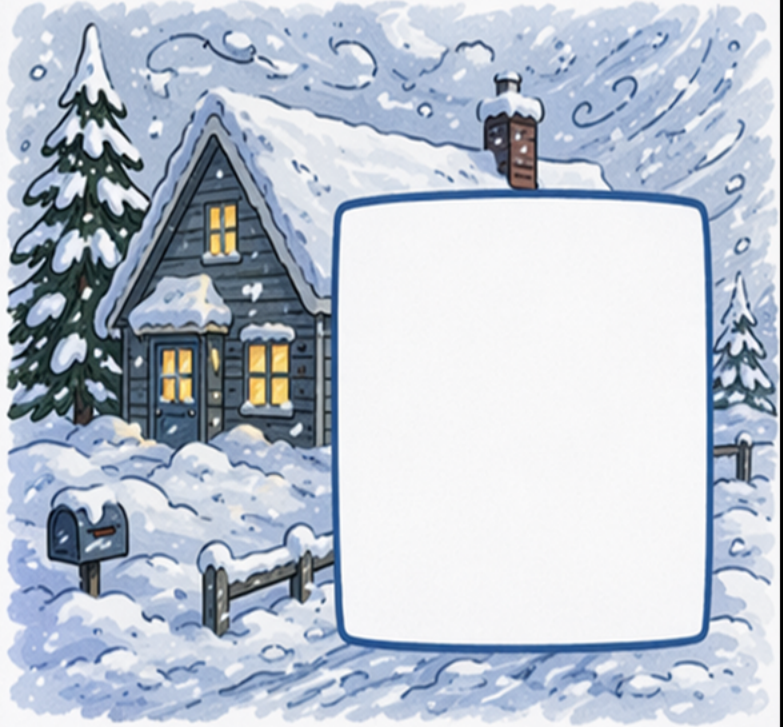


AFTER THE BLIZZARD: COPING WITH CHANGE

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)



DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



AFTER THE BLIZZARD: 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...



STAY SAFE
YOU MATTER

DISASTER EDUCATION: BLIZZARD

➔ AFTERMATH / COPING



AFTER THE BLIZZARD: 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...

STAY SAFE.
YOU MATTER.

DISASTER EDUCATION: BLIZZARD

➔ AFTERMATH / COPING



AFTER THE BLIZZARD: MY STRENGTHS

SOMETHING I CAN DO TO HELP MYSELF IS...

SOMETHING I CAN DO TO
HELP OTHERS IS...

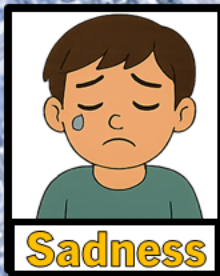
DRAW YOURSELF BEING BRAVE.

I WAS BRAVE WHEN I...

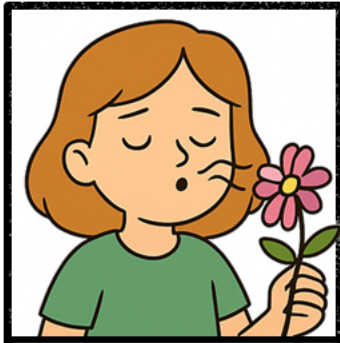


BLIZZARD FEELINGS

DURING A BLIZZARD, OUR FEELINGS CAN SWIRL LIKE THE SNOW. THEY MIGHT FEEL BIG AT FIRST—SCARY OR CONFUSING. BUT WHEN WE USE CALMING STRATEGIES, OUR FEELINGS CAN SLOWLY SETTLE AND FEEL EASIER TO HANDLE.



COPING SKILLS



DEEP BREATHING



USE SAFE TALK



HOLD A COMFORT ITEM



USE GROUNDING



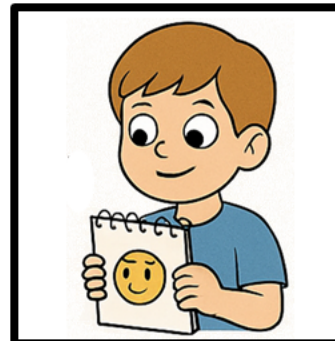
MOVE YOUR BODY



TALK TO A HELPER



PRACTICE GRATITUDE



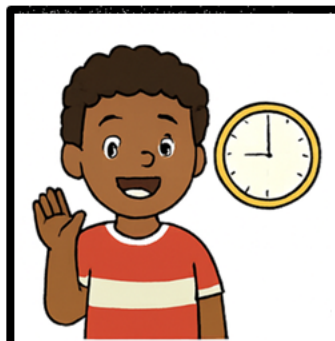
DRAW PICTURES



WRITE IN A JOURNAL



IMAGINE A CALM
SAFE PLACE



GO BACK TO NORMAL
ROUTINES



LISTEN TO CALMING
MUSIC

DISASTER EDUCATION: BLIZZARD

➔ AFTERMATH / COPING



COPING WITH THE AFTERMATH OF A BLIZZARD: ACTIVITY

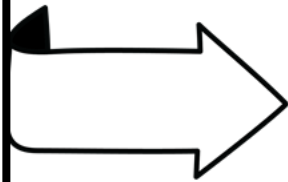
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

I CAN DO THIS TO HELP...

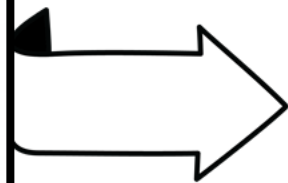


Panic



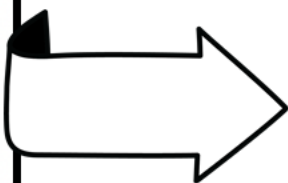


Anger





Overwhelmed



DISASTER EDUCATION: BLIZZARD

➔ AFTERMATH / COPING

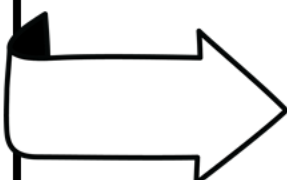
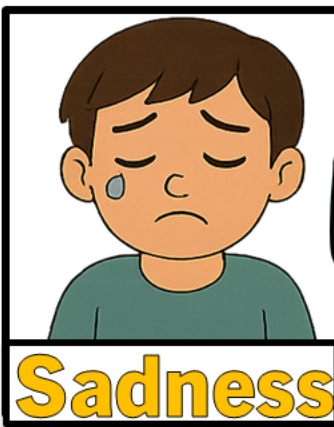
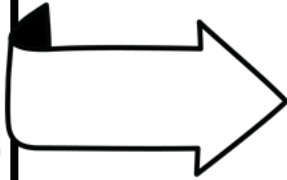
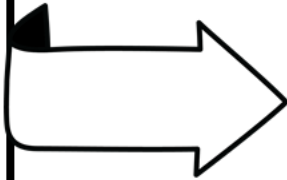


COPING WITH THE AFTERMATH OF A BLIZZARD: ACTIVITY

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.

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DISASTER EDUCATION: BLIZZARD

➔ AFTERMATH / COPING



COPING WITH THE AFTERMATH OF A BLIZZARD: ACTIVITY

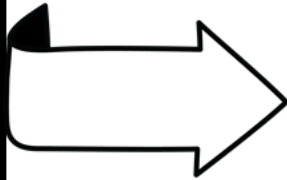
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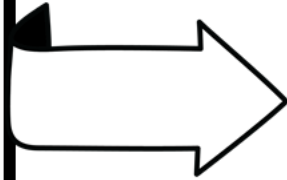


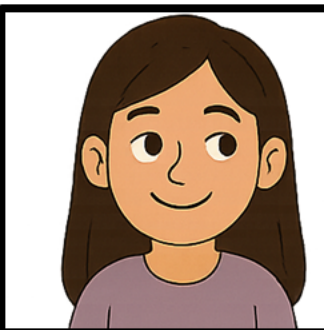
Restless



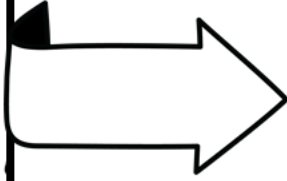


Confused





Safe



POST-STORM COPING AFFIRMATIONS



"I AM SAFE RIGHT NOW."

"JUST LIKE THE SUN COMES OUT AFTER A STORM,
MY WORRIES WILL PASS AND I WILL FEEL BETTER."

"I CAN FIND SOMETHING GOOD EACH DAY."

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

"STORMS DON'T LAST FOREVER."

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

"EVERY DAY, I AM GETTING STRONGER."

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

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

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

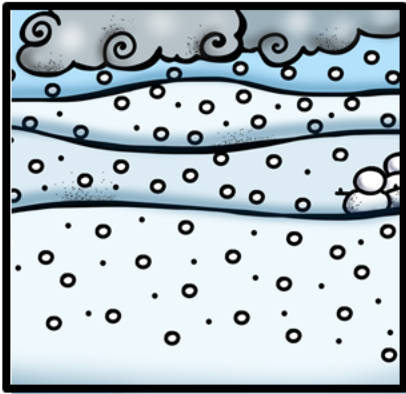
"THERE ARE PEOPLE WHO CARE FOR ME AND PROTECT ME."

BREATHING EXERCISES



Blizzard Spiral Breathing

TRACE A SPIRAL INWARD WITH YOUR FINGER. BREATHE IN SLOWLY AS YOU MOVE TOWARD THE CENTER. PAUSE AT THE MIDDLE. TRACE BACK OUT. BREATHE OUT SLOWLY AS YOU MOVE OUTWARD. THINK: "THE STORM IS CALMING... I AM CALM."



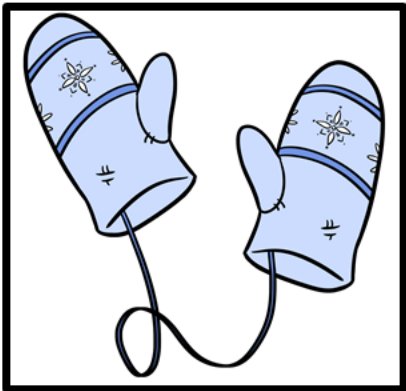
Snowstorm Blow Breathing

TAKE A DEEP BREATH IN THROUGH YOUR NOSE. BLOW OUT SLOWLY LIKE YOU'RE BLOWING SNOWFLAKES ACROSS THE SKY. TRY TO MAKE YOUR BREATH LONG AND STEADY. THINK: "I CAN BLOW MY WORRIES AWAY."



Snowman Stack Breathing

IMAGINE BUILDING A SNOWMAN WITH 3 SNOWBALLS. BREATHE IN AND MAKE A BIG BELLY (BOTTOM SNOWBALL). BREATHE IN A LITTLE MORE (MIDDLE SNOWBALL). BREATHE IN A TINY BIT MORE (HEAD). THEN SLOWLY BREATHE OUT AND "MELT" THE SNOWMAN

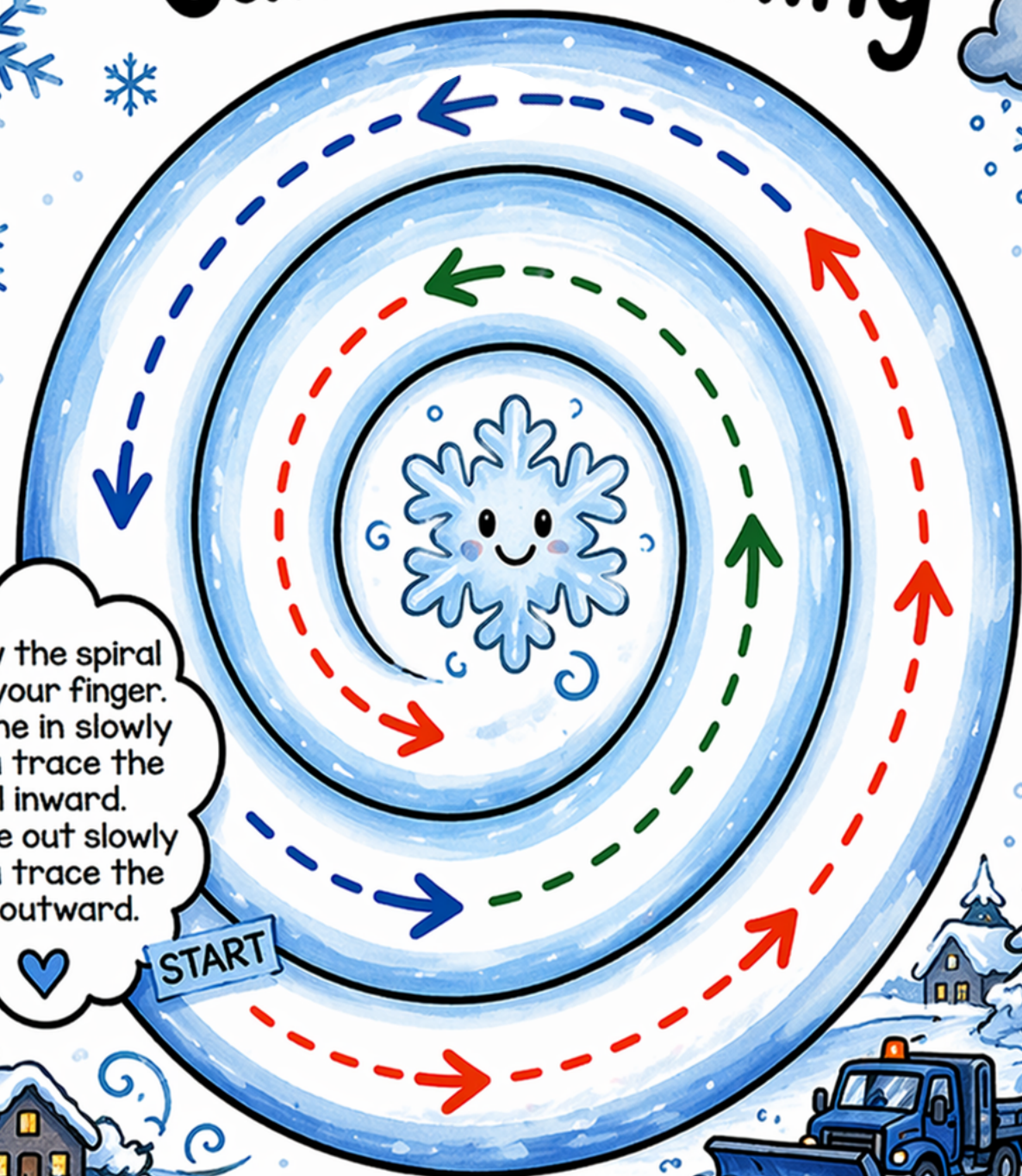


Warm Hands Breathing

CUP YOUR HANDS LIKE YOU'RE WARMING THEM IN THE COLD. BREATHE IN THROUGH YOUR NOSE. BREATHE OUT SLOWLY INTO YOUR HANDS LIKE WARMING THEM UP. FEEL THE WARMTH AND REPEAT. THINK: "I CAN BRING WARMTH AND CALM TO MY BODY."

RIDE THE BLIZZARD

Calm Breathing



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

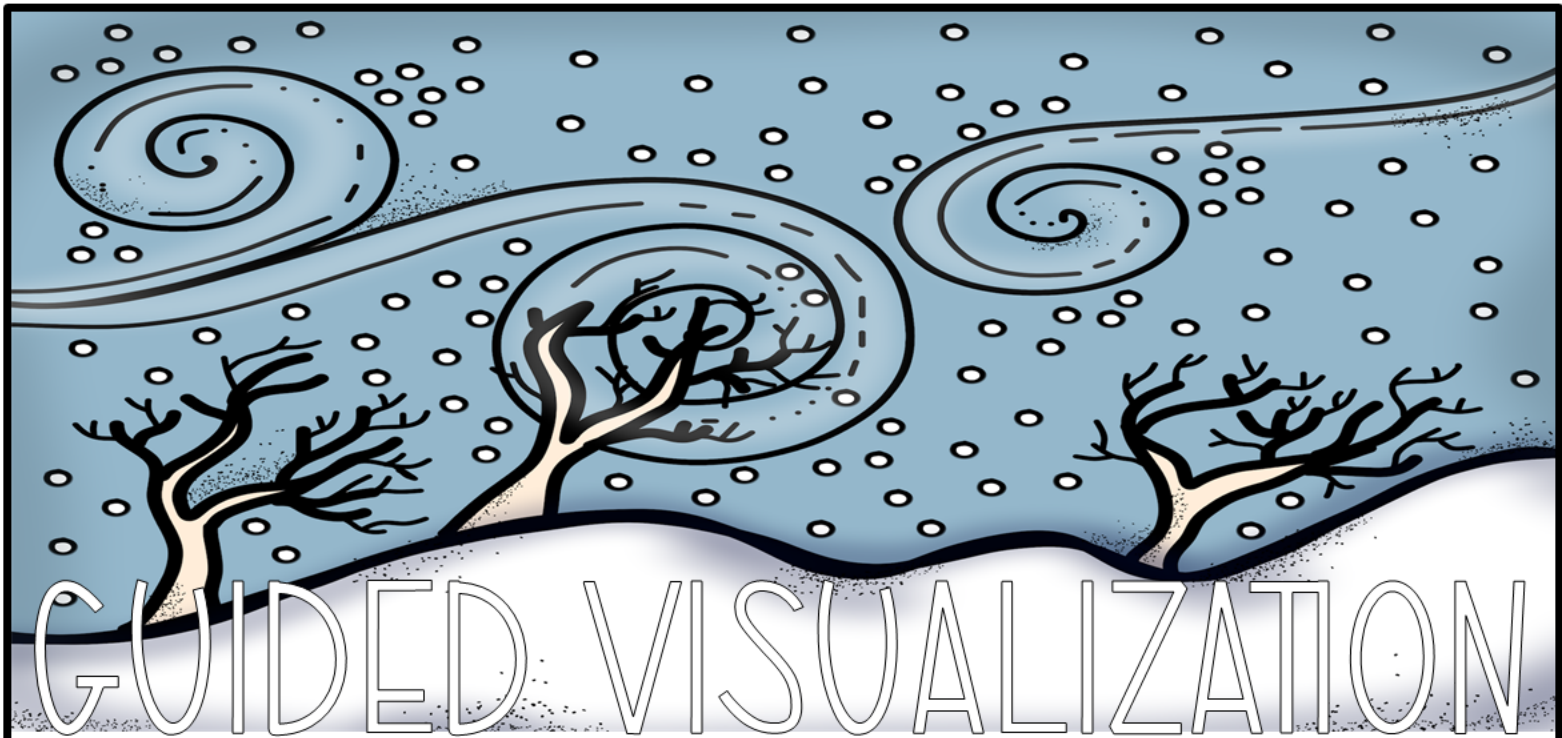


GRATEFUL

AFTER THE BLIZZARD

I AM THANKFUL FOR...

Things I am
♥ Thankful For: ♥



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 INSIDE A SAFE, COZY HOUSE. OUTSIDE, A STORM IS
PASSING BY. YOU HEAR RAIN GENTLY TAPPING ON THE ROOF. YOU HEAR THE
WIND BLOWING OUTSIDE. BUT INSIDE, YOU ARE SAFE AND CALM.

TAKE A SLOW BREATH IN...AND SLOWLY BREATHE OUT.

THE STORM BEGINS TO SLOW DOWN. THE WIND IS NOT AS STRONG NOW. THE
RAIN BEGINS TO GET LIGHTER AND LIGHTER.

YOU FEEL YOUR BODY BECOMING MORE RELAXED.

TAKE ANOTHER SLOW BREATH IN...AND SLOWLY BREATHE OUT.

THE SKY STARTS TO GET BRIGHTER. A WARM, GENTLE SUN BEGINS TO SHINE. THE
SUNSHINE FEELS CALM AND PEACEFUL.

WHEN YOU ARE READY, GENTLY OPEN YOUR EYES. REMEMBER: JUST LIKE
STORMS PASS, WORRIED FEELINGS PASS TOO.

LOOK FOR THE HELPERS

STORMS LIKE BLIZZARDS 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

STORMS LIKE BLIZZARDS 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 AFTER THE STORM WAS:



SEEING OTHERS HELPING PEOPLE MADE ME FEEL:



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



Thank You, Helpers!

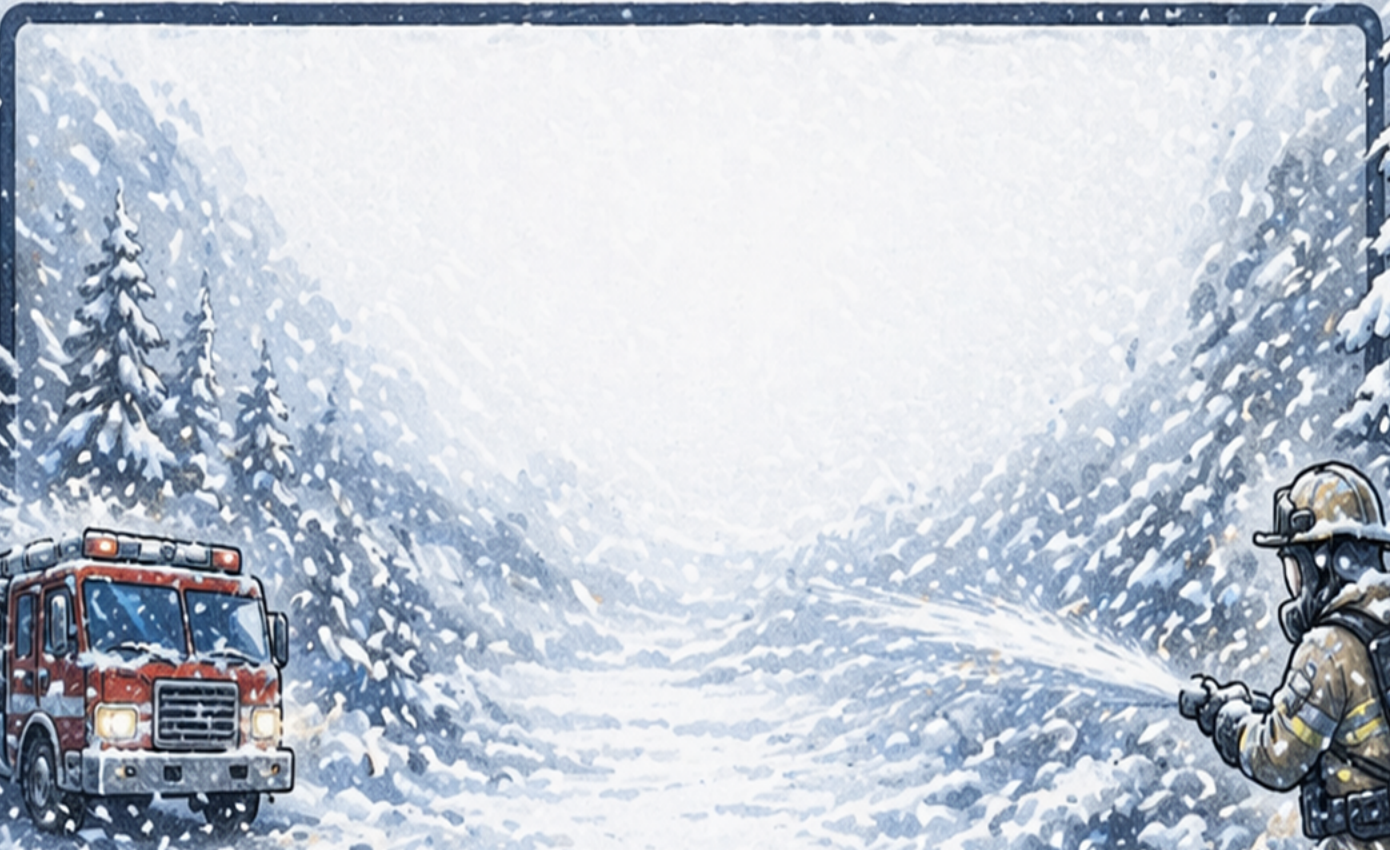


Thank you for _____.

You help our community by _____.

You are important because _____.

Draw a picture of the community helper:



Thank You, Helpers!



COPING TIPS FOR PARENTS



EXPERIENCING A BLIZZARD 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: BLIZZARD



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

counseling

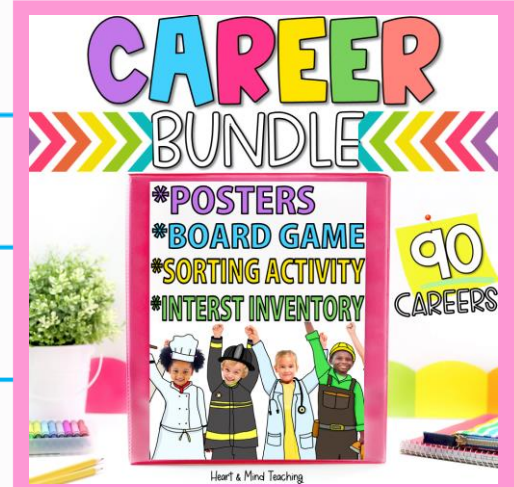
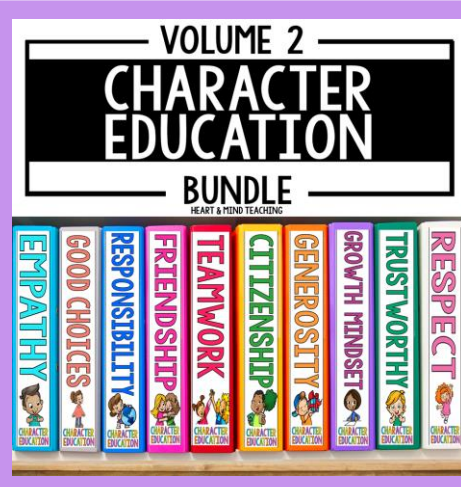
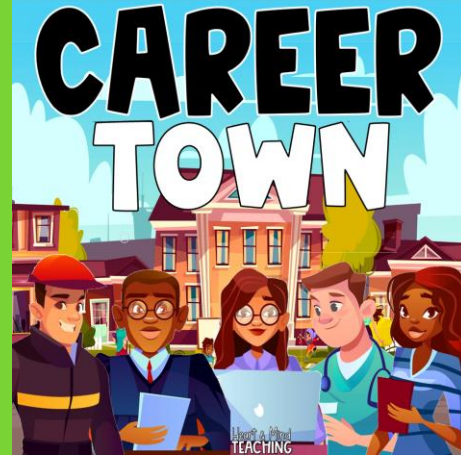
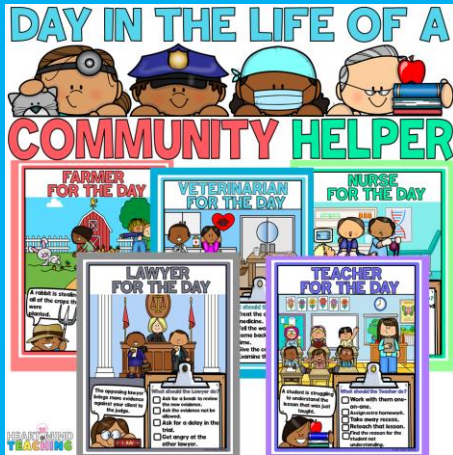
sel

small groups

book companions

behavior

♡♡ Best Selling Resources ♡



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