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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. ✨ ✨ ✨





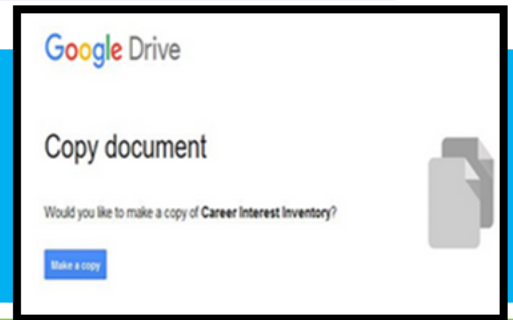
Google Slides

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: Community 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: COMMUNITY 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

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 50-51) 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 in the Community Activity: Have students determine which images are unsafe and explain what is happening in each photo.
- Recognize warning signs: Read the descriptions and determine the warning signs.
- Conflict Meditation activity: p. 10-12. Have students draw a line to match the conflict mediation steps to the correct image.
- Think before you act activity: p. 13-14
- Keeping our Community safe poster and activity: p. 15-16, p. 17 is a poster for staff and parents.
- Family Safety plan: Have students complete this with their family at home.
- Preparation Activity: Circle if the statement is true or false.
- Soft Lockdown Drill Activity: Have students complete the role plays.
- 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. Display in classroom.
- Grounding Technique: Read to students, have them practice the techniques. Display in classroom.
- Guided Visualization: Read to students. Display in the classroom for ongoing use.
- Gratitude: Write in each of the blank spaces one of the people or things they are grateful for.
- Yoga Moves: Use these yoga visuals and descriptions to guide students to do them.
- Body Scan Meditation: Use this to guide students through meditation.
- Look for the helpers: Have students answer the questions and then write a letter of thanks to a local community helper.

DISASTER EDUCATION: COMMUNITY SAFETY



➡ GAIN KNOWLEDGE

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➡ PREVENTION

P. 10-12 CONFLICT MEDIATION HANDOUT/POSTER & ACTIVITY

P. 13-14 THINK BEFORE YOU ACT HANDOUT/POSTER & ACTIVITY

P. 15-16 KEEPING OUR COMMUNITY SAFE POSTER & ACTIVITY

P. 17 STAFF & PARENT HANDOUT

P. 18 FAMILY SAFETY PLAN

DISASTER EDUCATION: COMMUNITY SAFETY

➡ GAIN KNOWLEDGE



WHAT ARE UNSAFE SITUATIONS IN MY COMMUNITY?



PHYSICAL ATTACKS
AND FIGHTS

HURTING SOMEONE BY
HITTING, PUSHING,
KICKING, OR FIGHTING.



GUN VIOLENCE OR
HEARING GUNSHOTS

UNSAFE SITUATIONS
INVOLVING GUNS OR
HEARING GUNSHOTS
NEARBY.



THEFT OR ROBBERY

STEALING OR TAKING THINGS
FROM PEOPLE, HOMES,
STORES, OR PLACES IN THE
COMMUNITY.



HARASSMENT OR
DISCRIMINATION

REPEATEDLY BEING MEAN,
UNFAIR, OR TARGETING
SOMEONE BECAUSE OF WHO
THEY ARE.



THREATS AND
INTIMIDATION

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



PROPERTY DAMAGE

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

DISASTER EDUCATION: COMMUNITY SAFETY



PUT A CHECK MARK ON THE UNSAFE SITUATIONS AND WRITE UNDERNEATH WHY THEY ARE UNSAFE.



A FRIENDLY SOCCER MATCH



THREATS AND INTIMIDATION



PROPERTY DAMAGE



PHYSICAL ATTACKS AND FIGHTS



HARASSMENT OR DISCRIMINATION



A CONFLICT BETWEEN FRIENDS



GOSSIPING



GUN VIOLENCE OR HEARING
GUNSHOTS



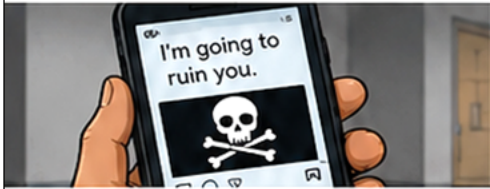
THEFT OR ROBBERY

DISASTER EDUCATION: COMMUNITY SAFETY

➡ GAIN KNOWLEDGE



RECOGNIZING WARNING SIGNS



THREATS ABOUT HURTING OTHERS IN PERSON OR ONLINE.

Any threats, whether written or spoken, should be taken seriously.



FIGHTS OR VIOLENT OUTBURSTS IN THE AREA.

Physical fights or violent behavior can quickly escalate and put everyone at risk.



UNSAFE BEHAVIOR THAT MAKES OTHERS FEEL SCARED OR THREATENED.

This includes stalking, following, or making others uncomfortable.



FREQUENT POLICE ACTIVITY IN THE AREA, PLACES KNOWN FOR VIOLENCE/CRIME.

High levels of police presence can be a sign of ongoing problems.



SOMEONE ISOLATING THEMSELVES, SHOWING ANGER AND/OR HOPELESSNESS.

Withdrawing from friends, family, and activities can be a warning sign.



SUDDEN INCREASES IN ANGER, FEAR, OR AGGRESSIVE BEHAVIOR.

Extreme mood changes or outbursts may signal a serious problem.



RUNDOWN/DAMAGED HOMES, BUSINESSES, OR PUBLIC SPACES.

Poorly maintained areas can lead to increased safety risks.



DRUG AND/OR ALCOHOL USE.

Substance use can lead to dangerous situations and poor decisions.



LARGE CROWDS THAT ARE BECOMING AGGRESSIVE.

Crowds can quickly become unpredictable and unsafe.



RECOGNIZING WARNING SIGNS ACTIVITY

READ THE SCENARIOS AND WRITE THE WARNING SIGNS IN THE BOX.

MAYA NOTICED THAT SOMEONE IN HER NEIGHBORHOOD GROUP CHAT KEPT POSTING MESSAGES ABOUT WANTING REVENGE ON PEOPLE IN THE COMMUNITY. THE POSTS BECAME ANGRIER EACH DAY, AND THE PERSON STARTED TALKING ABOUT MAKING OTHERS "PAY FOR WHAT THEY DID."

JORDAN SAW A GROUP OF TEENS AT THE PARK SURROUNDING ANOTHER STUDENT, YELLING INSULTS AND THREATENING HIM. ONE OF THE TEENS PICKED UP A GLASS BOTTLE AND ACTED LIKE THEY MIGHT THROW IT.

AVA NOTICED THAT HER FRIEND HAD SUDDENLY STOPPED HANGING OUT WITH OTHERS AND BEGAN POSTING AGGRESSIVE MESSAGES ONLINE ABOUT FIGHTING PEOPLE WHO "CROSSED" HIM. HE ALSO STARTED TALKING ABOUT BRINGING SOMETHING DANGEROUS TO "PROTECT HIMSELF."

POSSIBLE WARNING SIGNS OF UNSAFE SITUATIONS



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RECOGNIZING WARNING SIGNS ACTIVITY

READ THE SCENARIOS AND WRITE THE WARNING SIGNS IN THE BOX.

POSSIBLE WARNING
SIGNS OF UNSAFE
SITUATIONS



CARLOS WAS WALKING HOME WHEN HE NOTICED A LARGE CROWD GATHERING OUTSIDE A STORE. PEOPLE WERE SHOUTING, PUSHING EACH OTHER, AND KNOCKING THINGS OVER WHILE OTHERS RECORDED THE SITUATION ON THEIR PHONES.

BRIANNA OVERHEARD TWO STUDENTS TALKING ABOUT A PLAN TO "TEACH SOMEONE A LESSON" AFTER SCHOOL. THEY KEPT LOOKING AROUND TO MAKE SURE ADULTS WERE NOT LISTENING AND LAUGHED WHEN ANOTHER STUDENT LOOKED NERVOUS.

ETHAN NOTICED THAT SEVERAL BUILDINGS IN HIS NEIGHBORHOOD HAD BEEN VANDALIZED WITH ANGRY MESSAGES OVERNIGHT. THE NEXT DAY, PEOPLE IN THE AREA SEEMED TENSE, AND THERE WERE ARGUMENTS STARTING BETWEEN GROUPS IN THE COMMUNITY CENTER PARKING LOT.

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DISASTER EDUCATION: COMMUNITY SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: MEDIATING CONFLICTS

**MEDIATING CONFLICTS.
BE FAIR, LISTEN, AND FIND SOLUTIONS TOGETHER.**

1. GET BOTH SIDES

Invite each person to share their side.

Here's what
happened for me...

Here's what
happened for me...

2. LISTEN AND SHOW RESPECT

Listen carefully and don't interrupt.

I hear what
you're saying.

I understand
how you feel.

3. FIND THE PROBLEM

Identify the real problem together.

What seems to be
the main problem?

4. BRAINSTORM SOLUTIONS

Think of ideas that could work for everyone.

Let's think of some
solutions together.

5. AGREE AND FOLLOW THROUGH

Choose a solution and respect the agreement.

We agree to...
and we'll both do
our part

DISASTER EDUCATION: COMMUNITY SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: CONFLICT MEDIATION

CONFLICTS HAPPEN. AS A MEDIATOR, YOUR JOB IS TO HELP EVERYONE FEEL HEARD AND FIND A SOLUTION THAT WORKS FOR EVERYONE.



1. PREPARE AND STAY CALM

MAKE SURE EVERYONE IS CALM AND WILLING TO TALK.
FIND A QUIET AND SAFE SPACE.



2. HEAR EACH PERSON'S SIDE

LET EACH PERSON SPEAK WITHOUT INTERRUPTIONS.
LISTEN CAREFULLY AND SHOW RESPECT.



3. CLARIFY AND UNDERSTAND

REPEAT BACK WHAT EACH PERSON SAID.
MAKE SURE YOU UNDERSTAND THEIR FEELINGS
AND CONCERNS.



4. FIND SOLUTIONS TOGETHER

BRAINSTORM IDEAS THAT COULD WORK FOR EVERYONE.
ENCOURAGE KINDNESS AND CREATIVITY.



5. CHOOSE A SOLUTION

PICK A SOLUTION THAT IS FAIR AND RESPECTFUL.
MAKE SURE EVERYONE AGREES.



6. FOLLOW UP AND CHECK IN

CHECK BACK LATER TO SEE HOW THINGS ARE GOING.
CELEBRATE PROGRESS AND KEEP COMMUNICATING.

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE: ACTIVITY

PREVENTION: CONFLICT MEDIATION



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



Hear Each Person's Side

LET EACH PERSON SPEAK WITHOUT INTERRUPTIONS. LISTEN CAREFULLY AND SHOW RESPECT.



Find Solutions Together

BRAINSTORM IDEAS THAT COULD WORK FOR EVERYONE. ENCOURAGE KINDNESS AND CREATIVITY.



Choose a Solution

PICK A SOLUTION THAT IS FAIR AND RESPECTFUL. MAKE SURE EVERYONE AGREES.



Follow up and Check in

CHECK BACK LATER TO SEE HOW THINGS ARE GOING. CELEBRATE PROGRESS AND KEEP COMMUNICATING.



Prepare and Stay Calm

MAKE SURE EVERYONE IS CALM AND WILLING TO TALK. FIND A QUIET AND SAFE SPACE.



Clarify and Understand

REPEAT BACK WHAT EACH PERSON SAID. MAKE SURE YOU UNDERSTAND THEIR FEELINGS AND CONCERNS.

THINK BEFORE YOU ACT!

My choices can help keep
our community safe and peaceful.

Pause.
Take a breath.
Think about
what I can do.

THINK:



Is it True?

What is
happening?



Is it Helpful?

Will my choice help
me and others?



Is it Important?

Does this choice keep
me and others safe?



Is it Necessary?

Do I really need to
do or say it?



Is it Kind?

Will my choice show
kindness and respect?

Good choices
today make
a better
tomorrow!



Let's work together to prevent violence
and build a community we're proud of!



Name: _____

Date: _____

THINK BEFORE YOU ACT!

My choices can help keep
our community safe and peaceful.

Pause.
Take a breath.
Think about
what I can do.

THINK:



Is it True?
What is
happening?

My answer: _____

What is happening? _____



Is it Helpful?
Will my choice
help me and
others?

My answer: _____

How will my choice help me and others? _____



Is it Important?
Does this choice
keep me and
others safe?

My answer: _____

How will this choice keep me and others safe? _____



Is it Necessary?
Do I really need to
do or say it?

My answer: _____

Do I really need to do or say it? _____



Is it Kind?
Will my choice
show kindness
and respect?

My answer: _____

How will my choice show kindness and respect? _____

My
choice:

What is the best choice I can make? _____

How will this choice help my community? _____



KEEPING OUR COMMUNITY SAFE

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



1 GET TO KNOW YOUR NEIGHBORS

- Say hi and be friendly.
- Look out for each other.
- Build strong, trusting relationships.



2 BE AWARE AND REPORT CONCERNS

- If you see something unsafe, say something.
- Report to a trusted adult or call local authorities.
- You can help prevent problems.



SEE SOMETHING.
SAY SOMETHING.



Report:
Emergency: 911
Non-Emergency:
Local Police
School Staff

3 RESPECT OTHERS AND OUR COMMUNITY

- Treat everyone with kindness and respect.
- Respect property and public spaces.
- Celebrate our differences and work together.



4 STAY SAFE IN PUBLIC PLACES

- Be aware of your surroundings.
- Stick with a friend or group when possible.
- Use well-lit, busy areas and safe routes.



5 WORK TOGETHER TO SOLVE PROBLEMS

- Use calm words, not anger.
- Listen to others.
- Find peaceful solutions to conflicts.



6 SUPPORT LOCAL BUSINESSES AND EVENTS

- Shop local and support our community.
- Attend community events.
- Get involved and help our community grow.



7 KEEP OUR COMMUNITY CLEAN AND SAFE

- Don't litter.
- Keep parks and streets clean.
- Report damage or hazards.



8 LOOK OUT FOR VULNERABLE PEOPLE

- Check on elderly neighbors and those who may need help.
- Offer support and kindness.



9 KNOW SAFETY RESOURCES AND EMERGENCY NUMBERS

- Save important numbers.
- Know where to go for help.
- Have an emergency plan for your family.



IMPORTANT NUMBERS

- Emergency: 911
- Non-Emergency Police
- Poison Help: 1-800-222-1222
- Crisis Lifeline: 988

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10 BE A POSITIVE ROLE MODEL

- Your actions make a difference.
- Show responsibility, honesty, and care.
- Inspire others to do the same.



A SAFE COMMUNITY IS A STRONG COMMUNITY.
WE CARE. WE SHARE. WE KEEP EACH OTHER SAFE.





KEEPING OUR COMMUNITY SAFE



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

1 WHAT CAN I DO?

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

- ☐ Be kind and respectful
- ☐ Include others
- ☐ Solve problems the right way
- ☐ Tell a trusted adult if something feels unsafe
- ☐ Follow community rules and laws
- ☐ Help keep our neighborhoods clean and safe
- ☐ Look out for others
- ☐ Use calm-down strategies
- ☐ Be a good neighbor and friend



2 STOP - THINK - CHOOSE

Think about a situation where you had a problem in the community.



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 someone in your community having trouble or feels unsafe.

What should you do?

- ☐ Ignore it
- ☐ Tell a trusted adult
- ☐ Tell a friend only
- ☐ Get help or call for help

Why is this the best choice?



4 MY SAFE COMMUNITY PROMISE



Finish the sentence:

I will help keep my community safe by...



5 DRAW IT!

Draw a picture of you doing something that helps keep our community safe.





WAYS TO KEEP OUR COMMUNITY SAFE

We all play a part in keeping our community safe and looking out for each other.



1 BUILD STRONG RELATIONSHIPS

- Surround yourself with positive people.
- Check in on your friends and be there.
- Build trust by being honest and reliable.
- Support school clubs, teams, and activities.



2 BE ALERT AND REPORT CONCERNS

- Report suspicious activity or safety concerns.
- Know your local non-emergency numbers and resources.
- If it's an emergency, call 911.
- Reporting helps prevent problems and keeps everyone safe.



SEE SOMETHING.
SAY SOMETHING.



Report:

Emergency: 911
Non-Emergency:
Local Police
Department
School Staff
Anonymous Tip
Hotlines / Apps

3 RESOLVE CONFLICTS PEACEFULLY

- Use respectful communication.
- Listen and try to understand other perspectives.
- Walk away when things escalate.
- Seek mediation or help from a trusted adult.



4 SUPPORT AND INCLUDE EVERYONE

- Treat everyone with respect and dignity.
- Stand up against bullying, discrimination, and hate.
- Celebrate diversity and different perspectives.
- Invite others in and create a sense of belonging.



5 KEEP ENVIRONMENTS CLEAN AND SAFE

- Report vandalism, damage, or unsafe conditions.
- Keep common areas clean and respect property.
- Help keep our community attractive and welcoming.



6 SUPPORT YOUTH AND POSITIVE ACTIVITIES

- Encourage education, arts, sports, and leadership.
- Volunteer your time and skills.
- Help younger people build confidence and stay on track.



7 PROMOTE MENTAL HEALTH AND WELL-BEING

- Check in on friends and classmates.
- Encourage open conversations about mental health.
- Know where to find local resources and support.



8 PRACTICE SAFETY EVERY DAY

- Lock doors and windows.
- Secure vehicles and belongings.
- Stay aware of your surroundings (day and night).
- Follow local safety guidelines and laws.

SAFETY REMINDERS



LOCK IT



LIGHT IT



REPORT IT

9 WORK TOGETHER AS A COMMUNITY

- Join neighborhood or student groups.
- Attend meetings and share ideas.
- Work together to solve problems and build a stronger, safer community.



10 SUPPORT COMMUNITY HELPERS

- Show appreciation for police, firefighters, healthcare workers, teachers, and all who serve.
- Build positive relationships.
- They are here to help keep us safe.



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FAMILY COMMUNITY SAFETY PLAN

A PLAN WE CREATE TOGETHER. A SAFETY WE BUILD TOGETHER.



1 IMPORTANT FAMILY INFORMATION

Family Name: _____

Home Address: _____

Parent/Guardian Names & Phone Numbers:

Emergency Contact Outside the Area:

Name: _____

Phone: _____



BEFORE AN EMERGENCY



SAFE ADULTS WE CAN CONTACT

1. _____
2. _____
3. _____
4. _____



SAFE PLACES WE CAN GO

- ☐ Relative's house
- ☐ Neighbor's house
- ☐ Community center
- ☐ Library
- ☐ Place of worship
- ☐ School (after hours)
- ☐ Other: _____



IMPORTANT PHONE NUMBERS

PERSON/PLACE	PHONE NUMBER
Police/Fire/EMS	911
Parent/Guardian	_____
School	_____
Neighbor	_____
Family Member	_____
Poison Control	1-800-222-1222
Crisis Text Line	Text HOME to 741741



IF SOMETHING UNSAFE HAPPENS



OUR FAMILY SAFETY RULES

- ☐ Stay calm and stay together if possible
- ☐ Move away from danger quickly
- ☐ Listen to trusted adults and emergency helpers
- ☐ Do not post unsafe events online while it is happening
- ☐ Call 911 if there is immediate danger
- ☐ Keep phones charged when possible
- ☐ Follow directions from authorities



WHERE WILL WE MEET?

MEETING PLACE NEAR HOME:



MEETING PLACE OUTSIDE OUR NEIGHBORHOOD:



COMMUNICATION PLAN

HOW WILL WE CONTACT EACH OTHER?

- ☐ Text message
- ☐ Phone call
- ☐ Family group chat
- ☐ Social media DM
- ☐ Other: _____

IF PHONES DO NOT WORK, WE WILL:

CODE WORD

If we feel unsafe or need help, we can use this code word with trusted people:



DISASTER EDUCATION: COMMUNITY SAFETY



➡ BE PREPARED

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DISASTER EDUCATION: COMMUNITY SAFETY

➡ BE PREPARED



WHAT TO DO (SAFETY ACTIONS)

BEFORE AN UNSAFE EVENT



KNOW TRUSTED ADULTS
AND WHERE TO GO



LEARN EMERGENCY
NUMBERS AND PLANS



WATCH FOR WARNING
SIGNS/UNSAFE BEHAVIOR



PRACTICE CALMING
TECHNIQUES

DURING AN UNSAFE EVENT



STAY CALM, DON'T GO
TOWARD THE PROBLEM.



GET TO A SAFE PLACE
RIGHT AWAY

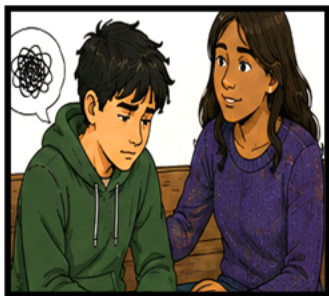


ALERT THE POLICE AND A
SAFE ADULT.



CALL 911 AND GET HELP
FROM AN ADULT

AFTER AN UNSAFE EVENT



TALK TO A TRUSTED
ADULT.



SPEND TIME WITH SAFE,
SUPPORTIVE PEOPLE



USE COPING SKILLS



HELP BUILD SAFETY AND
SUPPORT IN YOUR AREA

DISASTER EDUCATION: COMMUNITY SAFETY

➡ BE PREPARED



PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

THERE IS NO NEED TO LEARN EMERGENCY
NUMBERS AND PLANS.

TRUE OR FALSE?

YOU SHOULD ALERT ADULTS TO POSSIBLE WARNING SIGNS
OF UNSAFE EVENTS.

TRUE OR FALSE?

THERE IS NO NEED TO PRACTICE CALMING TECHNIQUES.

TRUE OR FALSE?

DURING AN UNSAFE EVENT, YOU SHOULD GO
TOWARDS THE PROBLEM.

TRUE OR FALSE?

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

TRUE OR FALSE?

DURING AN UNSAFE EVENT, YOU SHOULD ALERT POLICE.

TRUE OR FALSE?



DISASTER EDUCATION: COMMUNITY SAFETY

➡ BE PREPARED



PREPARATION: ACTIVITY

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

DURING AN UNSAFE EVENT, YOU DON'T NEED TO CALL 911.

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

IF YOU ARE WORRIED ABOUT A POSSIBLE UNSAFE EVENT, YOU SHOULD TELL A TRUSTED ADULT.

TRUE OR FALSE?

DURING AN UNSAFE EVENT, YOU HAVE A GOOD AMOUNT OF TIME TO GET TO SAFETY.

TRUE OR FALSE?



SOFT LOCKDOWN DRILL



1



BE AWARE AND LISTEN
TO ADULTS.

2



NO MOVEMENT BETWEEN
BUILDINGS OR IN HALLWAYS

3



NO ONE ENTERS OR LEAVES
SCHOOL. CLASSES RESUME.

SOFT LOCKDOWN SAFETY



A soft lockdown helps keep everyone safe.
We continue learning while staying in our classrooms.

WE LOOK
OUT FOR
EACH OTHER



BE AWARE



- ✓ Be aware of your surroundings and listen to adults.
- ✓ If you see or hear something, tell a teacher.

Your awareness helps
keep everyone safe.



MOVEMENT BETWEEN BUILDINGS OR IN HALLWAYS IS RESTRICTED



- ✓ Stay in your classroom.
- ✓ Do not go to other buildings or walk in the hallways.
- ✓ We keep hallways clear and quiet.

Following these steps
keeps everyone safe
and learning.



CLASSES CONTINUE

NO ONE ENTERS OR LEAVES SCHOOL



- ✓ All outside doors are locked.
- ✓ No one enters or leaves the school.
- ✓ Classes continue as normal.

Stay focused and keep
learning.

PUT STUDENTS INTO SMALL GROUPS (3-5) AND GIVE EACH GROUP A ROLE-PLAY SCENARIO (CUT THEM OUT BELOW). HAVE THEM PLAN IT AND THEN PERFORM IT IN FRONT OF THE CLASS.

LOUD ARGUMENT AT THE PARK

SETUP: A GROUP OF FRIENDS IS HANGING OUT AT A COMMUNITY PARK WHEN THEY NOTICE TWO ADULTS YELLING LOUDLY AT EACH OTHER NEARBY. THE ARGUMENT BEGINS GETTING MORE AGGRESSIVE.

ROLES: FRIEND NOTICING THE SITUATION, FRIEND WHO WANTS TO STAY AND WATCH, FRIEND WHO WANTS TO LEAVE, TRUSTED ADULT.

ACTIONS: NOTICE WARNING SIGNS THAT THE SITUATION MAY BECOME UNSAFE, MOVE AWAY FROM THE AREA CALMLY, STAY TOGETHER AS A GROUP, FIND A TRUSTED ADULT FOR HELP, TALK AFTERWARD ABOUT HOW EVERYONE FELT



HEARING GUNSHOTS NEARBY

SETUP: SEVERAL STUDENTS ARE WALKING HOME FROM BASKETBALL PRACTICE WHEN THEY HEAR LOUD POPPING SOUNDS NEARBY AND SEE PEOPLE QUICKLY LEAVING THE AREA.

ROLES: STUDENT WHO HEARS THE SOUNDS FIRST, NERVOUS FRIEND, STUDENT TRYING TO STAY CALM, PARENT/TRUSTED ADULT.

ACTIONS: QUICKLY MOVE TO A SAFE INDOOR LOCATION, STAY LOW AND AWAY FROM WINDOWS, CALL OR TEXT A TRUSTED ADULT, AVOID RECORDING OR POSTING ONLINE, PRACTICE CALMING BREATHS AFTERWARD



UNSAFE SOCIAL MEDIA THREAT

SETUP: A STUDENT NOTICES A THREATENING POST ONLINE ABOUT VIOLENCE HAPPENING AT A LOCAL COMMUNITY EVENT LATER THAT NIGHT.

ROLES: STUDENT WHO SEES THE POST, FRIEND WHO THINKS IT IS "JUST A JOKE", STUDENT ENCOURAGING REPORTING, TRUSTED ADULT.

ACTIONS: TAKE THE POST SERIOUSLY, AVOID SHARING RUMORS ONLINE, REPORT THE CONCERN TO AN ADULT, DISCUSS SAFE ONLINE CHOICES, REFLECT ON HOW SPEAKING UP CAN HELP OTHERS STAY SAFE.



PUT STUDENTS INTO SMALL GROUPS (3-5) AND GIVE EACH GROUP A ROLE-PLAY SCENARIO (CUT THEM OUT BELOW). HAVE THEM PLAN IT AND THEN PERFORM IT IN FRONT OF THE CLASS.

FIGHT AT A COMMUNITY EVENT

SETUP: STUDENTS ARE ATTENDING A NEIGHBORHOOD FESTIVAL WHEN A FIGHT SUDDENLY BREAKS OUT NEARBY, AND PEOPLE BEGIN YELLING AND CROWDING AROUND.

ROLES: STUDENT WHO FREEZES IN PANIC, FRIEND ENCOURAGING EVERYONE TO MOVE AWAY, STUDENT TRYING TO RECORD THE FIGHT, EVENT WORKER/SECURITY

ACTIONS: MOVE AWAY FROM THE CROWD CALMLY, AVOID FILMING OR JOINING THE CONFLICT, HELP FRIENDS STAY TOGETHER, LISTEN TO DIRECTIONS FROM ADULTS.



COMMUNITY LOCKDOWN SITUATION

SETUP: STUDENTS ARE INSIDE A COMMUNITY CENTER AFTER SCHOOL WHEN STAFF MEMBERS ANNOUNCE THAT EVERYONE MUST STAY INSIDE BECAUSE POLICE ARE RESPONDING TO AN UNSAFE SITUATION NEARBY.

ROLES: WORRIED STUDENT, CALM FRIEND, COMMUNITY CENTER STAFF MEMBER, STUDENT TEXTING FAMILY.

ACTIONS: FOLLOW ADULT DIRECTIONS IMMEDIATELY, STAY CALM AND QUIET, USE COPING SKILLS LIKE DEEP BREATHING, SEND A CALM SAFETY MESSAGE TO FAMILY, DISCUSS WAYS TO FEEL SAFE AFTER THE EVENT ENDS.



SUPPORTING A FRIEND

SETUP: THE DAY AFTER A VIOLENT EVENT IN THE COMMUNITY, ONE STUDENT SEEMS WITHDRAWN AND UPSET AT SCHOOL.

ROLES: STUDENT STRUGGLING EMOTIONALLY, SUPPORTIVE FRIEND, ANOTHER STUDENT ENCOURAGING KINDNESS, TRUSTED ADULT.

ACTIONS: CHECK IN KINDLY WITH THE STUDENT, ENCOURAGE TALKING TO A TRUSTED ADULT, PRACTICE GROUNDING OR CALMING STRATEGIES TOGETHER, AVOID SPREADING RUMORS OR GRAPHIC DETAILS, IDENTIFY POSITIVE WAYS THE COMMUNITY CAN HEAL TOGETHER.



DISASTER EDUCATION: COMMUNITY SAFETY



➡ AFTERMATH/COPING

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DISASTER EDUCATION: COMMUNITY SAFETY



AFTERMATH / COPING



AFTER THE UNSAFE EVENT: PROCESSING FEAR & SAFETY

I FELT SAFE
WHEN...

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

I FELT SCARED
WHEN...

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

THE SOUND THAT
FRIGHTENED ME
THE MOST WAS...

DESCRIBE THE PEOPLE
OR THINGS THAT HELP YOU
FEEL SAFE AND CALM.

YOU
MATTER

IT'S OK
TO NOT
BE OK

THINGS
I CAN
CONTROL

- ☒ MY CHOICES
- ☒ MY ATTITUDE
- ☒ MY EFFORTS

YOU
GOT
THIS

DISASTER EDUCATION: COMMUNITY SAFETY

➡ AFTERMATH / COPING

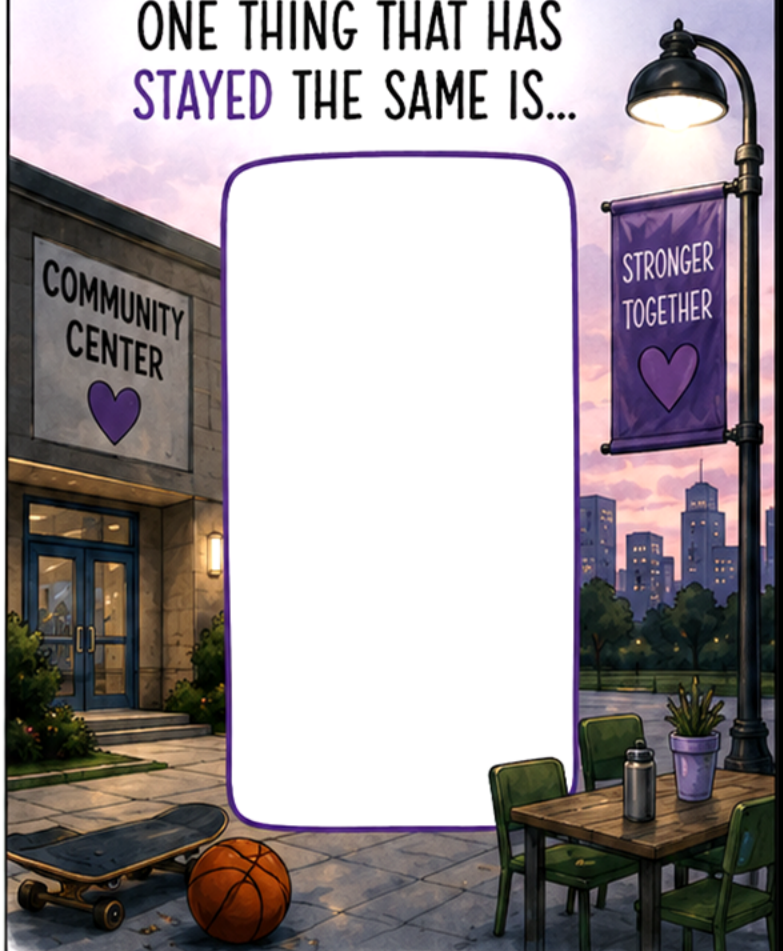


AFTER THE UNSAFE EVENT: COPING WITH CHANGE

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

A large, empty, rounded rectangular box with a purple border, intended for a child to write their response to the prompt.

ONE THING THAT HAS
STAYED THE SAME IS...

A large, empty, rounded rectangular box with a purple border, intended for a child to write their response to the prompt.

DESCRIBE WHAT YOUR SAFE ROUTINE LOOKS LIKE:
(MORNING, BEDTIME, SCHOOL, OR OTHER HELPFUL THINGS YOU DO)



DISASTER EDUCATION: COMMUNITY SAFETY

➡ AFTERMATH / COPING



AFTER THE UNSAFE EVENT: EXPRESSING LOSS

DESCRIBE SOMEONE OR SOMETHING THAT BRINGS YOU COMFORT.

A MEMORY THAT MAKES ME SMILE IS...



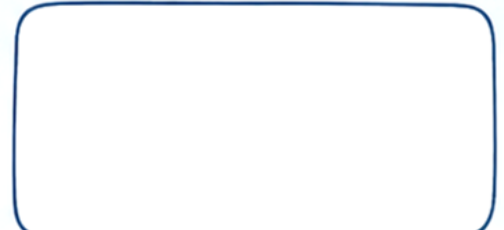
SOMETHING
I MISS IS...



WHEN I FEEL SAD,
I CAN...



THINGS THAT CAN HELP ME
FEEL BETTER...



DISASTER EDUCATION: COMMUNITY SAFETY



AFTERMATH / COPING



AFTER THE UNSAFE EVENT: BUILDING HOPE

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



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



A HELPER I CAN COUNT ON IS...



DISASTER EDUCATION: COMMUNITY 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...



DESCRIBE HOW YOU FEEL
WHEN YOU ARE **BRAVE**:



I WAS **BRAVE** WHEN I...

STRENGTHS I CAN USE EVERY DAY



TALK ABOUT
HOW I FEEL

Sharing helps
me process and
feel less alone.



BE KIND TO
MYSELF

I treat myself with
the same care and
respect I deserve.



FOCUS ON
THINGS I ENJOY

Doing things I love
helps me recharge
and stay grounded.



TAKE DEEP
BREATHS

Deep breaths help
me calm down
and reset.



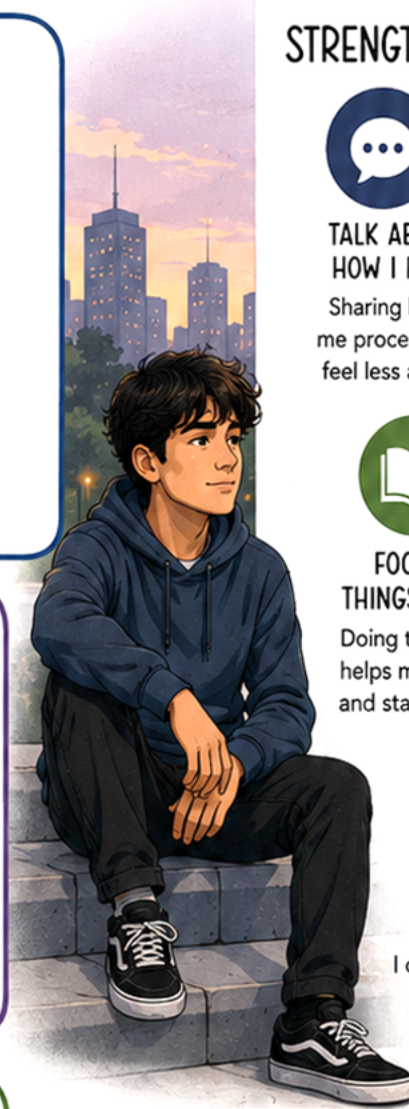
REACH OUT
FOR SUPPORT

I can talk to people
I trust and ask
for help.



FOCUS ON
WHAT I CAN
CONTROL

I can't control
everything,
but I can control
my choices.



UNSAFE FEELINGS

DURING AN UNSAFE SITUATION IN YOUR COMMUNITY, 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.

COFFEE CORNER



BOOKS & MORE

COMMUNITY MARKET



Anxious



Panic



Anger



Fear



Confused



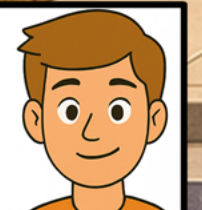
Restless



Sadness



Worry



Safe



Grateful

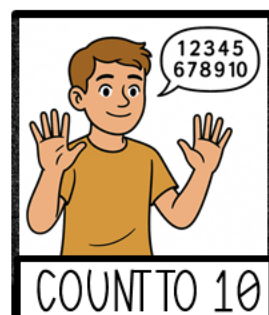


Relief



Hopeful

FEELINGS COPING SKILLS



DISASTER EDUCATION: COMMUNITY SAFETY

➡ AFTERMATH / COPING



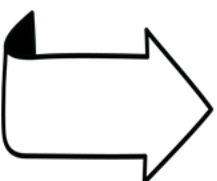
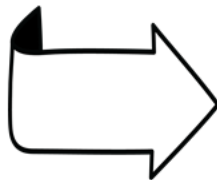
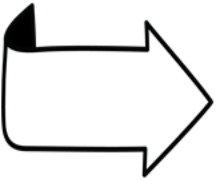
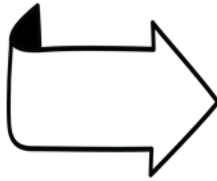
COPING WITH AN UNSAFE COMMUNITY EVENT: ACTIVITY

BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. THINK OF WHAT WOULD WORK BEST FOR YOU. WRITE YOUR ANSWERS IN THE BOXES.

I AM FEELING...

I CAN DO THIS TO HELP...

I CAN ALSO TRY THIS...



DISASTER EDUCATION: COMMUNITY SAFETY

➡ AFTERMATH / COPING



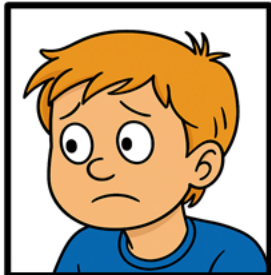
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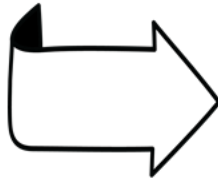
I AM FEELING...

I CAN DO THIS TO HELP...

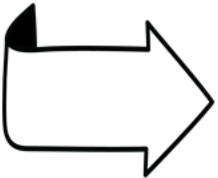
I CAN ALSO TRY THIS...



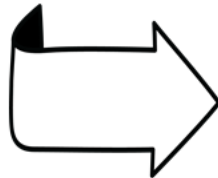
Worry



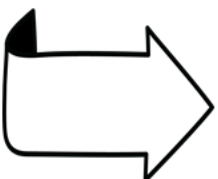
Restless



Sadness



Confused



DISASTER EDUCATION: COMMUNITY SAFETY

➡ AFTERMATH / COPING



COPING WITH AN UNSAFE COMMUNITY EVENT: ACTIVITY

BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. THINK OF WHAT WOULD WORK BEST FOR YOU. WRITE YOUR ANSWERS IN THE BOXES.

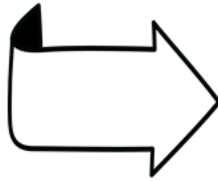
I AM FEELING...

I CAN DO THIS TO GET THERE...

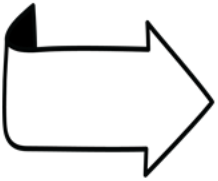
I CAN ALSO TRY THIS...



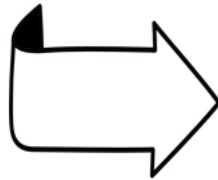
Resilient



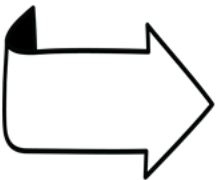
Hopeful



Safe



Grateful



COPING AFFIRMATIONS

POSITIVE REMINDERS TO HELP YOU THROUGH TOUGH TIMES.



I AM SAFE RIGHT NOW.

I am in this moment, and I am okay.



I AM NOT ALONE.

There are people who care about me and are here to help.



MY FEELINGS ARE OKAY.

It's okay to feel sad, scared, angry, or worried. My feelings are valid.



I AM STRONG AND BRAVE.

I have made it through hard things before, and I can get through this too.



I CHOOSE HOPE.

I believe that better days are ahead. Hope helps me heal.



I TAKE CARE OF MYSELF.

I can take deep breaths, talk to someone, and do things that help me feel better.



I MATTER.

I am important, I am loved, and I have a bright future.

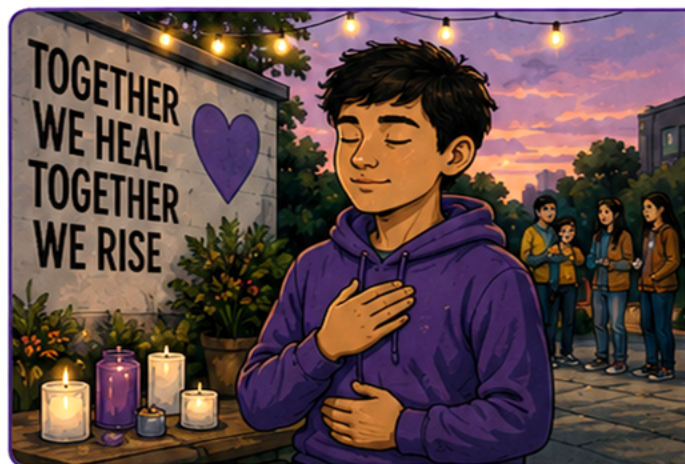


I CAN MAKE A DIFFERENCE.

I can be kind, help others, and help make my community stronger.



BREATHING EXERCISES



1. HEART & HEAL BREATHING

A gentle breath to bring comfort and safety.

- ♥ BREATHE IN slowly through your nose for 4 counts.
- ♥ HOLD for 4 counts. Feel kindness in your heart.
- ♥ BREATHE OUT slowly through your mouth for 6 counts.
- ♥ REPEAT 4 times. *I am healing. I am not alone.*



2. RELEASE & RENEW BREATHING

A breath to release stress and tension.

- ≈ BREATHE IN for 4 counts. Imagine peace coming in.
- ≈ HOLD for 4 counts. Let it fill your body.
- ≈ BREATHE OUT for 6 counts. Let go of fear and worry.
- ≈ REPEAT 4 times. *I am letting go. I am growing stronger.*



3. TOGETHER WE HEAL BREATHING

A breath to feel supported and connected.

- 👤 BREATHE IN for 4 counts. Think of people who care about you.
- 👤 HOLD for 4 counts. Feel their support around you.
- 👤 BREATHE OUT for 6 counts. Share kindness and care.
- 👤 REPEAT 4 times. *We are stronger together.*



4. HOPE & MOVE FORWARD BREATHING

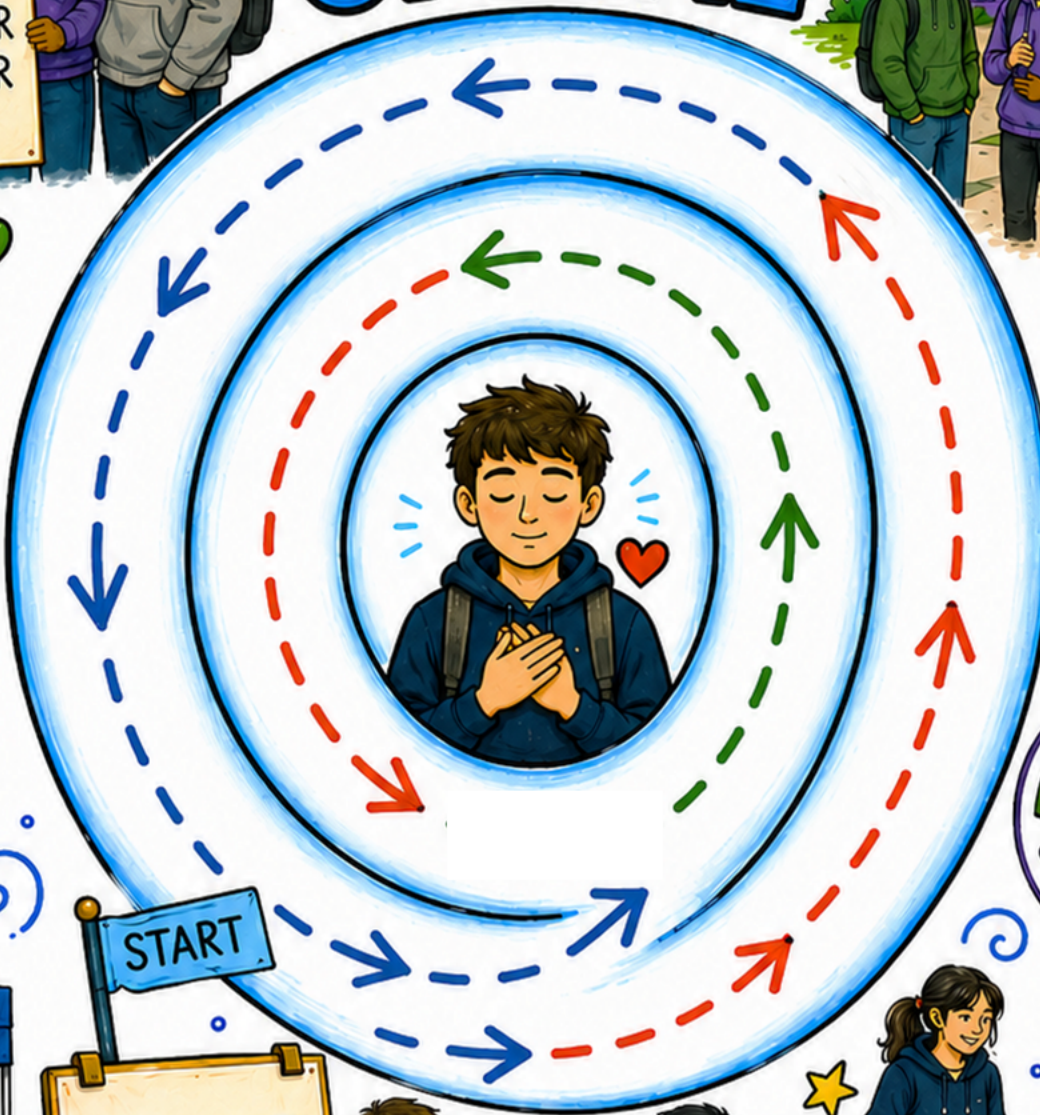
A breath to build hope and keep moving forward.

- 🌱 BREATHE IN for 4 counts. Imagine a brighter future.
- 🌱 HOLD for 4 counts. Believe in yourself.
- 🌱 BREATHE OUT for 6 counts. You are ready for what's next.
- 🌱 REPEAT 4 times. *I have hope. I keep moving forward.*

RIDE THE SAFE COMMUNITY 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.





GROUNDING TECHNIQUE

Calming down after an unsafe event at school



5 things you see

Look around.
Notice 5 things you can see.



4 things you feel

Notice 4 things you can feel:
your feet, the ground, the air,
your hands, or your clothes.

.....



3 things you hear

Listen carefully.
Notice 3 things you can hear.



2 things you smell

Notice 2 things you can smell
or just take a slow breath.



1 slow breath

Breathe in slowly through your nose.
Breathe out slowly through your mouth.
Do this 3 times.



You are safe. You are not alone.

It's normal to feel shaken, scared, or upset.
Taking slow breaths can help your body and mind calm down.
You are strong. You will get through this. ❤️

GRATITUDE

FOCUS ON THE GOOD. GROW EVERY DAY.

MY COMMUNITY
because...

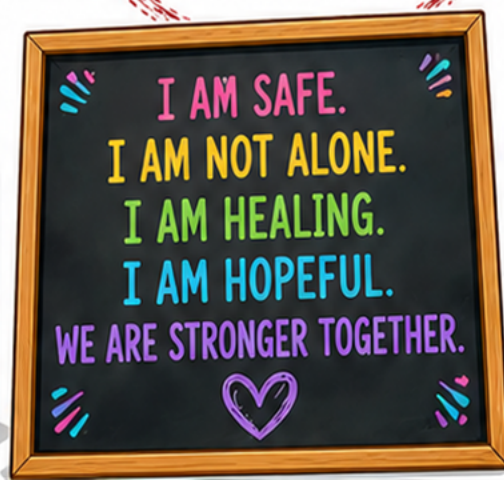
**THE PEOPLE
WHO SUPPORT ME**
because...

**THINGS I
LEARNED ABOUT
MYSELF**
because...

**THINGS THAT
GAVE ME HOPE**
because...

**MY FRIENDS AND
NEIGHBORS**
because...

MY FUTURE
because...



GUIDED VISUALIZATION: FINDING CALM AND SAFETY AGAIN

1

GET READY:

Sit in a comfortable position. Take a slow, deep breath in... and gently breathe out. Again... breathe in slowly... and breathe out slowly.

2

IMAGINE YOUR SAFE PLACE:

Imagine you are standing in a calm, safe place. Look around your safe place. Notice the colors, the sounds, the smells, and the feeling of safety around you.

3

BREATHE IN CALM, BREATHE OUT STRESS:

As you breathe in, imagine calm filling your body. As you breathe out, imagine stress and fear slowly floating away.

4

IMAGINE A WARM, SAFE LIGHT:

Now imagine a warm, glowing light around you. This light is made of safety, support, and care. It reminds you that there are people who want to help and protect you.

5

THINK ABOUT YOUR HELPERS:

Think about the helpers in your life. Picture those helpers standing beside you. You are not alone. You are supported.

6

LET GO AND GROW HOPE:

Let go of scary thoughts by imagining them on a cloud and letting them float away. Now picture yourself doing something hopeful. Even after hard things happen, hope, kindness, and healing can still grow.

7

SAY THESE TO YOURSELF:

- I am safe right now.
- I can ask for help.
- There are people who care about me.
- I am strong, supported, and healing.

Take one more deep breath in... and slowly breathe out.



COMMUNITY SAFETY = YOGA POSES =

Be aware. Be respectful. Be responsible.

We all
play a part
in a safe
community!



1. AWARENESS POSE

Look around. Stay alert.



STAND WITH YOUR FEET WIDE APART. TURN ONE FOOT OUT AND BEND THAT KNEE. EXTEND BOTH ARMS OUT TO THE SIDES AT SHOULDER HEIGHT. LOOK OVER YOUR FRONT FINGERTIPS. TAKE 3 SLOW BREATHS. SWITCH SIDES.

2. CARE POSE

Treat others with kindness.



STAND TALL WITH YOUR FEET TOGETHER. SHIFT YOUR WEIGHT ONTO ONE FOOT. PLACE THE SOLE OF YOUR OTHER FOOT ON YOUR ANKLE OR CALF (NOT YOUR KNEE). BRING YOUR HANDS TOGETHER AT YOUR HEART. FOCUS ON ONE STEADY SPOT. BREATHE SLOWLY FOR 3-5 BREATHS. SWITCH SIDES.

5. SMART CHOICES POSE

Choose what keeps you and others safe.



STAND WITH YOUR FEET WIDE APART. TURN ONE FOOT OUTWARD AND STRAIGHTEN BOTH LEGS. REACH ONE HAND TOWARD YOUR FRONT LEG OR THE FLOOR. EXTEND YOUR OTHER ARM TOWARD THE SKY. KEEP YOUR CHEST OPEN AND LOOK UPWARD IF COMFORTABLE. HOLD FOR 3 BREATHS. SWITCH SIDES.

- 5 SMART CHOICES
- ✓ SAFE FRIENDS
 - ✓ FOLLOW RULES
 - ✓ NO DRUGS OR ALCOHOL

6. TEAMWORK POSE

Work together for a safe community.



FACE A PARTNER. STAND WITH FEET HIP-WIDTH APART. BEND YOUR KNEES SLIGHTLY. PRESS YOUR PALMS GENTLY TOGETHER WITH YOUR PARTNER. KEEP YOUR BALANCE AND BREATHE TOGETHER. HOLD FOR 3 SLOW BREATHS.

7. CALM BREATH POSE

Stay calm. Take a deep breath.



SIT CROSS-LEGGED ON THE FLOOR OR GROUND. PLACE ONE HAND ON YOUR CHEST AND ONE ON YOUR STOMACH. CLOSE YOUR EYES OR SOFTEN YOUR GAZE. BREATHE IN SLOWLY THROUGH YOUR NOSE. BREATHE OUT SLOWLY THROUGH YOUR MOUTH. REPEAT 5 TIMES.

9. SAFE SPACE POSE

Help create safe spaces for all.



SIT COMFORTABLY CROSS-LEGGED. REST YOUR HANDS ON YOUR KNEES OR TOGETHER AT YOUR HEART. SIT UP TALL AND RELAX YOUR SHOULDERS. CLOSE YOUR EYES OR LOOK SOFTLY DOWNWARD. TAKE SLOW, CALM BREATHS. IMAGINE A SAFE, WELCOMING SPACE FOR EVERYONE. HOLD FOR 3-5 BREATHS.

- SAFE SPACES
- ◆ Be Respectful
 - ◆ Be Inclusive
 - ◆ Be Supportive
 - ◆ Be You



BODY SCAN MEDITATION

AFTER AN UNSAFE EVENT AT SCHOOL

Our bodies can feel shaken, tense, or upset after something scary or stressful happens. Taking time to slow down and notice our bodies can help us feel calmer and safer again. Find a quiet, safe place. You are not alone. You are strong. You will get through this.



GET READY: STOP & BREATHE

Sit or lie down in a comfortable position.
Let your hands rest gently. If you feel okay, close your eyes or look down.
Take a slow breath in... and out.



YOU ARE
SAFE
RIGHT
NOW.
❤️



NOTICE THE SHAKING: FEET & LEGS

Bring your attention to your feet.
Notice how they feel against the floor.
Do your legs feel shaky, tight, or heavy?
It's okay. Just notice. Take a slow breath in... and out.



IT'S OKAY
TO FEEL
WHAT YOU
FEEL.
❤️



BODY: STOMACH & CHEST

Bring your attention to your stomach and chest.
Do you feel fluttery, tight, or uneasy?
Place a hand on your belly if you'd like.
Take a slow breath in... and out.
Imagine the shaking turning into slow, gentle waves.



BREATHE IN
COURAGE.
BREATHE OUT
FEAR.
❤️



ARMS & HANDS: LET GO

Bring your attention to your arms and hands.
Do they feel tight or tense?
Imagine any stress or worry flowing out through your fingertips.
Gently wiggle your fingers. Let go.



I LET GO
OF WHAT
I CAN'T
CONTROL.
❤️



WHOLE BODY: STEADY & STRONG

Notice your whole body.
Feel the chair or floor supporting you.
You are still here. You are safe in this moment.
Take one more slow breath in... and out.

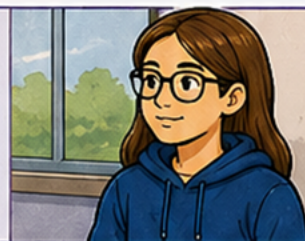


I AM
STRONG.
I AM
SAFE.
❤️



WHEN YOU'RE READY: LOOK AROUND

Gently open your eyes. Look around the room.
Notice 3 things you see, 3 things you hear,
and 1 thing you are grateful for.
You did something kind for your body and mind today.



FOCUS ON
WHAT'S
GOOD
AROUND
YOU.
❤️



LOOK FOR THE HELPERS

UNSAFE SITUATIONS IN THE COMMUNITY 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 IN THE COMMUNITY 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 helping our
community during a difficult time.

TOGETHER
WE HEAL.
TOGETHER
WE RISE.

COMMUNITY
CENTER

STRONGER
TOGETHER



COPING TIPS FOR PARENTS



EXPERIENCING AN UNSAFE SITUATION IN THE COMMUNITY 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: COMMUNITY 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 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 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?			

DISASTER EDUCATION: COMMUNITY SAFETY



STRESS ASSESSMENT

	NONE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME
9. DO YOU FEEL MORE ALONE INSIDE, OR MORE ALONE WITH YOUR FEELINGS- LIKE OTHERS DON'T UNDERSTAND?			
10. DO YOU STARTLE MORE EASILY OR FEEL MORE JUMPY OR NERVOUS THAN BEFORE?			
11. DO YOU SLEEP WELL AFTER WHAT HAPPENED?			
12. DO YOU FEEL BAD OR GUILTY BECAUSE YOU DIDN'T DO SOMETHING YOU WISH YOU HAD DONE?			
13. DO YOU WANT TO STAY AWAY FROM THINGS THAT REMIND YOU ABOUT WHAT HAPPENED?			
14. DO YOU DO THINGS THAT YOU WOULD NOT HAVE DONE BEFORE? (ACTING OUT, FIGHTS, DISOBEYING)			
15. SINCE THE UNSAFE EVENT, ARE YOU DOING THINGS AGAIN THAT YOU ONCE STOPPED DOING? (BITING NAILS, HABITS)			
16. DO THOUGHTS OR FEELINGS ABOUT WHAT HAPPENED GET IN THE WAY OF REMEMBERING THINGS?			

counseling

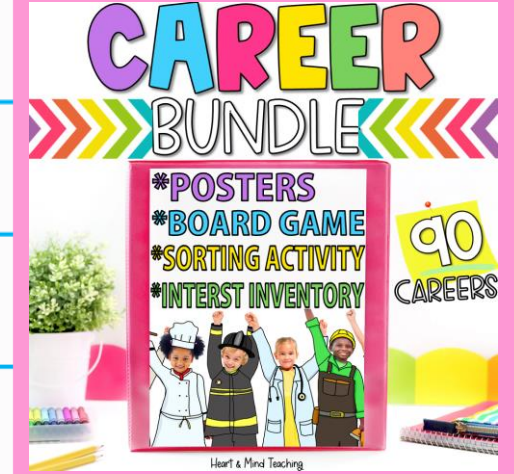
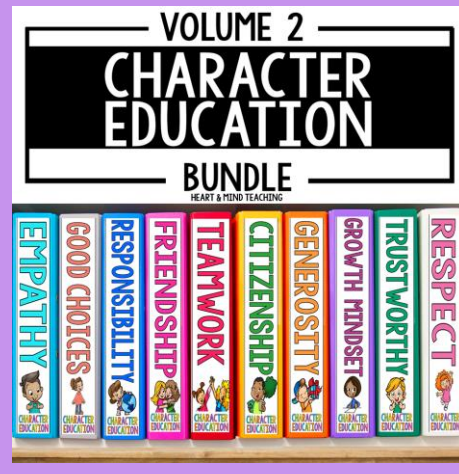
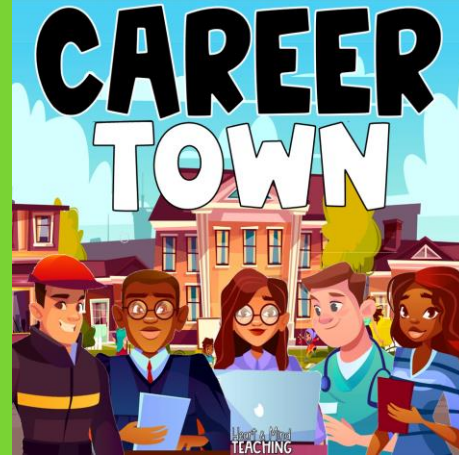
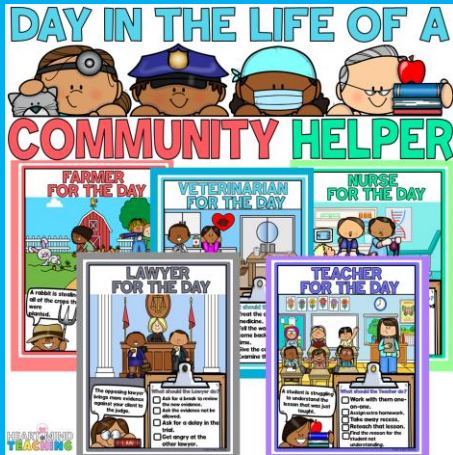
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