

THANK YOU FOR YOUR PURCHASE!



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

★★★★★ Extremely satisfied

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

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



heartandmindteaching@gmail.com

♥
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. ✨ ✨ ✨





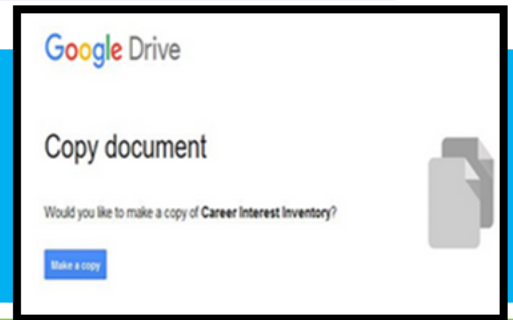
Google Slides

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: School Safety](#)

1

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



2

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

3

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

4

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

5

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

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

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

Helpful links for using Google Classroom:

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

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



DISASTER EDUCATION: SCHOOL SAFETY

Session Objective:

- *Students learn to recognize different types of harmful behavior and understand when to seek adult support.
- *Students will identify different coping skills.

Materials:

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

Guiding Questions:

- *What are some warning signs of possible unsafe school events?
- *What are some coping skills we can use?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
 - *Behavior: Self-Management Skills: Effective coping skills. (B-SMS 7)
 - *Behavior: Self-Management Skills: Personal Safety Skills. (B-SMS 9)
- ## SEL Competencies:
- *Self-Awareness: Identifying Emotions, Accurate Self-perception.
 - *Self-Management: Stress Management.
 - *Responsible Decision-Making: Analyzing situations, reflecting.

Session Details

- Give Stress Assessment (page 50-51) to students. This is helpful data to give before and after the lesson to gauge how students are coping if they have recently experienced this disaster.
- Present the PowerPoint to students, using the handouts as a visual reminder to post in class.
- Unsafe School Situations Activity: Put a checkmark on the unsafe school situations and write underneath why they are unsafe.
- Warning Signs: Read the descriptions and determine the unsafe event warning signs.
- Preparation Activity: Determine if the statement is true or false.
- Lockdown 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.
- Reflection pages: Have students write their answers.
- Feelings Activity: Show the coping skills from page 33 as an example, for pages 34-37 have students write in a coping skill they would use and draw it in the box.
- Coping Affirmations: Read to students and have them say it back to you. 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.
- 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: SCHOOL SAFETY



➡ GAIN KNOWLEDGE

TABLE OF CONTENTS

➡ UNSAFE SITUATIONS AT SCHOOL

P. 5 INFORMATIVE HANDOUT/POSTER

P. 6 ACTIVITY

➡ RECOGNIZE WARNING SIGNS

P. 7 INFORMATIVE HANDOUT/POSTER

P. 8-9 ACTIVITY

➡ PREVENTION

P. 10-12 CONFLICT RESOLUTION HANDOUT/POSTER

P. 13 CONFLICT RESOLUTION ACTIVITY

P. 14 MAKING GOOD CHOICES HANDOUT/POSTER

P. 15 MAKING GOOD CHOICES ACTIVITY

P. 16 KEEPING OUR SCHOOL SAFE POSTER

P. 17 KEEPING OUR SCHOOL SAFE ACTIVITY

P. 18 STAFF & PARENT HANDOUT

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



WHAT ARE UNSAFE SITUATIONS AT SCHOOL?



PHYSICAL ATTACKS
AND FIGHTS

USES THEIR BODY OR AN OBJECT TO HURT ANOTHER PERSON, SUCH AS HITTING, PUSHING, OR FIGHTING.



BULLYING &
CYBERBULLYING

REPEATEDLY BEING MEAN TO ANOTHER PERSON ON PURPOSE, LIKE EXCLUDING THEM, SPREADING RUMORS, OR TEASING THEM OVER AND OVER.



BRINGING SOMETHING
DANGEROUS TO SCHOOL

HAVING SOMETHING THAT COULD HURT SOMEONE, SUCH AS A WEAPON, EVEN IF IT IS HIDDEN.



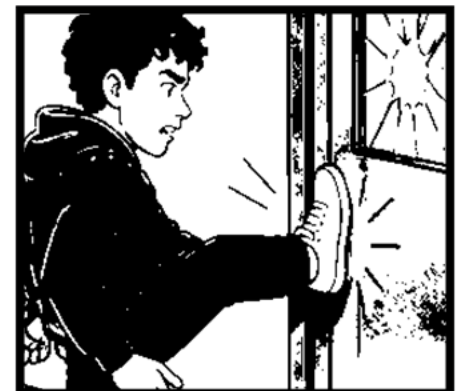
UNSAFE PERSON AT
SCHOOL

IT COULD BE SOMEONE WHO SHOULD NOT BE ON CAMPUS OR SOMEONE WHO IS ACTING IN A WAY THAT COULD HURT OR SCARE OTHERS



THREATS AND
INTIMIDATION

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



PROPERTY DAMAGE

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

DISASTER EDUCATION: SCHOOL SAFETY



PUT A CHECKMARK ON THE UNSAFE SCHOOL SITUATIONS AND WRITE UNDERNEATH WHY THEY ARE UNSAFE.



CONFLICT BETWEEN FRIENDS



THREATS AND INTIMIDATION



PROPERTY DAMAGE



PHYSICAL ATTACKS AND FIGHTS



BULLYING



A FIGHT THAT HAPPENS AT THE MALL



CALLING SOMEONE A MEAN NAME ONCE



UNSAFE PERSON AT SCHOOL



BRINGING SOMETHING DANGEROUS TO SCHOOL

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



RECOGNIZING WARNING SIGNS



TALKING ABOUT HURTING OTHERS OR MAKING THREATS (IN PERSON OR ONLINE)



SUDDEN CHANGES IN MOOD, BEHAVIOR, FRIENDS, OR INTERESTS



EXPRESSING ANGER, HATRED, OR TALKING ABOUT GETTING REVENGE



BEING BULLIED, THREATENED, OR FEELING UNSAFE AT SCHOOL



BRINGING WEAPONS OR TALKING ABOUT HAVING ACCESS TO WEAPONS



SHOWING EXTREME STRESS, ANXIETY, OR FEELING HOPELESS



DAMAGING SCHOOL PROPERTY OR VANDALISM



ISOLATING FROM OTHERS OR WITHDRAWING FROM ACTIVITIES



RECOGNIZING WARNING SIGNS ACTIVITY

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

JORDAN WAS SITTING AT LUNCH WHEN HE OVERHEARD ANOTHER STUDENT SAY, "THEY'LL BE SORRY SOON." THE STUDENT LOOKED REALLY ANGRY AND KEPT CLENCHING HIS FISTS. LATER, JORDAN NOTICED THE SAME STUDENT SITTING ALONE, IGNORING FRIENDS WHO TRIED TO TALK TO HIM.

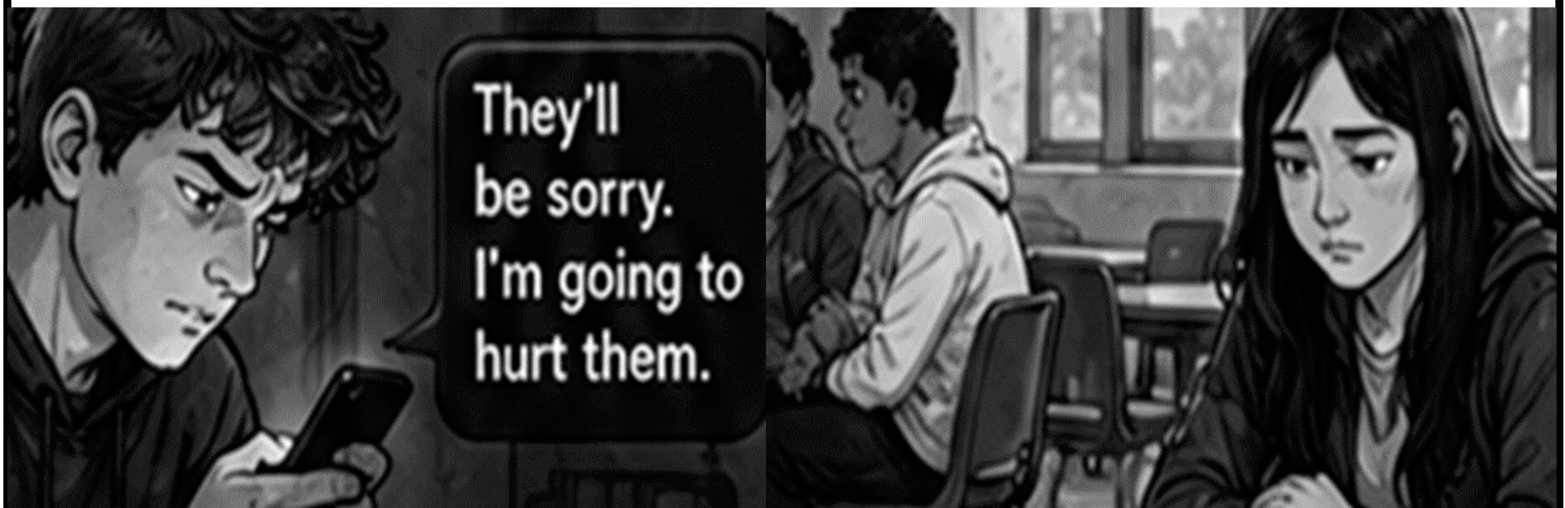
AVERY WAS SCROLLING ONLINE WHEN SHE SAW A CLASSMATE POST, "I HATE EVERYONE AT SCHOOL. TOMORROW WILL BE DIFFERENT." THE POST HAD A DARK EMOJI AND SEVERAL CLASSMATES COMMENTED ASKING IF THEY WERE OKAY, BUT THERE WAS NO RESPONSE.

DURING CLASS, MARCUS NOTICED HIS FRIEND HAD BEEN ACTING VERY DIFFERENT LATELY. HE USED TO JOKE AND PARTICIPATE, BUT NOW HE BARELY SPOKE, LOOKED TIRED, AND GOT UPSET QUICKLY OVER SMALL THINGS.

POSSIBLE WARNING SIGNS OF UNSAFE SITUATIONS AT SCHOOL



©Heart and Mind Teaching





RECOGNIZING WARNING SIGNS ACTIVITY

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

POSSIBLE WARNING SIGNS OF UNSAFE SITUATIONS AT SCHOOL



LIAM NOTICED THAT A STUDENT IN HIS CLASS KEPT DRAWING PICTURES THAT SHOWED PEOPLE GETTING HURT AND WRITING PHRASES LIKE "NO ONE UNDERSTANDS ME." WHEN CLASSMATES TRIED TO TALK TO HIM, HE PUSHED THEM AWAY.

DURING GROUP WORK, MAYA HEARD ONE STUDENT SAY, "I'M DONE WITH THIS PLACE," IN A SERIOUS TONE. THE STUDENT REFUSED TO WORK, PUT THEIR HEAD DOWN, AND IGNORED THE TEACHER WHEN ASKED TO JOIN THE GROUP.

EVERY DAY AT LUNCH, A GROUP OF STUDENTS MAKES COMMENTS ABOUT LILA'S CLOTHES AND LAUGHS WHEN SHE WALKS BY. IN CLASS, THEY ROLL THEIR EYES WHEN SHE SPEAKS AND SOMETIMES WHISPER ABOUT HER. AFTER SCHOOL, LILA GETS MESSAGES ON HER PHONE SAYING THINGS LIKE "NO ONE WANTS YOU HERE" AND "JUST STAY HOME." SHE HAS STARTED SITTING ALONE, AVOIDING OTHERS.

©Heart and Mind Teaching



DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: CONFLICT RESOLUTION

**NOT ALL CONFLICT IS UNSAFE.
IT'S IMPORTANT TO KNOW THE DIFFERENCE.**

PEER CONFLICT

Common. Happens between people of similar power.



- ✓ Disagreeing or having a different opinion
- ✓ Arguments or name-calling
- ✓ Accidental bumping or breaking something
- ✓ Can be solved with talking and problem-solving

UNSAFE BEHAVIOR

Harmful. Involves an imbalance of power or intent to harm.



- ✗ Bullying, threats, or intimidation
- ✗ Hitting, pushing, or any physical harm
- ✗ Spreading rumors or excluding on purpose
- ✗ Makes someone feel unsafe or scared

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE




PREVENTION: CONFLICT RESOLUTION

**USE YOUR WORDS.
BE CLEAR, RESPECTFUL, AND CONFIDENT.**

1. EXPRESS HOW YOU FEEL


Use "I" statements.



I feel upset
when...

2. SAY WHAT YOU NEED


Be clear and respectful.



I need you
to stop...

3. LISTEN TO OTHERS

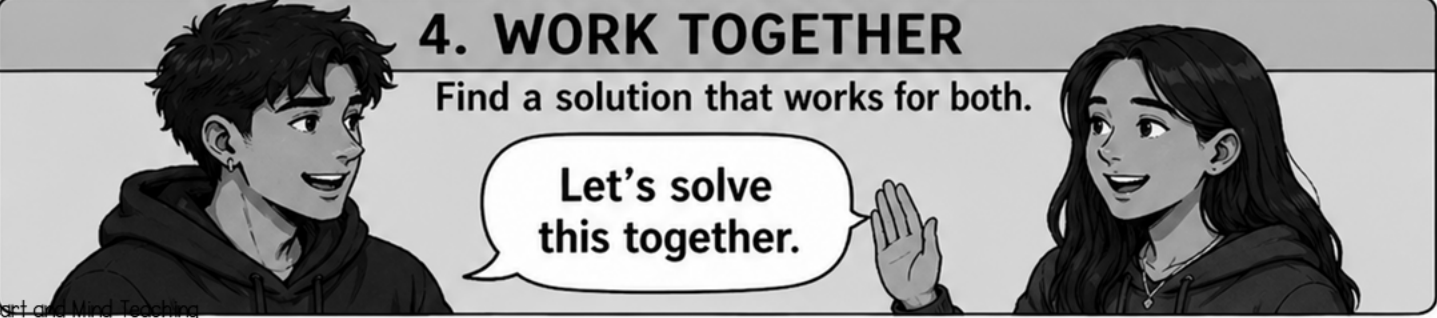
Let the other person speak.



I hear
you.

4. WORK TOGETHER

Find a solution that works for both.



Let's solve
this together.

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: CONFLICT RESOLUTION

CONFLICTS HAPPEN. WHAT MATTERS IS HOW WE HANDLE THEM. USE THESE STEPS TO SOLVE PROBLEMS, RESPECT EACH OTHER, AND FIND SOLUTIONS TOGETHER.



1. STAY CALM

TAKE A DEEP BREATH.
STAY CALM AND COOL DOWN BEFORE TALKING.



2. SHARE HOW YOU FEEL

USE "I" STATEMENTS TO SHARE YOUR FEELINGS.
EXAMPLE: "I FEEL... WHEN YOU..."



3. LISTEN CAREFULLY

LET THE OTHER PERSON FINISH.
REPEAT BACK WHAT YOU HEARD TO SHOW YOU UNDERSTAND.



4. BRAINSTORM SOLUTIONS

THINK OF OPTIONS TOGETHER.
BE CREATIVE AND RESPECTFUL OF EACH IDEA.



5. CHOOSE A SOLUTION

PICK THE BEST SOLUTION TOGETHER.
MAKE SURE IT'S FAIR AND FEELS RIGHT FOR BOTH.



6. FOLLOW THROUGH

STICK TO YOUR AGREEMENT.
CHECK IN LATER AND MAKE CHANGES IF NEEDED.

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE: ACTIVITY

PREVENTION: CONFLICT RESOLUTION



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



Choose a Solution

PICK THE BEST SOLUTION TOGETHER. MAKE SURE IT'S FAIR AND FEELS RIGHT FOR BOTH.

Brainstorm Solutions

THINK OF OPTIONS TOGETHER. MAKE SURE IT'S FAIR AND FEELS RIGHT FOR BOTH.

Stay Calm

TAKE A DEEP BREATH. STAY CALM AND COOL DOWN BEFORE TALKING.

Follow Through

STICK TO YOUR AGREEMENT. CHECK IN LATE AND MAKE CHANGES IF NEEDED.

Listen Carefully

LET THE OTHER PERSON FINISH. REPEAT BACK WHAT YOU HEARD TO SHOW YOU UNDERSTAND.

Share How You Feel

USE "I" STATEMENTS TO SHARE YOUR FEELINGS. EXAMPLE: "I FEEL... WHEN YOU..."

DISASTER EDUCATION: SCHOOL SAFETY

➡ GAIN KNOWLEDGE



PREVENTION: MAKING GOOD CHOICES



STOP

PAUSE.

Take a deep breath.

Stop what
you're doing.



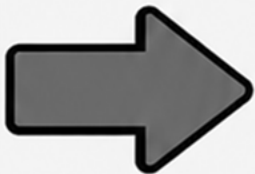
THINK

CHECK YOUR CHOICES.

What's the problem?

How do I feel?

What are my options?



CHOOSE

MAKE A GOOD CHOICE.

Pick the best option.

Solve the problem.

Move forward in a
positive way.





STOP – THINK – CHOOSE

Use these 3 steps to make safe and smart choices!



Name: _____

Date: _____



1 STOP

Pause and stay calm.

- Stop what you are doing.
- Take a deep breath.
- Give yourself a moment.



Why is this step important?



2 THINK

Think about the situation.

- What is happening?
- How might my choices affect me or others?
- What are some safe choices?



Why is this step important?



3 CHOOSE

Choose the best option.

- Pick the safest choice.
- Be kind and respectful.
- Make a choice you can feel good about.



Why is this step important?

4 Read each situation. Use STOP – THINK – CHOOSE to decide what you would do.

- A** A classmate is spreading a rumor about another student.



STOP: _____

THINK: _____

CHOOSE: _____

Why? _____

- B** You are invited to a party where you think some people might be doing things that are unsafe.



STOP: _____

THINK: _____

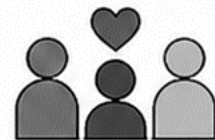
CHOOSE: _____

Why? _____

5 Draw a picture of yourself using STOP – THINK – CHOOSE.



GOOD CHOICES TODAY, SAFE TOMORROWS!





KEEPING OUR SCHOOL SAFE



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

1 BUILD STRONG RELATIONSHIPS

- Be kind and include others.
- Listen and show you care.
- Talk to adults you trust.



2 MANAGE BIG FEELINGS

- Take deep breaths.
- Calm down when you feel upset.
- Ask for help if you need it.

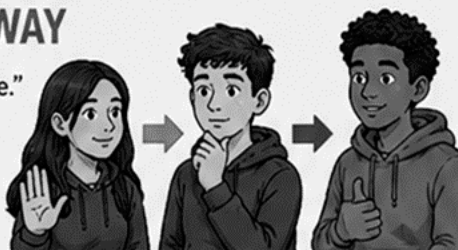


I CAN:

- ✓ Pause
- ✓ Breathe
- ✓ Calm Down
- ✓ Think

3 SOLVE PROBLEMS THE RIGHT WAY

- Use "Stop - Think - Choose."
- Think about solutions.
- Choose safe and respectful actions.



STOP THINK CHOOSE

4 BE KIND AND INCLUDE OTHERS

- Treat everyone with respect.
- Don't bully or tease.
- Stand up for others who are treated unfairly.



5 REPORT CONCERNS

- If you see something unsafe, tell a trusted adult.
- Telling is the right thing to do.
- It helps keep everyone safe.

SEE SOMETHING
SAY SOMETHING



6 KNOW THE WARNING SIGNS

- Ongoing anger or threats
- Talking about hurting others
- Sudden changes in behavior
- Tell a trusted adult right away.



7 CREATE A POSITIVE SCHOOL CLIMATE

- Follow school rules.
- Be responsible.
- Help make our school a place where everyone feels safe.



8 FOLLOW SAFETY PROCEDURES

- Practice drills.
- Listen to adults.
- Remember: Lock, Lights, Out of Sight.

LOCKDOWN



LOCK



LIGHTS



OUT OF SIGHT

9 TAKE CARE OF YOUR MENTAL HEALTH

- Talk to a counselor or trusted adult.
- Learn healthy ways to cope.
- It's okay to ask for help.



10 WORK TOGETHER AS A TEAM

- Encourage each other.
- Communicate.
- We are stronger when we work together!





KEEPING OUR SCHOOL SAFE



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

1 WHAT CAN I DO?

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

- ☐ Be kind and respectful
- ☐ Include others
- ☐ Solve problems the right way
- ☐ Tell a trusted adult if something feels unsafe
- ☐ Follow school rules
- ☐ Help others
- ☐ Use calm-down strategies
- ☐ Be a good friend



2 STOP - THINK - CHOOSE

Think about a situation where you had a problem at school.



STOP: What happened?



THINK: What are 2 safe choices you could make?

1.

2.



CHOOSE: What is the best choice? Why?

3 WHAT WOULD YOU DO?

You see a student doing something that feels unsafe or not right.

What should you do?

- ☐ Ignore it
- ☐ Tell a trusted adult
- ☐ Tell a friend only

Why is this the best choice?



4 MY SAFE SCHOOL PROMISE

Finish the sentence:

I will help keep my school safe by...



5 DRAW IT!

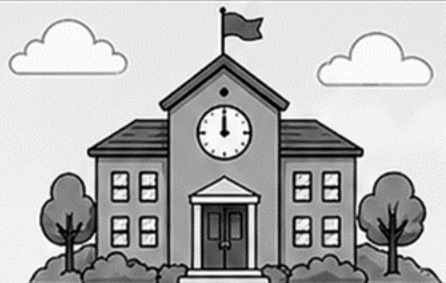
Draw a picture of you doing something that helps keep your school safe.





WAYS TO KEEP OUR SCHOOL SAFE

We all have a part in keeping our school safe and caring for each other.



1 BUILD STRONG RELATIONSHIPS

- Students feel safe when they are seen, heard, and connected.
- Talk to teachers, counselors, and classmates.



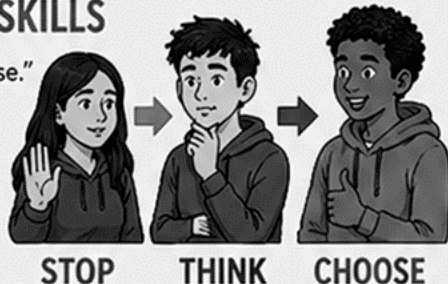
2 TEACH SOCIAL-EMOTIONAL SKILLS

- Managing emotions, problem-solving, empathy, and self-control.
- They help us make safe choices.



3 TEACH CONFLICT RESOLUTION SKILLS

- Use "Stop - Think - Choose."
- Practice calming down, thinking of solutions, and making safe choices.



4 ADDRESS BULLYING EARLY

- Recognize signs of bullying.
- Stand up safely and get help.
- Be kind. Include others.



5 ENCOURAGE REPORTING

- See something, say something.
- It's okay to tell a trusted adult.
- Reporting keeps everyone safe.



6 RECOGNIZE WARNING SIGNS

- Ongoing anger or threats
- Talking about hurting others
- Sudden major changes in behavior
- Tell a trusted adult right away.



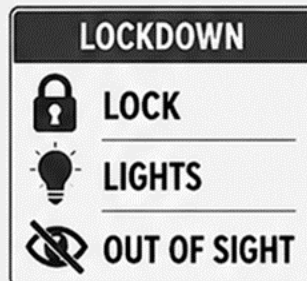
7 CREATE A POSITIVE SCHOOL CLIMATE

- Clear expectations
- Consistent routines
- Inclusive environment
- When school feels good, we make good choices.



8 PRACTICE SAFETY PROCEDURES

- Practice lockdown drills.
- Follow instructions.
- Remember: Lock, Lights, Out of Sight.



9 PROVIDE MENTAL HEALTH SUPPORT

- Talk to a counselor or trusted adult.
- Learn healthy skills to cope.
- It's okay to ask for help.



10 PARTNER WITH FAMILIES

- Share concerns early.
- Talk and listen.
- Work together as a team.



DISASTER EDUCATION: SCHOOL SAFETY



➡ BE PREPARED

TABLE OF CONTENTS

➡ WHAT TO DO (SAFETY ACTIONS)

P. 20 INFORMATIVE HANDOUT/POSTER

P. 21-22 ACTIVITY

➡ DRILL

P. 23 SCHOOL LOCKDOWN DRILL

P. 24 LOCKDOWN SAFETY POSTER

P. 25-26 ACTIVITY

DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



WHAT TO DO (SAFETY ACTIONS)

BEFORE AN UNSAFE EVENT



KNOW AND FOLLOW
SCHOOL RULES



KNOW THE WARNING
SIGNS



ALERT STAFF OF
THREATS/WARNING SIGNS



PRACTICE SCHOOL
LOCKDOWN DRILL

DURING AN UNSAFE EVENT



STAY CALM, DON'T GO
TOWARD THE PROBLEM.



GET TO A SAFE PLACE
RIGHT AWAY



LOCK OR BLOCK THE
DOOR, TURN OUT LIGHTS



STAY OUT OF SIGHT

AFTER AN UNSAFE EVENT



TALK TO A TRUSTED
ADULT.



TAKE CARE OF YOURSELF
AND USE COPING SKILLS.



SUPPORT YOUR
FRIENDS.



HELP IMPROVE SCHOOL SO
EVERYONE FEELS SAFE.

DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



PREPARATION: ACTIVITY

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

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

TRUE OR FALSE?

THERE IS NO NEED FOR A STUDENT TO KNOW
WARNING SIGNS OF AN UNSAFE SCHOOL EVENT.

TRUE OR FALSE?

A STUDENT SHOULD ALERT SCHOOL STAFF OF POSSIBLE
WARNING SIGNS OF UNSAFE SCHOOL EVENTS.

TRUE OR FALSE?

THERE IS NO NEED TO PRACTICE A LOCKDOWN DRILL.

TRUE OR FALSE?

DURING AN UNSAFE SCHOOL EVENT, YOU SHOULD
PANIC.

TRUE OR FALSE?

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

TRUE OR FALSE?

DURING AN UNSAFE SCHOOL EVENT, YOU SHOULD
UNLOCK ALL THE DOORS.

TRUE OR FALSE?



DISASTER EDUCATION: SCHOOL SAFETY

➡ BE PREPARED



PREPARATION: ACTIVITY

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

DURING AN UNSAFE SCHOOL EVENT, YOU SHOULD STAY OUT OF SIGHT.

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

TRUE OR FALSE?

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

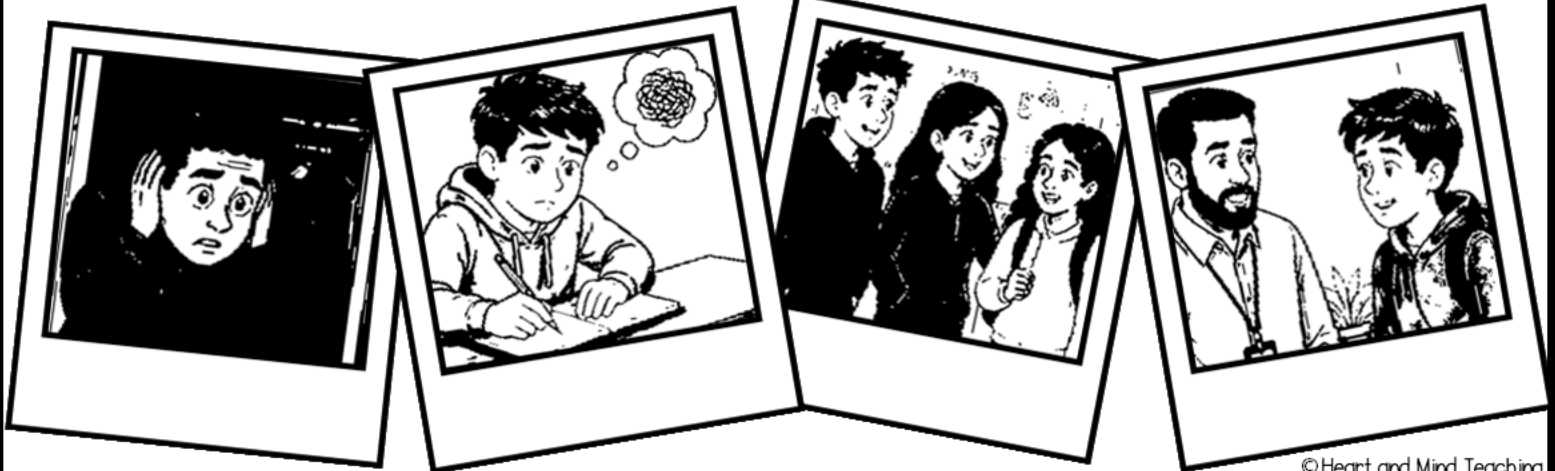
TRUE OR FALSE?

DURING AN UNSAFE EVENT AT SCHOOL, YOU SHOULD CONTINUE TO DO SCHOOLWORK.

TRUE OR FALSE?

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

TRUE OR FALSE?



LOCKDOWN DRILL



1



LOCK

IMMEDIATELY LOCK THE DOOR.

2



LIGHTS

TURN OFF LIGHTS, COVER WINDOWS.

3



OUT OF SIGHT

STAY LOW, AWAY FROM WINDOWS.

LOCKDOWN SAFETY



WE LOOK
OUT FOR
EACH OTHER



LOCK



- Lock the door right away.
- Keep everyone inside and safe.

LIGHTS



- Turn off the lights.
- Keep the room dark.

OUT OF SIGHT



- Get out of sight.
- Stay low and stay quiet.
- Do not open the door.

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.

NOTICING WARNING SIGNS

SETUP: A STUDENT OVERHEARS ANOTHER STUDENT MAKING CONCERNING COMMENTS ABOUT WANTING TO HURT SOMEONE AND ACTING VERY UPSET.

ROLES: STUDENT WHO HEARS THE COMMENT, STUDENT MAKING THE COMMENT, TRUSTED ADULT (TEACHER/COUNSELOR)

ACTIONS: PRACTICE STAYING CALM, STUDENT CHOOSES TO TELL A TRUSTED ADULT, ADULT RESPONDS SUPPORTIVELY AND TAKES IT SERIOUSLY.



REPORTING AN ONLINE THREAT

SETUP: A STUDENT SEES A CLASSMATE POST A THREAT ONLINE THAT THEY PLAN TO HURT SOMEONE.

ROLES: STUDENT WHO SEES THE POST, FRIEND THEY TALK TO, TRUSTED ADULT (PARENT, TEACHER, COUNSELOR, OR SCHOOL STAFF)

ACTIONS: STUDENT PAUSES AND DOES NOT RESPOND TO THE POST OR SHARE IT AROUND. SHOWS THE POST TO A TRUSTED FRIEND AND TALKS IT THROUGH, DECIDES TO TELL A TRUSTED ADULT RIGHT AWAY. ADULT LISTENS, TAKES IT SERIOUSLY, AND REASSURES THE STUDENT THEY DID THE RIGHT THING.



REPORTING SOMETHING SUSPICIOUS

SETUP: A STUDENT NOTICES SOMEONE TRYING TO ENTER A LOCKED SIDE DOOR DURING SCHOOL HOURS.

ROLES: STUDENT WHO NOTICES, FRIEND NEARBY, TEACHER/STAFF MEMBER

ACTIONS: STUDENT AVOIDS APPROACHING THE PERSON, TELLS A TEACHER IMMEDIATELY, PRACTICES USING CLEAR, CALM COMMUNICATION



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.

LOCKDOWN IN CLASS

SETUP: STUDENTS ARE IN THEIR CLASSROOM; AN ANNOUNCEMENT IS MADE: "WE ARE GOING INTO A LOCKDOWN".

ROLES: TEACHER, STUDENTS (DIFFERENT BEHAVIORS: CALM, NERVOUS, DISTRACTED)

ACTIONS: LOCK THE DOOR, TURN OFF LIGHTS, MOVE OUT OF SIGHT AND STAY QUIET, PRACTICE HELPING PEERS STAY CALM.



LOCKDOWN IN THE HALLWAY

SETUP: STUDENTS ARE IN THE HALLWAY BETWEEN CLASSES WHEN AN ANNOUNCEMENT IS MADE: "ATTENTION: WE ARE GOING INTO A LOCKDOWN. THIS IS NOT A DRILL."

ROLES: A CALM STUDENT, TWO PANICKING STUDENTS

ACTIONS: STUDENTS QUICKLY DECIDE TO MOVE INTO THE NEAREST SAFE SPACE (BATHROOM) ONCE INSIDE, THEY: GO INTO A STALL OR AREA OUT OF SIGHT, STAY QUIET AND STILL, SILENCE PHONES, LOCK OR BLOCK THE DOOR IF POSSIBLE. ONE STUDENT HELPS REMIND OTHERS WHAT TO DO CALMLY. PRACTICE WAITING QUIETLY UNTIL AN "ALL CLEAR" IS GIVEN.



TALKING TO A TRUSTED ADULT

SETUP: AFTER THE SITUATION ENDS, A STUDENT FEELS SCARED AND KEEPS THINKING ABOUT WHAT HAPPENED.

ROLES: STUDENT, COUNSELOR/TEACHER, FRIEND

ACTIONS: PRACTICE ASKING FOR HELP, ADULT LISTENS AND REASSURES, FRIEND OFFERS SUPPORT, IDENTIFY COPING STRATEGIES (BREATHING, TALKING, DRAWING).



DISASTER EDUCATION: SCHOOL SAFETY



➡ AFTERMATH/COPING

TABLE OF CONTENTS

➡ PROCESSING AFTER UNSAFE EVENT P. 28-32 REFLECTION PAGES

➡ FEELINGS & COPING SKILLS

- P. 33-37 FEELINGS ACTIVITY
- P. 38 COPING AFFIRMATIONS
- P. 39-40 BREATHING EXERCISES
- P. 41 GROUNDING TECHNIQUE
- P. 42 GRATITUDE ACTIVITY
- P. 43 GUIDED VISUALIZATION
- P. 44-45 YOGA MOVES AND GUIDED MEDITATION

➡ LOOK FOR THE HELPERS

- P. 46-47 ACTIVITY
- P. 48 THANK YOU LETTER TO A HELPER
- P. 49 COPING TIPS FOR PARENTS
- P. 50-51 STRESS ASSESSMENT

DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



AFTER THE UNSAFE EVENT: PROCESSING FEAR & SAFETY

I FELT SAFE
WHEN...



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

I FELT SCARED
WHEN...



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

THE SOUND THAT
FRIGHTENED ME
THE MOST WAS...



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



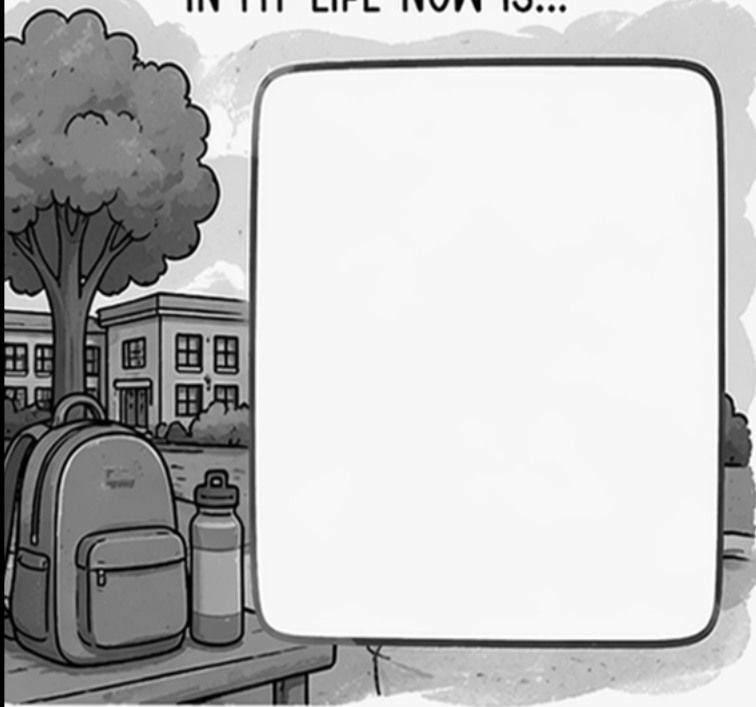
DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING

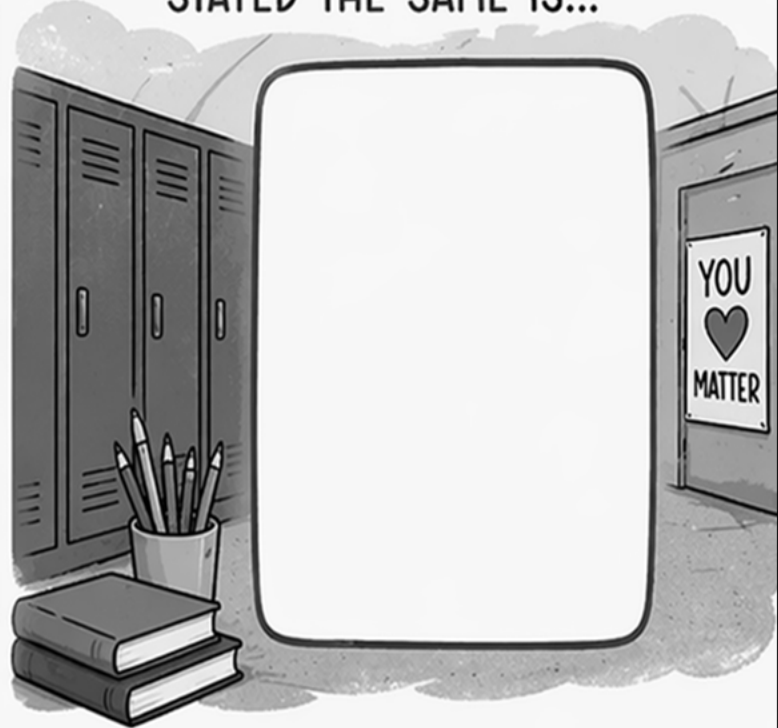


AFTER THE UNSAFE EVENT: COPING WITH CHANGE

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, OR OTHER HELPFUL THINGS YOU DO)



DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



AFTER THE UNSAFE EVENT: 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...



THINGS THAT CAN HELP ME
FEEL BETTER...



DISASTER EDUCATION: SCHOOL SAFETY



➡ AFTERMATH / COPING

AFTER THE UNSAFE EVENT: 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...



DRAW YOURSELF BEING BRAVE.



I WAS BRAVE WHEN I...



DISASTER EDUCATION: SCHOOL SAFETY



➡ AFTERMATH / COPING

AFTER THE UNSAFE EVENT: MY STRENGTHS

SOMETHING I CAN DO TO
HELP MYSELF IS...



SOMETHING I CAN DO TO
HELP OTHERS IS...



DRAW YOURSELF BEING BRAVE.

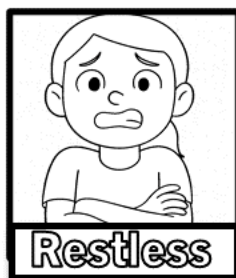


I WAS BRAVE WHEN I...



UNSAFE FEELINGS

DURING AN UNSAFE SITUATION AT SCHOOL, OUR FEELINGS CAN FEEL BIG AND ALL OVER THE PLACE. THEY MIGHT START OUT STRONG—SCARY, CONFUSING, OR OVERWHELMING. BUT WHEN WE USE CALMING STRATEGIES, THOSE FEELINGS CAN SLOWLY SETTLE DOWN AND BECOME SMALLER AND EASIER TO HANDLE.



FEELINGS COPING SKILLS



DISASTER EDUCATION: SCHOOL SAFETY



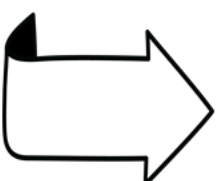
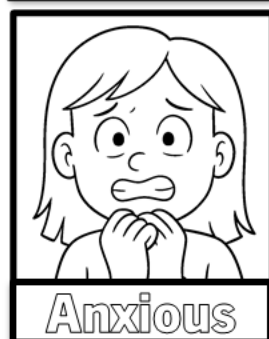
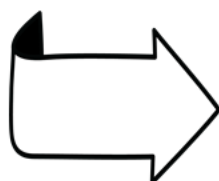
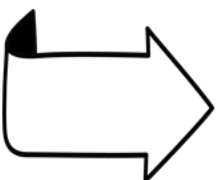
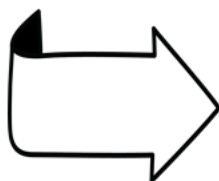
➡ AFTERMATH / COPING

COPING WITH AN UNSAFE SCHOOL EVENT: ACTIVITY

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

I AM FEELING...

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



DISASTER EDUCATION: SCHOOL SAFETY

➡ AFTERMATH / COPING



COPING WITH AN UNSAFE SCHOOL EVENT: ACTIVITY

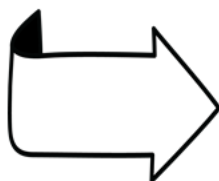
BASED ON THE FEELING SHOWN, DECIDE ON A COPING SKILL TO HELP GET THAT FEELING IN CONTROL. THINK OF WHAT WOULD WORK BEST FOR YOU. WRITE YOUR ANSWERS IN THE BOXES.

I AM FEELING...

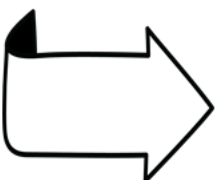
I CAN DO THIS TO HELP... I CAN ALSO TRY THIS...



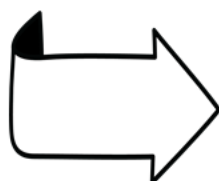
Worry



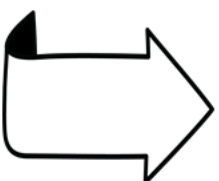
Restless



Sadness



Confused



DISASTER EDUCATION: SCHOOL SAFETY



➡ AFTERMATH / COPING

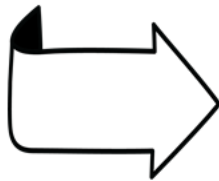
COPING WITH AN UNSAFE SCHOOL EVENT: ACTIVITY

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

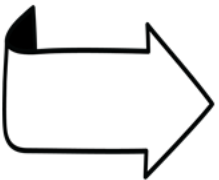
I AM FEELING... I CAN DO THIS TO GET THERE... I CAN ALSO TRY THIS...



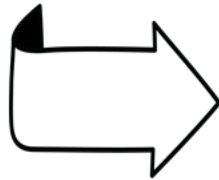
Resilient



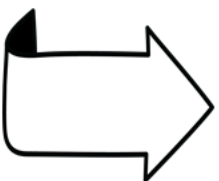
Hopeful



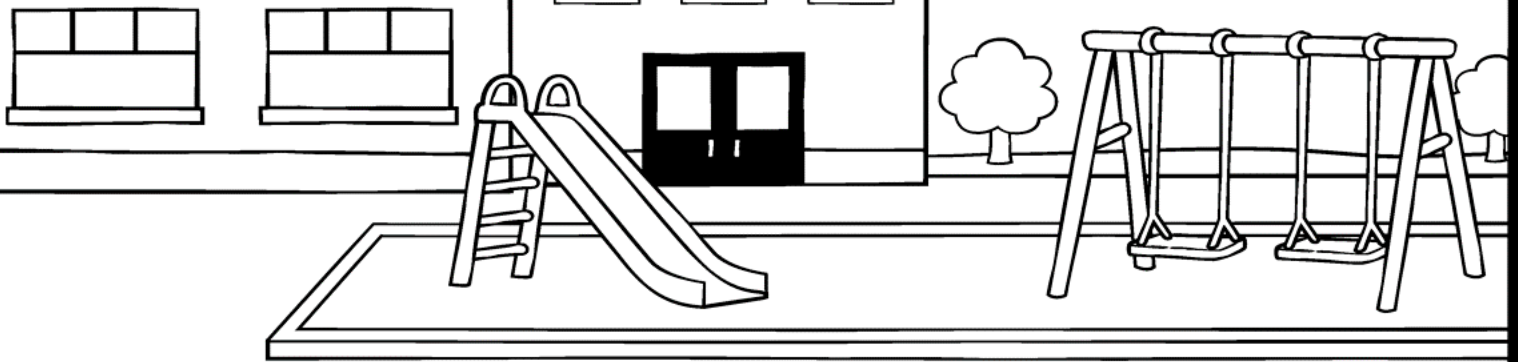
Safe



Grateful



COPING AFFIRMATIONS



"I AM SAFE RIGHT NOW."

"I AM NOT ALONE—THERE ARE PEOPLE WHO CARE ABOUT ME."

"MY FEELINGS ARE OKAY, AND I CAN HANDLE THEM."

"I CAN TAKE SLOW BREATHS TO HELP MY BODY FEEL CALM."

"I WILL GET THROUGH THIS ONE STEP AT A TIME."

"I AM STRONG, EVEN WHEN THINGS FEEL HARD."

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

"THERE ARE HELPERS WHO KEEP ME SAFE."

"I CAN ASK FOR HELP WHEN I NEED IT."

"I CAN FOCUS ON WHAT HELPS ME FEEL CALM AND SAFE."

"I AM ALLOWED TO TAKE MY TIME TO FEEL BETTER."

"I BELONG HERE, AND I MATTER."

BREATHING EXERCISES



Safe Shield **Breathing**

BREATHE IN SLOWLY → IMAGINE A SHIELD FORMING AROUND YOU. HOLD → YOUR SHIELD GROWS STRONGER.

BREATHE OUT SLOWLY → RELEASE FEAR AND TENSION. SAY "MY BODY IS CALM. I AM SAFE RIGHT NOW."

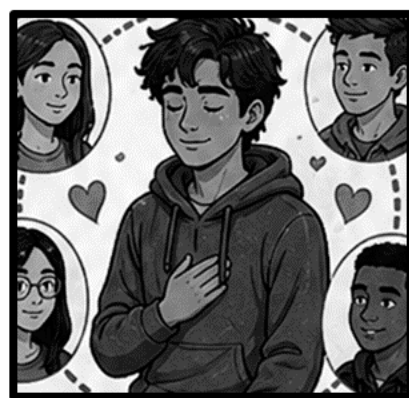


Wave of Calm **Breathing**

BREATHE IN. → IMAGINE A WAVE RISING.

HOLD → THE WAVE PAUSES AT THE TOP.

BREATHE OUT → THE WAVE GENTLY FALLS. SAY "BIG FEELINGS COME AND GO. I CAN RIDE THEM OUT."



Support Circle **Breathing**

BREATHE IN → THINK OF SOMEONE WHO HELPS YOU (TEACHER, PARENT, COUNSELOR)

HOLD → FEEL THEIR SUPPORT AROUND YOU.

BREATHE OUT → IMAGINE SHARING CALM WITH OTHERS. SAY "I HAVE PEOPLE WHO CARE ABOUT ME."



Steady Steps **Breathing**

BREATHE IN FOR 4

STEP 1: I SLOW DOWN. HOLD FOR 4

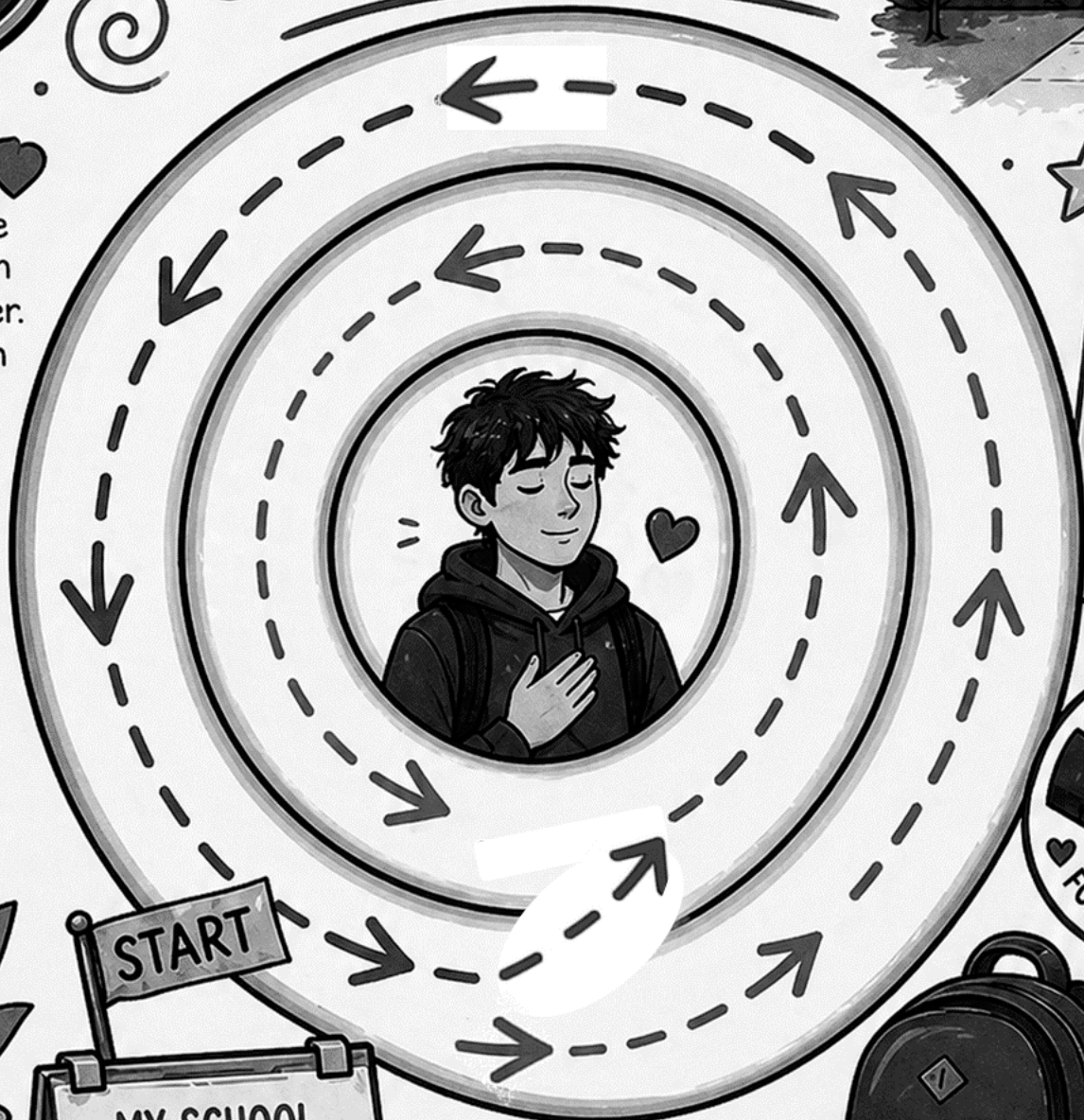
STEP 2: I FEEL MY BODY. BREATHE OUT FOR 4

STEP 3: I STAY CALM (REPEAT LIKE A STEADY RHYTHM). SAY "I CAN TAKE THIS ONE STEP AT A TIME."

RIDE THE SAFE School Spiral



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



SAFE
KIND
RESPECTFUL
TOGETHER



START

MY SCHOOL.
MY COMMUNITY.
MY SAFE PLACE.





GROUNDING TECHNIQUE

Calming down after an unsafe event at school



5 things you see

Look around.
Notice 5 things you can see.



3 things you hear

Listen carefully.
Notice 3 things you can hear.



1 slow breath

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



4 things you feel

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



2 things you smell

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



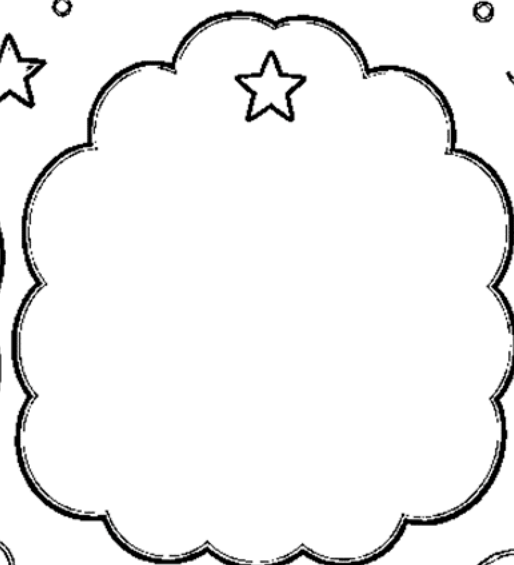
You are safe. You are not alone.

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

GRATITUDE

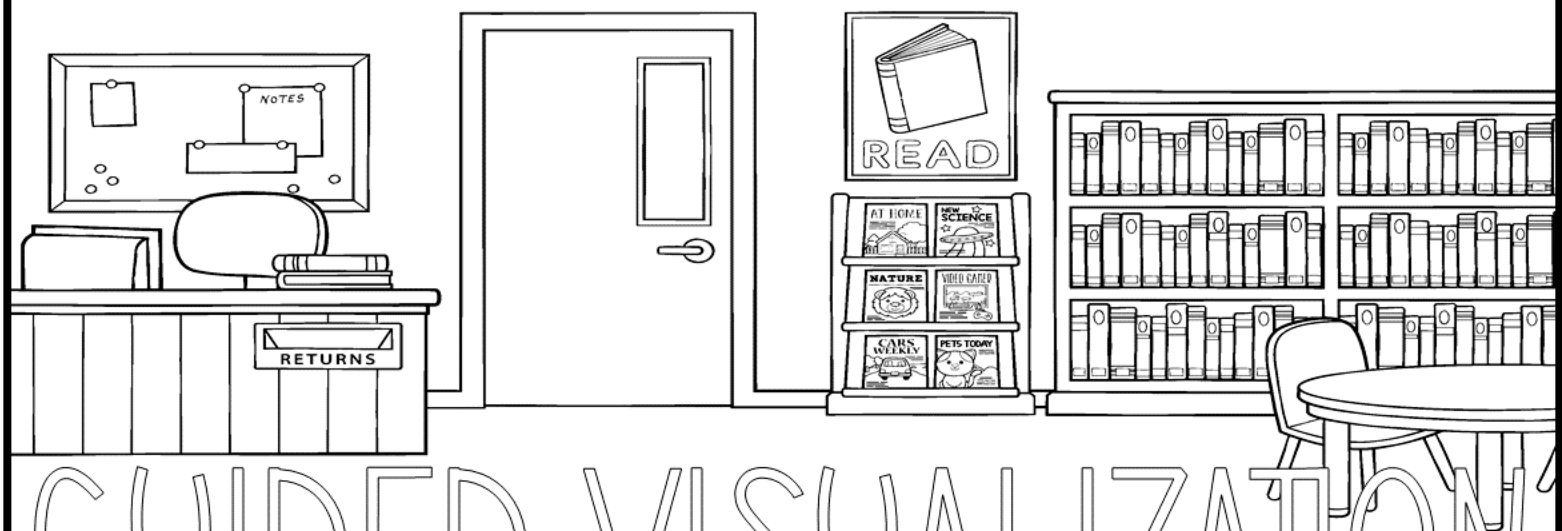


♥ I am grateful for... ♥



I AM SAFE.
I AM THANKFUL.
I BELONG.





GUIDED VISUALIZATION

CLOSE YOUR EYES IF YOU FEEL COMFORTABLE. TAKE A SLOW, DEEP BREATH IN... AND GENTLY BREATHE OUT. WE'RE GOING TO HELP OUR BODIES FEEL CALM AND SAFE.

BREATHE IN SLOWLY THROUGH YOUR NOSE... HOLD FOR A MOMENT... BREATHE OUT SLOWLY THROUGH YOUR MOUTH. LET YOUR SHOULDERS RELAX. LET YOUR BODY FEEL A LITTLE SOFTER.

NOW, IMAGINE A PLACE WHERE YOU FEEL SAFE AND CALM. IT COULD BE: YOUR CLASSROOM YOUR HOME A QUIET SPOT OR EVEN A PLACE IN YOUR IMAGINATION IN THIS PLACE, YOU ARE SAFE. YOU ARE OKAY.

LOOK AROUND YOUR SAFE PLACE IN YOUR MIND. WHAT DO YOU SEE? WHAT DO YOU HEAR? MAYBE IT FEELS QUIET... MAYBE IT FEELS WARM... MAYBE IT FEELS PEACEFUL. LET THAT CALM FEELING GROW INSIDE YOU.

IF YOU HAVE ANY WORRIES, FEARS, OR BIG FEELINGS... IMAGINE PLACING THEM INTO A SOFT CLOUD. WATCH THE CLOUD SLOWLY FLOAT AWAY... FARTHER AND FARTHER... YOU DON'T HAVE TO CARRY THOSE FEELINGS RIGHT NOW.

NOW THINK ABOUT THE PEOPLE WHO CARE ABOUT YOU. TEACHERS, FAMILY, FRIENDS, HELPERS... IMAGINE THEIR SUPPORT AROUND YOU LIKE A WARM HUG. SAY QUIETLY IN YOUR MIND: "I AM SAFE. I AM STRONG. I AM NOT ALONE."

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

School Safety Yoga Poses

Stay calm. Stay safe. You've got this!



Mountain Pose

Stand tall with feet flat on the ground.
Arms by your sides or reaching up.
Take slow, deep breaths.
You are strong and steady.



Tree Pose

Stand on one foot.
Place the other foot on your ankle or leg.
Hands together or raised overhead.
Focus and stay balanced.



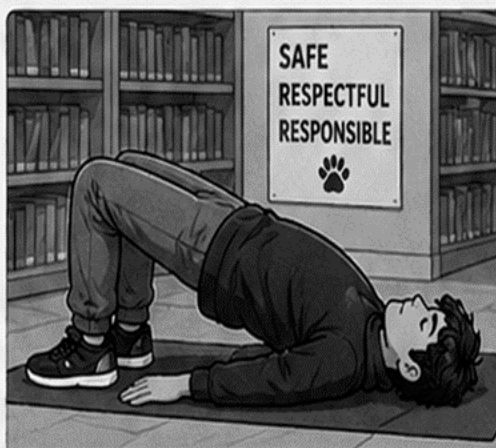
Child's Pose

Kneel and sit back on your heels.
Bend forward, forehead down. Arms tucked in or stretched forward.
It's okay to take a break.



Cat-Cow Stretch

On hands and knees.
Arch your back up (Cat), then drop your belly and look up (Cow).
Move slowly with your breath.



Bridge Pose

Lie on your back, knees bent, feet flat.
Lift your hips toward the sky. Hold, then slowly lower.
You can build yourself up.



Relax & Rest

Lie flat on your back.
Arms and legs relaxed.
Close your eyes and breathe slowly. Say: "I am calm. I am safe. I am ready."



BODY SCAN MEDITATION

AFTER AN UNSAFE EVENT AT SCHOOL

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



GET READY: STOP & BREATHE

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



YOU ARE
SAFE
RIGHT
NOW.
♥



NOTICE THE SHAKING: FEET & LEGS

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

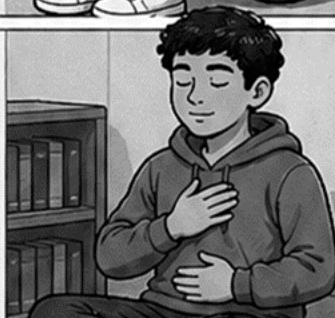


IT'S OKAY
TO FEEL
WHAT YOU
FEEL.
♥



BODY: STOMACH & CHEST

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



BREATHE IN
COURAGE.
BREATHE OUT
FEAR.
♥



ARMS & HANDS: LET GO

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



I LET GO
OF WHAT
I CAN'T
CONTROL.
♥

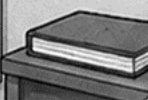


WHOLE BODY: STEADY & STRONG

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



I AM
STRONG.
I AM
SAFE.
♥



WHEN YOU'RE READY: LOOK AROUND

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



FOCUS ON
WHAT'S
GOOD
AROUND
YOU.
♥



LOOK FOR THE HELPERS

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

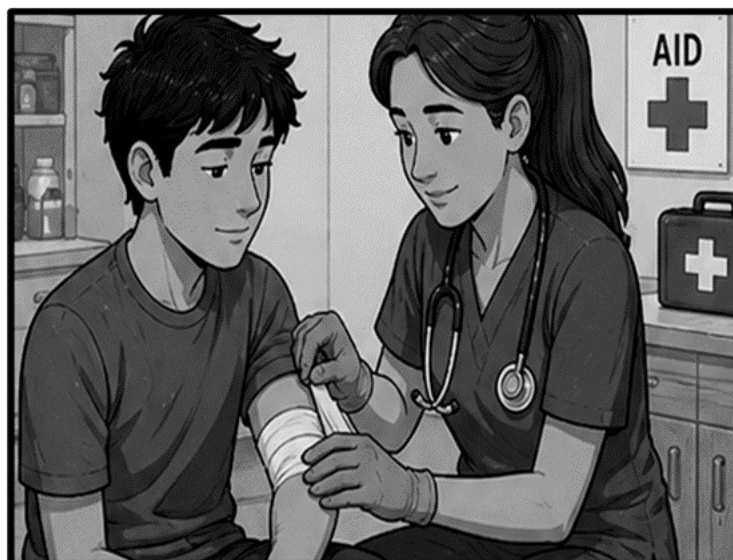
HOW DO HELPERS MAKE US FEEL AFTER SOMETHING SCARY?



WHO ARE HELPERS YOU KNOW IN OUR COMMUNITY?



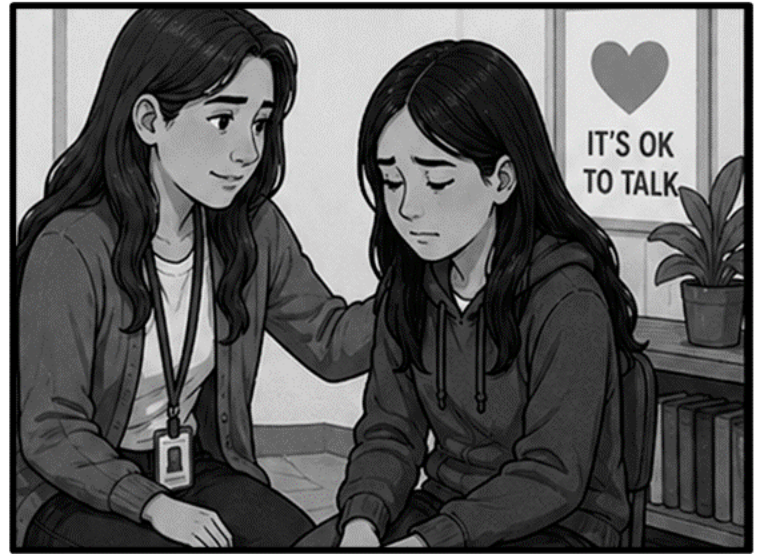
WHAT DO THEY DO TO HELP?



LOOK FOR THE HELPERS

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

ONE HELPER I SAW ASSISTING OTHERS WAS:



SEEING OTHERS HELPING PEOPLE MADE ME FEEL:



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



THANK YOU, HELPERS!



COPING TIPS FOR PARENTS



EXPERIENCING AN UNSAFE SITUATION AT SCHOOL 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: SCHOOL SAFETY



STRESS ASSESSMENT

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

DISASTER EDUCATION: SCHOOL SAFETY



STRESS ASSESSMENT

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

counseling

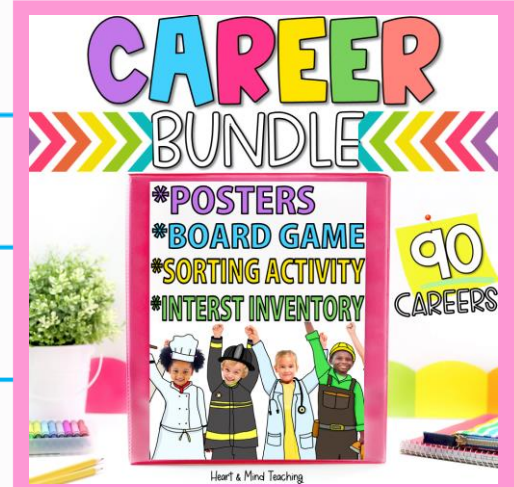
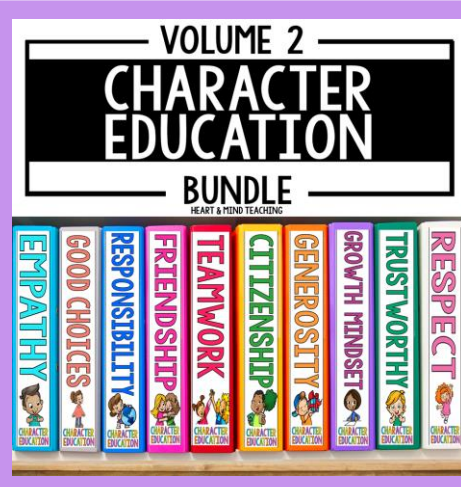
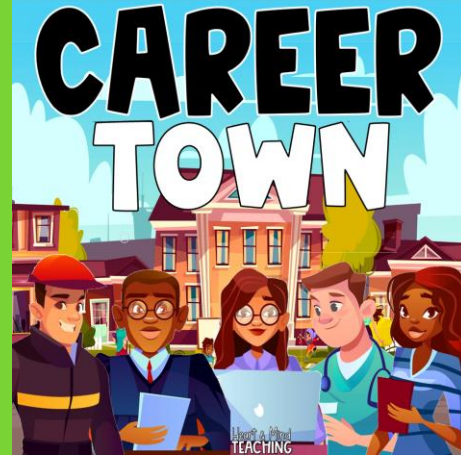
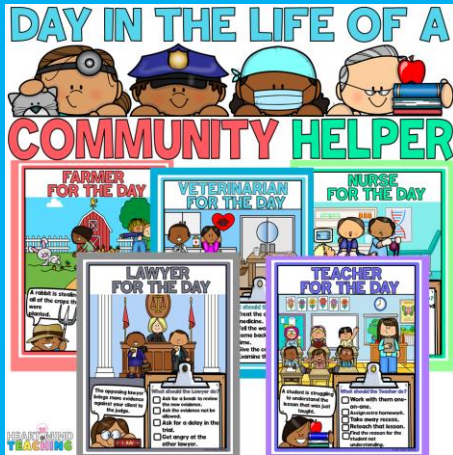
sel

small groups

book companions

behavior

♡♡ Best Selling Resources ♡



COUNSELOR COLLAB MEMBERSHIP

The Must-have resource membership:

www.counselorcollab.com

♡ **WANT A PEEK INTO MY CLASSROOM?**

Check out my website:

www.heartandmindteaching.com



TERMS OF USE

By purchasing this product, you, the purchaser, are granted the right to reproduce pages for ONE classroom only. Duplication for more than one classroom or teacher is strictly forbidden. Doing so is a violation of the Digital Millennium Copyright Act (DMCA). This resource may not be uploaded or distributed online for free (even if it is a free resource) – on a district or outside site. Thank you for respecting my work!

You may:

- ✓ Use items for your personal use.
- ✓ Make copies for your classroom or your own student's families.
- ✓ Reference (without distribution) this product in blog posts, seminars, PD workshops, provided there is credit given to myself as the author and a link back to my TPT store included.

You may not:

- ✗ Claim this work as your own, alter the files in any way, or remove the copyright.
- ✗ Repackage, sell, or giveaway this product to others.
- ✗ Offer to share this product anywhere on the internet as a download or copy.

A special thanks to these authors:

THIS RESOURCE WAS CREATED WITH ELEMENTS FROM THESE AUTHORS.

