

# THANK YOU FOR YOUR PURCHASE!



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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. ✨ ✨ ✨





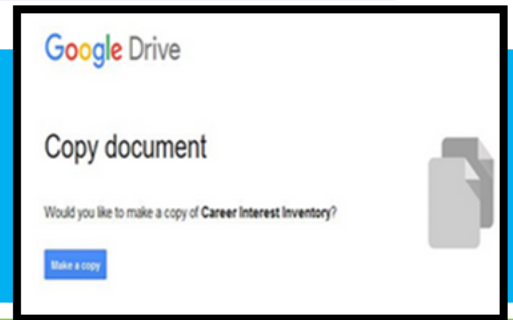
# Google Slides

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: Earthquake](#)

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: EARTHQUAKE

## Session Objective:

- \*Students will recognize signs of an earthquake.
- \*Students will identify how earthquakes form and how to measure their intensity.
- \*Students will identify different coping skills.

## Materials:

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

## Guiding Questions:

- \*What are some signs that an earthquake 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 41) 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 an earthquake Forms Activity: Cut out the images on page 7 and have students glue or tape them to page 6.
- How to Measure an Earthquake Activity: Match the description to the Richter Scale Rating.
- Earthquake Clues: Cut out the images on page 12 and glue/tape them to page 11.
- Earthquake Preparation Activity: Write if the statement is true or false.
- Earthquake Drill Activity: Circle the correct statements, cross out the false statements.
- After the storm reflection pages: Have students write or draw their answers.
- Earthquake 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-Earthquake 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.

# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE



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P. 9 ACTIVITY

### ➡ EARTHQUAKE CLUES

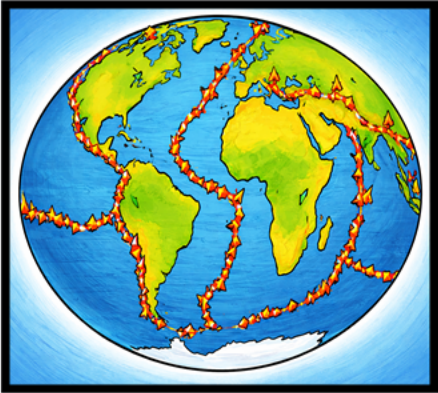
P. 10 INFORMATIVE HANDOUT/POSTER  
P. 11-12 ACTIVITY

# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE

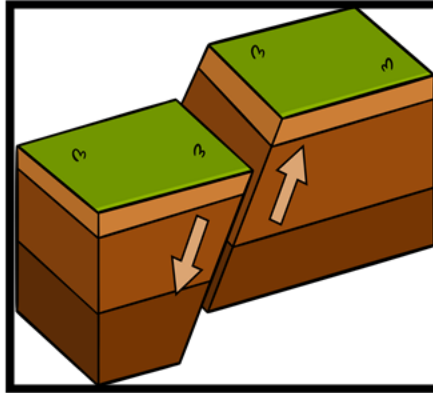


## HOW AN EARTHQUAKE FORMS



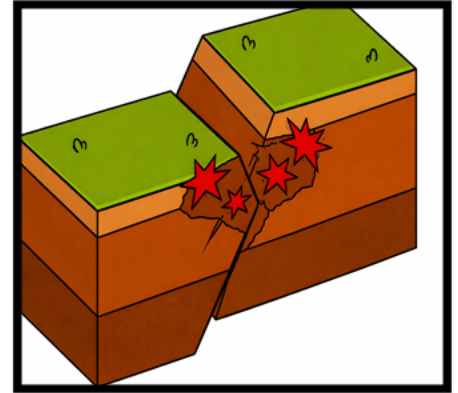
THE EARTH IS MADE OF BIG  
PIECES (TECTONIC PLATES)

THE GROUND WE LIVE ON IS  
MADE OF HUGE PIECES  
CALLED TECTONIC PLATES. THEY  
ARE ALWAYS MOVING VERY  
SLOWLY.



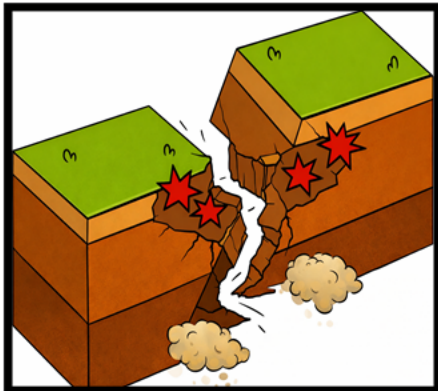
THE PLATES MOVE

THE PLATES CAN PUSH, PULL  
APART, OR SLIDE PAST EACH  
OTHER. THIS MOVEMENT  
CREATES PRESSURE  
UNDERGROUND.



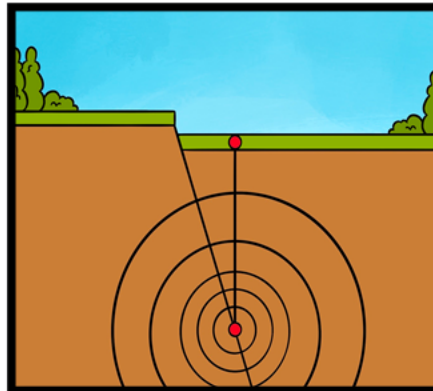
THE PLATES GET STUCK

SOMETIMES THE PLATES GET  
STUCK AND CAN'T MOVE. BUT  
THEY KEEP TRYING TO MOVE,  
SO PRESSURE BUILDS UP.



THE PLATES SUDDENLY  
SLIP

WHEN THE PRESSURE GETS TOO  
STRONG, THE PLATES SUDDENLY  
BREAK OR SLIP ALONG A CRACK  
CALLED A FAULT.



ENERGY TRAVELS  
THROUGH THE GROUND

WHEN THE PLATES SLIP, ENERGY  
SPREADS OUT IN WAVES  
THROUGH THE GROUND. THESE  
ARE CALLED SEISMIC WAVES.



THE GROUND SHAKES

WHEN THE WAVES REACH THE  
SURFACE, THE GROUND  
SHAKES, AND WE FEEL AN  
EARTHQUAKE.



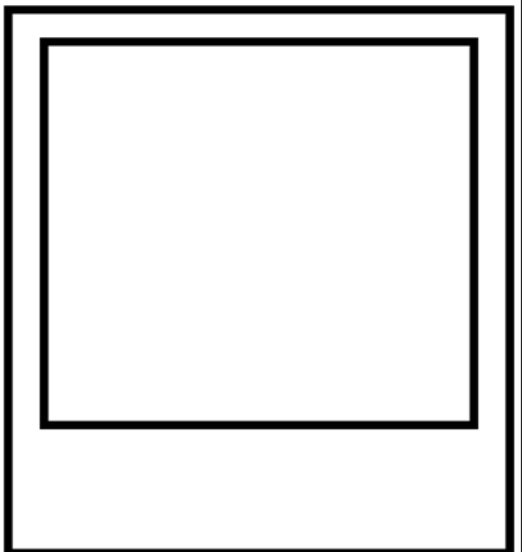
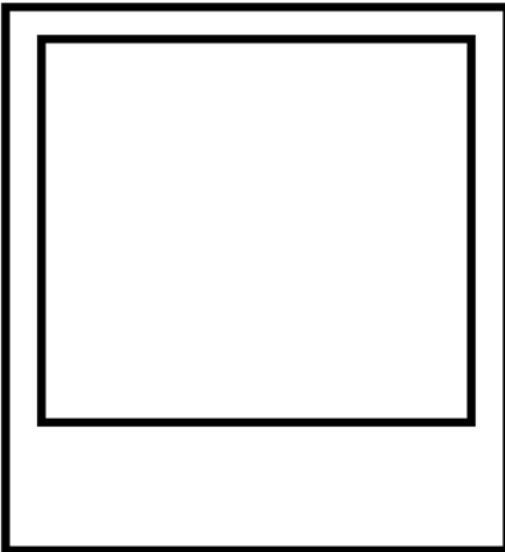
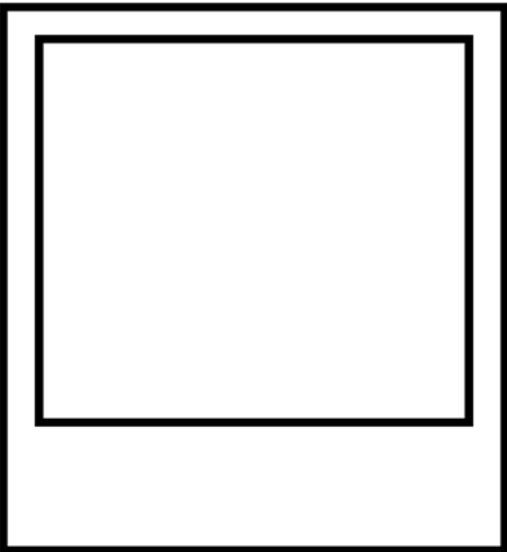
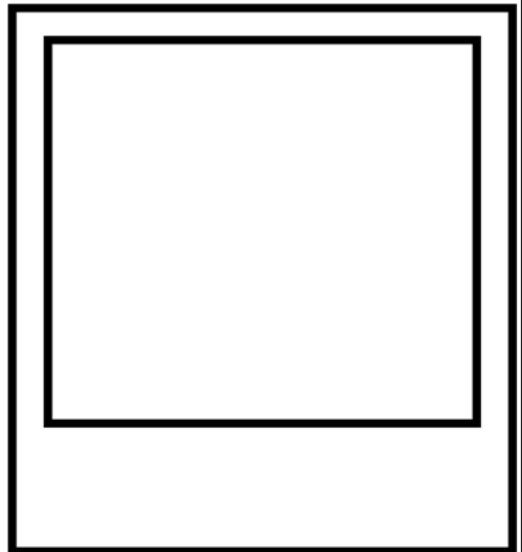
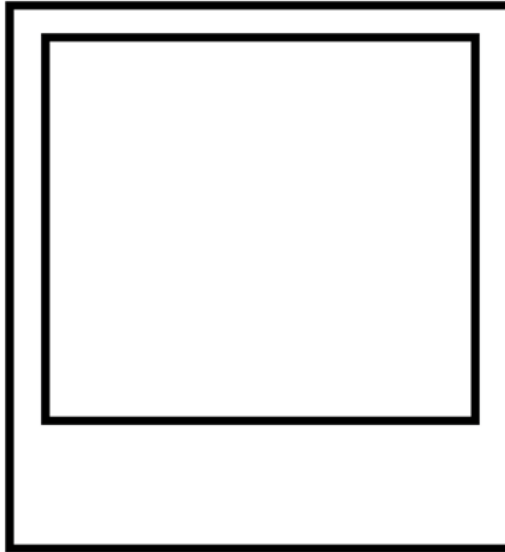
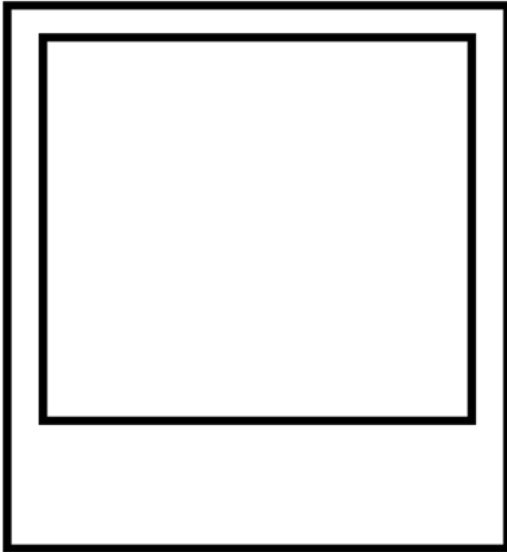
# DISASTER EDUCATION: EARTHQUAKE

➔ GAIN KNOWLEDGE

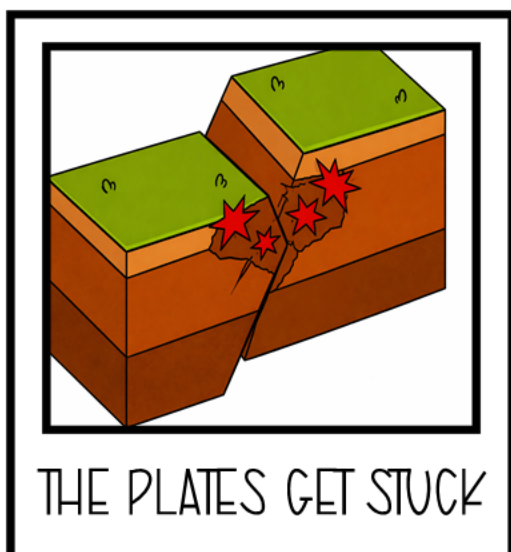
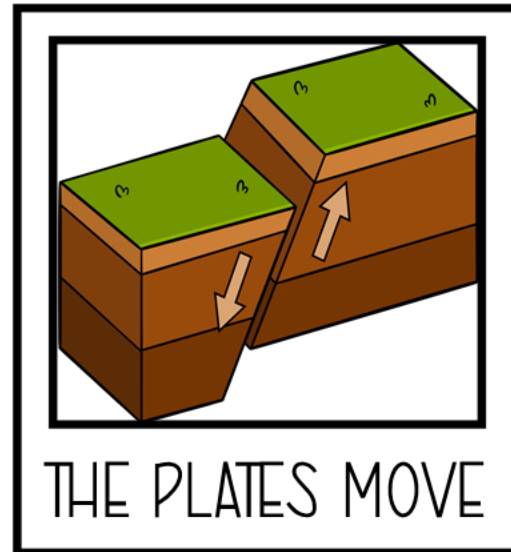
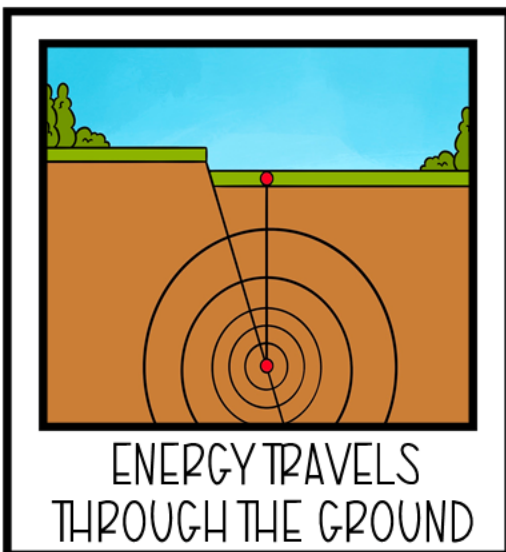
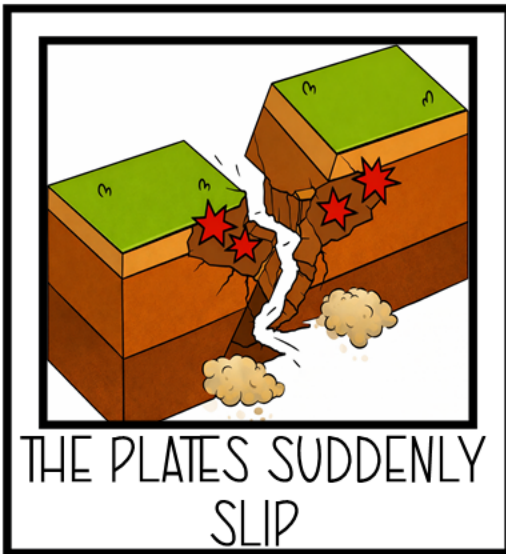


## HOW AN EARTHQUAKE FORMS

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



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



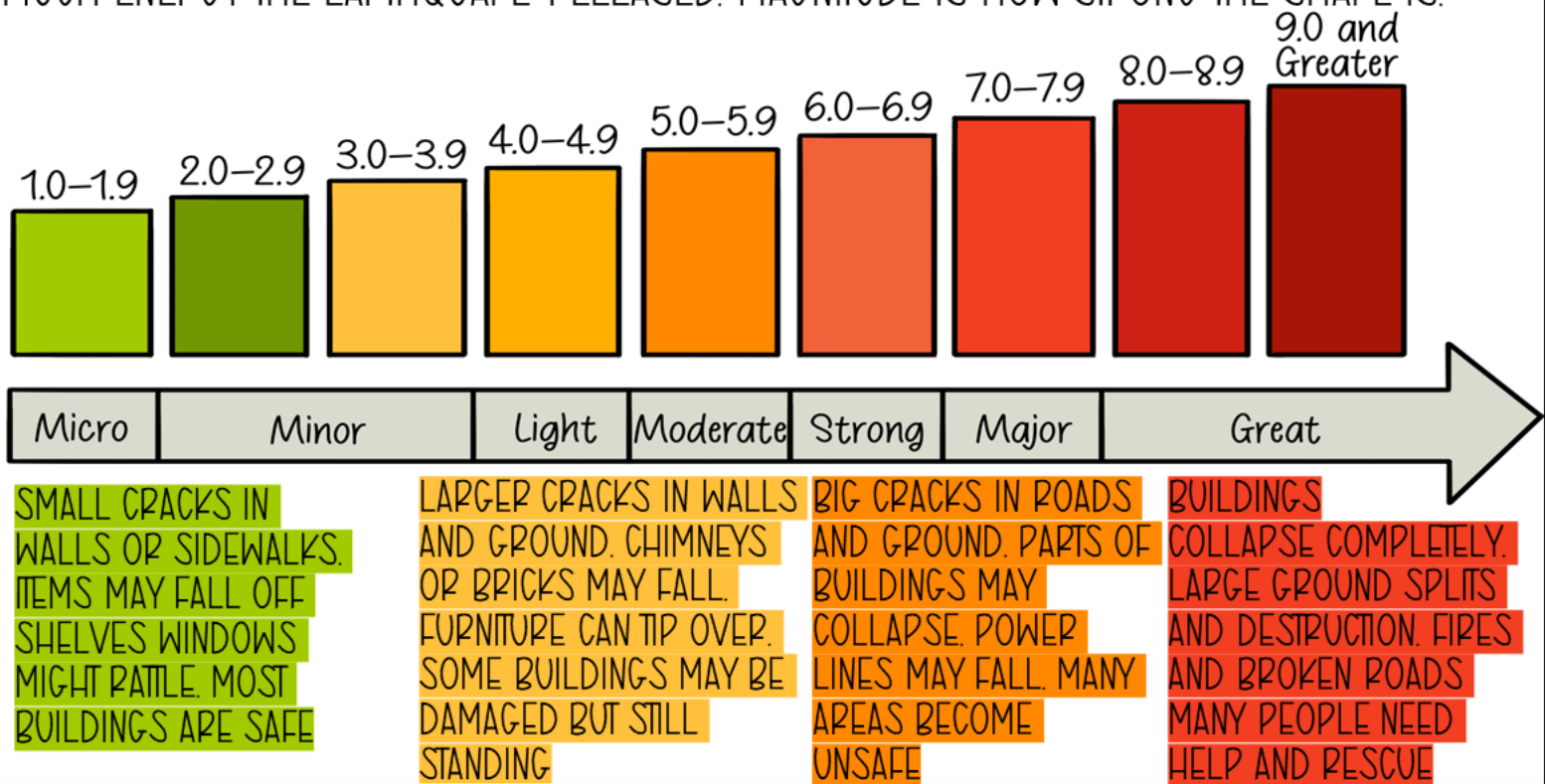
# DISASTER EDUCATION: EARTHQUAKE

➔ GAIN KNOWLEDGE



## HOW A MEASURE AN EARTHQUAKE

EARTHQUAKES' MAGNITUDE IS MEASURED USING THE RICHTER SCALE, WHICH TELLS US HOW MUCH ENERGY THE EARTHQUAKE RELEASED. MAGNITUDE IS HOW STRONG THE SHAKE IS.





# DISASTER EDUCATION: EARTHQUAKE

➔ GAIN KNOWLEDGE



## HOW TO MEASURE AN EARTHQUAKE ACTIVITY

DRAW A LINE THAT MATCHES THE EARTHQUAKE LEVEL TO THE PICTURE OF THE AMOUNT OF DAMAGE.

**Great  
8.0+**

BUILDINGS  
COLLAPSE  
COMPLETELY. LARGE  
GROUND SPLITS AND  
DESTRUCTION. FIRES  
AND BROKEN ROADS  
MANY PEOPLE NEED  
HELP AND RESCUE

**Strong-Major  
6.0-7.9**

BIG CRACKS IN  
ROADS AND  
GROUND. PARTS OF  
BUILDINGS MAY  
COLLAPSE. POWER  
LINES MAY FALL.  
MANY AREAS  
BECOME UNSAFE

**Light-Moderate  
4.0-5.9**

LARGER CRACKS IN  
WALLS AND GROUND.  
CHIMNEYS OR BRICKS  
MAY FALL. FURNITURE  
CAN TIP OVER. SOME  
BUILDINGS MAY BE  
DAMAGED BUT STILL  
STANDING

**Micro-Minor  
1.0-3.9**

SMALL CRACKS IN  
WALLS OR  
SIDEWALKS. ITEMS  
MAY FALL OFF  
SHELVES WINDOWS  
MIGHT RATTLE. MOST  
BUILDINGS ARE  
SAFE



# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE



## EARTHQUAKE CLUES



ANIMALS ACTING NERVOUSLY, RESTLESSLY, OR SCARED. BIRDS MAY FLY AWAY SUDDENLY. ANIMALS MAY HIDE OR MAKE UNUSUAL NOISES.



STRANGE RUMBLING SOUNDS UNDERGROUND

VERY SMALL SHAKING (CALLED FORESHOCKS)



INCREASING AMOUNTS OF RADON IN LOCAL WATER

EMERGENCY PHONE ALERTS

THE GROUND SHAKES OR ROLLS



BUILDINGS MAY CREAK OR CRACK

OBJECTS FALL OR SLIDE, AND LIGHTS SWING BACK AND FORTH



CRACKS IN THE GROUND OR ROADS

SMALLER SHAKES CALLED AFTERSHOCKS





WEATHER CLUES OF A  
POSSIBLE EARTHQUAKE

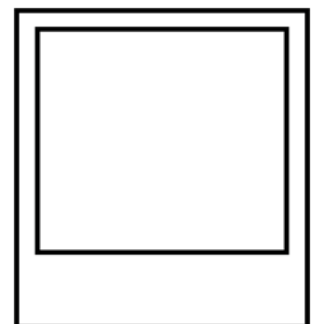
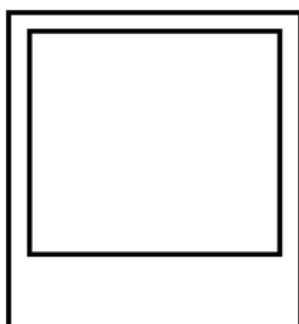
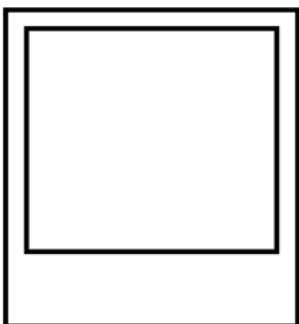
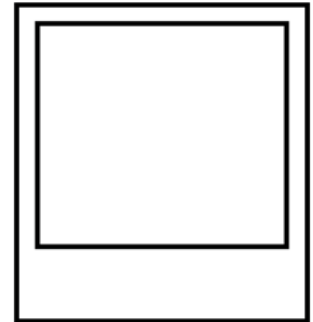
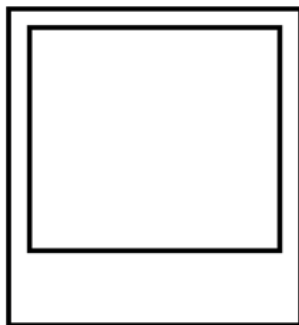
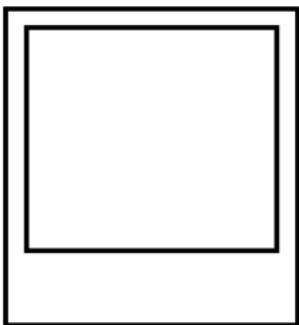
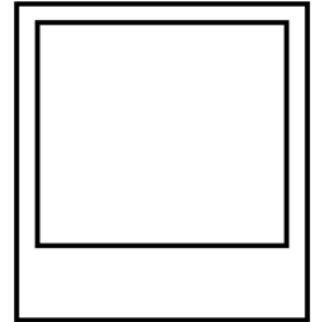
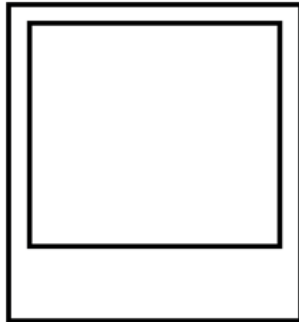
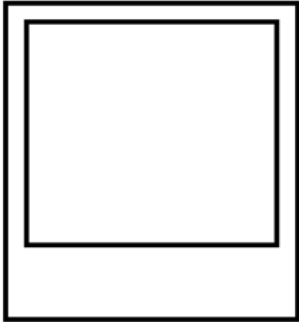
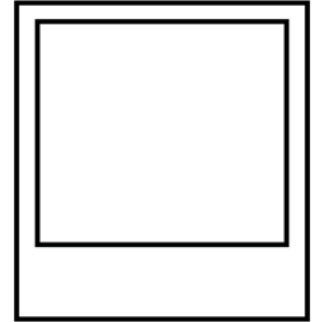
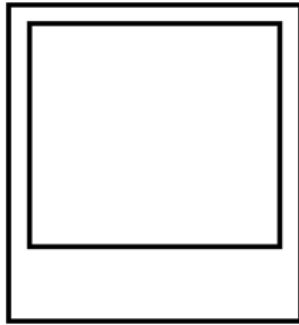
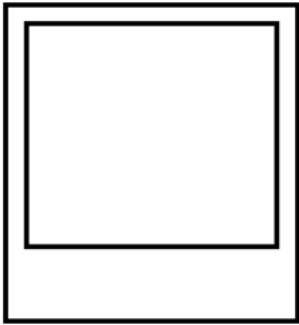


NOT CLUES OF A  
POSSIBLE EARTHQUAKE

## EARTHQUAKE CLUES ACTIVITY

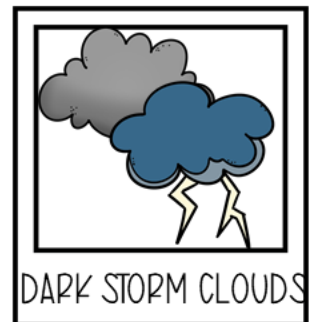
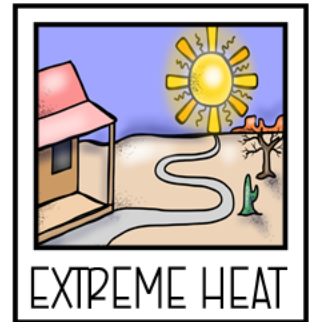
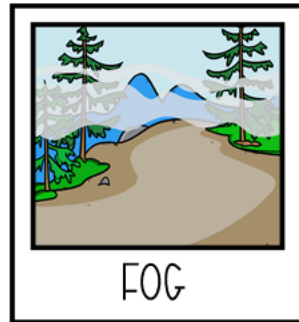
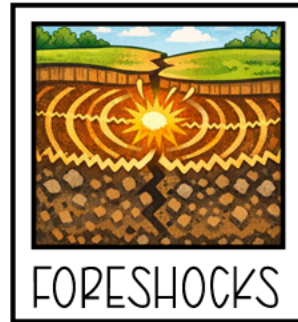


CUT AND PASTE THE IMAGES ON THE NEXT PAGE AND GLUE THEM TO  
THE SPOTS BELOW IF THEY ARE CLUES OR NOT OF AN EARTHQUAKE.





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



# DISASTER EDUCATION: EARTHQUAKE

➡ BE PREPARED



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P. 19 ACTIVITY



# DISASTER EDUCATION: EARTHQUAKE

➡ BE PREPARED



## EARTHQUAKE PREPARATION

### BEFORE AN EARTHQUAKE



MAKE A SAFETY PLAN



MAKE AN EMERGENCY  
KIT



PRACTICE DRILLS



SECURE ITEMS

### DURING AN EARTHQUAKE



DROP, COVER, AND  
HOLD ON.



STAY INSIDE



STAY AWAY FROM  
WINDOWS



IF OUTSIDE, MOVE TO AN  
OPEN AREA.

### AFTER AN EARTHQUAKE



CHECK FOR INJURIES



BE READY FOR  
AFTERSHOCKS



WATCH OUT FOR  
DEBRIS



HELP OTHERS IF YOU  
CAN



# DISASTER EDUCATION: EARTHQUAKE

➡ BE PREPARED



## EARTHQUAKE PREPARATION: ACTIVITY

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



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

TRUE OR FALSE?



THERE IS NO NEED TO  
PRACTICE AN EARTHQUAKE  
DRILL BECAUSE IT COULD  
HAPPEN AT ANY TIME.

TRUE OR FALSE?



AN EMERGENCY KIT  
SHOULD INCLUDE  
BATTERIES AND WATER.

TRUE OR FALSE?



BEFORE AN EARTHQUAKE,  
YOU SHOULD SECURE  
HEAVY ITEMS.

TRUE OR FALSE?



DURING AN EARTHQUAKE,  
YOU SHOULD DUCK  
UNDERNEATH A WINDOW.

TRUE OR FALSE?



DURING AN  
EARTHQUAKE, YOU  
SHOULD DROP,  
COVER, AND HOLD ON.

TRUE OR FALSE?

# DISASTER EDUCATION: EARTHQUAKE

➡ BE PREPARED



## EARTHQUAKE PREPARATION: ACTIVITY

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



DURING AN EARTHQUAKE,  
YOU SHOULD STAY INSIDE.

TRUE OR FALSE?



DURING AN EARTHQUAKE,  
IF CAUGHT OUTSIDE, YOU  
SHOULD MOVE TO AN  
OPEN AREA.

TRUE OR FALSE?



AFTER AN EARTHQUAKE, LET  
THE PROFESSIONALS HELP  
YOUR NEIGHBORS. THERE  
IS NO NEED TO HELP THEM.

TRUE OR FALSE?



AFTER AN EARTHQUAKE,  
THERE ARE USUALLY NO  
AFTERSHOCKS.

TRUE OR FALSE?



AFTER AN EARTHQUAKE,  
YOU SHOULD CHECK  
FOR ANY INJURIES.

TRUE OR FALSE?



AFTER AN EARTHQUAKE  
DEBRIS CAN BE  
DANGEROUS.

TRUE OR FALSE?



# EARTHQUAKE DRILL



1



DROP

GET DOWN ON YOUR KNEES

2



COVER

GET UNDER DESK/TABLE, COVER HEAD

3



HOLD ON

HOLD ONTO OBJECT, DON'T MOVE

4



STAY PUT

WAIT FOR DIRECTIONS.



# EARTHQUAKE SAFETY



## DROP



Drop to the floor on your hands and knees.



## COVER



Take cover and cover your head and neck.



## HOLD



Hold on until the shaking stops.



# DISASTER EDUCATION: EARTHQUAKE

➔ BE PREPARED



## EARTHQUAKE PREPARATION: DRILL ACTIVITY

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



GET DOWN ON YOUR  
KNEES



DON'T LISTEN TO YOUR  
TEACHERS' INSTRUCTIONS



GET UNDER A DESK  
OR TABLE



FREEZE UP AND DOING  
NOTHING



HOLD ONTO OBJECT,  
DON'T MOVE



COVER YOUR HEAD



WAIT FOR DIRECTIONS  
BEFORE GETTING UP



GOOF OFF WITH YOUR  
FRIENDS WHILE YOU WAIT



GO OUTSIDE

# DISASTER EDUCATION:

# EARTHQUAKE

## ➡ AFTERMATH/COPING



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# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: 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...

I FEEL SAFE WHEN...

THE SOUND THAT FRIGHTENED ME THE MOST WAS...

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

# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: 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: EARTHQUAKE

➡ AFTERMATH / COPING



## AFTER THE QUAKE: 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.



A MEMORY THAT MAKES ME SMILE IS...

SOMETHING I MISS IS...

WHEN I FEEL SAD, I CAN...

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



# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: 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...

A HELPER I CAN COUNT ON IS...

DRAW A SYMBOL OF HOPE FOR YOUR FUTURE.

# DISASTER EDUCATION: EARTHQUAKE

➡ AFTERMATH / COPING



## AFTER THE QUAKE: 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...

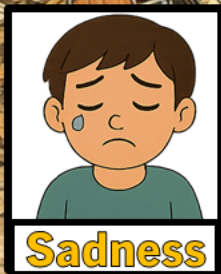
I WAS BRAVE WHEN I....

DRAW YOURSELF BEING BRAVE:



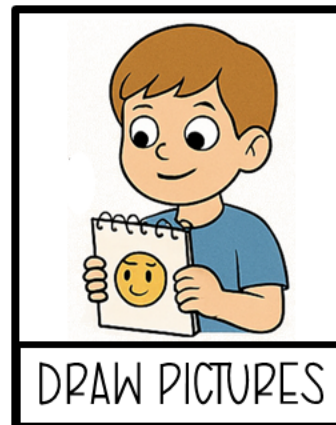
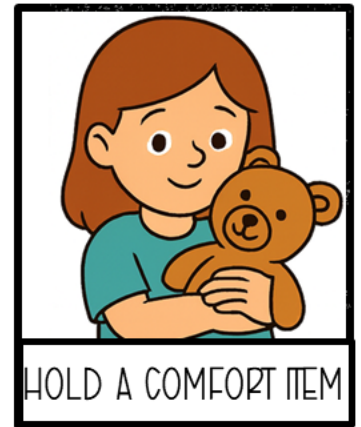
# EARTHQUAKE FEELINGS

DURING AN EARTHQUAKE, OUR FEELINGS CAN BUILD UP JUST LIKE EARTHQUAKES. THEY START REALLY STRONG IN THE MIDDLE—SCARY, CONFUSING, OVERWHELMING. BUT IF WE USE CALMING STRATEGIES, THOSE FEELINGS CAN SLOWLY EASE AND TAPER OFF AND GET SMALLER AND EASIER TO HANDLE.





# COPING SKILLS



# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A QUAKE: ACTIVITY

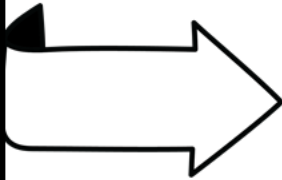
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

I CAN DO THIS TO HELP...



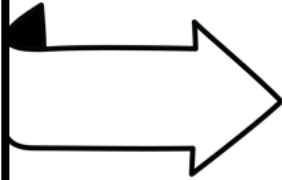
**Panic**







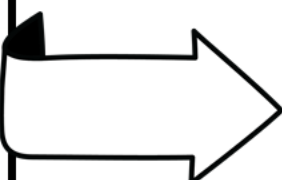
**Anger**







**Overwhelmed**





# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING

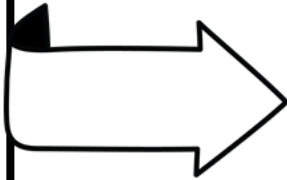


## COPING WITH THE AFTERMATH OF A QUAKE: ACTIVITY

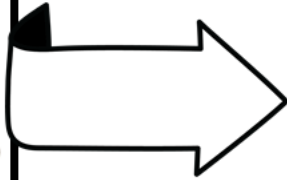
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

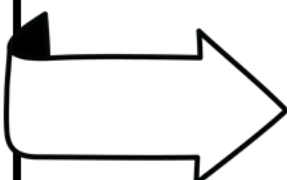
I CAN DO THIS TO HELP...















# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A QUAKE: ACTIVITY

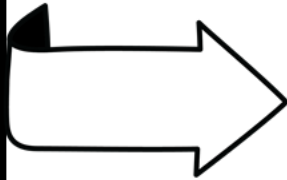
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I AM FEELING...

I CAN DO THIS TO HELP...



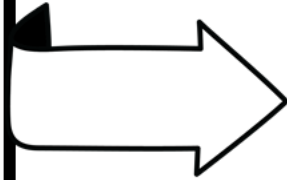
**Restless**



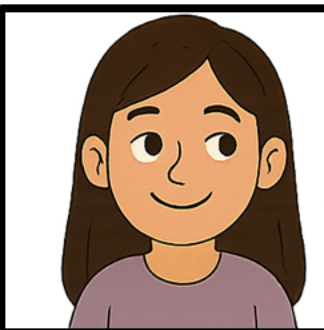




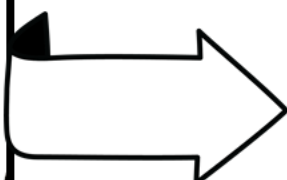
**Confused**







**Safe**







# POST-EARTHQUAKE COPING AFFIRMATIONS

"I AM SAFE  
RIGHT NOW"

"EVERY DAY, I AM GETTING STRONGER."

"I CAN FIND SOMETHING GOOD EACH DAY."

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

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

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

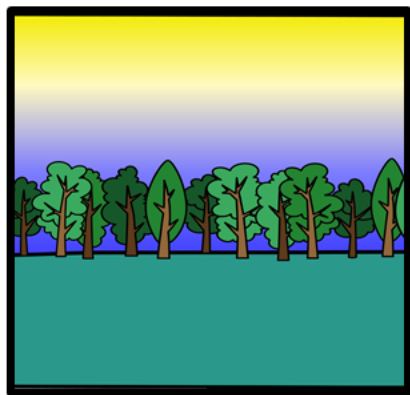
"I CAN FIND COMFORT IN SMALL THINGS THAT MAKE ME SMILE."

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

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

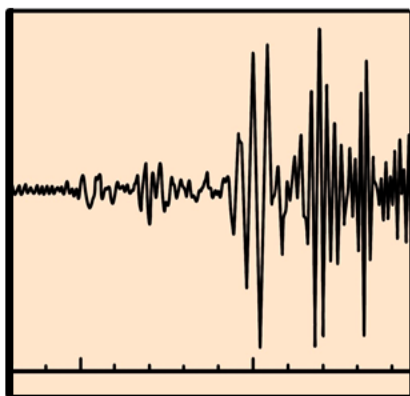


# BREATHING EXERCISES



## Steady Ground Breathing

THE GROUND IS CALMING DOWN... YOUR BODY IS BECOMING STEADY AND STRONG. SIT OR STAND TALL. BREATHE IN SLOWLY THROUGH YOUR NOSE (COUNT TO 4). HOLD (COUNT TO 2). BREATHE OUT SLOWLY (COUNT TO 4). REPEAT.



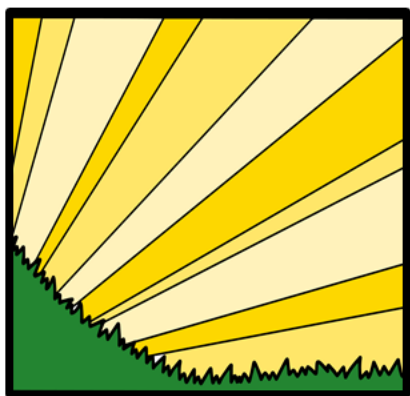
## Aftershock Breathing

LITTLE SHAKES... THEN A LONG CALM RELEASE. TAKE A SMALL QUICK INHALE. TAKE ANOTHER SMALL INHALE (TOP IT OFF) LONG SLOW EXHALE. REPEAT 4-5 TIMES



## Rock Solid Breathing

TURN INTO A STRONG ROCK... THEN SOFTEN AND RELAX. BREATHE IN AND SQUEEZE YOUR MUSCLES TIGHT HOLD BREATHE OUT AND RELAX YOUR BODY REPEAT



## Pressure Release Breathing

PRESSURE BUILDS DEEP UNDERGROUND... THEN SLOWLY RELEASES. YOUR BODY CAN RELEASE PRESSURE, TOO. BREATHE IN SLOWLY THROUGH YOUR NOSE (COUNT TO 4) HOLD THE BREATH (COUNT TO 4). SLOWLY BREATHE OUT THROUGH YOUR MOUTH (COUNT TO 6). REPEAT 4-5 TIMES



# STEADY GROUND

## Breathing

5 things  
you see

4 things  
you feel

3 things  
you hear

2 things  
you smell

1 slow breath





# RIDE THE EARTHQUAKE

## Calm Breathing



KEEP YOUR  
**BREATHING**  
**SLOW &**  
**GENTLE!**





# GUIDED VISUALIZATION

SIT COMFORTABLY AND TAKE A SLOW BREATH IN THROUGH YOUR NOSE... AND GENTLY BREATHE OUT THROUGH YOUR MOUTH. CLOSE YOUR EYES IF THAT FEELS COMFORTABLE. IMAGINE THAT THE SHAKING HAS STOPPED. EVERYTHING IS BECOMING STILL AGAIN. TAKE A DEEP BREATH IN... AND SLOWLY BREATHE OUT.

YOU ARE SAFE. YOU ARE CALM. YOUR BODY IS STARTING TO RELAX.



THE GROUND WAS SHAKING BEFORE... BUT NOW IT IS BECOMING STEADY. THE CRACKS IN THE GROUND ARE NO LONGER GROWING. EVERYTHING IS QUIET.

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

NOW IMAGINE THE PEOPLE AROUND YOU... HELPERS ARE COMING. PEOPLE ARE CHECKING ON EACH OTHER. EVERYONE IS WORKING TOGETHER. YOU MIGHT SEE: PEOPLE HELPING CLEAN UP, FRIENDS CHECKING ON FRIENDS, GROWN-UPS MAKING THINGS SAFE AGAIN. YOU ARE NOT ALONE. THERE ARE HELPERS EVERYWHERE.

NOW IMAGINE REBUILDING... LITTLE BY LITTLE... THINGS ARE GETTING BETTER. BROKEN THINGS ARE BEING FIXED, ROADS ARE BEING CLEARED, AND HOMES ARE BEING REPAIRED. THE WORLD IS BECOMING STRONGER AGAIN.

TAKE A DEEP BREATH IN..... AND SLOWLY OUT...

NOW FOCUS ON YOU... FEEL YOUR BODY SITTING OR LYING STILL. FEEL YOUR FEET... YOUR HANDS... YOUR BREATHING... YOU ARE STRONG. YOU ARE SAFE. YOU ARE CALM.

ONE LAST BREATH... BREATHE IN SLOWLY..... AND OUT... WHEN YOU'RE READY, GENTLY OPEN YOUR EYES.



# LOOK FOR THE HELPERS

EARTHQUAKES 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?





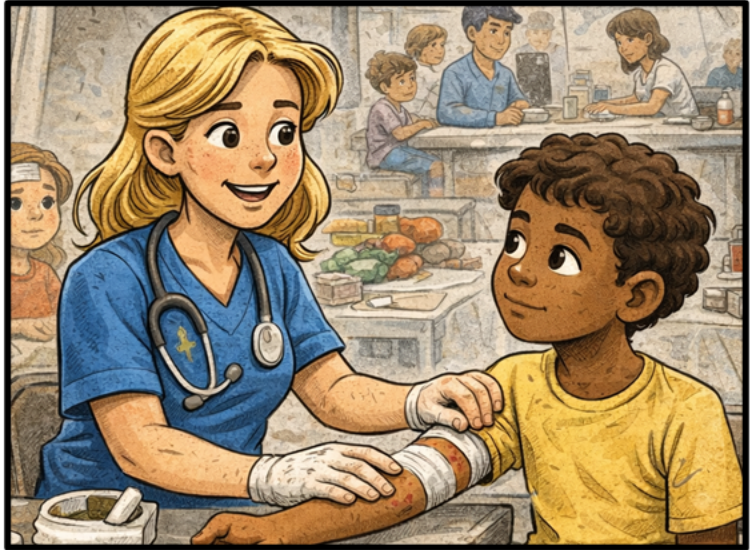
# LOOK FOR THE HELPERS

EARTHQUAKES 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 QUAKE 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 AN EARTHQUAKE 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: EARTHQUAKE



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



counseling

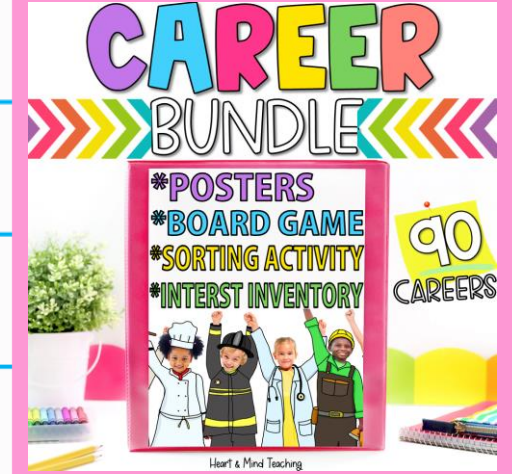
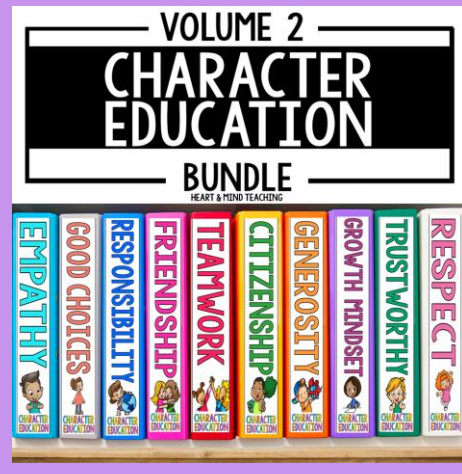
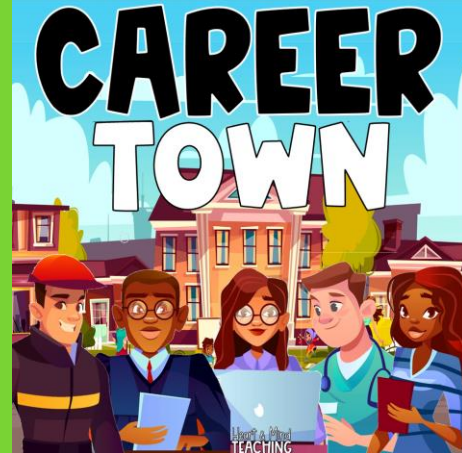
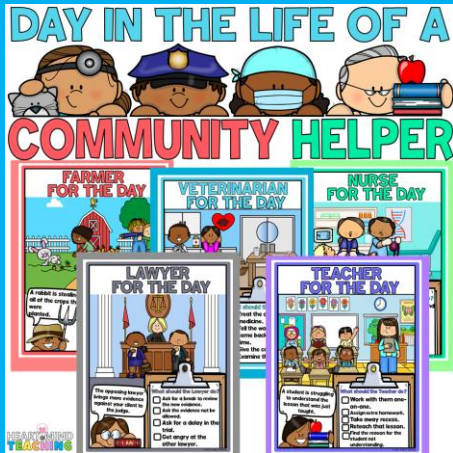
sel

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?**

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