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★★★★★ 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. ✨ ✨ ✨





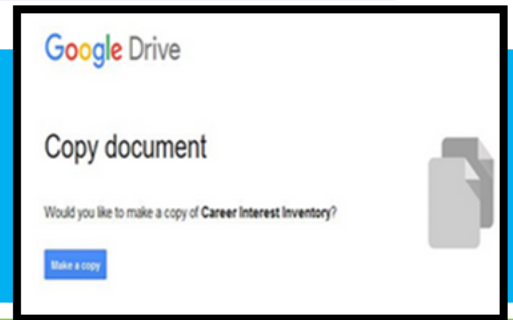
Google Slides

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: Flood](#)

1

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



2

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

3

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

4

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

5

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

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

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

Helpful links for using Google Classroom:

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

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



DISASTER EDUCATION: FLOOD

Session Objective:

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

Materials:

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

Guiding Questions:

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

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 a Flood Forms Activity: Have students number the flood images to show the order that a flood forms and explain what is happening in each photo (they are out of order).
- How to Measure a flood Activity: Match the description to the Flood Scale Rating.
- Flood Clues: Read the descriptions and determine the Flood clues.
- Flood Preparation Activity: Determine if the statement is true or false.
- Flood 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 flood reflection pages: Have students write their answers.
- Flood Feelings Activity: Show the coping skills from page 26 as an example, for pages 27-29 have students write in a coping skill they would use and draw it in the box.
- Post-Flood Coping Affirmations: Read to students and have them say it back to you. Display in classroom for on-going use.
- Breathing Exercises- Read to students, have them practice the techniques. Display in classroom.
- 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.
- 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: FLOOD

➡ GAIN KNOWLEDGE



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HOW A FLOOD FORMS

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



HOW TO MEASURE A FLOOD

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P. 9 ACTIVITY



FLOOD CLUES

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

DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



HOW A FLOOD FORMS



HEAVY RAIN

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



SATURATED GROUND

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



STORM DRAINS OVERFLOW

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



RIVERS RISE

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



WATER LEVEL RISES

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



FLOODING OCCURS

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

DISASTER EDUCATION: FLOOD

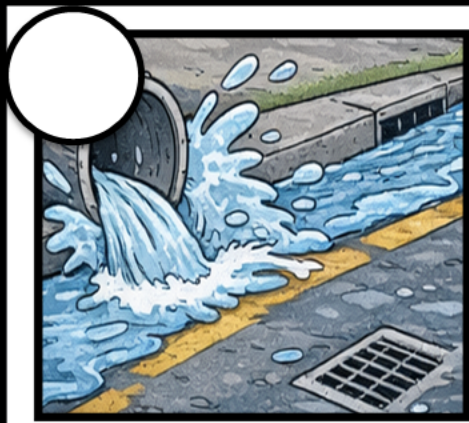
➡ GAIN KNOWLEDGE



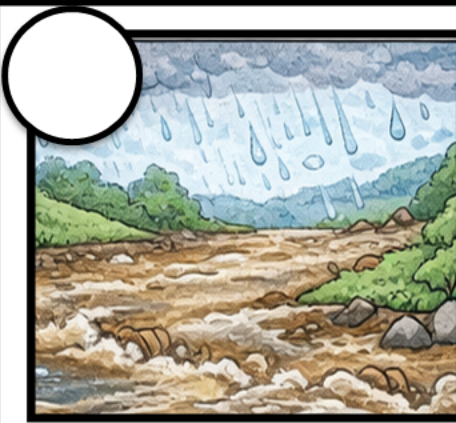
HOW A FLOOD FORMS

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

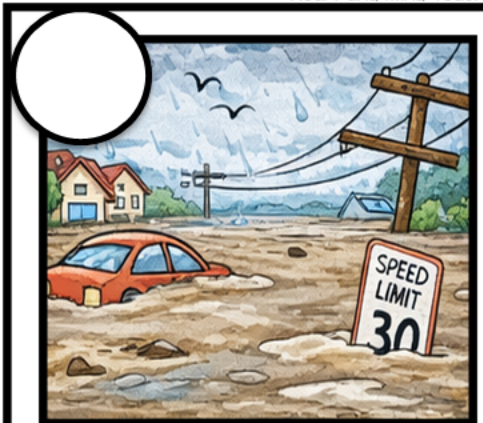
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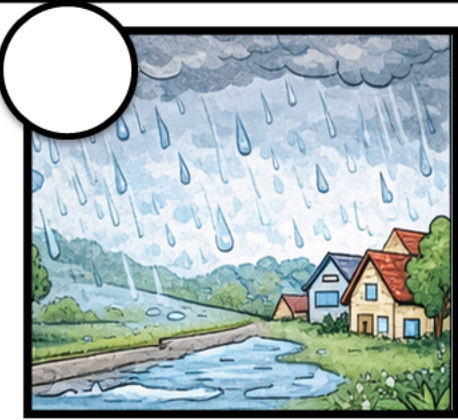
STORM DRAINS
OVERFLOW



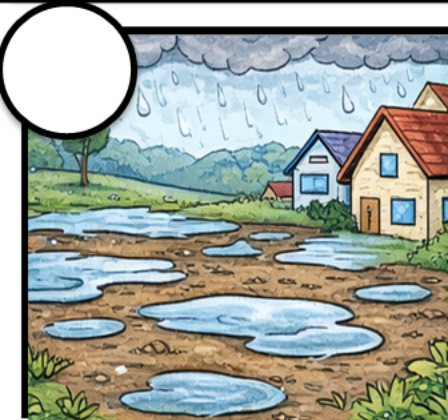
RIVERS RISE



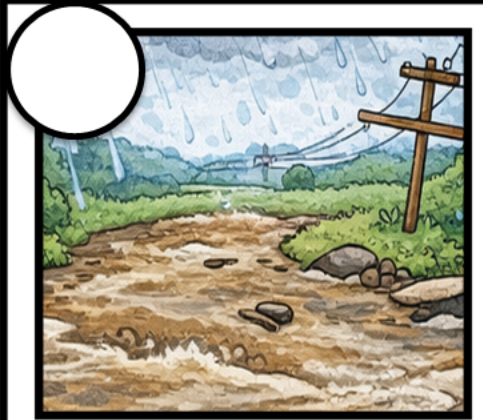
FLOODING OCCURS



HEAVY RAIN



SATURATED GROUND



WATER LEVEL RISES

DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



HOW A MEASURE A FLOOD

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



FLOOD LEVEL 1
0–6 INCHES



FLOOD LEVEL 2
6–12 INCHES



FLOOD LEVEL 3
1–3 FEET



FLOOD LEVEL 4
3–6 FEET



FLOOD LEVEL 5
6+ FEET



DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



HOW A MEASURE A FLOOD ACTIVITY

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



DISASTER EDUCATION: FLOOD

➡ GAIN KNOWLEDGE



FLOOD CLUES



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

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

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

WATER STARTING TO POOL IN STREETS, YARDS, OR DITCHES

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

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



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

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





CLUES OF A
POSSIBLE FLOOD



NOT CLUES OF A
POSSIBLE FLOOD

FLOOD CLUES ACTIVITY

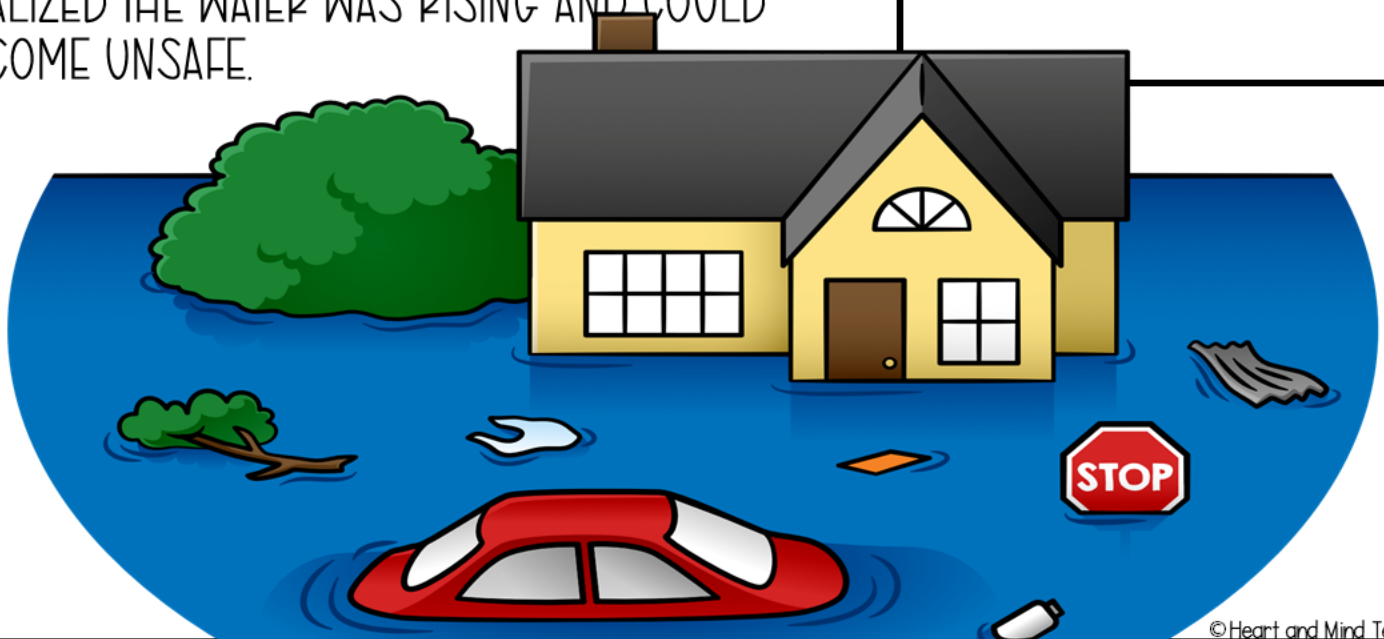
READ THE SCENARIOS AND WRITE THE FLOOD
CLUES IN THE BOX.

MAYA STOOD ON THE PORCH AND HELD ONTO THE
RAILING. THE WIND PUSHED HARD AGAINST HER,
MAKING THE TREES BEND AND SWAY.

ETHAN LOOKED OUT THE WINDOW AS RAIN POURED
DOWN NONSTOP. PUDDLES WERE TURNING INTO
LARGE POOLS ACROSS THE YARD. HE NOTICED THE
WATER WAS STARTING TO COLLECT AND COULD LEAD
TO FLOODING.

LIAM WALKED ALONG THE BEACH AND STOPPED
SUDDENLY. THE OCEAN WAVES WERE HIGHER THAN
USUAL AND CREEPING CLOSER TO THE SHORE. HE
REALIZED THE WATER WAS RISING AND COULD
BECOME UNSAFE.

CLUES OF A POSSIBLE
FLOOD





WEATHER CLUES OF A
POSSIBLE FLOOD



NOT CLUES OF A
POSSIBLE FLOOD

FLOOD CLUES ACTIVITY

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CLUES OF A POSSIBLE
FLOOD



DISASTER EDUCATION: FLOOD

➡ BE PREPARED



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DISASTER EDUCATION: FLOOD

➡ BE PREPARED



FLOOD PREPARATION

BEFORE A FLOOD



MAKE A SAFETY PLAN



MAKE AN EMERGENCY
KIT



LISTEN FOR ALERTS



MOVE IMPORTANT
ITEMS HIGHER

DURING A FLOOD



MOVE TO HIGHER
GROUND



LISTEN FOR EMERGENCY
INSTRUCTIONS



STAY INSIDE AND AWAY
FROM WINDOWS



NEVER WALK OR DRIVE
IN FLOODWATER

AFTER A FLOOD



STAY PUT UNTIL IT IS
SAFE



AVOID FLOODWATER



WATCH OUT FOR
DEBRIS



HELP OTHERS IF YOU
CAN

DISASTER EDUCATION: FLOOD

➡ BE PREPARED



FLOOD PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

YOU SHOULD NOT WORRY ABOUT CHECKING EMERGENCY ALERTS DURING A FLOOD.

TRUE OR FALSE?

AN EMERGENCY FLOOD KIT SHOULD INCLUDE BATTERIES AND A FLASHLIGHT.

TRUE OR FALSE?

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

TRUE OR FALSE?

DURING A FLOOD, YOU SHOULD DUCK UNDERNEATH A WINDOW.

TRUE OR FALSE?

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

TRUE OR FALSE?

DURING A FLOOD, YOU SHOULD SEEK SHELTER VERY QUICKLY.

TRUE OR FALSE?



DISASTER EDUCATION: FLOOD

➡ BE PREPARED



FLOOD PREPARATION: ACTIVITY

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

DURING A FLOOD, IT IS USUALLY SAFE TO GO IN THE FLOOD WATER.

TRUE OR FALSE?

DURING A FLOOD, YOU SHOULD SEEK HIGHER GROUND.

TRUE OR FALSE?

DURING A FLOOD, YOU SHOULD DRIVE AROUND.

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

AFTER A FLOOD, DEBRIS CAN BE DANGEROUS.

TRUE OR FALSE?



FLOOD DRILL



1



STOP WHAT YOU ARE DOING
AND LISTEN FOR INSTRUCTIONS.

2



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

3



MOVE TO HIGHER
GROUND

4



WAIT UNTIL YOU ARE
TOLD IT IS SAFE.

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 WEATHER WARNING

SETUP: STUDENTS ARE AT HOME WHEN A FLOOD WATCH IS ANNOUNCED ON TV AND PHONES.

ROLES: PARENT/GUARDIAN, STUDENT, YOUNGER SIBLING, NEWS REPORTER (OPTIONAL)

ACTIONS: THE REPORTER ANNOUNCES A FLOOD WARNING. THE FAMILY DISCUSSES WHAT IT MEANS. STUDENT HELPS GATHER SUPPLIES (FLASHLIGHT, WATER, SNACKS). FAMILY DECIDES ON A SAFE PLACE TO GO IF NEEDED



MAKE A SAFETY PLAN

SETUP: A FAMILY IS PREPARING BECAUSE HEAVY RAIN IS EXPECTED FOR SEVERAL DAYS.

ROLES: STUDENT, PARENT/GUARDIAN, NEIGHBOR, EMERGENCY HELPER (OPTIONAL)

ACTIONS: STUDENT SUGGESTS CREATING A FLOOD SAFETY PLAN. FAMILY DECIDES WHERE TO GO (HIGHER GROUND). THEY PACK A SMALL EMERGENCY BAG. NEIGHBOR CHECKS IN AND SHARES HELPFUL IDEAS



WATER IS RISING

SETUP: FLOODWATER IS STARTING TO ENTER THE NEIGHBORHOOD.

ROLES: STUDENT, PARENT/GUARDIAN, NEIGHBOR, EMERGENCY RESPONDER

ACTIONS: STUDENT NOTICES RISING WATER. FAMILY MOVES TO HIGHER GROUND (UPSTAIRS OR LEAVING HOME). THEY AVOID WALKING THROUGH FLOODWATER. EMERGENCY RESPONDER GIVES INSTRUCTIONS



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.

FOLLOW THE DIRECTIONS

SETUP: STUDENTS ARE AT SCHOOL DURING A FLOOD WARNING.

ROLES: TEACHER, STUDENTS (2-3), SCHOOL STAFF MEMBER

ACTIONS: TEACHER GIVES CLEAR SAFETY INSTRUCTIONS. STUDENTS LINE UP AND FOLLOW DIRECTIONS. ONE STUDENT FEELS NERVOUS—OTHERS HELP CALM THEM. CLASS MOVES TO A SAFE LOCATION



RETURNING HOME

SETUP: A FAMILY RETURNS HOME AFTER A FLOOD.

ROLES: STUDENT, PARENT/GUARDIAN, COMMUNITY HELPER (INSPECTOR OR VOLUNTEER)

ACTIONS: FAMILY CHECKS IF IT'S SAFE TO ENTER. THEY NOTICE DAMAGE AND TALK ABOUT NEXT STEPS. THE HELPER EXPLAINS SAFETY PRECAUTIONS. STUDENT SHARES FEELINGS AND ASKS QUESTIONS.



HELPING THE COMMUNITY

SETUP: STUDENTS ARE HELPING THEIR COMMUNITY RECOVER AFTER A FLOOD.

ROLES: STUDENT, VOLUNTEER, FRIEND, COMMUNITY MEMBER IN NEED, ORGANIZER

ACTIONS: STUDENTS HELP CLEAN UP OR SORT DONATIONS. THEY SHOW KINDNESS AND TEAMWORK. THEY TALK ABOUT HOW HELPING OTHERS FEELS. THE ORGANIZER THANKS THEM FOR THEIR SUPPORT



DISASTER EDUCATION: FLOOD

➡ AFTERMATH/COPING

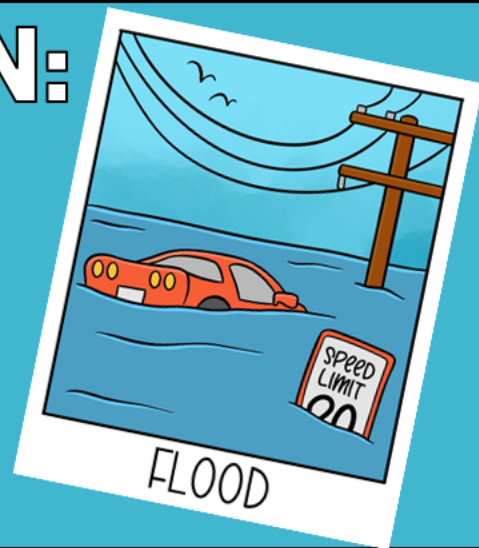


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DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



AFTER THE FLOOD: PROCESSING FEAR & SAFETY

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

I FEEL SAFE WHEN...



I FELT SCARED WHEN...



THE SOUND THAT FRIGHTENED ME THE MOST WAS...

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

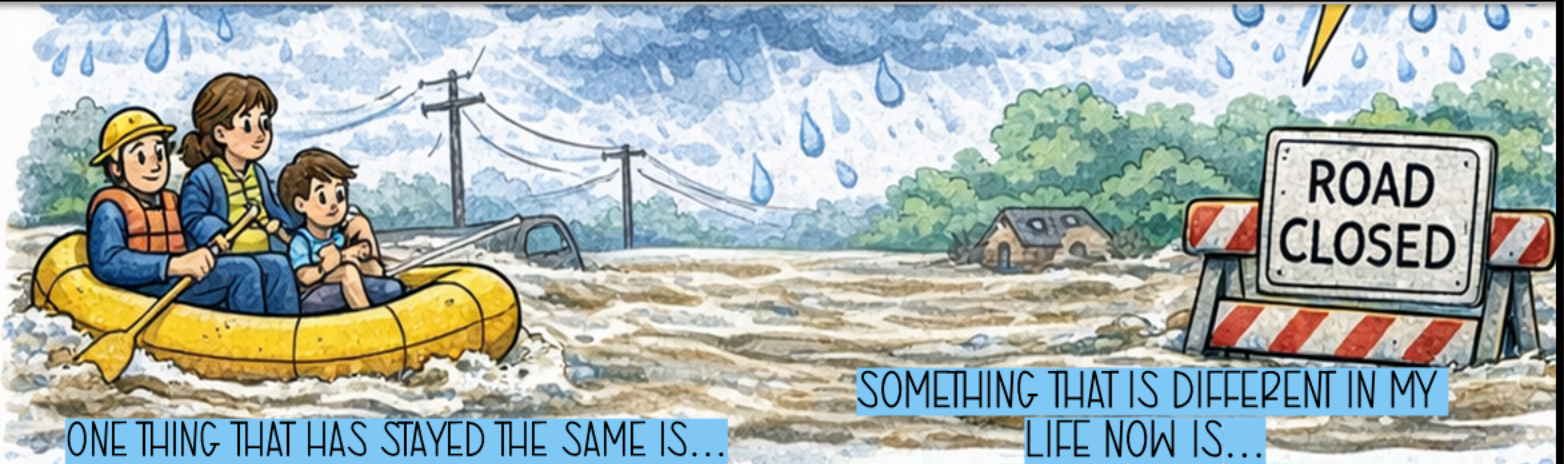


DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



AFTER THE FLOOD: COPING WITH CHANGE



ONE THING THAT HAS STAYED THE SAME IS...

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

Blank box for writing.

Blank box for writing.

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

Blank box for writing.



DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



AFTER THE FLOOD: EXPRESSING LOSS

A MEMORY THAT MAKES ME SMILE IS...

WHEN I FEEL SAD, I CAN...

A large, empty rectangular box with a blue border, intended for a child to write a memory that makes them smile.A large, empty rectangular box with a blue border, intended for a child to write how they feel when sad.

SOMETHING I MISS IS...

WHAT IS SOMEONE OR SOMETHING THAT
BRINGS YOU COMFORT?

A large, empty rectangular box with a blue border, intended for a child to write something they miss.A large, empty rectangular box with a blue border, intended for a child to write what brings them comfort.

DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



AFTER THE FLOOD: BUILDING HOPE

SOMETHING GOOD THAT
HAPPENED TODAY WAS...

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

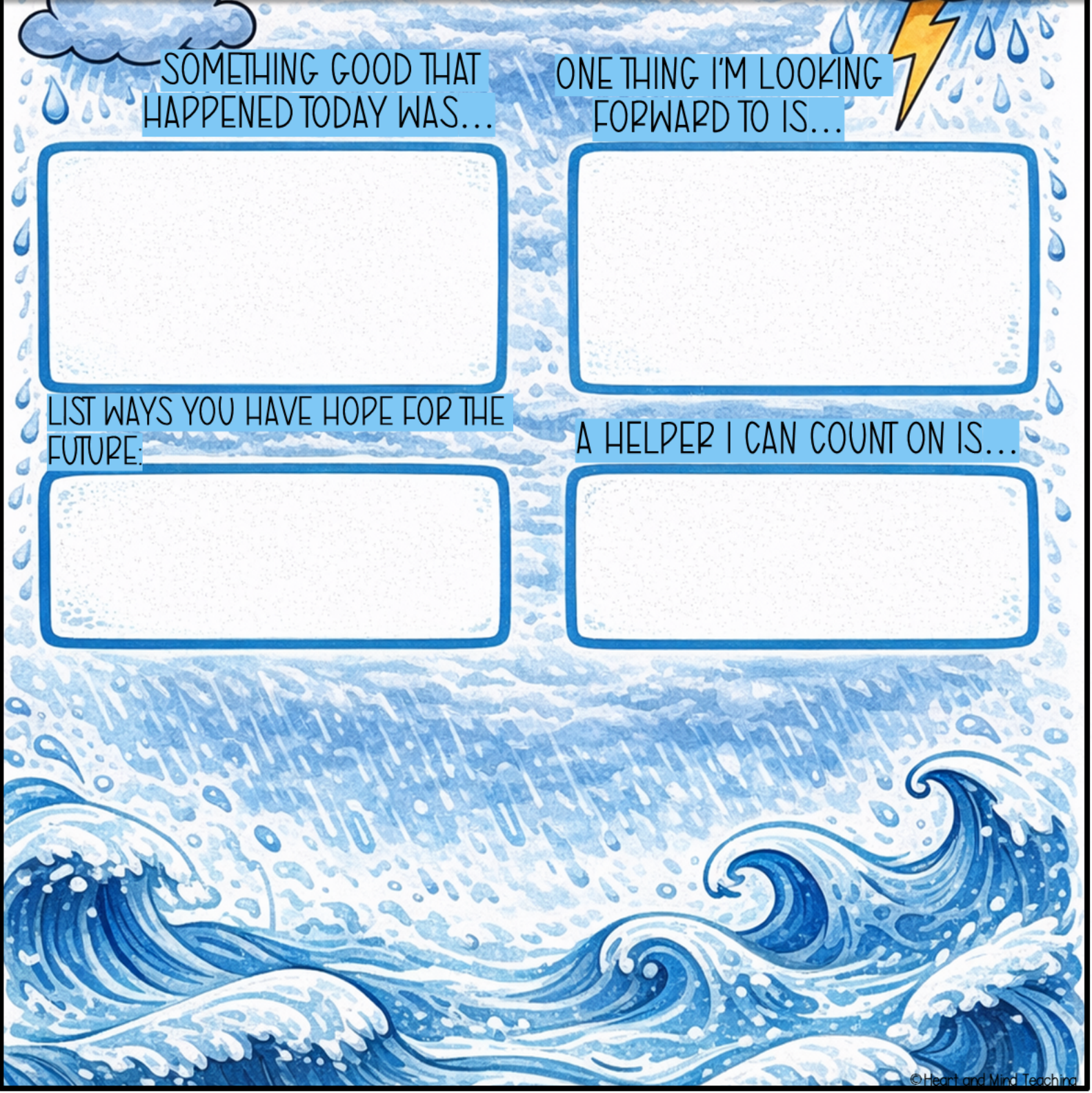
ONE THING I'M LOOKING
FORWARD TO IS...

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

LIST WAYS YOU HAVE HOPE FOR THE
FUTURE:

A large, empty rectangular box with a blue border, intended for a child to list ways they have hope for the future.

A HELPER I CAN COUNT ON IS...

A large, empty rectangular box with a blue border, intended for a child to write the name of a helper they can count on.

DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



AFTER THE FLOOD: MY STRENGTHS

SOMETHING I CAN DO TO
HELP OTHERS IS...



SOMETHING I CAN DO TO
HELP MYSELF IS...



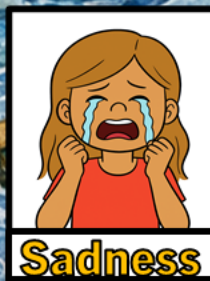
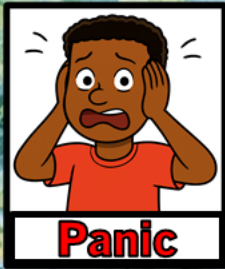
I WAS BRAVE WHEN I....

HOW DO YOU FEEL WHEN YOU ARE BRAVE:

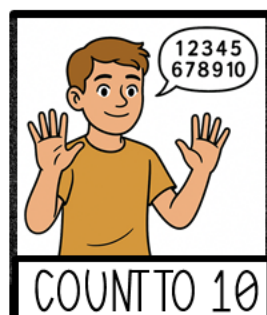


FLOOD FEELINGS

DURING A FLOOD, OUR FEELINGS CAN BUILD UP JUST LIKE FLOOD WATER. THEY START REALLY HEAVY 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: FLOOD

➡ AFTERMATH / COPING



COPING WITH THE AFTERMATH OF A FLOOD: ACTIVITY

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

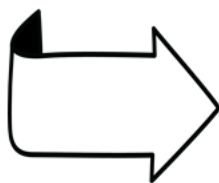
I AM FEELING...

I CAN DO THIS TO HELP...

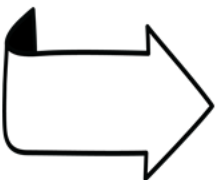
I CAN ALSO TRY THIS...



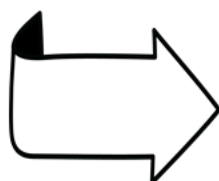
Anger



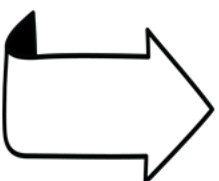
Fear



Panic



Anxious



DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



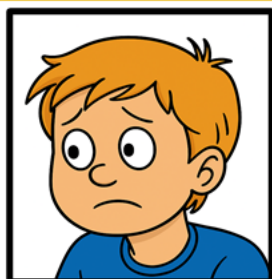
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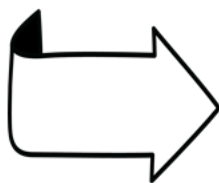
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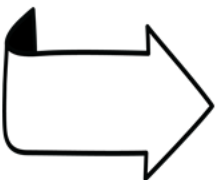
I CAN ALSO TRY THIS...



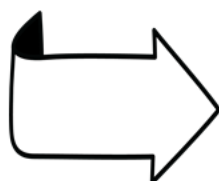
Worry



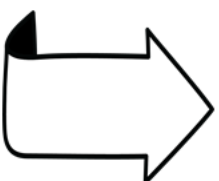
Restless



Sadness



Confused



DISASTER EDUCATION: FLOOD

➡ AFTERMATH / COPING



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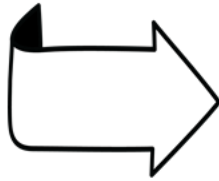
I AM FEELING...

I CAN DO THIS TO GET THERE...

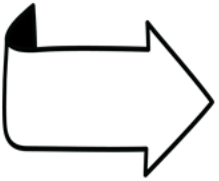
I CAN ALSO TRY THIS...



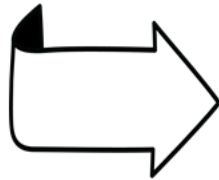
Resilient



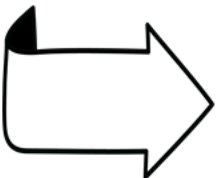
Hopeful



Safe



Grateful



POST-FLOOD COPING AFFIRMATIONS

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

"EVERY DAY, I AM GETTING STRONGER."

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

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

"I CAN FIND SOMETHING GOOD EACH DAY."

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

"STORMS DON'T LAST FOREVER."

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

"I AM SAFE RIGHT NOW."



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

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

BREATHING EXERCISES



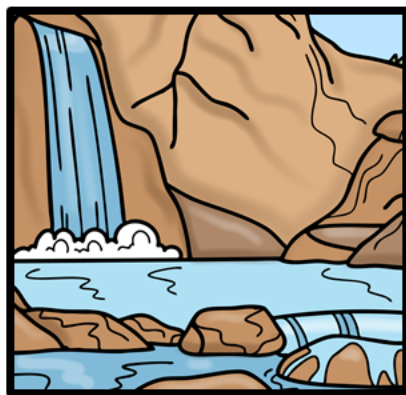
River Flow Breathing

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



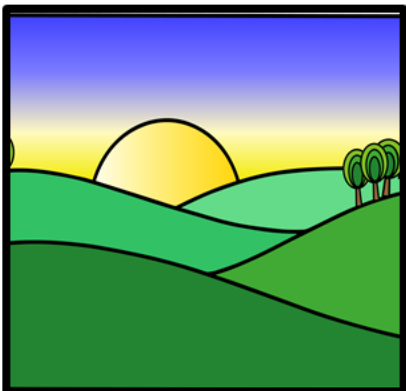
Raindrop Breathing

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



Rising & Falling Water Breathing

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



Peaceful Breathing

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

Finding Calm After the Storm

Feet & Legs

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

Hands & Arms

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

Stomach & Chest

Feel your breath move in and out like a calm wave. Let each breath help you relax.

Shoulders & Face

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

Take a slow, deep breath...

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

River Flow Breathing

Breathe In...
River Flows In

Breathe Out...
River Flows Out

Slow & Steady

6 Calm Breaths

Raindrop Breathing

Breathe
In

Hold

Breathe
Out

Relax

5 Gentle Breaths



GRATEFUL

AFTER THE FLOOD

I AM THANKFUL FOR...



PRACTICE MINDFULNESS

RAIN TECHNIQUE



Recognize

Allow

Investigate

Nurture

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

Grounding Technique



Name 5 things you see

Name 4 things you can touch

Name 3 things you can hear

Name 2 things you can smell

1 Thing you can Taste

BODY SCAN MEDITATION

FINDING CALM AFTER THE STORM

SIT COMFORTABLY (CHAIR OR FLOOR), FEET ON THE GROUND, HANDS RELAXED, EYES CLOSED OR LOOKING DOWN, CALM VOICE, SLOW PACING.

"TAKE A SLOW, DEEP BREATH IN...AND SLOWLY LET IT OUT. IMAGINE THE STORM HAS PASSED. THE RAIN IS SLOWING DOWN...AND YOU ARE IN A SAFE, CALM PLACE."

LEGS & FEET - "BRING YOUR ATTENTION TO YOUR FEET. NOTICE WHERE THEY TOUCH THE GROUND. IMAGINE THE WATER HAS GONE DOWN, AND THE GROUND BENEATH YOU IS STEADY AND STRONG. LET YOUR FEET FEEL HEAVY AND CALM. NOW NOTICE YOUR LEGS...LET THEM RELAX."

HANDS & ARMS - "NOW BRING YOUR ATTENTION TO YOUR HANDS. NOTICE IF THEY FEEL TIGHT OR RELAXED. IMAGINE YOU ARE GENTLY LETTING GO OF ANYTHING YOU WERE HOLDING DURING THE STORM. LET YOUR HANDS SOFTEN...YOUR ARMS RELAX."

STOMACH & CHEST - "NOW NOTICE YOUR STOMACH AND CHEST. IF YOU FEEL ANY TIGHTNESS, IMAGINE YOUR BREATH IS LIKE A CALM WAVE—SLOWLY MOVING IN... AND OUT. EACH BREATH HELPS YOUR BODY FEEL SAFER AND CALMER."

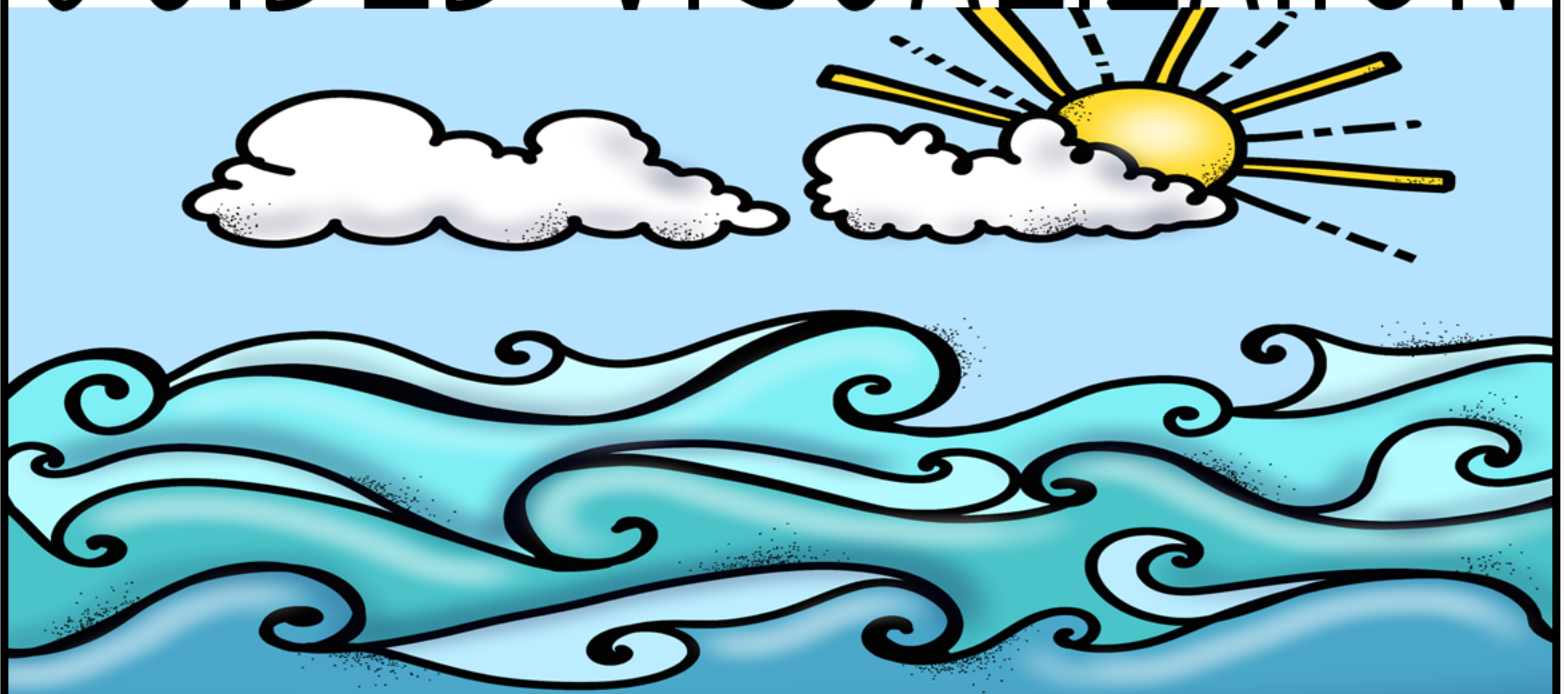
SHOULDERS AND FACE - "BRING YOUR ATTENTION TO YOUR SHOULDERS. LET THEM DROP DOWN AND RELAX. NOW YOUR FACE...UNCLENCH YOUR JAW...SOFTEN YOUR FOREHEAD. LET YOUR WHOLE FACE FEEL CALM."

FULL BODY CALM

"NOW NOTICE YOUR WHOLE BODY. THE STORM IS OVER. THE WATER HAS GONE DOWN. YOU ARE SAFE. YOUR BODY CAN REST NOW." "TAKE ONE MORE DEEP BREATH IN...AND SLOWLY OUT. WHEN YOU'RE READY, GENTLY OPEN YOUR EYES."



GUIDED VISUALIZATION



SIT COMFORTABLY AND TAKE A SLOW BREATH IN THROUGH YOUR NOSE... AND GENTLY BREATHE OUT THROUGH YOUR MOUTH. CLOSE YOUR EYES IF THAT FEELS COMFORTABLE. IMAGINE THAT A BIG RAINSTORM HAS JUST PASSED. THE DARK CLOUDS ARE SLOWLY DRIFTING AWAY, AND THE RAIN HAS STOPPED. THE AIR SMELLS FRESH AND CLEAN.

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

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

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

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

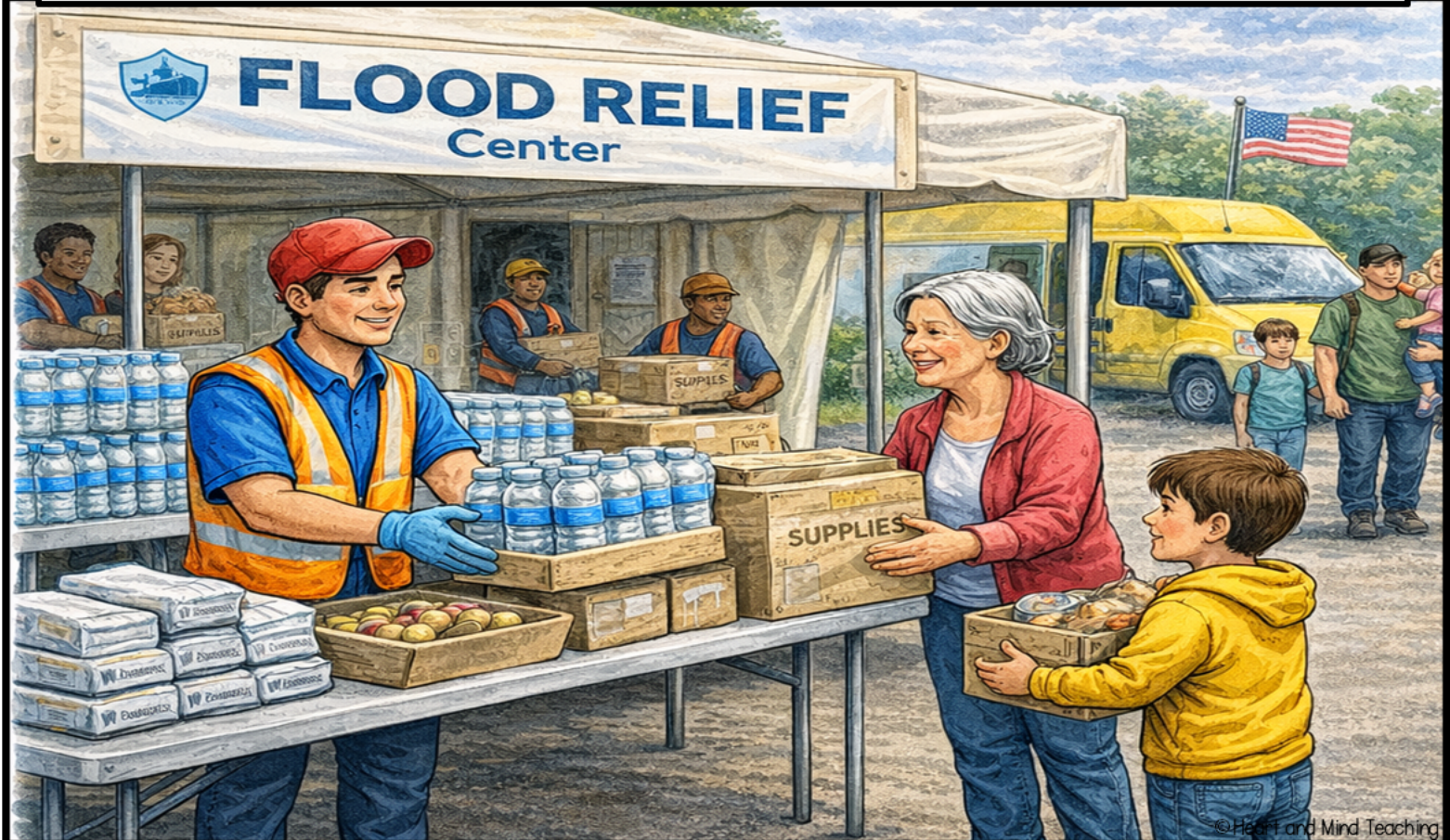
LOOK FOR THE HELPERS

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

HOW DO HELPERS MAKE US FEEL AFTER SOMETHING SCARY?

WHO ARE HELPERS YOU KNOW IN OUR COMMUNITY?

WHAT DO THEY DO TO HELP?



LOOK FOR THE HELPERS

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

ONE HELPER I SAW ASSISTING OTHERS AFTER THE FLOOD WAS:

SEEING OTHERS HELPING PEOPLE MADE ME FEEL:

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



Thank You, Helpers!



COPING TIPS FOR PARENTS



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

➡ SUPPORTING YOUR CHILD EMOTIONALLY

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

➡ COPING STRATEGIES TO PRACTICE TOGETHER

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

➡ WHEN TO SEEK EXTRA SUPPORT

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

➡ SCHOOL SUPPORT

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

TYPE HERE THE PERSON THEY SHOULD CONTACT.

DISASTER EDUCATION: FLOOD



STRESS ASSESSMENT

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

DISASTER EDUCATION: FLOOD



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

counseling

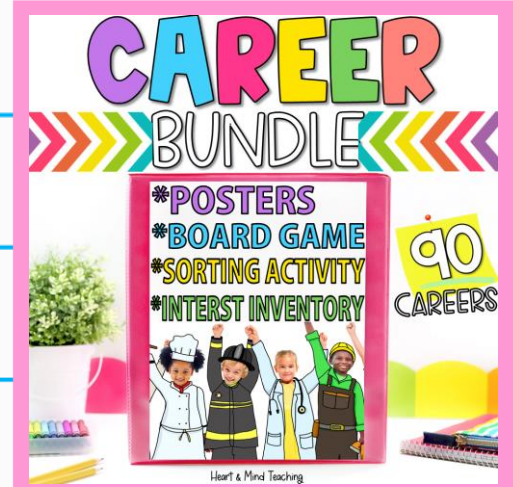
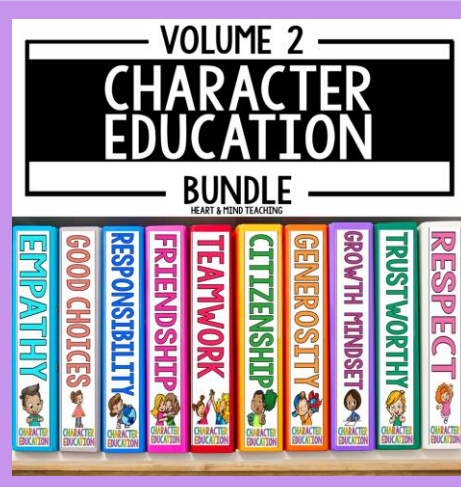
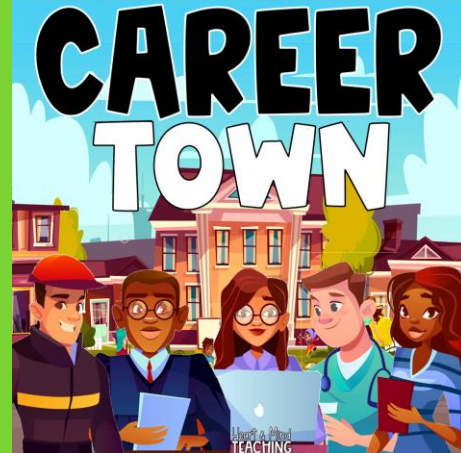
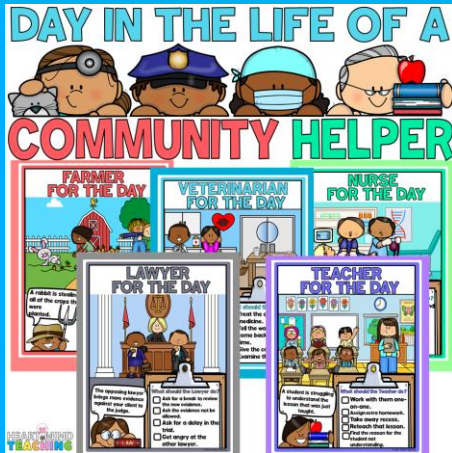
sel

small groups

book companions

behavior

♡♡ Best Selling Resources ♡



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