Hello Fabulous Williwaw Staff,
Thank you for your quick responses and high-quality care for our students, our building, and one another over the past few days. Below you will find tips for speaking with your students as well as a classroom script to start the day.

1. First thing in the morning before students enter your classroom, take three deep breaths for yourself and repeat: **I am safe. I am calm. I can handle this.** As Becky Bailey states, for children in trauma “My state always regulates your state.”

2. Reminders:
   a. It’s ok for you to show emotion to the children.
   b. Maintain rules and expectations.
   c. Assess students: H.A.L.T. (Hungry, Angry, Lonely, Tired) and look for signs of common reactions to fear such as headache, stomachache, excessive worry/fear, increased sensitivity, strong reactions/behaviors, or lack of interest outside of typical behaviors for that student.
   d. Limit new exposure. Do NOT spread rumors, but calmly explain FACTS.
   e. Validate! Each student had a different experience. Actively listen and respond but be aware of containing student conversations around scary stories; we don’t want students triggering other students with big stories. Focus on the positive.
   f. All students do not process things or cope in the exact same way as others. You may to need have a variety of activities to meet the needs of students (ex: quiet reading time, movement breaks, art activities, etc.)
   g. If you feel you may need additional support for your students (or yourself) during the first day/week back or that a particular student may need additional support, please contact Jen or one of the OWL Team.

**SCRIPT:**
“Friday was a scary event. I’m happy we are back at school and to see you all today. I am thankful that we are all safe and that we can be together. Each of us experienced the earthquake differently and all of us are going to have different emotions. As we get back into our routine, I would like to allow us time today to talk with each other and share our feelings. It is natural to have a different reaction than someone else. Some of us might feel angry, we might be scared, we might feel sad, we might cry, or we might feel excited to be back with our school family. Some of you have more to share than others, and some of you might not have anything you want to share. It’s okay if you don’t want to share today. I want everyone to know that there are safe, trusted adults throughout our school that you can talk to any time.”

**Key phrases to share:**
- We are safe
- Our school family and community are strong
- We can support each other
- We can practice and be prepared
Morning Meeting Suggestions:
While we want students to be able to share their stories, we want to be sure that students are not vicariously traumatizing other students with their stories. Helping contain discussions and offering adults to listen to students’ bigger stories will help mitigate added worries that students may already have. We want to focus on the positive while still validating students’ feelings and stories.
1. Talking circle with a “talking” object such as a stuffed animal to pass. Kids can also draw a picture around any of these questions.
2. On the board or chart paper have students answer any combination of these questions:
   a. Shout out of good, positive things that came out of a scary event
   b. 1 worry
   c. 1 thing that was scary
   d. 2 things you are grateful for
   e. Who helped you?
   f. Who were you able to help or comfort?
3. Fun game or song to end meeting.

Classroom Activity Suggestions:
1. Safe and Calm (Deep Breathing at https://www.youtube.com/watch?v=tVM9JKbIlqU)
2. Allow extra time to process throughout the day
3. Allow for extra Go-Noodle or extra recess if possible (movement breaks help to relieve stress, especially if students did not have access to as much movement time (i.e.: playground during the days off))
4. Activities:
   a. Books
      i. Worries Says What?
      ii. The Huge Bag of Worries
         1. YouTube: https://www.youtube.com/watch?v=G4obF25b6Fc&t=152s
      iii. Outsmarting Worry (for older kids)
      iv. When I Feel Scared
         1. YouTube: https://www.youtube.com/watch?v=1fArr0uWoOE
   b. Art Therapy
      i. Make calm down bottles
         1. Supplies:
            a. Bottle (plastic, disposable water bottle works well)
            b. Glue
            c. Water
            d. Glitter
         2. Mix ¼ glitter, ¼ glue, and ½ water. Seal the lid tightly!
ii. Make a worry / give a hug
   1. Supplies:
      a. Yarn
      b. Scissors
   2. Have students wrap yarn around their hands until it is about \( \frac{1}{2} \) inch – 1 inch thick. Help students (or have them help each other) to slide a 24-inch piece of yarn around the bunch (“worry”). Cut the yarn off the hand. Tie the 24-inch piece of yarn into a necklace. Students can pull out one piece of yarn from their “bunch” and tie it onto each other’s necklaces as a “hug”
   3. Take-away: When students take a piece of yarn from their “worry” and give someone a “hug” (compliment or actual hug), their worries grow smaller!

iii. Drawing (mandalas are great and Jen has a whole book of mandalas if you need some)

iv. Journaling: students can write out the bigger stories to share with you or another grown-up. This is also a good way to assess who may need more support.

v. Community Outreach: Create posters or thank you notes to our community helpers
   1. St. Anthony’s
   2. Ed Center
   3. Fire Lake Elementary (Mrs. Garbe’s school-for those who remember her)
   4. Eagle River schools
   5. Student Nutrition (providing lunches to community)
   6. Transportation

c. Emailed Activities (see attachments)
   i. Thinking About Your Body – understanding physical feelings of fear
   ii. Creating a Safe Place in Your Mind – calming worry to feel safe
   iii. Learning to Relax – provides coping methods for calming down
   iv. Finding Hope – word find
   v. The Healing Feeling Ball – talking about different feelings and memories
   vi. Random Acts of Kindness – goal to support someone and journal about it throughout the day
   vii. Finding Courage – computer activity that shares real-life stories of others who have experienced hardship and how their communities came together
**Teacher Considerations:**
For the week in general, as you return to routines and a sense of normalcy, be sensitive to balance your needs (curricular, calendar requirements, personal, etc.) with students’ needs to process and move forward. **Self-care is vital!** Please remember to take care of yourselves so you can care for others. Be flexible with your students as well as with yourself.

**Common Reactions to a Natural Disaster/Trauma:**
- Shock/Disbelief
- Fear
- Guilt/Shame
- Grief
- Confusion, Anger
- Helplessness

**Things to Consider:**
- Be aware that this is disaster can bring up other traumas and grief
- Be aware of and acknowledge that everyone’s responses can be different; encourage and instruct students to be kind and understanding of these differences
- Be flexible to student/class needs

**Healthy Coping Styles:**
- Limit the amount of time watching media coverage or being on social media
- Talk with someone about your feelings
- Seek help from a professional counselor if needed
- Eat healthy
- Exercise
- Get enough sleep
- Relax
- Spend time with friends and family (encourage students to be supportive to one another)
- Do activities for fun
- Allow yourself some flexibility but try to keep up with your routines and demands as much as you can