

# THANK YOU

## FOR YOUR PURCHASE!



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

★★★★★ Extremely satisfied

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

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



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

♥  
*Ashley*

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





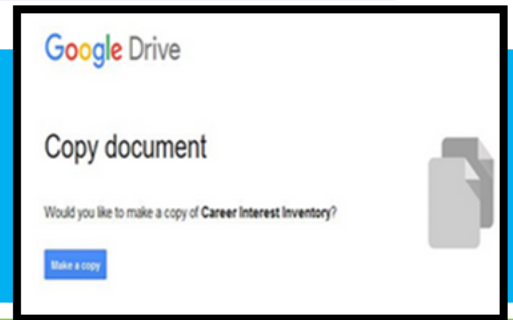
# Google Slides

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

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

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: FLOOD

## Session Objective:

- \*Students will recognize the weather signs of a flood.
- \*Students will identify how a flood 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 flood might form?
- \*What are some coping skills we can use?

## Session Details

- Give Stress Assessment (page 38) to students. This is helpful data to give before and after the lesson to gauge how students are coping if they have recently experienced this disaster.
- Present the PowerPoint to students, using the handouts as a visual reminder to post in class.
- How a flood forms Activity: Cut out the images on page 7 and have students glue or tape them to page 6.
- How to Measure a flood Activity: Match the description to the flood scale rating.
- Flood Clues: Cut out the images on page 12 and glue/tape them to page 11.
- Flood Preparation Activity: Write if the statement is true or false.
- Flood Drill Activity: Circle the correct statements, cross out the false statements.
- After the storm reflection pages: Have students write or draw their answers.
- Flood Feelings Activity: Show the coping skills from page 26 as an example, for pages 27-29 have students write in a coping skill they would use and draw it in the box.
- Post-Flood Coping Affirmations: Read to students and have them say it back to you. Display in classroom for on-going use.
- Breathing Exercises- Read to students, have them practice the techniques. Display in classroom for on-going use.
- Grounding Technique: Read to students, have them practice the techniques. Display in classroom for on-going use.
- Guided Visualization: Read to students. Display in classroom for on-going use.
- Look for the helpers: Have students answer the questions and then write a letter of thanks to a local community helper.

## ASCA Standards Alignment:

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

## SEL Competencies:

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

# DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



## TABLE OF CONTENTS



### HOW A FLOOD FORMS

P. 5 INFORMATIVE HANDOUT/POSTER  
P. 6-7 ACTIVITY



### HOW TO MEASURE A FLOOD

P. 8 INFORMATIVE HANDOUT/POSTER  
P. 9 ACTIVITY



### FLOOD WEATHER CLUES

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

# DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



## HOW A FLOOD FORMS



### HEAVY RAIN

A FLOOD OFTEN STARTS WHEN HEAVY RAIN FALLS FOR A LONG TIME. SOMETIMES STORMS DROP MORE WATER THAN THE GROUND CAN HANDLE.



### SATURATED GROUND

THE SOIL SOAKS UP WATER LIKE A SPONGE. AFTER A WHILE, IT GETS TOO FULL AND CAN'T ABSORB MORE



### STORM DRAINS OVERFLOW

STORM DRAINS AND SEWERS FILL UP TOO QUICKLY AND CAN'T CARRY ALL THE WATER AWAY, SO WATER BEGINS TO COLLECT ON STREETS.



### RIVERS RISE

NEARBY RIVERS, CREEKS, & STREAMS FILL UP FROM ALL THE EXTRA WATER AND BEGIN TO RISE HIGHER.



### WATER LEVEL RISES

WATER SPREADS INTO NEIGHBORHOODS, YARDS, AND ROADS. THE WATER LEVEL KEEPS GETTING HIGHER.



### FLOODING OCCURS

WATER COVERS LAND THAT IS USUALLY DRY. THIS IS CALLED A FLOOD.



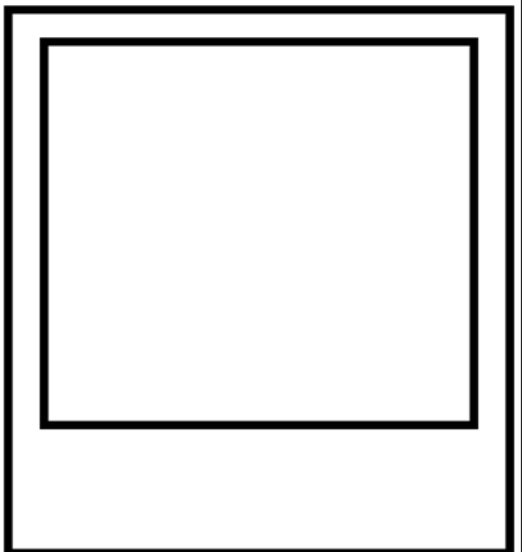
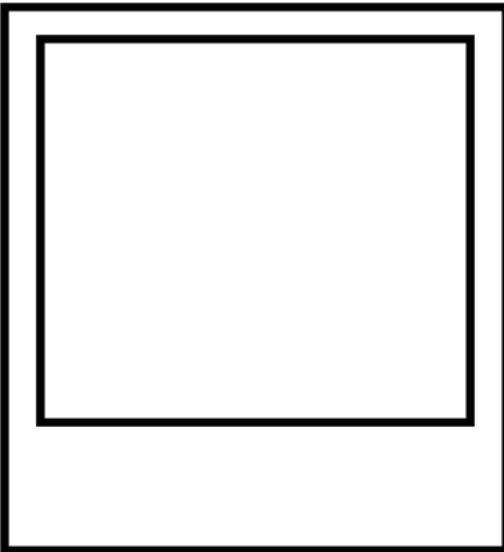
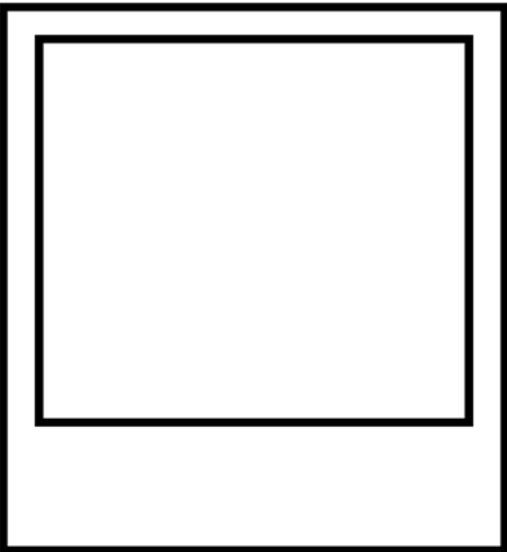
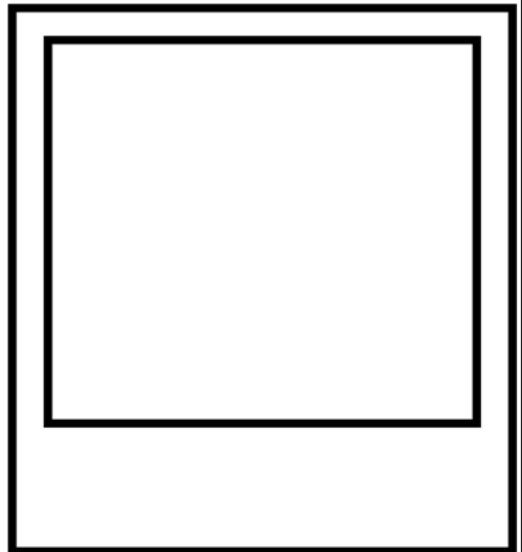
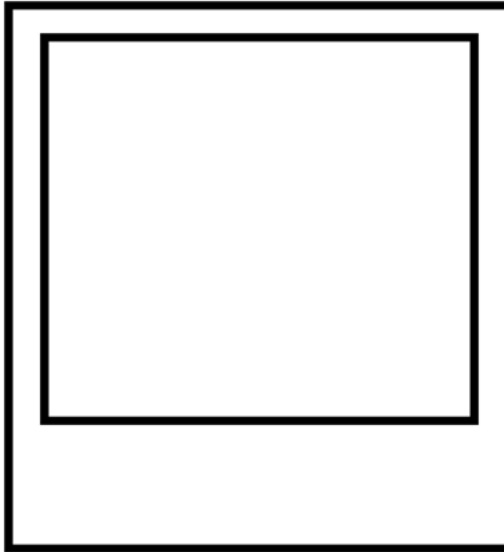
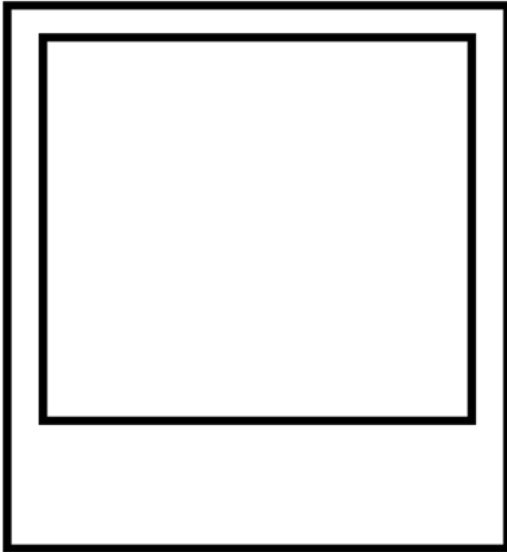
# DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



## HOW A FLOOD FORMS

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



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



RIVERS RISE



WATER LEVEL RISES



STORM DRAINS  
OVERFLOW



HEAVY RAIN



FLOODING OCCURS



SATURATED GROUND



# DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



## HOW A MEASURE A FLOOD

ONE OF THE MOST COMMON WAYS TO MEASURE A FLOOD IS BY HOW DEEP THE WATER GETS.



**FLOOD LEVEL 1**  
0–6 INCHES



**FLOOD LEVEL 2**  
6–12 INCHES



**FLOOD LEVEL 3**  
1–3 FEET



**FLOOD LEVEL 4**  
3–6 FEET



**FLOOD LEVEL 5**  
6+ FEET





# DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



## HOW A MEASURE A FLOOD ACTIVITY

DRAW A LINE MATCHING THE FLOOD LEVEL TO THE AMOUNT OF FLOOD WATER.





# DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



## FLOOD CLUES



IT RAINS VERY HARD OR FOR MANY HOURS OR DAYS, THE GROUND CANNOT ABSORB ALL THE WATER. THE EXTRA WATER BEGINS TO COLLECT.

RIVERS, CREEKS, OR STREAMS GETTING HIGHER AND MOVING FASTER.

LARGE DARK CLOUDS, LIGHTNING, AND THUNDERSTORMS CAN BRING INTENSE RAIN THAT LEADS TO FLASH FLOODS.

WATER STARTING TO POOL IN STREETS, YARDS, OR DITCHES

DRAINS CANNOT KEEP UP WITH THE RAIN; WATER MAY BACK UP AND FLOOD NEARBY ROADS.

WEATHER ALERTS WARNING OF A FLOOD WATCH (FLOODING MAY HAPPEN), FLOOD WARNING (FLOODING IS HAPPENING OR WILL HAPPEN SOON), FLASH FLOOD WARNING (FLOODING IS HAPPENING VERY QUICKLY)



RAINWATER PUSHING DOWN HILLS OR MOUNTAINS CAN QUICKLY FILL VALLEYS AND CAUSE FLOODING.

FLOODWATER OFTEN LOOKS BROWN OR MUDDY BECAUSE IT CARRIES DIRT, ROCKS, AND DEBRIS.





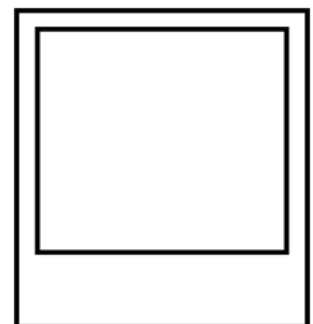
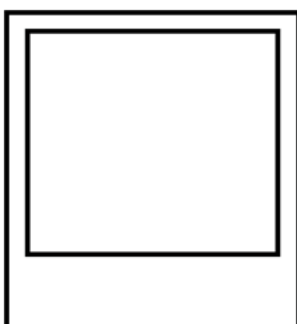
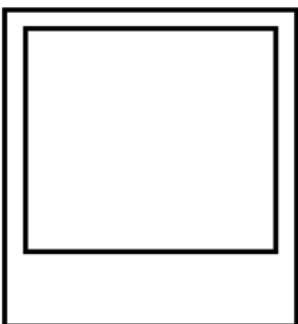
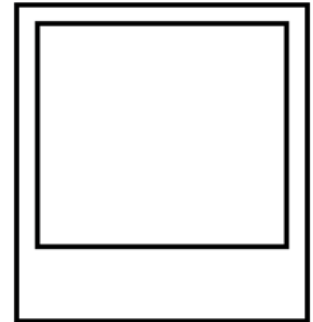
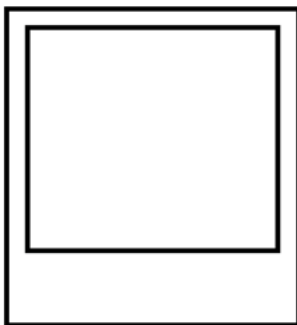
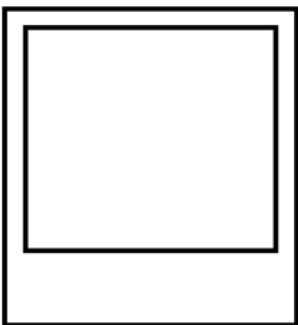
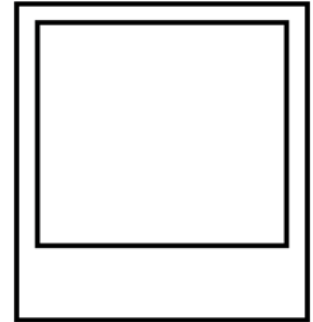
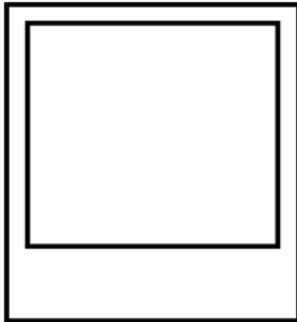
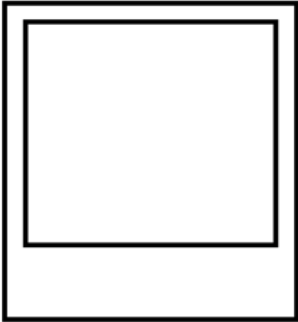
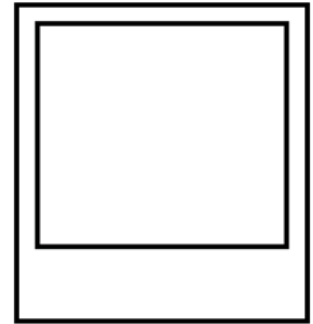
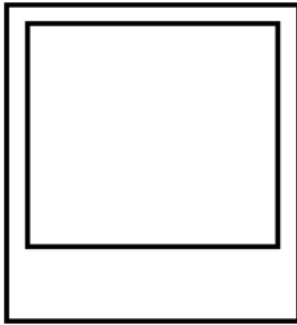
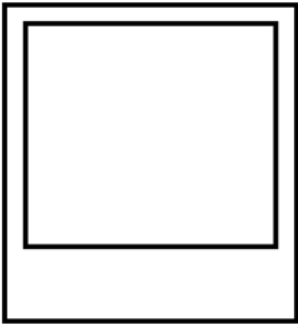
CLUES OF A  
POSSIBLE FLOOD



NOT CLUES OF A  
POSSIBLE FLOOD

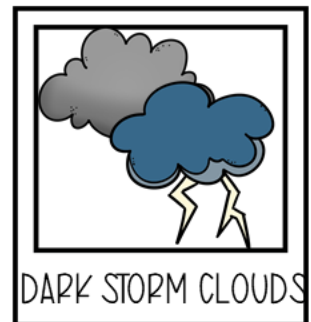
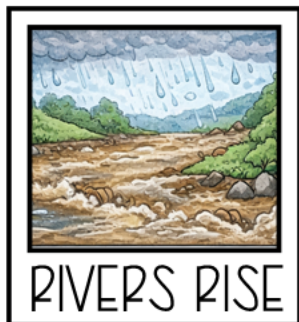
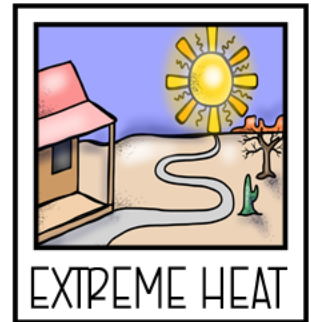
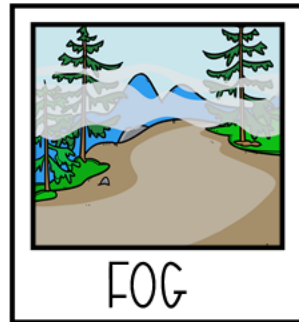
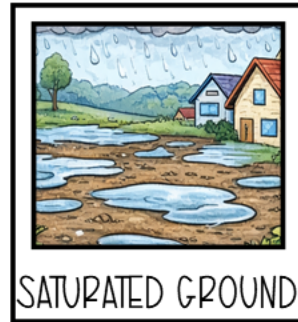
## FLOOD CLUES ACTIVITY

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





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



# DISASTER EDUCATION: FLOOD

➡ BE PREPARED



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### ➡ FLOOD DRILL

P. 17 INFORMATIVE HANDOUT/POSTER

P. 18 ACTIVITY

# DISASTER EDUCATION: FLOOD

➡ BE PREPARED



## FLOOD PREPARATION

### BEFORE A FLOOD



MAKE A SAFETY PLAN



MAKE AN EMERGENCY  
KIT



LISTEN FOR ALERTS



MOVE IMPORTANT  
ITEMS HIGHER

### DURING A FLOOD



MOVE TO HIGHER  
GROUND



LISTEN FOR EMERGENCY  
INSTRUCTIONS



STAY INSIDE AND AWAY  
FROM WINDOWS



NEVER WALK OR DRIVE  
IN FLOODWATER

### AFTER A FLOOD



STAY PUT UNTIL IT IS  
SAFE



AVOID FLOODWATER



WATCH OUT FOR  
DEBRIS



HELP OTHERS IF YOU  
CAN



# DISASTER EDUCATION: FLOOD

➡ BE PREPARED



## FLOOD PREPARATION: ACTIVITY

READ THE SCENARIOS AND DETERMINE IF THE FLOOD FACT IS TRUE OR FALSE.



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

TRUE OR FALSE?



TO PREPARE FOR A FLOOD, YOU SHOULD KEEP IMPORTANT ITEMS CLOSE TO THE GROUND.

TRUE OR FALSE?



AN EMERGENCY FLOOD KIT SHOULD INCLUDE BATTERIES AND A FLASHLIGHT.

TRUE OR FALSE?



DURING A FLOOD, KEEP YOUR PHONE NEARBY TO GET EMERGENCY ALERTS.

TRUE OR FALSE?



DURING A FLOOD, YOU SHOULD SEEK SHELTER VERY QUICKLY.

TRUE OR FALSE?



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

TRUE OR FALSE?

# DISASTER EDUCATION: FLOOD

➡ BE PREPARED



## FLOOD PREPARATION: ACTIVITY

READ THE SCENARIOS AND DETERMINE IF THE FLOOD FACT IS TRUE OR FALSE.



DURING A FLOOD, YOU SHOULD SEEK HIGHER GROUND.

TRUE OR FALSE?



DURING A FLOOD, YOU SHOULD DRIVE AROUND.

TRUE OR FALSE?



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

TRUE OR FALSE?



AFTER A FLOOD, IT IS USUALLY SAFE TO GO PLAY IN FLOOD WATER.

TRUE OR FALSE?



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

TRUE OR FALSE?



AFTER A FLOOD, DEBRIS CAN BE DANGEROUS.

TRUE OR FALSE?



# FLOOD DRILL



1



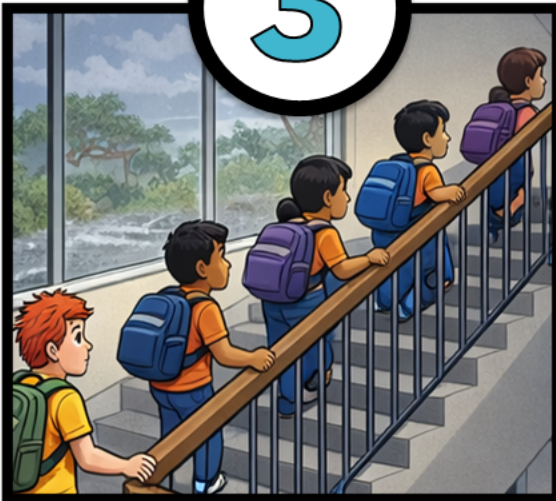
STOP WHAT YOU ARE DOING  
AND LISTEN FOR INSTRUCTIONS.

2



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

3



MOVE TO HIGHER  
GROUND

4



WAIT UNTIL YOU ARE  
TOLD IT IS SAFE.



# DISASTER EDUCATION: FLOOD

➡ BE PREPARED



## FLOOD PREPARATION: DRILL ACTIVITY

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



WAIT UNTIL YOU ARE  
TOLD IT IS SAFE.



NOT LISTENING TO YOUR  
TEACHERS' INSTRUCTIONS



KNEEL DOWN WITH YOUR  
HANDS ON THE FLOOR



FREEZING UP AND DOING NOTHING  
WHEN YOU HEAR THE ALARM



STOP WHAT YOU ARE DOING  
AND LISTEN FOR INSTRUCTIONS.



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



MOVE TO HIGHER GROUND



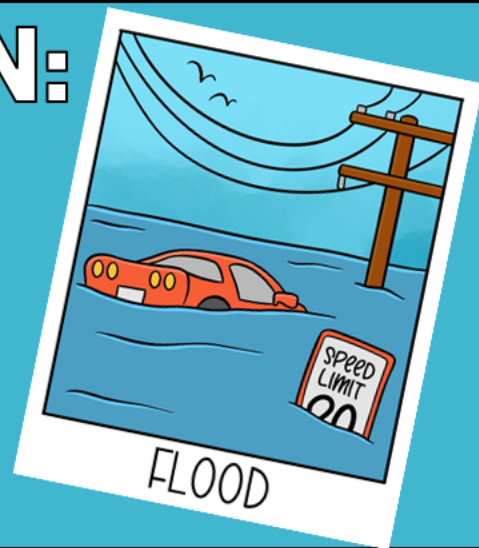
GOOF OFF WITH YOUR  
FRIENDS WHILE YOU WAIT



RUN OUTSIDE

# DISASTER EDUCATION: FLOOD

## ➡ AFTERMATH/COPING



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## ➡ LOOK FOR THE HELPERS

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# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



## AFTER THE FLOOD: 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 FEEL SAFE WHEN...



I FELT SCARED WHEN...



THE SOUND THAT FRIGHTENED ME THE MOST WAS...

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





# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



## AFTER THE FLOOD: COPING WITH CHANGE



ONE THING THAT HAS STAYED THE SAME IS...

A large, empty rectangular box with a blue border, intended for a drawing.

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

A large, empty rectangular box with a blue border, intended for a drawing.

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

A large, empty rectangular box with a blue border, intended for a drawing.



# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



## AFTER THE FLOOD: EXPRESSING LOSS

A MEMORY THAT MAKES ME SMILE IS... WHEN I FEEL SAD, I CAN...

A large, empty rectangular box with a blue border, intended for a child to draw a memory that makes them smile.A large, empty rectangular box with a blue border, intended for a child to draw something that brings them comfort.

SOMETHING I MISS IS...

DRAW A PICTURE OF SOMEONE OR  
SOMETHING THAT BRINGS YOU COMFORT

A large, empty rectangular box with a blue border, intended for a child to draw something they miss.A large, empty rectangular box with a blue border, intended for a child to draw someone or something that brings them comfort.



# DISASTER EDUCATION: FLOOD

➔ AFTERMATH / COPING



## AFTER THE FLOOD: BUILDING HOPE

SOMETHING GOOD THAT  
HAPPENED TODAY WAS...

A large, empty rectangular box with a blue border, intended for a drawing.

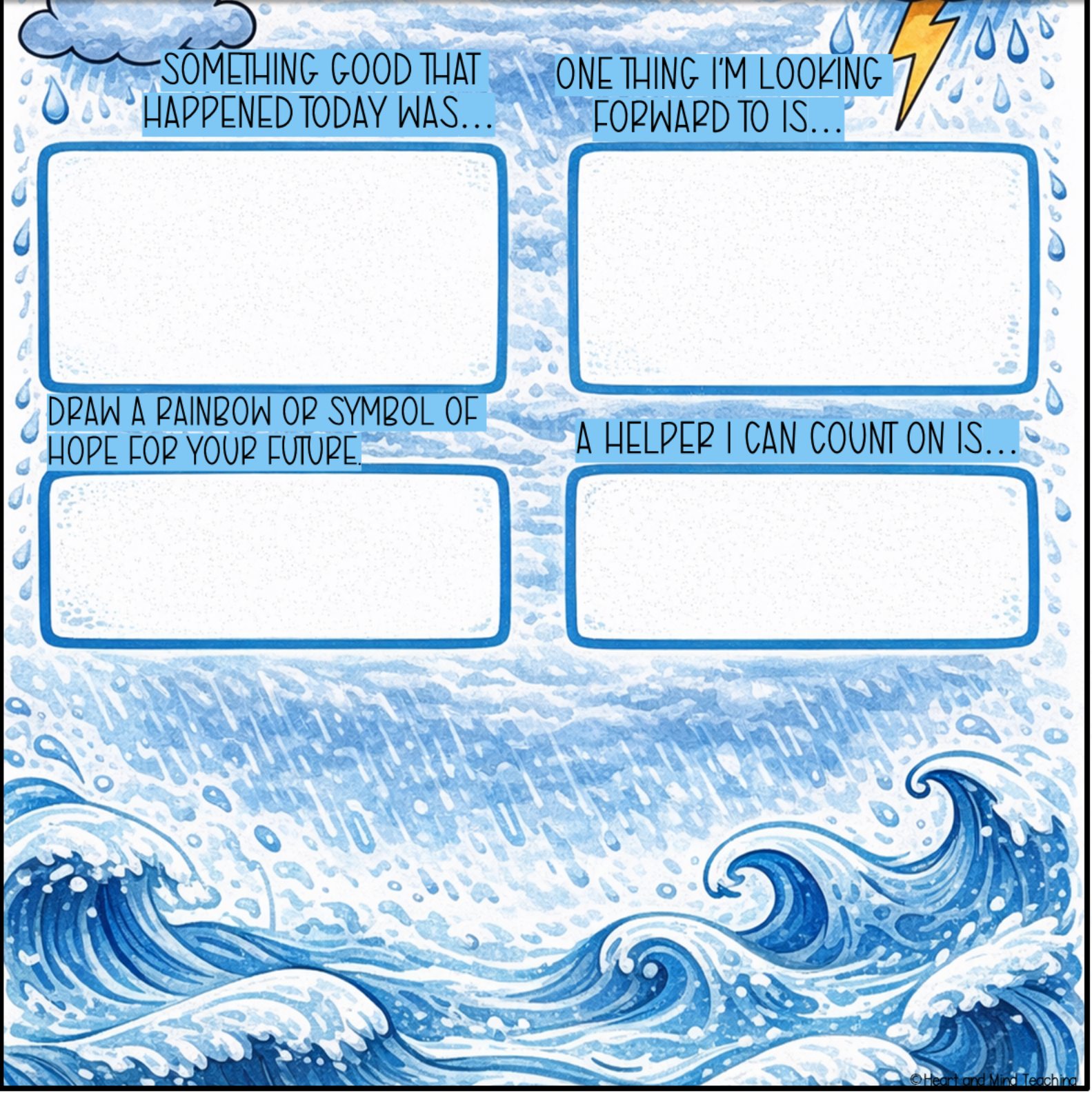
ONE THING I'M LOOKING  
FORWARD TO IS...

A large, empty rectangular box with a blue border, intended for a drawing.

DRAW A RAINBOW OR SYMBOL OF  
HOPE FOR YOUR FUTURE.

A large, empty rectangular box with a blue border, intended for a drawing.

A HELPER I CAN COUNT ON IS...

A large, empty rectangular box with a blue border, intended for a drawing.



# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING




## AFTER THE FLOOD: MY STRENGTHS



SOMETHING I CAN DO TO HELP MYSELF IS...

SOMETHING I CAN DO TO HELP OTHERS IS...



HOW DO YOU FEEL WHEN  
YOU ARE BRAVE:



I WAS BRAVE WHEN I....





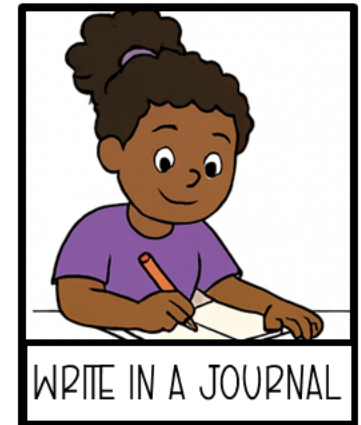
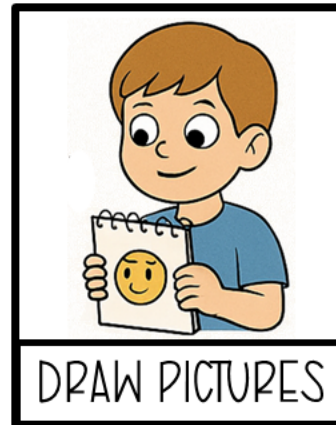
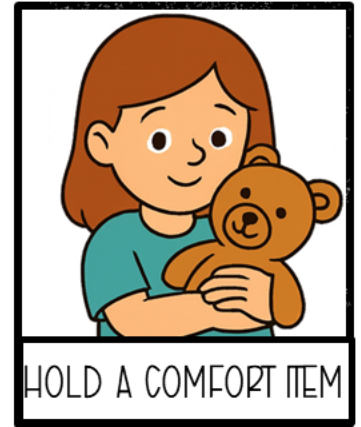
# FLOOD FEELINGS

DURING A FLOOD, OUR FEELINGS CAN BUILD UP JUST LIKE RISING WATER. AT FIRST, THEY MAY FEEL HEAVY—SCARY, CONFUSING, AND OVERWHELMING. BUT WHEN WE USE CALMING STRATEGIES, THOSE FEELINGS CAN SLOWLY SETTLE AND BECOME EASIER TO MANAGE.





# COPING SKILLS



# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A FLOOD: ACTIVITY

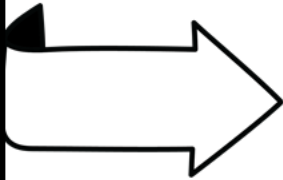
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

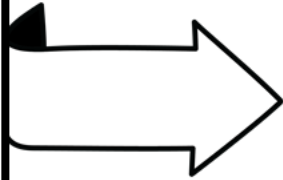
I CAN DO THIS TO HELP...



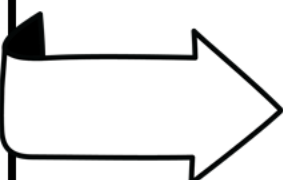
**Panic**



**Anger**



**Overwhelmed**





# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A FLOOD: ACTIVITY

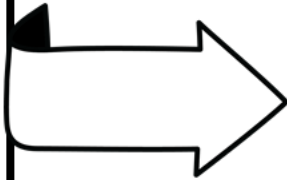
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. WRITE YOUR ANSWER AND DRAW THE COPING SKILL.

I AM FEELING...

I CAN DO THIS TO HELP...



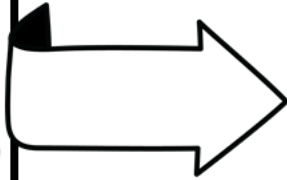
**Fear**







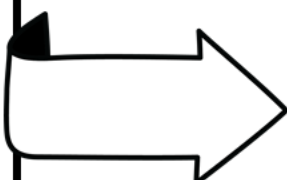
**Worry**







**Sadness**





# DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A FLOOD: ACTIVITY

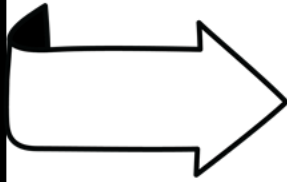
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I AM FEELING...

I CAN DO THIS TO HELP...



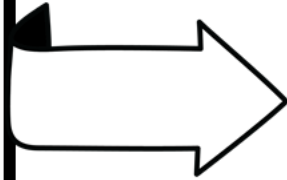
**Restless**



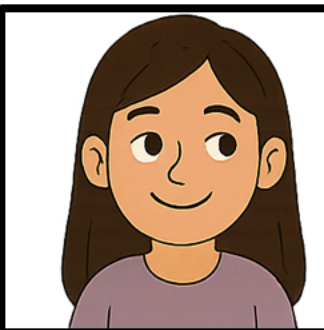




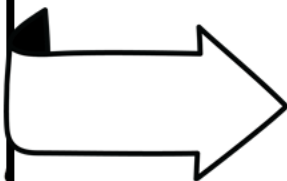
**Confused**







**Safe**







# POST-FLOOD COPING AFFIRMATIONS

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

"EVERY DAY, I AM GETTING STRONGER."

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

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

"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."

"I AM SAFE RIGHT NOW."



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

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

# BREATHING EXERCISES



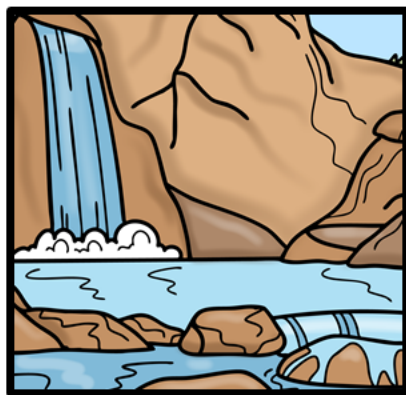
## River Flow Breathing

IMAGINE A RIVER MOVING SMOOTHLY AFTER A STORM. BREATHE IN AS THE RIVER FLOWS TOWARD YOU. BREATHE OUT AS THE RIVER MOVES PAST YOU. PICTURE THE WATER FLOWING SLOWLY AND CALMLY. LET YOUR BREATHING MOVE SMOOTH AND STEADY LIKE THE RIVER.



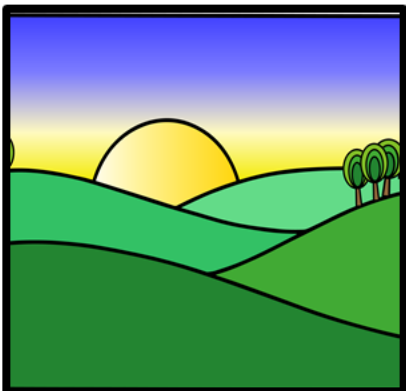
## Raindrop Breathing

BREATHE IN SLOWLY LIKE A RAINDROP FORMING IN THE CLOUDS. HOLD YOUR BREATH BRIEFLY LIKE THE RAINDROP HANGING IN THE AIR. BREATHE OUT SLOWLY AS THE RAINDROP FALLS TO THE GROUND. IMAGINE THE RAINDROP JOINING THE CALM WATER BELOW.



## Rising & Falling Water Breathing

TAKE A SLOW BREATH IN THROUGH YOUR NOSE AS THE WATER GENTLY RISES. THE WATER PAUSES FOR A MOMENT. HOLD YOUR BREATH FOR 3 SECONDS. SLOWLY BREATHE OUT THROUGH YOUR MOUTH AS THE WATER FLOWS BACK DOWN THE RIVER. THE WATER BECOMES CALM AND STILL.




## Peaceful Breathing

IMAGINE THE RAIN HAS STOPPED AND THE SUN IS SHINING AGAIN. BREATHE IN AND IMAGINE WARM SUNLIGHT FILLING THE SKY. BREATHE OUT AND IMAGINE THE FLOODWATER SLOWLY MOVING AWAY. WITH EVERY BREATH, THE WATER GETS CALMER AND CALMER. BY THE LAST BREATH, EVERYTHING FEELS PEACEFUL AND SAFE AGAIN.



# Finding Calm After the Storm



## Feet & Legs

Imagine the ground  
is steady and strong.  
Let your feet feel  
heavy and calm.

## Hands & Arms

Gently let go of  
anything you were  
holding during the storm.  
Let your hands soften...

## Feet & Legs.

Imagine the ground is  
steady and strong.  
Let your feet feel heavy and calm.

## Shoulders & Face

Imagine your shoulders dropping  
down and getting loose.  
Let your face feel calm  
and relaxed.

## Take a slow, deep breath...

Scan your body from your feet to your head.  
Let each part relax like calm, gentle waves.





# GRATEFUL

AFTER THE FLOOD

I AM THANKFUL FOR...



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# PRACTICE MINDFULNESS

# RAIN TECHNIQUE



**R**ecognize

**A**llow

**I**ncinvestigate

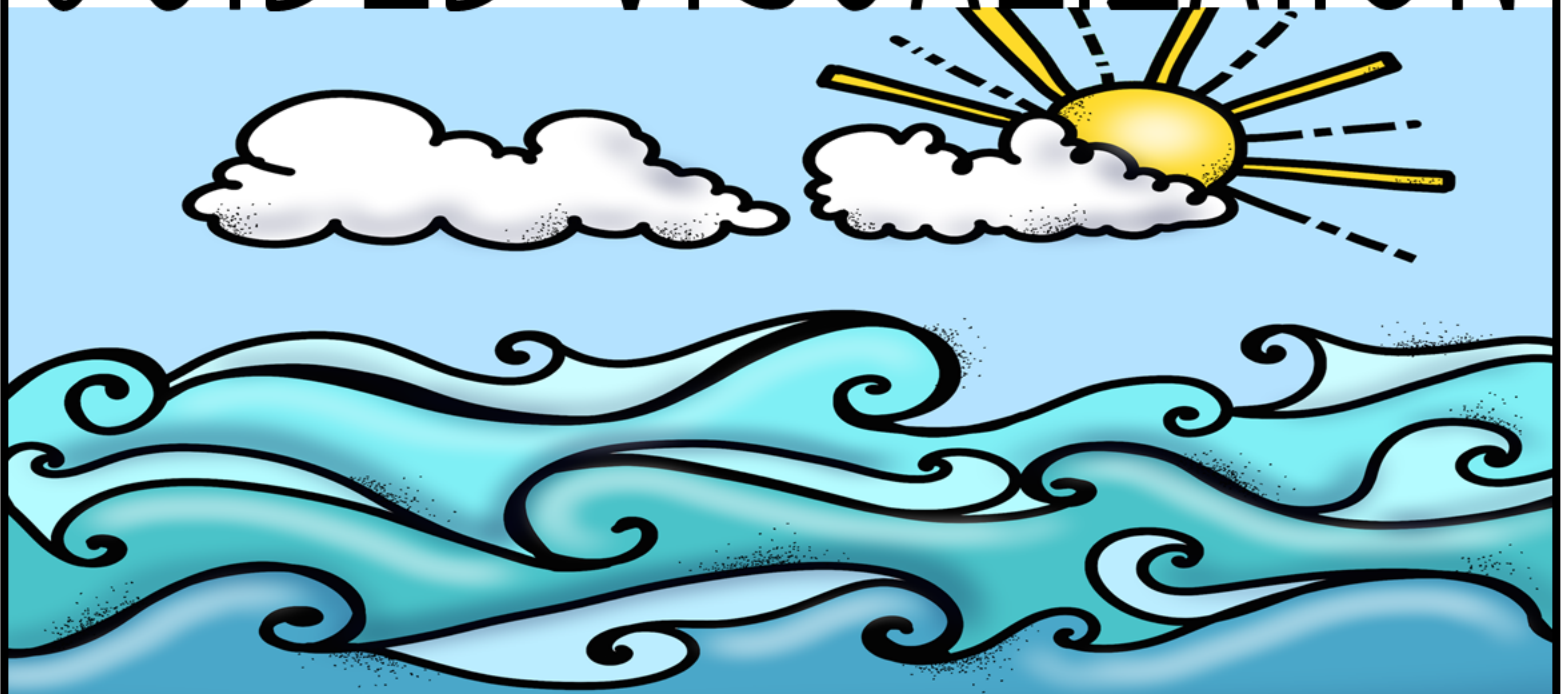
**N**urture

- **Recognize** what your experiencing
- **Allow** life to be just as it is
- **Investigate** with kindness
- **Nurture** with self-compassion





# 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 A BIG RAINSTORM HAS JUST PASSED. THE DARK CLOUDS ARE SLOWLY DRIFTING AWAY, AND THE RAIN HAS STOPPED. THE AIR SMELLS FRESH AND CLEAN.

NOW PICTURE THE FLOODWATERS SLOWLY GOING DOWN. THE WATER THAT ONCE COVERED THE STREETS AND YARDS IS MOVING AWAY AND RETURNING TO THE RIVER. THE GROUND BEGINS TO APPEAR AGAIN, AND THE SUN STARTS TO PEEK THROUGH THE CLOUDS.

IMAGINE WARM SUNLIGHT SHINING ON THE TOWN. BIRDS BEGIN TO SING AGAIN. PEOPLE COME OUTSIDE TO CHECK ON THEIR HOMES AND HELP ONE ANOTHER. NEIGHBORS WAVE, VOLUNTEERS ARRIVE WITH SUPPLIES, AND HELPERS WORK TOGETHER TO MAKE THINGS BETTER.

PICTURE YOURSELF STANDING ON SAFE, DRY GROUND. YOU FEEL CALM AND STEADY. AROUND YOU, PLANTS BEGIN TO GROW AGAIN, AND THE COMMUNITY STARTS TO REBUILD. EACH DAY, THINGS GET A LITTLE BETTER.

TAKE ANOTHER SLOW BREATH IN... AND BREATHE OUT. REMEMBER THAT STORMS CAN PASS, AND PEOPLE WORK TOGETHER TO RECOVER AND HELP EACH OTHER. WHEN YOU ARE READY, GENTLY OPEN YOUR EYES.



# LOOK FOR THE HELPERS

FLOODS 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

FLOODS 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 FLOOD 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 FLOOD 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: FLOOD



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



counseling

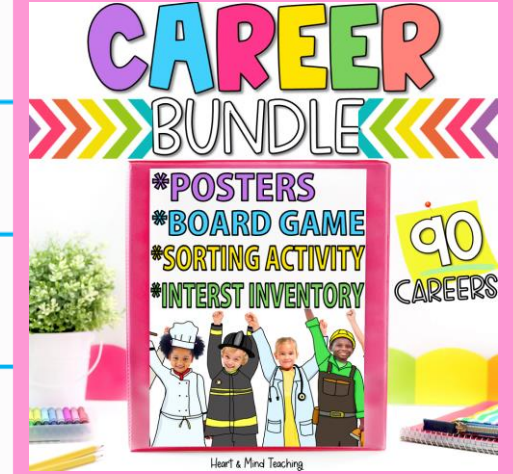
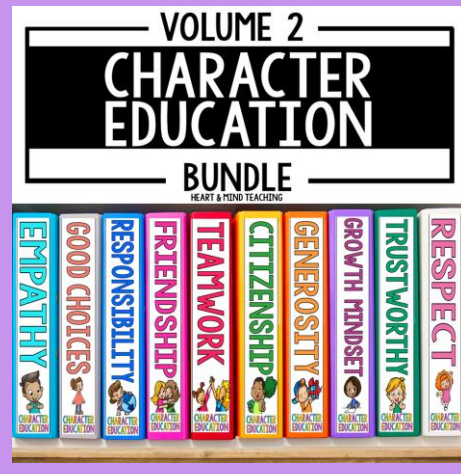
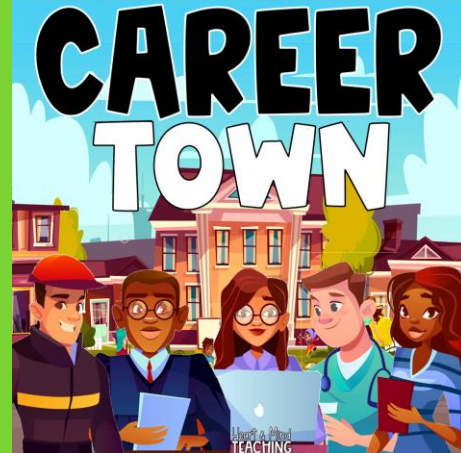
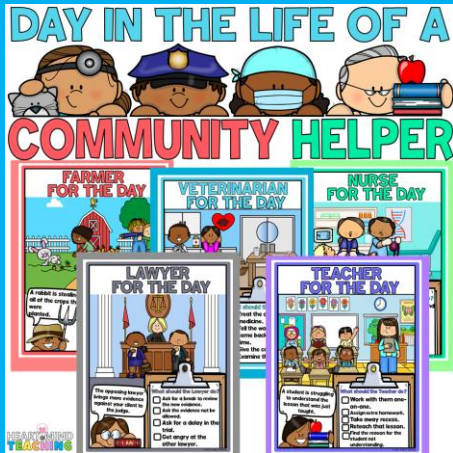
sel

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:

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