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



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

♥  
*Ashley*

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





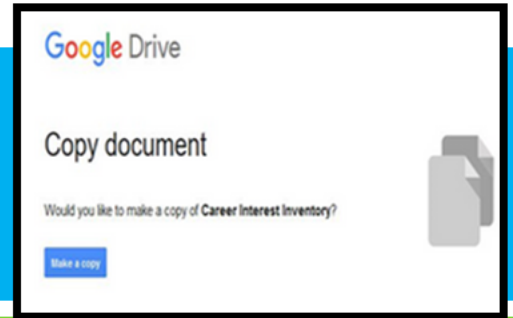
# Google Slides

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

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

1

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



2

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

3

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

4

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

5

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

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

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

Helpful links for using Google Classroom:

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

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





# DISASTER EDUCATION: EARTHQUAKE

## Session Objective:

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

## Materials:

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

## Guiding Questions:

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

## ASCA Standards Alignment:

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

## SEL Competencies:

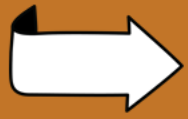
- \*Self-Awareness: Identifying Emotions, Accurate Self-perception.
- \*Self-Management: Stress Management.
- \*Responsible Decision-Making: Analyzing situations, reflecting.

## Session Details

- Give Stress Assessment (page 43-44) to students. This is helpful data to give before and after the lesson to gauge how students are coping if they have recently experienced this disaster.
- Present the PowerPoint to students, using the handouts as a visual reminder to post in class.
- How an Earthquake Forms Activity: Have students number the earthquake images to show the order that an earthquake forms and explain what is happening in each photo (they are out of order).
- How to Measure an Earthquake Activity: Match the description to the Richter Scale Rating.
- Earthquake Clues: Read the descriptions and determine the earthquake clues.
- Earthquake Preparation Activity: Determine if the statement is true or false.
- Earthquake 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 quake reflection pages: Have students write their answers.
- Earthquake Feelings Activity: Show the coping skills from page 27 as an example, for pages 28-30 have students write in a coping skill they would use and draw it in the box.
- Post-Quake 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: 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:

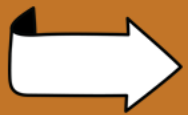
# EARTHQUAKE



GAIN KNOWLEDGE



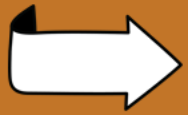
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## HOW AN EARTHQUAKE FORMS

P. 5 INFORMATIVE HANDOUT/POSTER

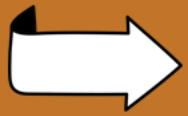
P. 6 ACTIVITY



## HOW TO MEASURE AN EARTHQUAKE

P. 7 INFORMATIVE HANDOUT/POSTER

P. 8 ACTIVITY



## EARTHQUAKE CLUES

P. 9 INFORMATIVE HANDOUT/POSTER

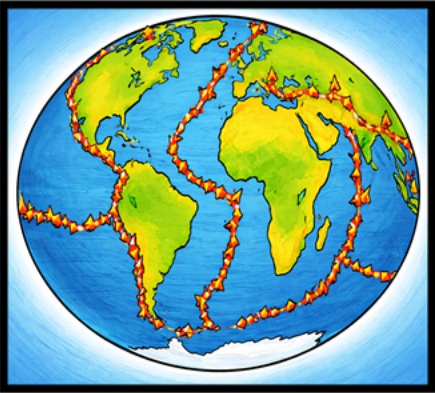
P. 10-11 ACTIVITY

# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE

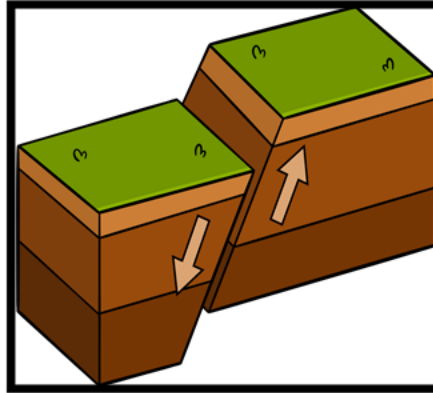


## HOW AN EARTHQUAKE FORMS



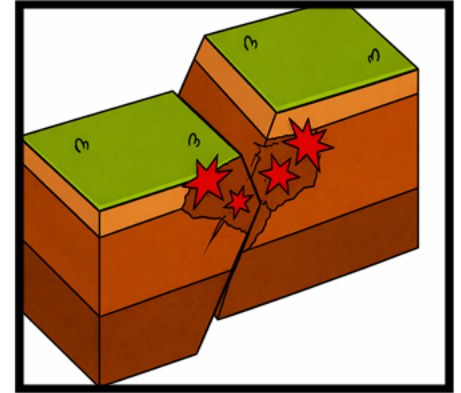
THE EARTH IS MADE OF BIG  
PIECES (TECTONIC PLATES)

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



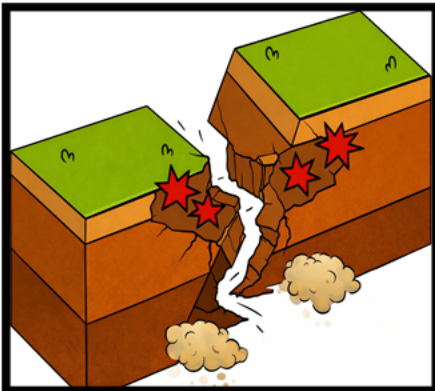
THE PLATES MOVE

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



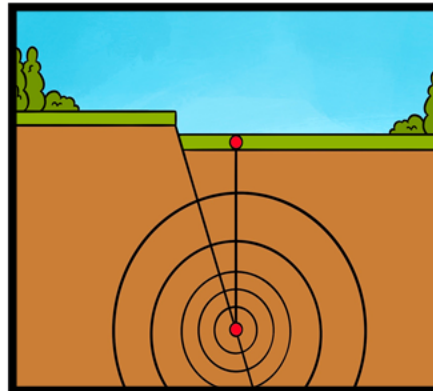
THE PLATES GET STUCK

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



THE PLATES SUDDENLY  
SLIP

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



ENERGY TRAVELS  
THROUGH THE GROUND

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



THE GROUND SHAKES

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



# DISASTER EDUCATION: EARTHQUAKE

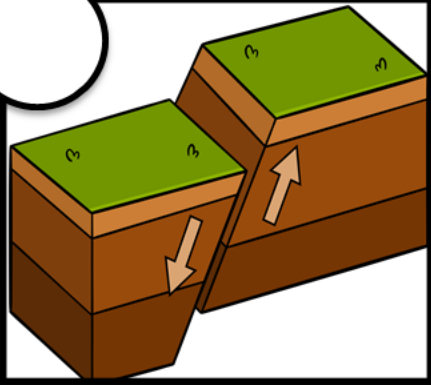
➡ GAIN KNOWLEDGE: ACTIVITY



## HOW AN EARTHQUAKE FORMS

NUMBER THE IMAGES IN THE ORDER THAT AN EARTHQUAKE FORMS. BELOW EACH IMAGE DESCRIBE WHAT IS HAPPENING.

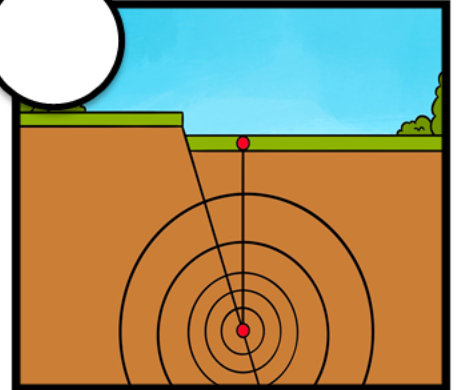
©Heart and Mind Teaching



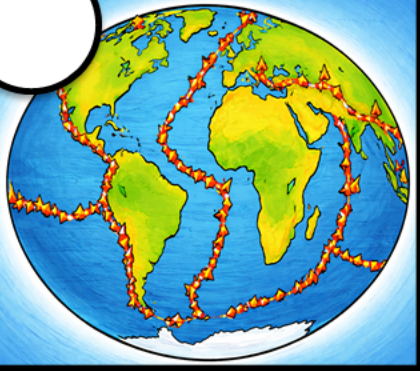
THE PLATES MOVE



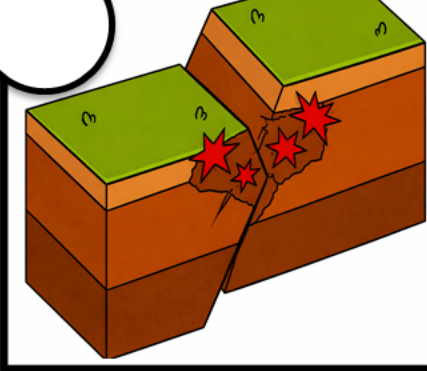
THE GROUND SHAKES



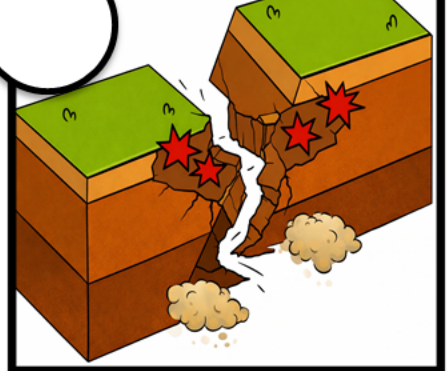
ENERGY TRAVELS  
THROUGH THE GROUND



THE EARTH IS MADE OF BIG  
PIECES (TECTONIC PLATES)



THE PLATES GET STUCK



THE PLATES SUDDENLY  
SLIP

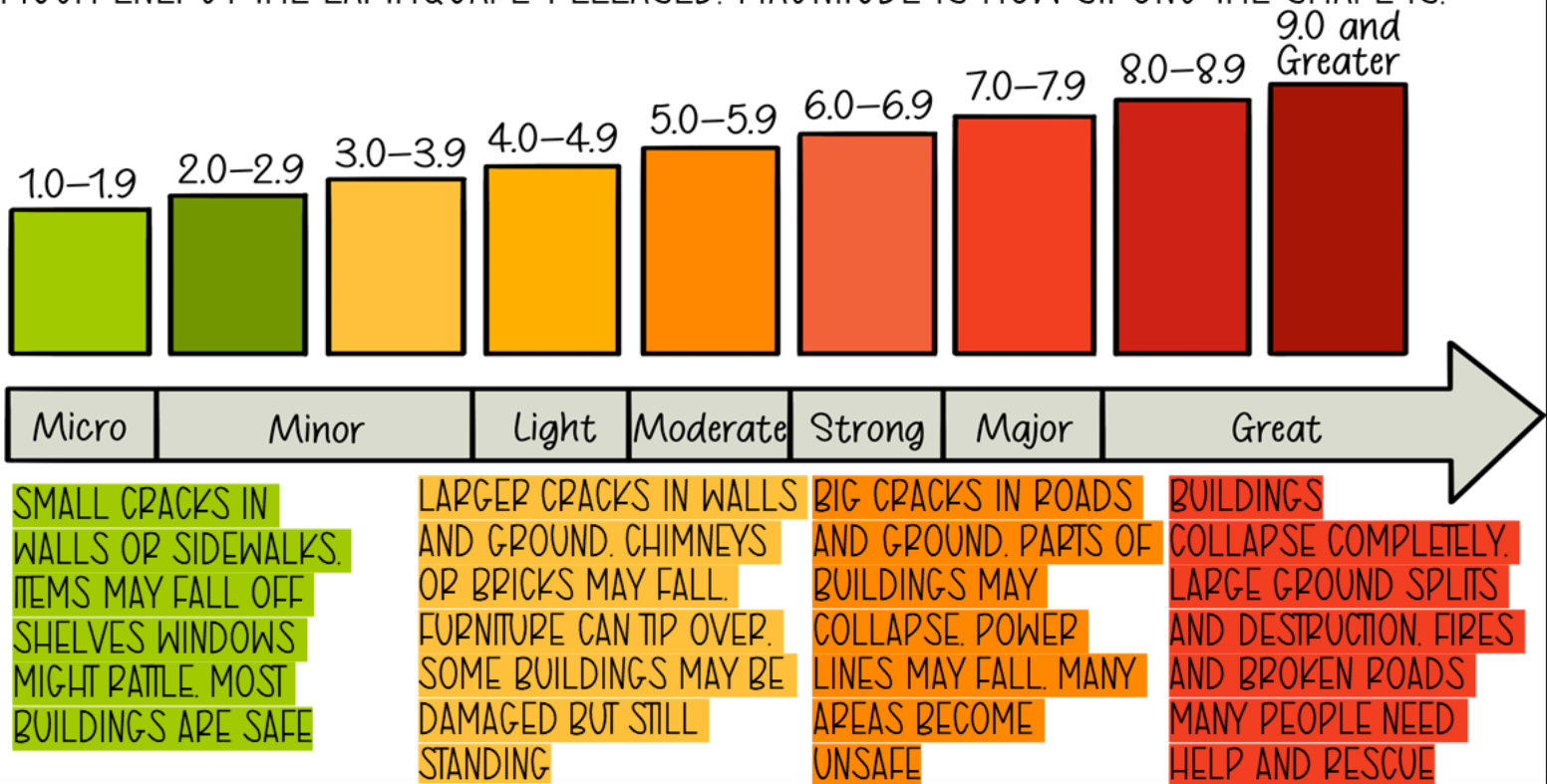
# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE



## HOW A MEASURE AN EARTHQUAKE

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





# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE



## HOW TO MEASURE AN EARTHQUAKE ACTIVITY

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

**Great  
8.0+**

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

**Strong-Major  
6.0-7.9**

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

**Light-Moderate  
4.0-5.9**

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

**Micro-Minor  
1.0-3.9**

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





# DISASTER EDUCATION: EARTHQUAKE

➡ GAIN KNOWLEDGE



## EARTHQUAKE CLUES



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



STRANGE RUMBLING SOUNDS UNDERGROUND



VERY SMALL SHAKING (CALLED FORESHOCKS)

INCREASING AMOUNTS OF RADON IN LOCAL WATER

EMERGENCY PHONE ALERTS

THE GROUND SHAKES OR ROLLS

BUILDINGS MAY CREAK OR CRACK

OBJECTS FALL OR SLIDE, AND LIGHTS SWING BACK AND FORTH

CRACKS IN THE GROUND OR ROADS

SMALLER SHAKES CALLED AFTERSHOCKS





CLUES OF A POSSIBLE  
EARTHQUAKE



NOT CLUES OF A  
POSSIBLE EARTHQUAKE

## EARTHQUAKE CLUES ACTIVITY

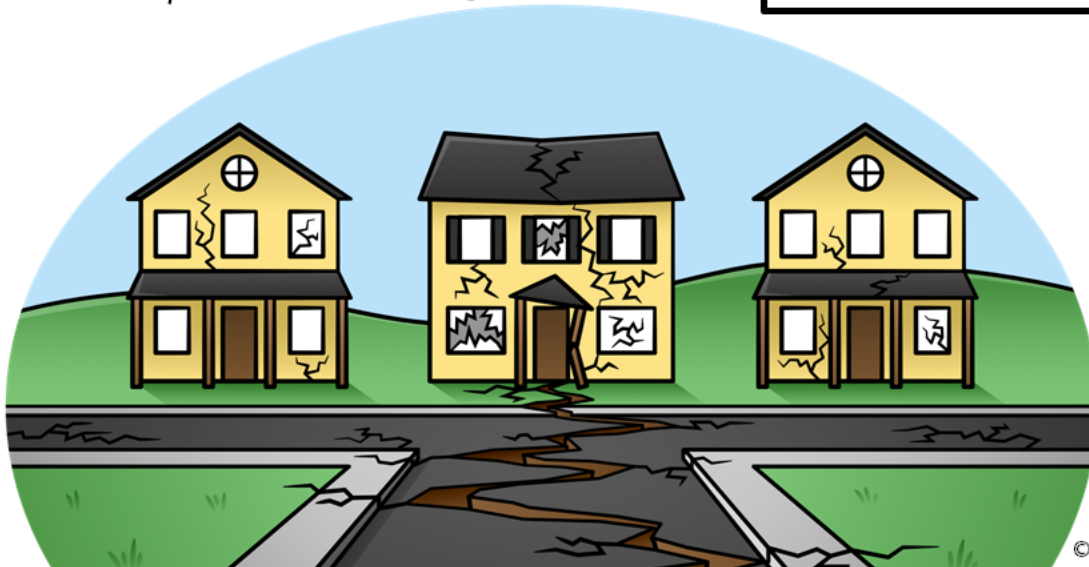
READ THE SCENARIOS AND WRITE THE WEATHER  
CLUES IN THE BOX.

MAYA PAUSED AS HER WATER BOTTLE STARTED TO  
RIPPLE ON HER DESK. THE CLASSROOM FELT ODDLY  
QUIET FOR A MOMENT, AND THEN SHE NOTICED THE  
LIGHTS ABOVE HER BEGINNING TO SWAY BACK AND  
FORTH.

ETHAN FELT A LOW RUMBLE BENEATH HIS FEET  
WHILE WALKING DOWN THE HALLWAY. THE LOCKERS  
BEGAN TO RATTLE SOFTLY.

DIEGO NOTICED HIS DOG PACING BACK AND FORTH  
AND WHINING NEAR THE DOOR. OUTSIDE, BIRDS  
SUDDENLY FLEW AWAY ALL AT ONCE, AND  
EVERYTHING FELT STRANGELY TENSE AND QUIET. A  
FEW SECONDS LATER, HE FELT A RUMBLE UNDER HIS  
FEET.

CLUES OF A POSSIBLE  
EARTHQUAKE





CLUES OF A POSSIBLE  
EARTHQUAKE



NOT CLUES OF A  
POSSIBLE EARTHQUAKE

## EARTHQUAKE CLUES ACTIVITY

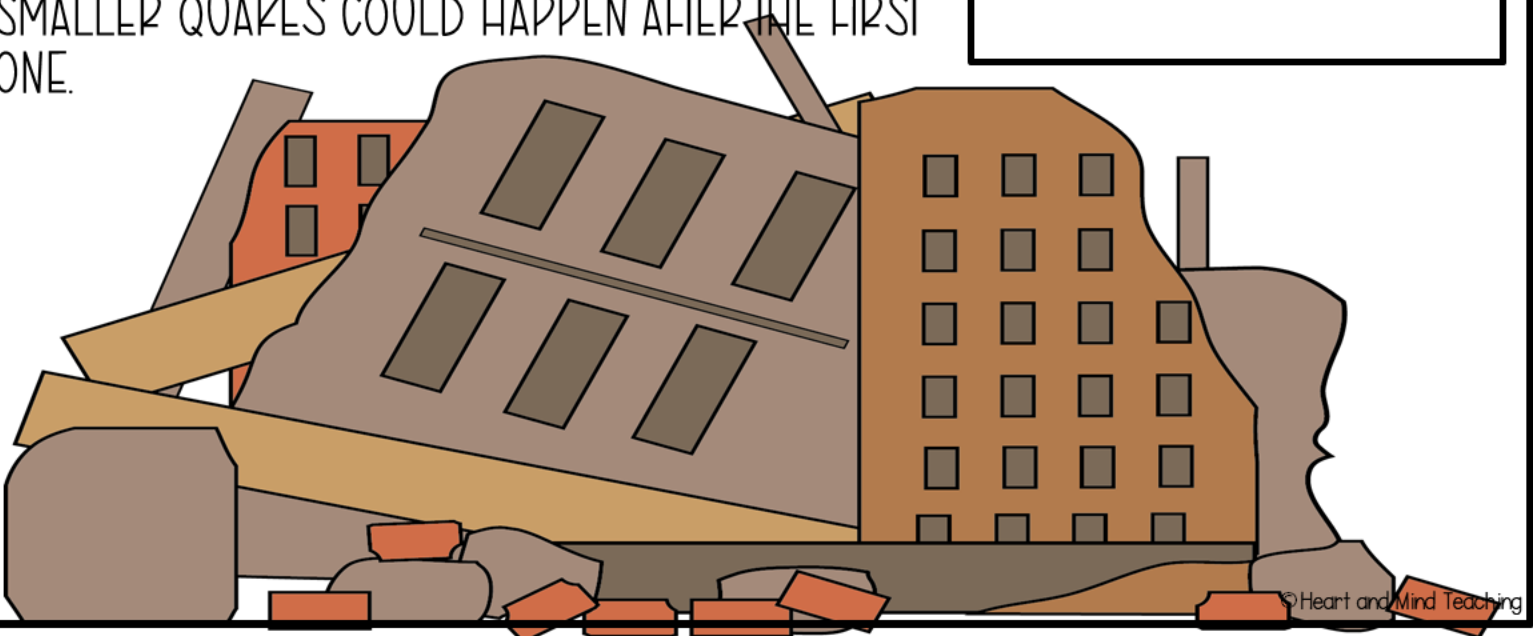
READ THE SCENARIOS AND WRITE THE WEATHER  
CLUES IN THE BOX.

MARCUS WAS OUTSIDE WHEN HE NOTICED THE  
GROUND VIBRATING LIGHTLY. NEARBY TREE BRANCHES  
SHOOK EVEN THOUGH THERE WAS NO WIND, AND A  
STRANGE RUMBLING SOUND FILLED THE AIR.

NOAH FROZE WHEN HE HEARD A DEEP, ROLLING  
SOUND COMING FROM THE GROUND. HIS PHONE  
BUZZED WITH AN EMERGENCY ALERT AT THE SAME  
TIME THE FLOOR BENEATH HIM BEGAN TO SHAKE.

AVA HAD JUST STARTED TO RELAX AFTER THE SHAKING  
STOPPED WHEN SHE FELT THE GROUND TREMBLE  
AGAIN. THE DESK BESIDE HER RATTLED, AND A FEW  
BOOKS SLID OFF THE SHELF. SHE REMEMBERED THAT  
SMALLER QUAKEES COULD HAPPEN AFTER THE FIRST  
ONE.

CLUES OF A POSSIBLE  
EARTHQUAKE





# DISASTER EDUCATION:

# EARTHQUAKE

➡ BE PREPARED



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# DISASTER EDUCATION: EARTHQUAKE

➔ BE PREPARED



## EARTHQUAKE PREPARATION

### BEFORE AN EARTHQUAKE



MAKE A SAFETY PLAN



MAKE AN EMERGENCY  
KIT



PRACTICE DRILLS



SECURE ITEMS

### DURING AN EARTHQUAKE



DROP, COVER, AND  
HOLD ON.



STAY INSIDE



STAY AWAY FROM  
WINDOWS



IF OUTSIDE, MOVE TO AN  
OPEN AREA.

### AFTER AN EARTHQUAKE



CHECK FOR INJURIES



BE READY FOR  
AFTERSHOCKS



WATCH OUT FOR  
DEBRIS



HELP OTHERS IF YOU  
CAN



# DISASTER EDUCATION: EARTHQUAKE

➡ BE PREPARED



## EARTHQUAKE PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

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

TRUE OR FALSE?

AN EMERGENCY KIT SHOULD INCLUDE BATTERIES AND WATER.

TRUE OR FALSE?

BEFORE AN EARTHQUAKE, YOU SHOULD SECURE HEAVY ITEMS.

TRUE OR FALSE?

DURING AN EARTHQUAKE, YOU SHOULD DUCK UNDERNEATH A WINDOW.

TRUE OR FALSE?

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

TRUE OR FALSE?

DURING AN EARTHQUAKE, YOU SHOULD STAY INSIDE.

TRUE OR FALSE?





# DISASTER EDUCATION: EARTHQUAKE

➡ BE PREPARED



## EARTHQUAKE PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

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

TRUE OR FALSE?

AFTER AN EARTHQUAKE, THERE ARE USUALLY NO AFTERSHOCKS.

TRUE OR FALSE?

AFTER AN EARTHQUAKE, YOU SHOULD CHECK FOR ANY INJURIES.

TRUE OR FALSE?

AFTER AN EARTHQUAKE, DEBRIS CAN BE DANGEROUS.

TRUE OR FALSE?

DURING AN EARTHQUAKE, YOU SHOULD DRIVE AROUND IN YOUR CAR.

TRUE OR FALSE?

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

TRUE OR FALSE?



# EARTHQUAKE DRILL



1



DROP

GET DOWN ON YOUR KNEES

2



COVER

GET UNDER DESK/TABLE, COVER HEAD

3



HOLD ON

HOLD ONTO OBJECT, DON'T MOVE

4



STAY PUT

WAIT FOR DIRECTIONS.



# EARTHQUAKE SAFETY



## DROP



Drop to the floor on your hands and knees.



## COVER



Take cover and cover your head and neck.



## HOLD



Hold on until the shaking stops.



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 CLASSROOM SHAKES

**SETUP:** STUDENTS ARE IN CLASS WHEN AN EARTHQUAKE SUDDENLY BEGINS.

**ROLES:** TEACHER, STUDENT LEADER, 2-3 STUDENTS

**ACTIONS:** TEACHER CALLS OUT "DROP, COVER, AND HOLD ON!" STUDENTS GET UNDER DESKS AND PROTECT THEIR HEADS. STUDENT LEADER HELPS REMIND OTHERS WHAT TO DO. AFTER SHAKING STOPS, THE TEACHER GIVES "ALL CLEAR" AND CHECKS FOR INJURIES.



## HOME ALONE SAFETY

**SETUP:** A STUDENT IS HOME ALONE WHEN AN EARTHQUAKE STARTS.

**ROLES:** STUDENT AT HOME, PARENT (ON PHONE AFTER), NEIGHBOR (OPTIONAL)

**ACTIONS:** STUDENT DROPS AND COVERS UNDER A STURDY TABLE. STAYS AWAY FROM WINDOWS. AFTER SHAKING, CHECK THE SURROUNDINGS FOR SAFETY. CALL THE PARENT OR TRUSTED ADULT

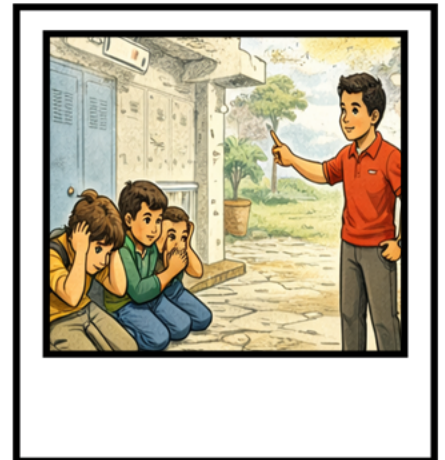


## HALLWAY DECISION

**SETUP:** STUDENTS ARE WALKING IN THE HALLWAY WHEN THE EARTHQUAKE HITS.

**ROLES:** 3-4 STUDENTS, HALL MONITOR OR TEACHER

**ACTIONS:** DISCUSS SAFE THINGS TO DO WITHOUT POWER. USE FLASHLIGHTS OR BATTERY RADIOS. TALK ABOUT HOW TO STAY CALM AND PATIENT. COME UP WITH FUN ACTIVITIES TO PASS THE TIME.





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.

## OUTSIDE ON THE FIELD

**SETUP:** STUDENTS ARE OUTSIDE DURING RECESS OR PE WHEN THE EARTHQUAKE BEGINS.

**ROLES:** PE TEACHER, GROUP OF STUDENTS

**ACTIONS:** MOVE QUICKLY TO AN OPEN AREA. STAY AWAY FROM BUILDINGS, POLES, AND TREES. CROUCH DOWN AND PROTECT HEAD/NECK. WAIT FOR INSTRUCTIONS

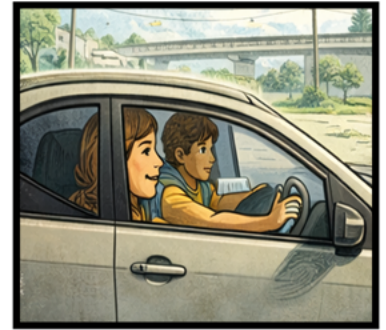


## IN THE CAR

**SETUP:** A STUDENT IS RIDING IN A CAR WITH A PARENT DURING AN EARTHQUAKE.

**ROLES:** DRIVER (PARENT) STUDENT PASSENGER

**ACTIONS:** DRIVER PULLS OVER TO A SAFE LOCATION. STOPS AWAY FROM BRIDGES, OVERPASSES, AND POWER LINES. STAYS INSIDE THE CAR. DISCUSS WHAT TO DO NEXT AFTER SHAKING.



## AFTER THE SHAKE – HELPING

**SETUP:** THE EARTHQUAKE HAS ENDED, AND STUDENTS MUST RESPOND SAFELY.

**ROLES:** INJURED STUDENT, HELPER STUDENT, TEACHER

**ACTIONS:** STUDENTS CHECK THEMSELVES FOR INJURIES. HELP A PEER SAFELY (GET ADULT HELP, DON'T MOVE A SERIOUSLY INJURED PERSON). REPORT HAZARDS (BROKEN GLASS, FALLEN OBJECTS). STAY CALM AND FOLLOW THE TEACHER'S DIRECTIONS



# DISASTER EDUCATION:

# EARTHQUAKE

## ➡ AFTERMATH/COPING



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# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: PROCESSING FEAR & SAFETY

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.

I FEEL SAFE WHEN...

I FELT SCARED WHEN...



THE SOUND THAT FRIGHTENED  
ME THE MOST WAS...

WHAT ARE SOME OF THE PEOPLE OR  
THINGS THAT HELP YOU FEEL SAFE?



# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: COPING WITH CHANGE

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.



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

ONE THING THAT HAS STAYED THE SAME IS...

WHAT DOES YOUR SAFE ROUTINE LOOK LIKE: (MORNING, BEDTIME, SCHOOL)

# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: EXPRESSING LOSS

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.



A MEMORY THAT MAKES ME SMILE IS...

SOMETHING I MISS IS...

WHEN I FEEL SAD, I CAN...

WHAT IS SOMEONE OR SOMETHING THAT BRINGS YOU COMFORT?



# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



## AFTER THE QUAKE: BUILDING HOPE

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.



SOMETHING GOOD THAT HAPPENED TODAY WAS...

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

A HELPER I CAN COUNT ON IS...

THINK OF AND DESCRIBE A SYMBOL OF HOPE FOR YOUR FUTURE:



# DISASTER EDUCATION: EARTHQUAKE

➡ AFTERMATH / COPING



## AFTER THE QUAKE: MY STRENGTHS

IT'S NORMAL TO FEEL LOTS OF DIFFERENT EMOTIONS AFTER SOMETHING SCARY HAPPENS, AND IT'S IMPORTANT TO EXPLORE AND MANAGE THOSE FEELINGS.



SOMETHING I CAN DO TO HELP MYSELF IS...

SOMETHING I CAN DO TO HELP OTHERS IS...

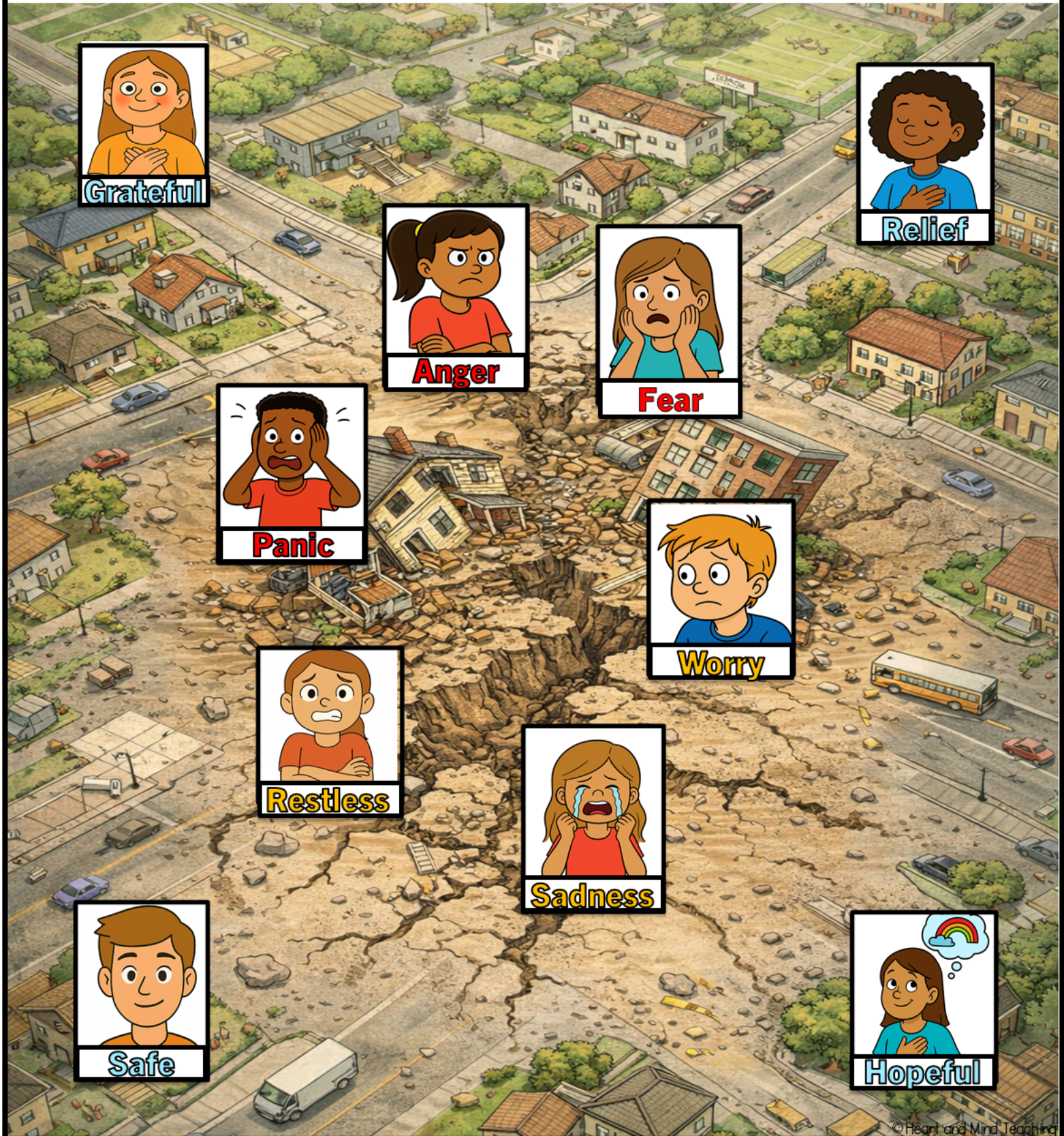
I WAS BRAVE WHEN I....

DESCRIBE HOW IT FELT WHEN YOU WERE BEING BRAVE:



# EARTHQUAKE FEELINGS

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





# FEELINGS COPING SKILLS





# DISASTER EDUCATION: EARTHQUAKE

➔ AFTERMATH / COPING



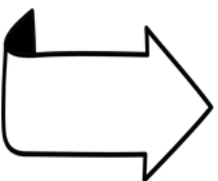
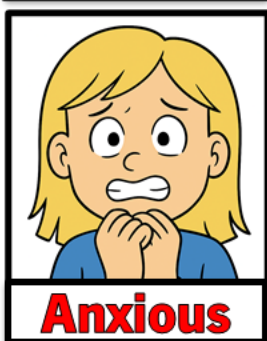
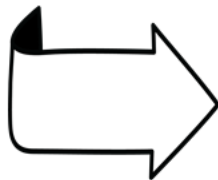
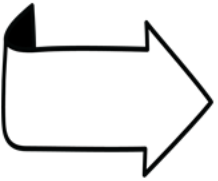
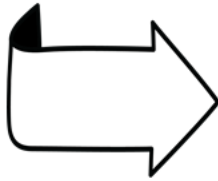
## COPING WITH THE AFTERMATH OF AN EARTHQUAKE: ACTIVITY

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: EARTHQUAKE

➡ AFTERMATH / COPING



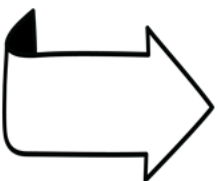
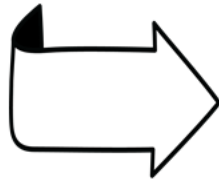
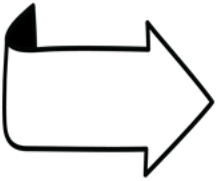
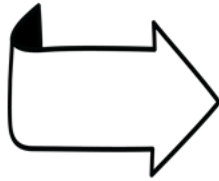
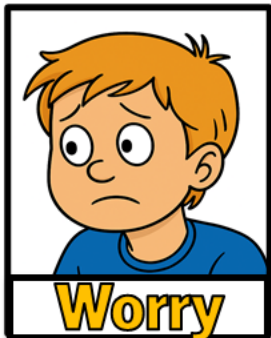
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➡ AFTERMATH / COPING



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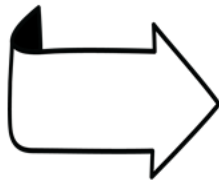
I AM FEELING...

I CAN DO THIS TO GET THERE...

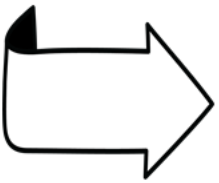
I CAN ALSO TRY THIS...



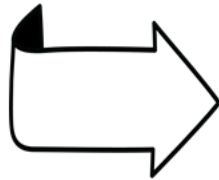
Resilient



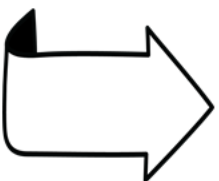
Hopeful



Safe



Grateful





# POST-EARTHQUAKE COPING AFFIRMATIONS

"I AM SAFE  
RIGHT NOW"

"EVERY DAY, I AM GETTING STRONGER."

"I CAN FIND SOMETHING GOOD EACH DAY."

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

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

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

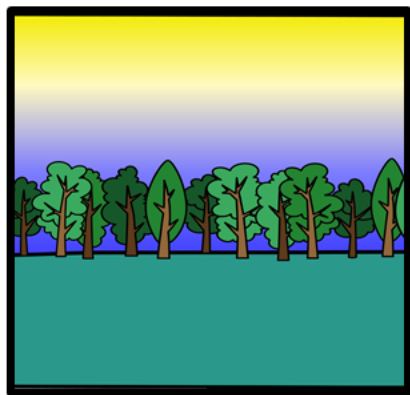
"I CAN FIND COMFORT IN SMALL THINGS THAT MAKE ME SMILE."

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

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

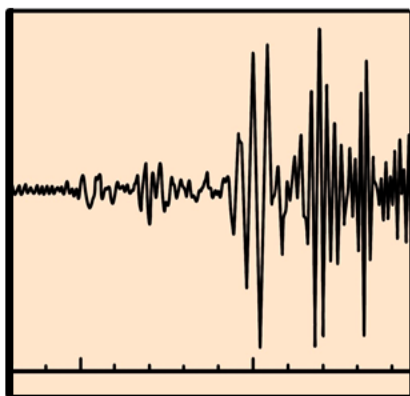


# BREATHING EXERCISES



## Steady Ground Breathing

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



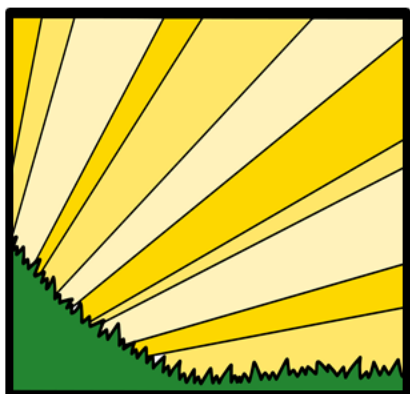
## Aftershock Breathing

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



## Rock Solid Breathing

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



## Pressure Release Breathing

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



# STEADY GROUND

## Breathing

5 things  
you see

4 things  
you feel

3 things  
you hear

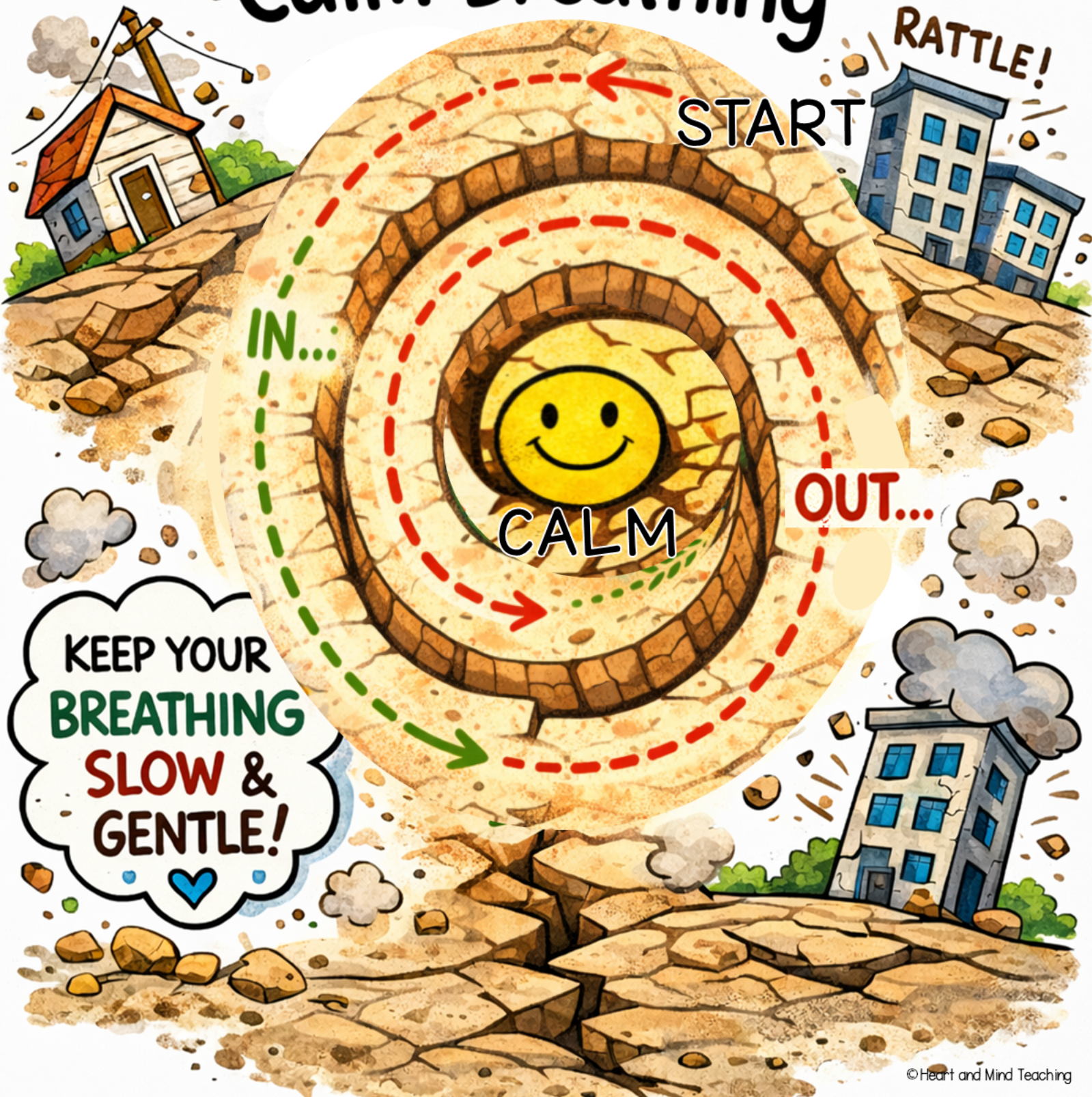
2 things  
you smell

1 slow breath



# RIDE THE EARTHQUAKE

## Calm Breathing



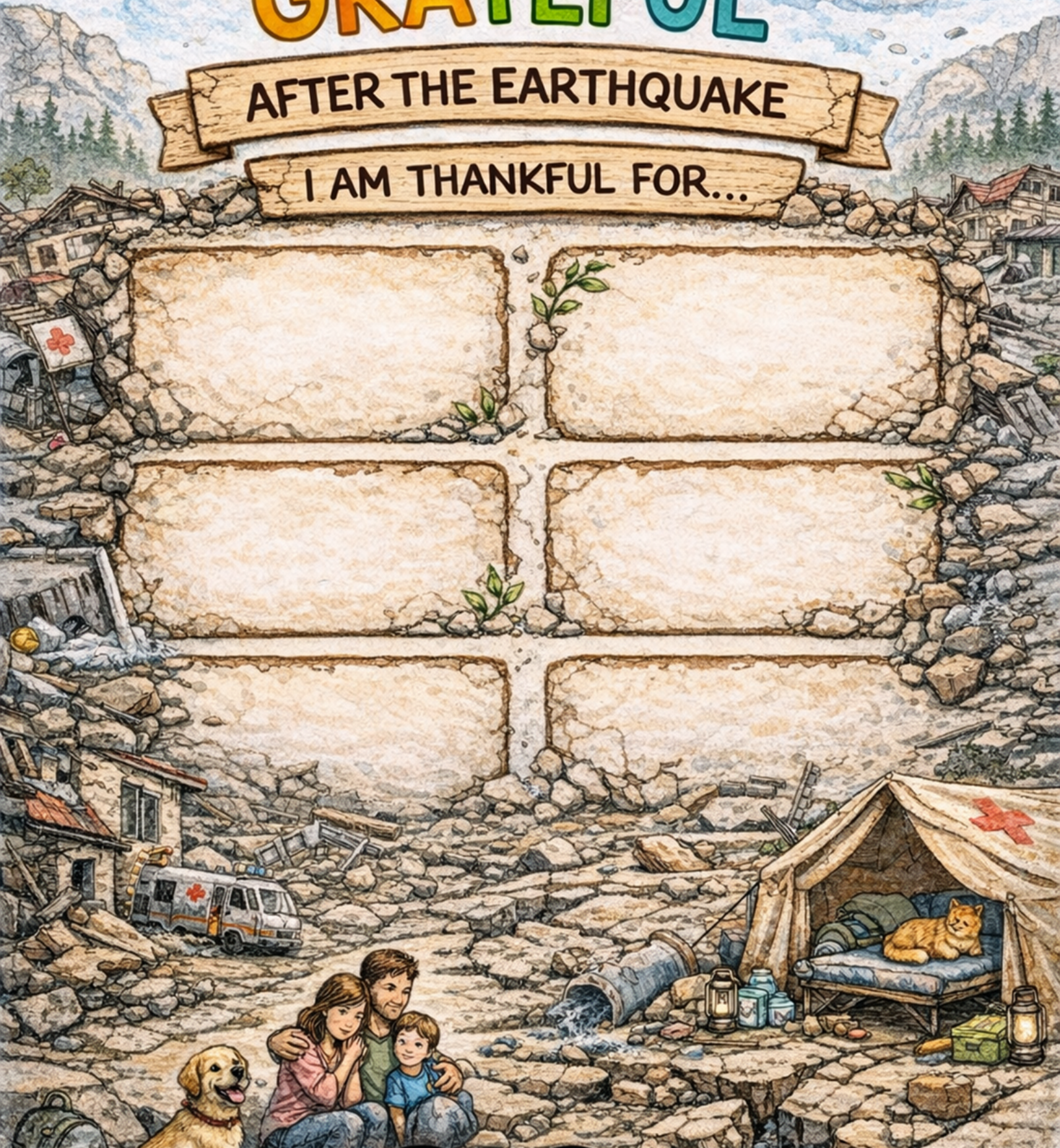




# GRATEFUL

AFTER THE EARTHQUAKE

I AM THANKFUL FOR...

A large, empty rectangular box with a light beige, textured background, designed for writing. It is framed by a dark brown border and is part of a larger grid of six such boxes.A large, empty rectangular box with a light beige, textured background, designed for writing. It is framed by a dark brown border and is part of a larger grid of six such boxes.A large, empty rectangular box with a light beige, textured background, designed for writing. It is framed by a dark brown border and is part of a larger grid of six such boxes.A large, empty rectangular box with a light beige, textured background, designed for writing. It is framed by a dark brown border and is part of a larger grid of six such boxes.A large, empty rectangular box with a light beige, textured background, designed for writing. It is framed by a dark brown border and is part of a larger grid of six such boxes.A large, empty rectangular box with a light beige, textured background, designed for writing. It is framed by a dark brown border and is part of a larger grid of six such boxes.



# GUIDED VISUALIZATION

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

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



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

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

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

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

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

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

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



# Earthquake-Themed Yoga Poses



**Strong Ground**  
(Mountain Pose)

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



**Swaying Tree**  
(Tree Pose)

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



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

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



**Aftershock Wave**  
(Cat-Cow Stretch)

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



**Rebuild Bridge**  
(Bridge Pose)

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



**Calm Ground Rest**  
(Starfish)

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



# BODY SCAN MEDITATION

OUR BODIES CAN FEEL LIKE AN EARTHQUAKE—SHAKY, TIGHT, OR OUT OF CONTROL. TODAY, WE'RE GOING TO HELP OUR BODIES BECOME STEADY AND CALM AGAIN, LIKE STRONG, QUIET GROUND.

**GET READY:** SIT OR LIE DOWN IN A COMFORTABLE POSITION. LET YOUR HANDS REST GENTLY. IF YOU FEEL OKAY, CLOSE YOUR EYES OR LOOK DOWN AT THE FLOOR. TAKE A SLOW BREATH IN... AND OUT.

**NOTICE THE "SHAKING":** THINK ABOUT HOW YOUR BODY FEELS RIGHT NOW. ARE THERE ANY PLACES THAT FEEL TIGHT, WIGGLY, OR UNEASY—LIKE A SMALL EARTHQUAKE? JUST NOTICE. NO NEED TO CHANGE ANYTHING YET.

**FEET → STRONG GROUND:** BRING YOUR ATTENTION TO YOUR FEET. IMAGINE YOUR FEET ARE PLANTED DEEP INTO THE GROUND LIKE ROOTS. SAY IN YOUR MIND: "MY FEET ARE STEADY. LET THEM FEEL HEAVY AND STILL."

**BODY → CALM CENTER:** NOW NOTICE YOUR STOMACH AND CHEST. SOMETIMES THIS AREA FEELS LIKE THE SHAKING CENTER OF AN EARTHQUAKE. 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... THEN BECOMING CALM. "MY BODY IS CALM AND STEADY."

**ARMS & HANDS → LET GO:** BRING ATTENTION TO YOUR ARMS AND HANDS. LET THEM RELAX AND BECOME HEAVY. IMAGINE ANY LEFTOVER "SHAKING" FLOWING OUT THROUGH YOUR FINGERTIPS AND INTO THE GROUND. "I LET GO OF THE SHAKING."

**WHOLE BODY → STEADY GROUND:** NOW IMAGINE YOUR WHOLE BODY AS STRONG, STEADY GROUND AFTER AN EARTHQUAKE HAS PASSED. EVERYTHING IS STILL. EVERYTHING IS SAFE. TAKE ONE MORE SLOW BREATH IN... AND OUT.

WHEN YOU'RE READY, GENTLY OPEN YOUR EYES. REMEMBER—YOU CAN ALWAYS BRING YOUR BODY BACK TO STEADY GROUND.





# LOOK FOR THE HELPERS

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

HOW DO HELPERS MAKE US FEEL AFTER SOMETHING SCARY?

WHO ARE HELPERS YOU KNOW IN OUR COMMUNITY?

WHAT DO THEY DO TO HELP?





# LOOK FOR THE HELPERS

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

ONE HELPER I SAW ASSISTING OTHERS AFTER THE QUAKE WAS:

SEEING OTHERS HELPING PEOPLE MADE ME FEEL:

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





# Thank You, Helpers!





# COPING TIPS FOR PARENTS



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

## ➡ SUPPORTING YOUR CHILD EMOTIONALLY

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

## ➡ COPING STRATEGIES TO PRACTICE TOGETHER

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

## ➡ WHEN TO SEEK EXTRA SUPPORT

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

## ➡ SCHOOL SUPPORT

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

TYPE HERE THE PERSON THEY SHOULD CONTACT.

# DISASTER EDUCATION: EARTHQUAKE



## STRESS ASSESSMENT

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



# DISASTER EDUCATION: EARTHQUAKE



## 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 THE EARTHQUAKE?			
11. DO YOU SLEEP WELL AFTER THE EARTHQUAKE?			
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 THE EARTHQUAKE?			
14. DO YOU DO THINGS THAT YOU WOULD NOT HAVE DONE BEFORE? (ACTING OUT, FIGHTS, DISOBEYING)			
15. SINCE THE EARTHQUAKE, ARE YOU DOING THINGS AGAIN THAT YOU ONCE STOPPED DOING? (BITING NAILS, HABITS)			
16. DO THOUGHTS OR FEELINGS ABOUT THE EARTHQUAKE GET IN THE WAY OF REMEMBERING THINGS?			

counseling

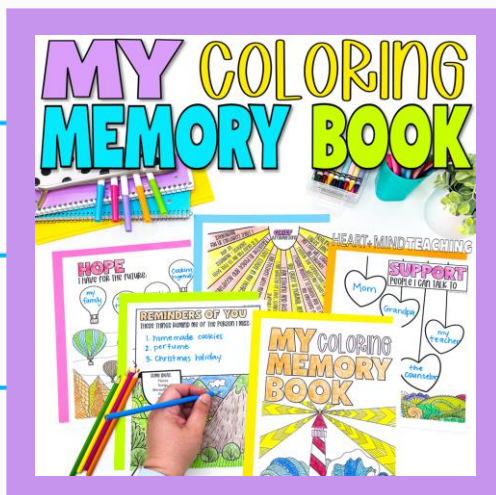
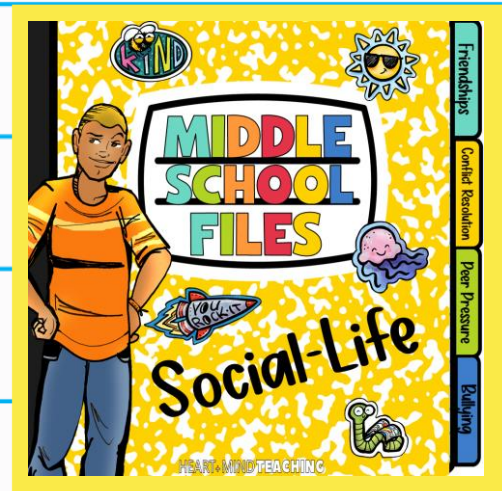
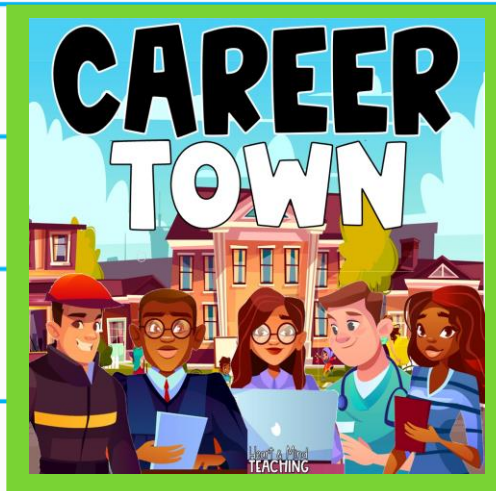
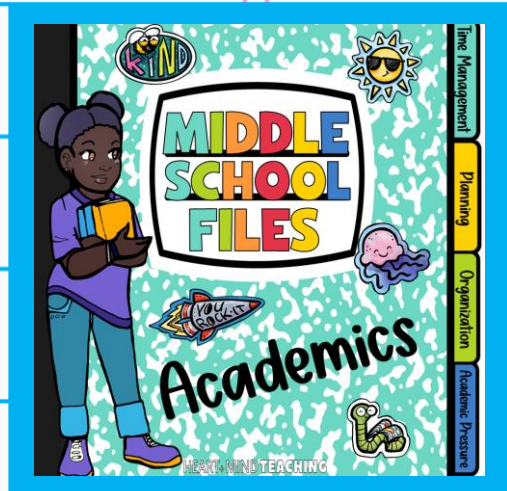
sel

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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