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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. ✨ ✨ ✨





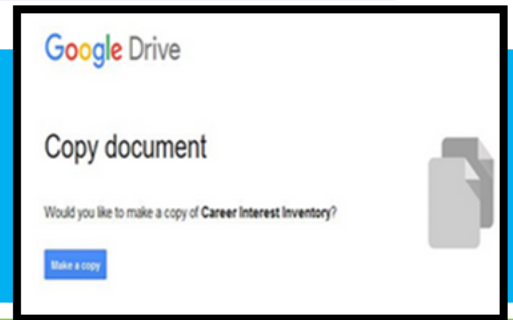
# Google Slides

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: Blizzard](#)

1

You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.



2

Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

3

Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

4

From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

5

From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT! Otherwise, they will all be editing the same file.**

Click "Assign" in the top right corner if you're ready to post! This product is meant to be used in "edit" mode (not "presentation" mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)



# DISASTER EDUCATION: BLIZZARD

## Session Objective:

- \*Students will recognize weather signs of a blizzard.
- \*Students will identify how a blizzard forms and how to measure its intensity.
- \*Students will identify different coping skills.

## Materials:

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

## Guiding Questions:

- \*What are some signs that a blizzard might form?
- \*What are some coping skills we can use?

## ASCA Standards Alignment:

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

## SEL Competencies:

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

## Session Details

- Give Stress Assessment (page 42-43) to students. This is helpful data to give before and after the lesson to gauge how students are coping if they recently experienced this disaster.
- Present the PowerPoint to students, using the handouts as a visual reminder to post in class.
- How a Blizzard Forms Activity: Have students number the Blizzard images to show the order that a Blizzard forms and explain what is happening in each photo (they are out of order).
- How to Measure a Blizzard Activity: Match the description to the Blizzard Rating.
- Blizzard Weather Clues: Read the descriptions and determine the Blizzard weather clues.
- Blizzard Preparation Activity: Determine if the statement is true or false.
- Blizzard Drill Activity: 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.
- After the storm reflection pages: Have students write their answers.
- Blizzard Feelings Activity: Show the coping skills from page 26 as an example, for pages 27-30 have students write in a coping skill they would use and draw it in the box.
- Post-storm Coping Affirmations: Read to students and have them say it back to you. Display in classroom for on-going use.
- Breathing Exercises- Read to students, have them practice the techniques. Display in classroom.
- Grounding Technique: Read to students, have them practice the techniques. Display in classroom.
- Guided Visualization: Read to students. Display in classroom for on-going use.
- Gratitude activity: Have students recognize what they are thankful 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:

# BLIZZARD



➡ GAIN KNOWLEDGE

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- ➡ HOW A BLIZZARD FORMS
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  - P. 6 ACTIVITY
- ➡ HOW TO MEASURE A BLIZZARD
  - P. 7 INFORMATIVE HANDOUT/POSTER
  - P. 8 ACTIVITY
- ➡ BLIZZARD WEATHER CLUES
  - P. 9 INFORMATIVE HANDOUT/POSTER
  - P. 10-11 ACTIVITY

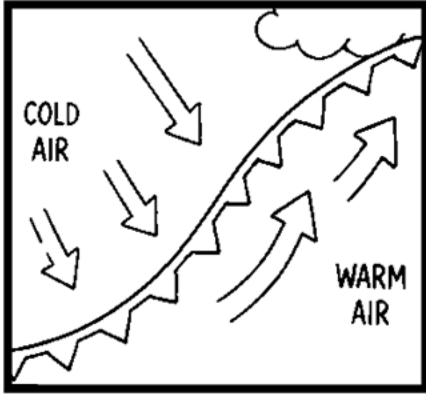


# DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE

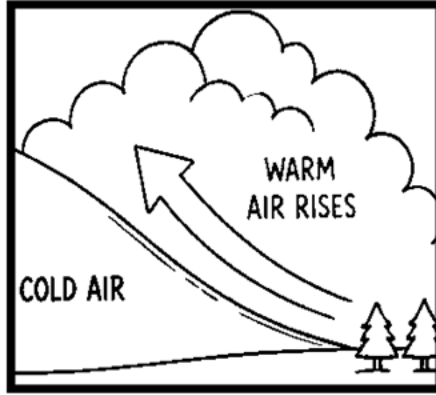


## HOW A BLIZZARD FORMS



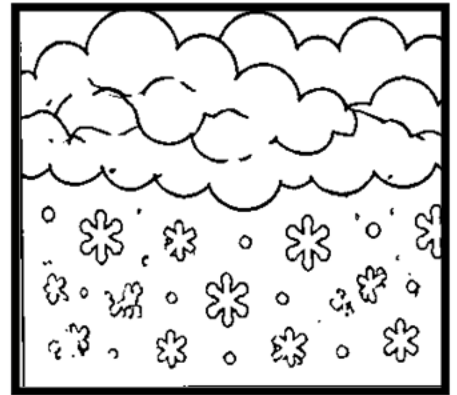
COLD & WARM AIR  
MEET

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



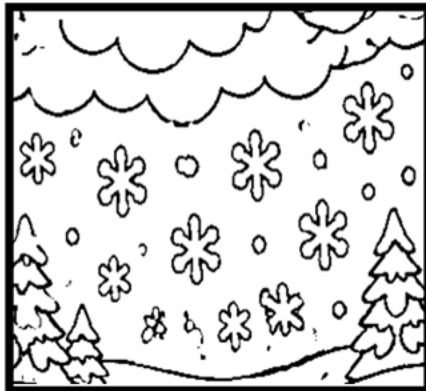
WARM AIR RISES

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



MOISTURE TURNS INTO  
CLOUDS

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



SNOW GROWS AND  
BECOMES HEAVY

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



STRONG WINDS  
DEVELOP

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



BLIZZARD CONDITIONS  
OCCUR

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

# DISASTER EDUCATION: BLIZZARD

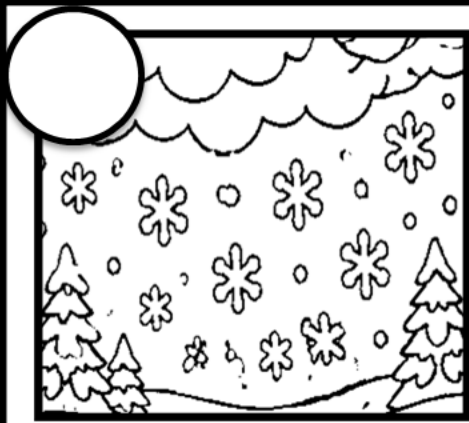
➡ GAIN KNOWLEDGE: ACTIVITY



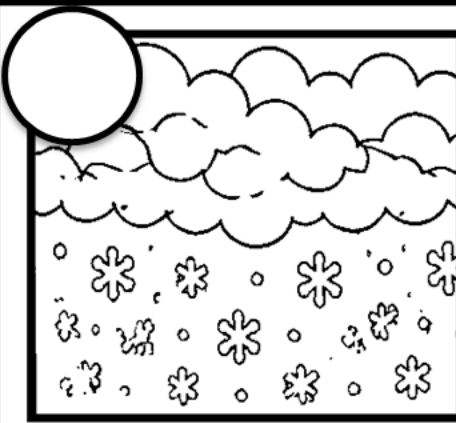
## HOW A BLIZZARD FORMS

NUMBER THE IMAGES IN THE ORDER THAT A BLIZZARD FORMS. BELOW EACH IMAGE DESCRIBE WHAT IS HAPPENING.

©Heart and Mind Teaching



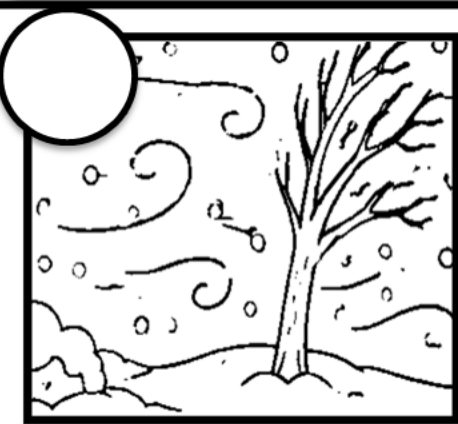
SNOW GROWS AND  
BECOMES HEAVY



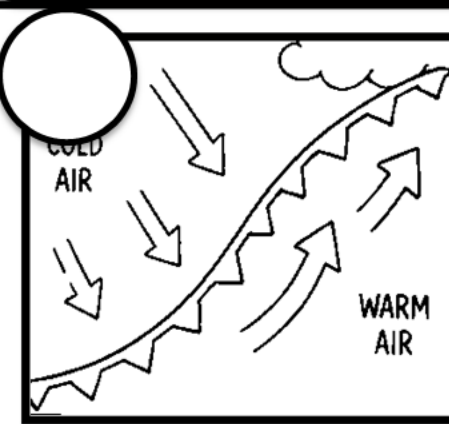
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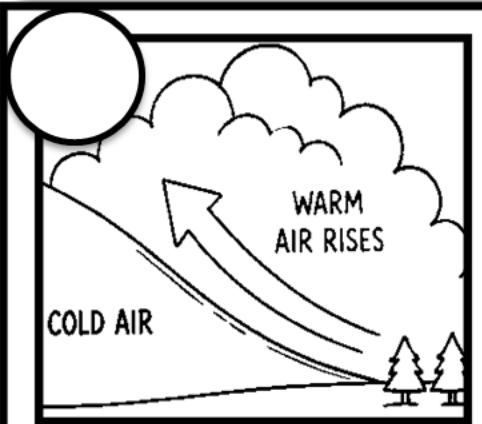
BLIZZARD CONDITIONS  
OCCUR



STRONG WINDS  
DEVELOP



COLD & WARM AIR  
MEET



WARM AIR RISES

# DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE



## HOW TO MEASURE A BLIZZARD

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



### SNOWSTORM

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



### WINDY SNOWSTORM

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



### BLIZZARD

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



### SEVERE BLIZZARD

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



# DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE: ACTIVITY



## HOW TO MEASURE A BLIZZARD: ACTIVITY

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

### SNOWSTORM



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

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# DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE



## BLIZZARD WEATHER CLUES



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

DARK, HEAVY CLOUDS FILL THE SKY



WINDS START PICKING UP AND FEEL STRONGER THAN NORMAL

PEOPLE BEGIN PREPARING (STORES BUSY, STOCKING SUPPLIES)



YOU CAN BARELY SEE (WHITEOUT CONDITIONS)

TEMPERATURES DROP QUICKLY



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

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

ROADS BECOME HARD OR IMPOSSIBLE TO TRAVEL



# DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE



## BLIZZARD WEATHER CLUES

READ THE SCENARIOS AND WRITE THE WEATHER CLUES IN THE BOX.

WEATHER CLUES OF A  
POSSIBLE BLIZZARD



MAYA PULLED HER HOOD TIGHTER AS THE WIND HOWLED LOUDER. SNOW WAS BLOWING SIDWAYS, AND SHE COULD BARELY SEE THE END OF THE STREET ANYMORE.

JORDAN CHECKED HIS PHONE AND SAW A WEATHER ALERT WARNING OF HEAVY SNOW AND STRONG WINDS. OUTSIDE, THE SKY HAD TURNED A DULL GRAY, AND SNOW WAS STARTING TO PILE UP QUICKLY.

LIAM NOTICED THE TEMPERATURE HAD DROPPED FAST DURING THE AFTERNOON. BY EVENING, THICK SNOW WAS FALLING NONSTOP, AND THE ROADS WERE ALREADY BECOMING HARD TO SEE.



# DISASTER EDUCATION: BLIZZARD

➡ GAIN KNOWLEDGE



## BLIZZARD WEATHER CLUES

READ THE SCENARIOS AND WRITE THE WEATHER CLUES IN THE BOX.

WEATHER CLUES OF A  
POSSIBLE BLIZZARD



SOFIA LOOKED OUTSIDE AND SAW SNOW COVERING EVERYTHING IN THICK LAYERS. THE WIND WAS PUSHING THE SNOW INTO LARGE DRIFTS AGAINST CARS AND DOORS.

ETHAN TRIED TO WALK HOME, BUT THE WIND PUSHED AGAINST HIM, MAKING IT HARD TO MOVE FORWARD. SNOW KEPT BLOWING INTO HIS FACE, AND VISIBILITY WAS GETTING WORSE BY THE MINUTE.

AVA WATCHED AS THE SNOWSTORM CONTINUED FOR HOURS. THE STREETS WERE EMPTY, AND THE SNOW KEPT FALLING WITHOUT STOPPING, COVERING SIDEWALKS AND ROADS COMPLETELY.



# DISASTER EDUCATION:

# BLIZZARD

➡ BE PREPARED



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P. 17-18 ACTIVITY

# DISASTER EDUCATION: BLIZZARD

➡ BE PREPARED



## BLIZZARD PREPARATION

### BEFORE A BLIZZARD



MAKE A SAFETY PLAN



GATHER EMERGENCY  
SUPPLIES



CHARGE PHONES AND  
DEVICES



BRING PETS INSIDE

### DURING A BLIZZARD



STAY INSIDE AND OFF  
THE ROADS



DRESS IN WARM  
LAYERS



LISTEN FOR EMERGENCY  
UPDATES



IF YOU LOSE HEAT, STAY  
IN ONE ROOM.

### AFTER A BLIZZARD



CHECK ON FAMILY AND  
NEIGHBORS



STAY AWAY FROM DOWNED  
POWERLINES



BE CAREFUL WALKING OR  
DRIVING—WATCH FOR ICE.



HELP OTHERS IF YOU  
CAN



# DISASTER EDUCATION: BLIZZARD

➡ BE PREPARED



## BLIZZARD PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

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

TRUE OR FALSE?

A BLIZZARD KIT SHOULD INCLUDE BATTERIES AND WATER.

TRUE OR FALSE?

DURING A BLIZZARD, YOU SHOULD LEAVE YOUR PETS OUTSIDE.

TRUE OR FALSE?

DURING A BLIZZARD, YOU SHOULD SEEK SHELTER VERY QUICKLY.

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?





# DISASTER EDUCATION: BLIZZARD

➡ BE PREPARED



## BLIZZARD PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

DURING A BLIZZARD, IT IS SAFE TO DRIVE AROUND.

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

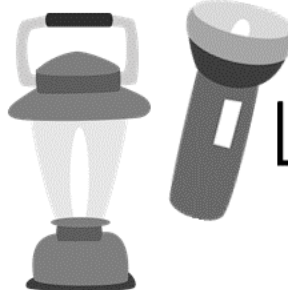


# BLIZZARD SUPPLIES CHECKLIST



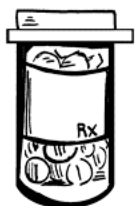
## WATER & FOOD

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



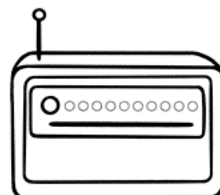
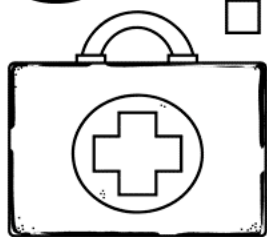
## LIGHT & POWER

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



## HEALTH & FIRST AID

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



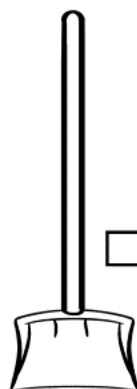
## SAFETY & COMMUNICATION

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



## COMFORT ITEMS

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



## OUTDOOR TOOLS

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

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.

## THE BLIZZARD WARNING

SETUP: A WINTER STORM WARNING HAS JUST BEEN ANNOUNCED. SNOW AND STRONG WINDS ARE EXPECTED WITHIN A FEW HOURS.

ROLES: PREPARED STUDENT, UNPREPARED FRIEND, PARENT/GUARDIAN, WEATHER REPORTER.

ACTIONS: DISCUSS WHAT SUPPLIES ARE NEEDED (FOOD, WATER, FLASHLIGHT, BLANKETS). DECIDE WHAT TO DO BEFORE THE STORM ARRIVES. PRACTICE CONVINCING OTHERS WHY PREPARATION IS IMPORTANT.



## STUCK AT SCHOOL

SETUP: THE BLIZZARD HITS EARLY, AND STUDENTS MUST STAY AT SCHOOL LONGER THAN EXPECTED.

ROLES: WORRIED STUDENT, TEACHER, CALM/PROBLEM-SOLVER STUDENT, SCHOOL STAFF MEMBER.

ACTIONS: PRACTICE STAYING CALM AND FOLLOWING DIRECTIONS. DISCUSS SAFE INDOOR BEHAVIORS. IDENTIFY WAYS TO HELP OTHERS FEEL SAFE.



## POWER OUTAGE AT HOME

SETUP: THE POWER GOES OUT DURING THE STORM, AND IT'S GETTING COLD INSIDE THE HOUSE.

ROLES: CHILD/TEEN, SIBLING, PARENT/GUARDIAN, NEIGHBOR.

ACTIONS: DECIDE HOW TO STAY WARM SAFELY (BLANKETS, LAYERS, STAYING TOGETHER), PRACTICE USING FLASHLIGHTS, INSTEAD OF CANDLES (SAFETY DISCUSSION), TALK THROUGH WHAT NOT TO DO (E.G., UNSAFE HEATING METHODS).





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.

## CHECKING ON A NEIGHBOR

SETUP: THE STORM HAS PASSED, AND YOU ARE CHECKING ON AN ELDERLY NEIGHBOR.

ROLES: TEEN, NEIGHBOR, FRIEND/HELPER

ACTIONS: PRACTICE HOW TO RESPECTFULLY CHECK IN. OFFER HELP (SHOVELING, BRINGING SUPPLIES, CLEARING A PATH) IDENTIFY SIGNS SOMEONE MAY NEED EXTRA HELP.



## CAR TROUBLE IN THE SNOW

SETUP: A CAR IS STUCK IN DEEP SNOW DURING OR RIGHT AFTER A BLIZZARD.

ROLES: DRIVER, PASSENGER, HELPER PASSING BY, EMERGENCY RESPONDER.

ACTIONS: DISCUSS SAFE CHOICES (STAY WITH THE CAR VS. LEAVING) PRACTICE CALLING FOR HELP. IDENTIFY UNSAFE RISKS (WALKING IN SEVERE COLD, POOR VISIBILITY).



## HELPING AFTER THE STORM

SETUP: THE STORM IS OVER, AND THE NEIGHBORHOOD NEEDS HELP DIGGING OUT.

ROLES: TEEN HELPER, NEIGHBOR NEEDING HELP, FRIEND HELPING SHOVEL, YOUNGER CHILD OBSERVING.

ACTIONS: PRACTICE TEAMWORK (SHOVELING, CLEARING WALKWAYS) MODEL SAFE PHYSICAL EFFORT (TAKING BREAKS, DRESSING WARMLY) DISCUSS HOW HELPING OTHERS BUILDS COMMUNITY.



# DISASTER EDUCATION:

# BLIZZARD



## ➡ AFTERMATH/COPING

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- P. 41 THANK YOU LETTER TO A HELPER
- P. 42 COPING TIPS FOR PARENTS
- P. 43-44 STRESS ASSESSMENT

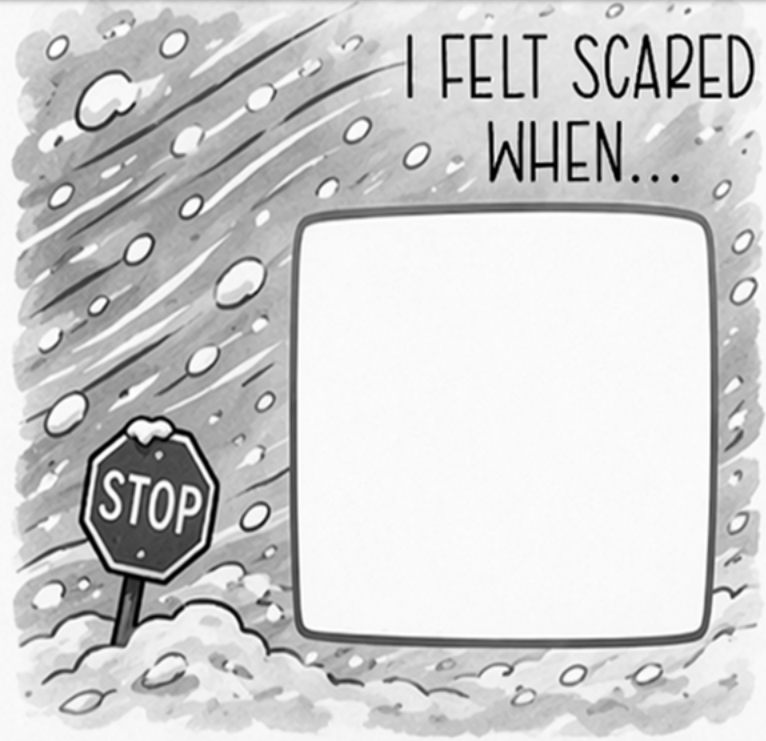


# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



## AFTER THE BLIZZARD: PROCESSING FEAR & SAFETY



# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING

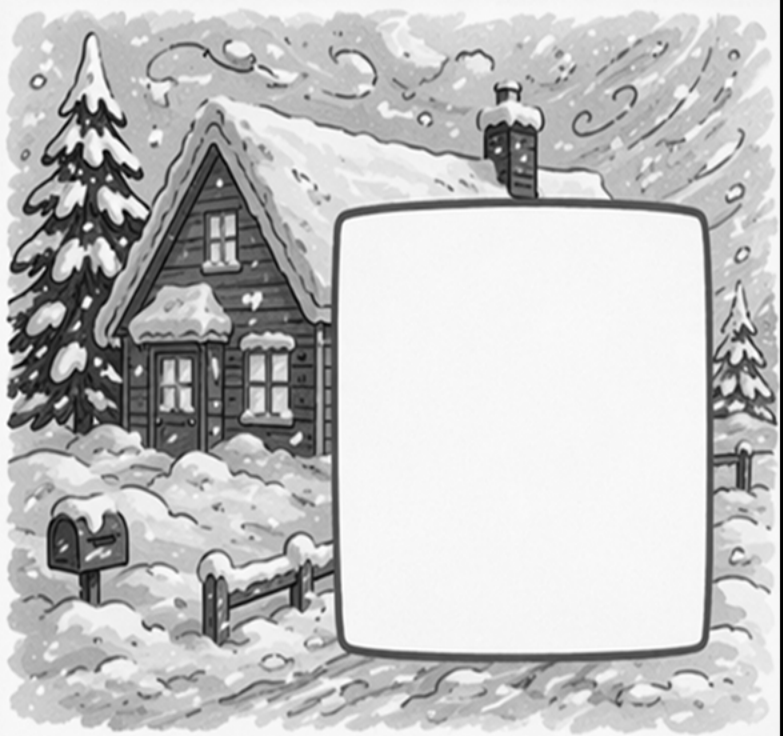


## AFTER THE BLIZZARD: COPING WITH CHANGE

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



ONE THING THAT HAS STAYED THE SAME IS...



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





# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



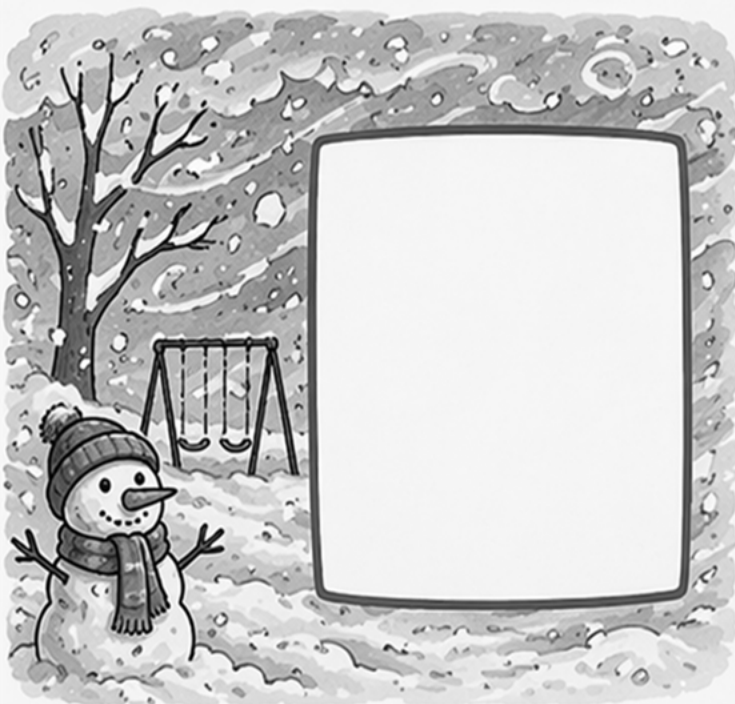
## AFTER THE BLIZZARD: EXPRESSING LOSS

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

A MEMORY THAT MAKES ME SMILE IS...



SOMETHING I MISS IS...



WHEN I FEEL SAD, I CAN...



# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



## AFTER THE BLIZZARD: BUILDING HOPE

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

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

A HELPER I CAN COUNT ON IS...

STAY SAFE.  
YOU MATTER.



# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



## AFTER THE BLIZZARD: MY STRENGTHS

SOMETHING I CAN DO TO HELP MYSELF IS...

SOMETHING I CAN DO TO  
HELP OTHERS IS...

DRAW YOURSELF BEING BRAVE.

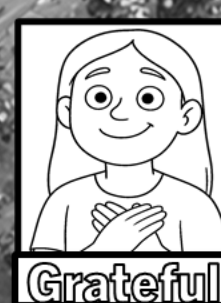
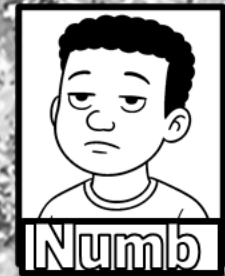
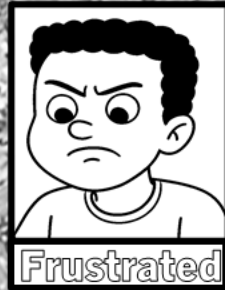
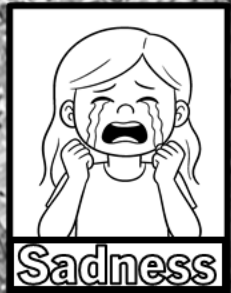
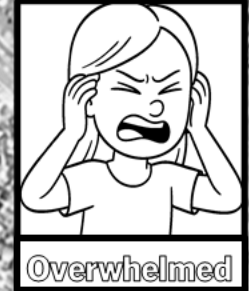
I WAS BRAVE WHEN I...





# BLIZZARD FEELINGS

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



# FEELINGS COPING SKILLS





# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING

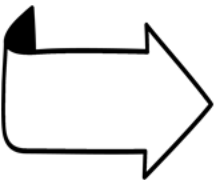
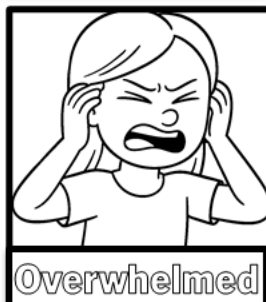
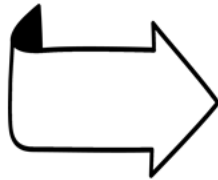
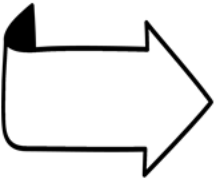
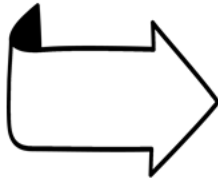


## COPING WITH THE AFTERMATH OF A BLIZZARD: ACTIVITY

BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. 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: BLIZZARD

➡ AFTERMATH / COPING



## COPING WITH THE AFTERMATH OF A BLIZZARD: ACTIVITY

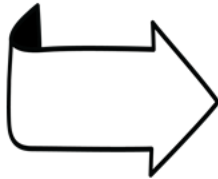
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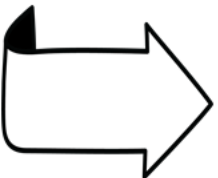
I CAN DO THIS TO HELP... I CAN ALSO TRY THIS...



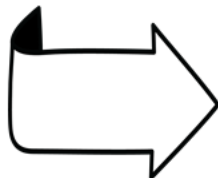
Panic



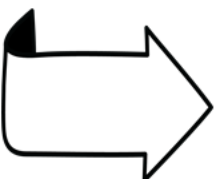
Anxious



Sadness



Numb





# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING

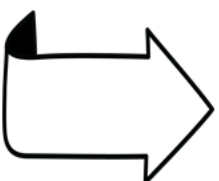
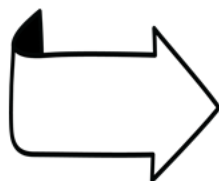
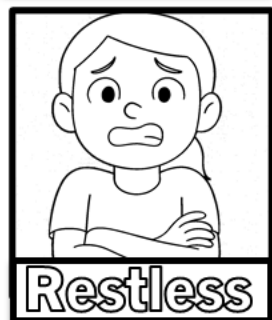
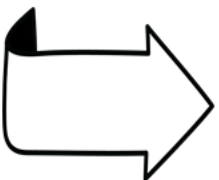
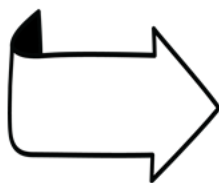


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I AM FEELING...

I CAN DO THIS TO HELP... I CAN ALSO TRY THIS...



# DISASTER EDUCATION: BLIZZARD

➡ AFTERMATH / COPING



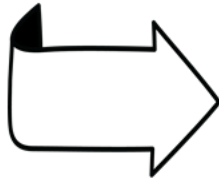
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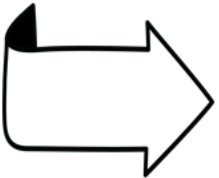
I AM FEELING... I CAN DO THIS TO GET THERE... I CAN ALSO TRY THIS...



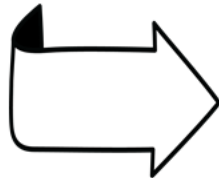
Resilient



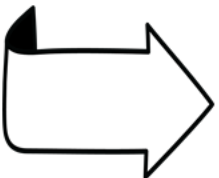
Hopeful



Safe



Grateful



# POST-STORM GOPIING AFFIRMATIONS



"I AM SAFE RIGHT NOW."

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

"I CAN FIND SOMETHING GOOD EACH DAY."

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

"STORMS DON'T LAST FOREVER."

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

"EVERY DAY, I AM GETTING STRONGER."

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

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

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

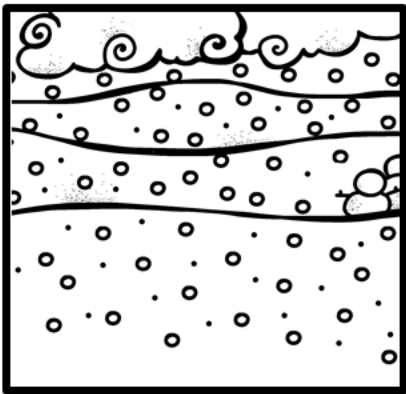
"THERE ARE PEOPLE WHO CARE FOR ME AND PROTECT ME."

# BREATHING EXERCISES



## Blizzard Spiral **Breathing**

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



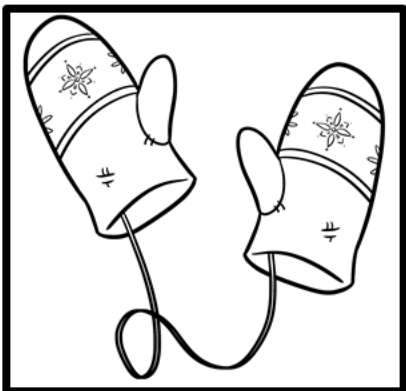
## Snowstorm Blow **Breathing**

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



## Snowman Stack **Breathing**

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



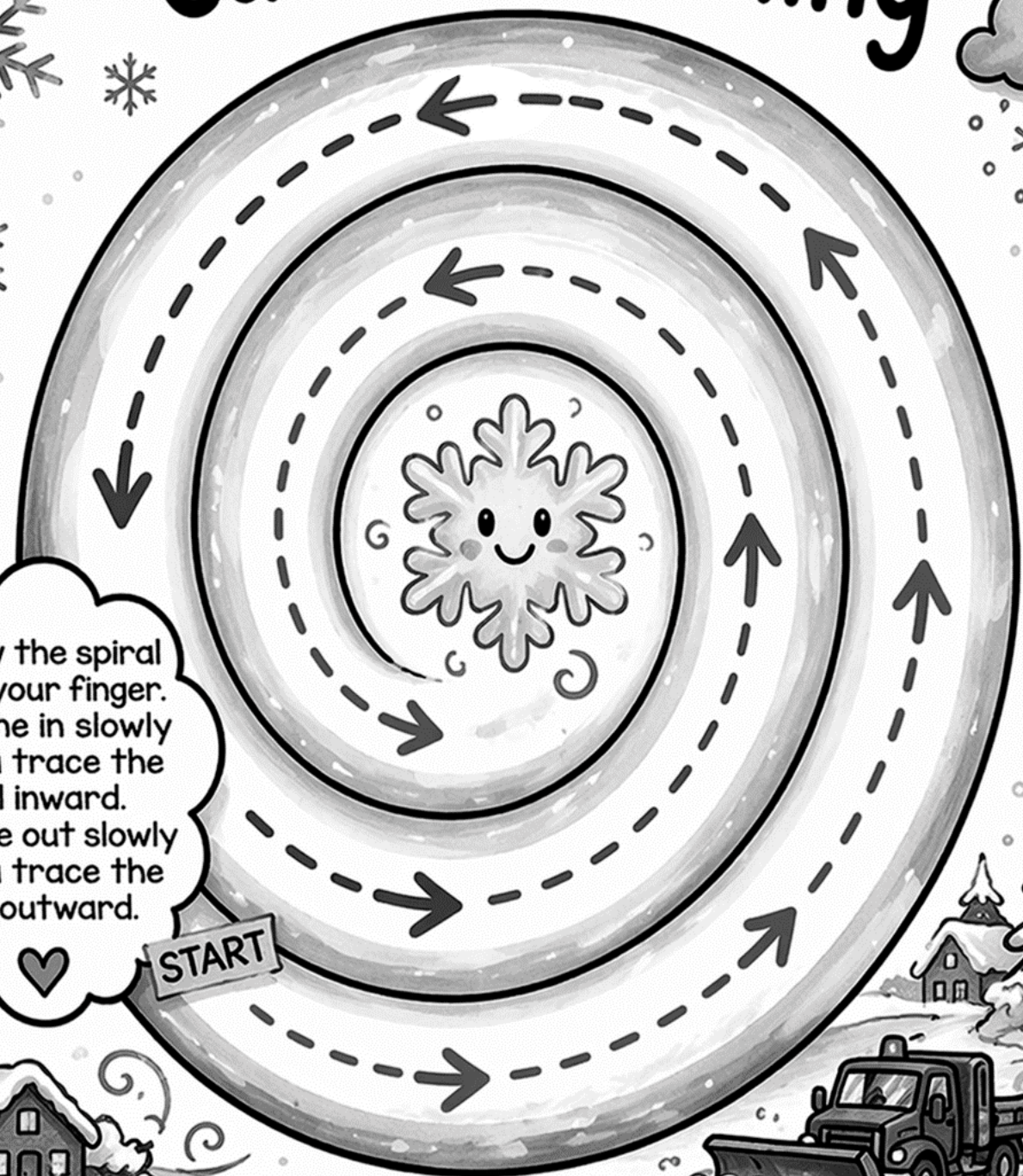
## Warm Hands **Breathing**

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



# RIDE THE BLIZZARD

## Calm Breathing

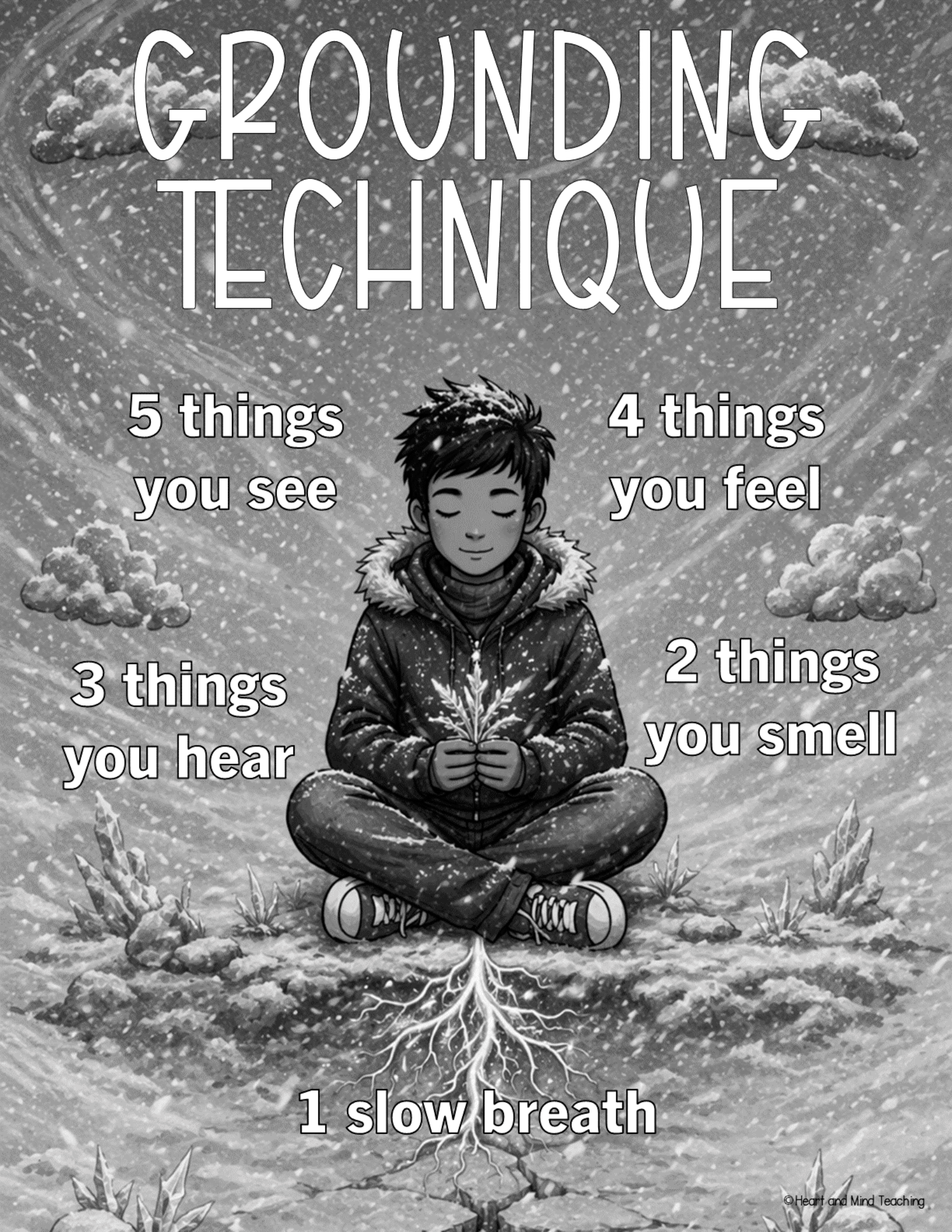


Follow the spiral  
with your finger.  
Breathe in slowly  
as you trace the  
spiral inward.  
Breathe out slowly  
as you trace the  
spiral outward.

START



# GROUNDING TECHNIQUE



5 things  
you see

4 things  
you feel

3 things  
you hear

2 things  
you smell

1 slow breath





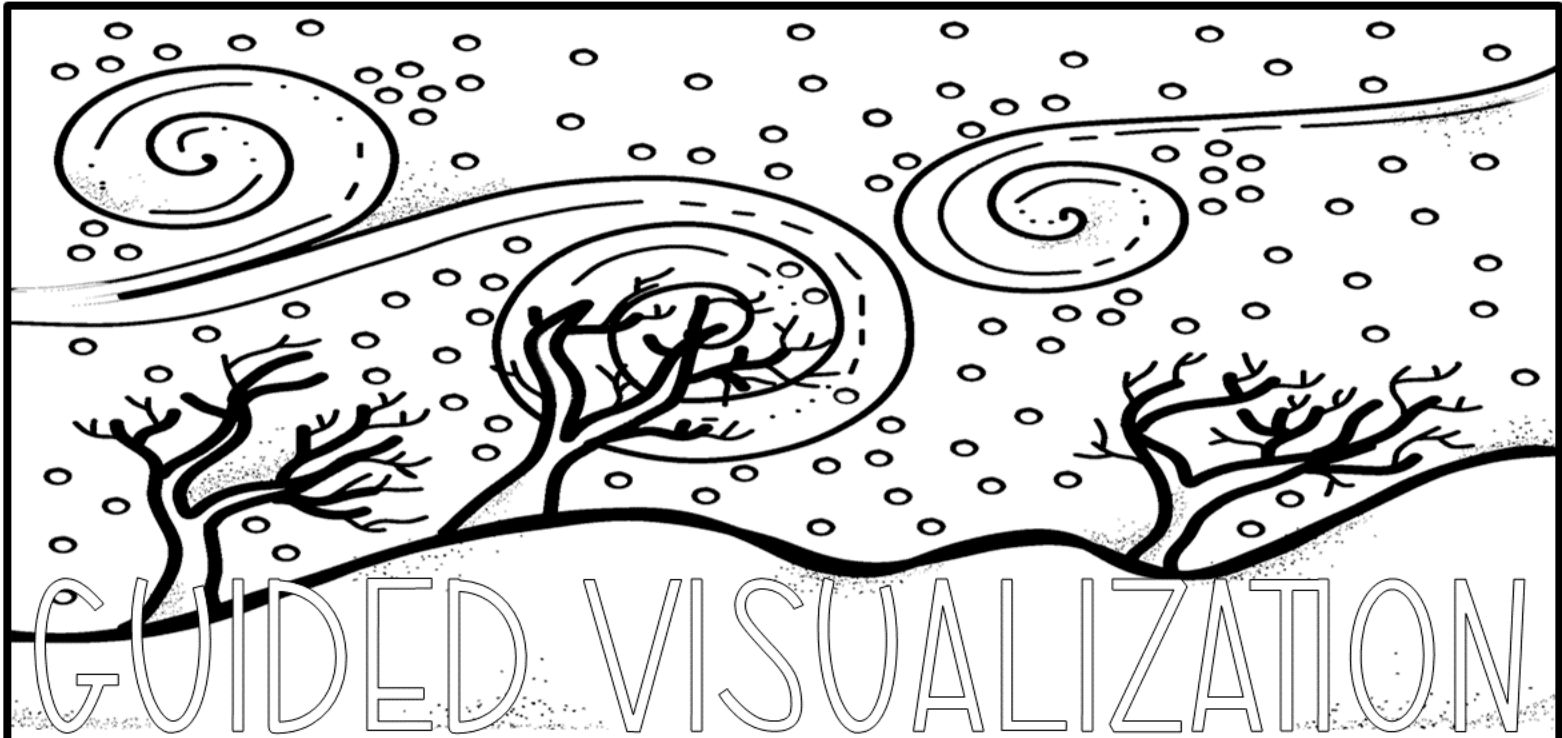
# GRATEFUL

## AFTER THE BLIZZARD

I AM THANKFUL FOR...

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |





CLOSE YOUR EYES IF YOU FEEL COMFORTABLE OR JUST SOFTEN YOUR GAZE.  
TAKE A SLOW, DEEP BREATH IN... AND LET IT OUT GENTLY.

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

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

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

YOU FEEL YOUR BODY BECOMING MORE RELAXED.

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

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

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



# Blizzard-Themed Yoga Poses



**Strong Ground**  
(Mountain Pose)



**Swaying Pine**  
(Tree Pose)



**Drop, Cover, Hold**  
(Child's Pose)

STAND TALL WITH FEET FLAT ON THE GROUND. ARMS BY YOUR SIDES OR REACHING UP. PRESS YOUR FEET FIRMLY INTO THE FLOOR.

STAND ON ONE FOOT, PLACE THE OTHER ON YOUR ANKLE OR LEG. HANDS TOGETHER OR RAISED OVERHEAD. GENTLY SWAY... THEN BECOME STILL.

KNEEL AND SIT BACK ON YOUR HEELS. BEND FORWARD, FOREHEAD DOWN. ARMS TUCKED IN OR STRETCHED FORWARD.



**Blizzard Breath**  
(Cat-Cow Stretch)



**Ice Tunnel**  
(Bridge Pose)



**Calm Inside**  
(Snowflake Rest)

ON HANDS AND KNEES. ARCH YOUR BACK UP (CAT), THEN DROP YOUR BELLY DOWN (COW). MOVE SLOWLY WITH YOUR BREATH.

LIE ON YOUR BACK, KNEES BENT, FEET FLAT. LIFT YOUR HIPS TOWARD THE SKY. HOLD, THEN SLOWLY LOWER.

LIE FLAT ON YOUR BACK, ARMS AND LEGS RELAXED. STAY STILL AND BREATHE SLOWLY. SAY: "THE STORM IS CALM. MY BODY IS CALM."

# BODY SCAN MEDITATION

SIT OR LIE DOWN IN A COMFORTABLE POSITION. GENTLY CLOSE YOUR EYES IF THAT FEELS OKAY. TAKE A SLOW, DEEP BREATH IN... AND OUT.

PICTURE YOURSELF INSIDE DURING A BLIZZARD. OUTSIDE, THE WIND IS SWIRLING, AND THE SNOW IS FALLING FAST. BUT INSIDE, YOU ARE SAFE, WARM, AND CALM.

HEAD AND MIND: BRING YOUR ATTENTION TO YOUR HEAD. NOTICE YOUR THOUGHTS—LIKE SNOWFLAKES SWIRLING IN THE WIND. YOU DON'T HAVE TO CHASE THEM. JUST WATCH THEM DRIFT BY. LET YOUR MIND BEGIN TO SLOW, LIKE THE STORM STARTING TO SETTLE.

ARMS AND HANDS: FEEL YOUR ARMS AND HANDS. IMAGINE WARMTH SPREADING THROUGH THEM—LIKE HOLDING A WARM CUP OF COCOA. LET YOUR FINGERS RELAX AND GROW STILL.

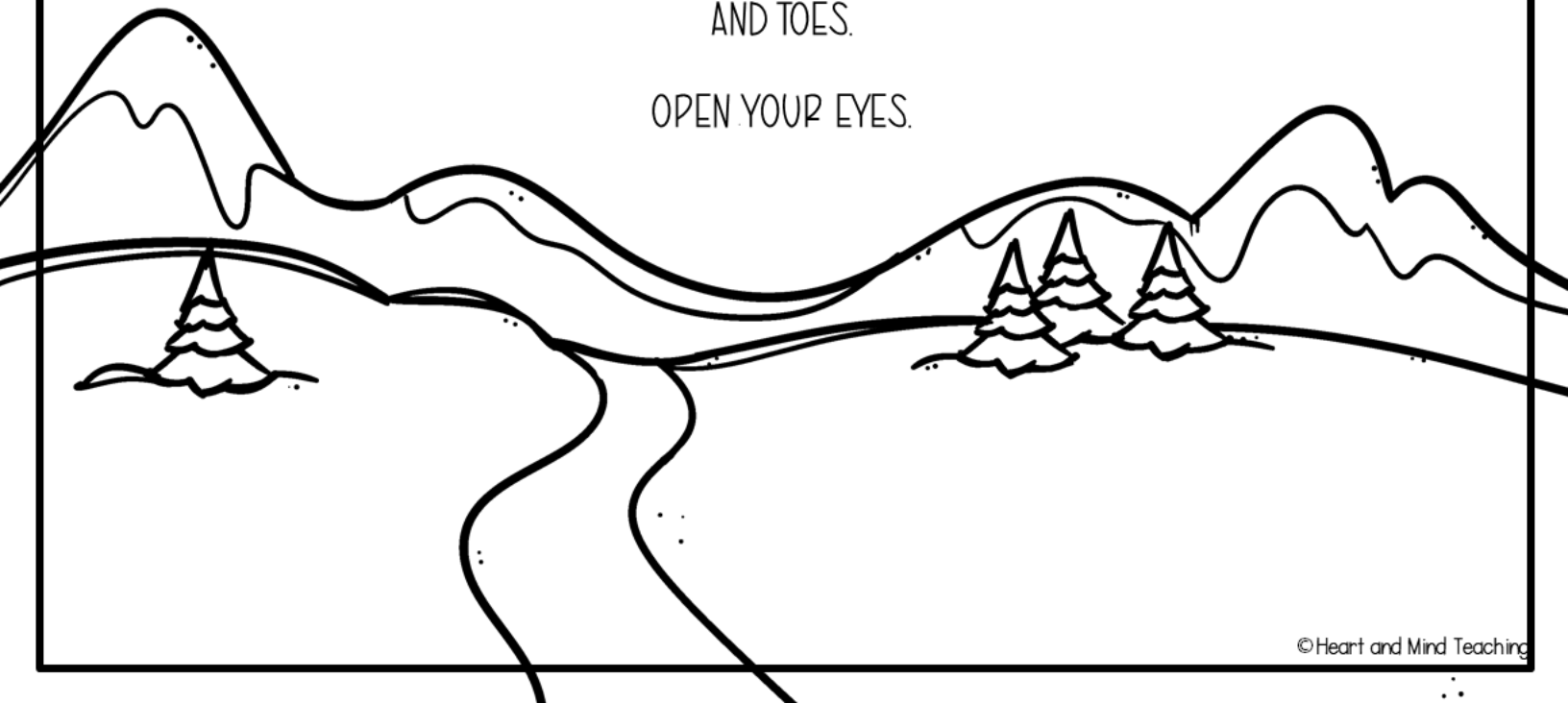
CHEST AND BREATHING: FOCUS ON YOUR BREATHING. BREATHE IN SLOWLY THROUGH YOUR NOSE... AND OUT THROUGH YOUR MOUTH. IMAGINE YOUR BREATH IS LIKE THE WIND CALMING DOWN. EACH BREATH MAKES THE STORM QUIETER... SOFTER... SLOWER.

LEGS AND FEET: BRING YOUR ATTENTION TO YOUR LEGS. LET THEM FEEL HEAVY AND RELAXED, LIKE RESTING IN DEEP SNOW. NOW NOTICE YOUR FEET. IMAGINE THEM WARM AND STILL, GROUNDED SAFELY INSIDE.

WHOLE BODY CALM: NOW FEEL YOUR WHOLE BODY. THE STORM OUTSIDE HAS SLOWED. THE SNOW IS GENTLY FALLING... EVERYTHING IS QUIET. YOU ARE CALM. YOU ARE SAFE. YOU ARE IN CONTROL.

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

OPEN YOUR EYES.





# LOOK FOR THE HELPERS

STORMS LIKE BLIZZARDS CAN FEEL SCARY. BUT DO YOU KNOW WHAT MR. ROGERS ALWAYS SAID? *'LOOK FOR THE HELPERS.'* THERE ARE ALWAYS PEOPLE HELPING."

HOW DO HELPERS MAKE US FEEL AFTER SOMETHING SCARY?

WHO ARE HELPERS YOU KNOW IN OUR COMMUNITY?

WHAT DO THEY DO TO HELP?





# LOOK FOR THE HELPERS

STORMS LIKE BLIZZARDS CAN FEEL SCARY. BUT DO YOU KNOW WHAT MR. ROGERS ALWAYS SAID? *'LOOK FOR THE HELPERS.'* THERE ARE ALWAYS PEOPLE HELPING."

ONE HELPER I SAW ASSISTING OTHERS AFTER THE STORM WAS:

SEEING OTHERS HELPING PEOPLE MADE ME FEEL:

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





# Thank You, Helpers!



# COPING TIPS FOR PARENTS



EXPERIENCING A BLIZZARD CAN BE FRIGHTENING FOR CHILDREN AND FAMILIES. HERE ARE SOME SIMPLE WAYS TO SUPPORT YOUR CHILD AS THEY COPE WITH THE AFTERMATH.

## ➡ SUPPORTING YOUR CHILD EMOTIONALLY

- LISTEN AND REASSURE – ALLOW YOUR CHILD TO SHARE FEELINGS AND REMIND THEM THEY ARE SAFE.
- MAINTAIN ROUTINES – KEEP MEAL, BEDTIME, AND SCHOOL SCHEDULES CONSISTENT.
- ENCOURAGE EXPRESSION – LET CHILDREN DRAW, PLAY, OR TELL STORIES TO PROCESS FEELINGS.

## ➡ COPING STRATEGIES TO PRACTICE TOGETHER

- BREATHING – TRY 'SMELL THE FLOWER, BLOW OUT THE CANDLE' TOGETHER.
- GROUNDING – NOTICE 5 THINGS TO SEE, 4 TO TOUCH, 3 TO HEAR, 2 TO SMELL, 1 TO TASTE.
- POSITIVE AFFIRMATIONS – REPEAT CALMING WORDS LIKE 'I AM SAFE' AND 'I AM STRONG.'

## ➡ WHEN TO SEEK EXTRA SUPPORT

- FREQUENT NIGHTMARES OR TROUBLE SLEEPING.
- ONGOING FEAR, CLINGINESS, OR WITHDRAWAL.
- FREQUENT HEADACHES, STOMACHACHES, OR APPETITE CHANGES.

## ➡ SCHOOL SUPPORT

OUR STAFF ARE HERE TO HELP. WE WILL PROVIDE EXTRA EMOTIONAL SUPPORT IN THE COMING DAYS. IF YOU HAVE CONCERNS, PLEASE CONTACT:

TYPE HERE THE PERSON THEY SHOULD CONTACT.



# DISASTER EDUCATION: BLIZZARD



## STRESS ASSESSMENT

|   | NONE<br>OF THE TIME | SOME<br>OF THE TIME | MOST<br>OF THE TIME |
|---|---------------------|---------------------|---------------------|
| 1. DO YOU GET SCARED, AFRAID OR UPSET WHEN YOU THINK ABOUT THE BLIZZARD?                                    |                     |                     |                     |
| 2. DO YOU GO OVER IN YOUR MIND WHAT HAPPENED, SEEING PICTURES OR SOUNDS IN YOUR MIND ABOUT THE BLIZZARD?    |                     |                     |                     |
| 3. DO THOUGHTS ABOUT THE BLIZZARD COME BACK TO YOU EVEN WHEN YOU DON'T WANT THEM TO?                        |                     |                     |                     |
| 4. DO YOU HAVE DREAMS ABOUT THE BLIZZARD OR HAVE TROUBLE SLEEPING?  |                     |                     |                     |
| 5. DO YOU WORRY THAT THE BLIZZARD WILL HAPPEN AGAIN?  |                     |                     |                     |
| 6. WHEN SOMETHING REMINDS YOU OF THE BLIZZARD, DO YOU GET TENSE OR UPSET?                                   |                     |                     |                     |
| 7. IS IT AS EASY TO PAY ATTENTION (CONCENTRATE) AS BEFORE THE BLIZZARD?                                     |                     |                     |                     |
| 8. DO YOU GET MORE STOMACH ACHES, HEADACHES, OR OTHER SICK FEELINGS SINCE THE BLIZZARD THAN YOU DID BEFORE? |                     |                     |                     |

# DISASTER EDUCATION: BLIZZARD



## STRESS ASSESSMENT

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



counseling

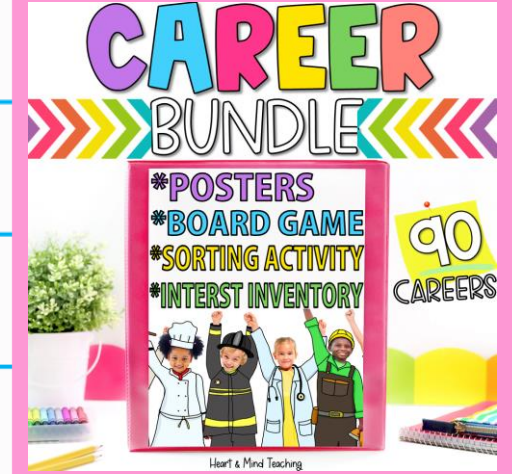
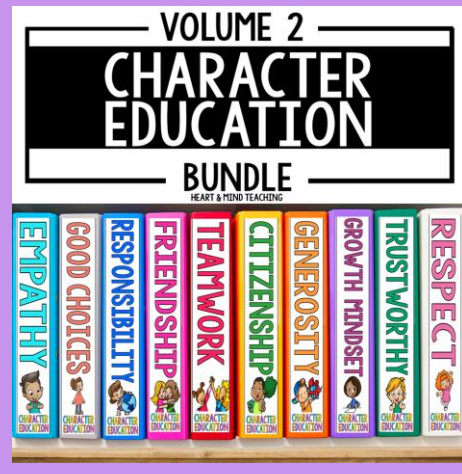
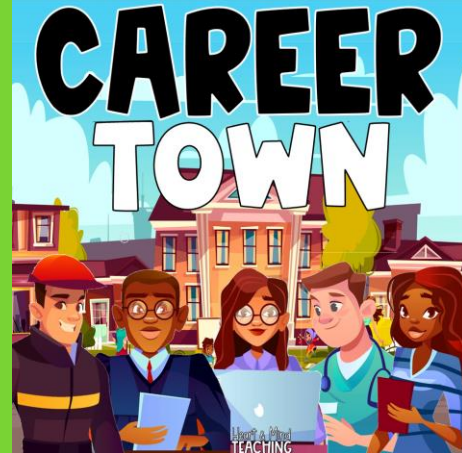
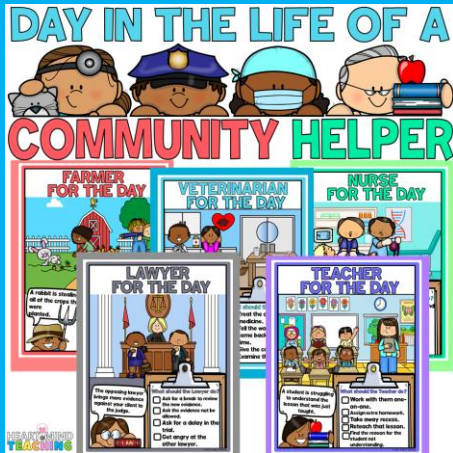
sel

small groups

book companions

behavior

# ♡♡ Best Selling Resources ♡



## COUNSELOR COLLAB MEMBERSHIP

The Must-have resource membership:

[www.counselorcollab.com](http://www.counselorcollab.com)

♡ **WANT A PEEK INTO MY CLASSROOM?**

Check out my website:

[www.heartandmindteaching.com](http://www.heartandmindteaching.com)





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