



SUPPLEMENTAL CURRICULUM GUIDE

Calm Down Anywhere & Safety Drills



TABLE OF CONTENTS

IEP GOALS AND STANDARDS

Introduction to Additional Learning Modules	05
--	-----------

The Calm Down Anywhere Module	06
--------------------------------------	-----------

Balloon Breathing	11
-------------------	----

Triangle Breathing	15
--------------------	----

Box Breathing	19
---------------	----

Hand Breathing	23
----------------	----

3-4-5 Breathing	27
-----------------	----

Calm Down Anywhere Structured Practice	31
--	----

The Safety Drill Module	69
--------------------------------	-----------

Fire Drill	73
------------	----

Lockdown Drill	76
----------------	----

Severe Weather Drill	79
----------------------	----

Relocation Drill	82
------------------	----

Safety Drills Structured Practice	85
-----------------------------------	----

Appendix A: Core Vocabulary	139
------------------------------------	------------

Appendix B: Social Stories	144
-----------------------------------	------------

Appendix C: Evidence-Based Practices	211
---	------------

INTRODUCTION TO ADDITIONAL LEARNING MODULES

We're thrilled to announce the arrival of not one, but two new modules to our curriculum: Calm Down Anywhere and Situational Safety Drills. These additions are designed to provide invaluable tools and skills for students, particularly those on the Autism Spectrum, to navigate both social and safety challenges with confidence and ease.

Why We Made These New Modules:

In response to partner feedback requesting these Social Skills topics, we developed the Calm Down Anywhere and Safety Drill modules to support all learners. For students on the autism spectrum, managing emotions and navigating unfamiliar situations can be especially challenging. With the Calm Down Anywhere module, we aim to equip students with practical strategies for emotional regulation, empowering them to maintain composure and focus in any setting. Similarly, the Safety Drills module addresses the need for explicit guidance and preparation in handling emergency protocols, ensuring that every student feels secure and capable in the face of unexpected events.

How We Made These New Modules:

Drawing upon evidence-based practices and tailored approaches, we've developed engaging lessons that cater to the unique learning styles and sensitivities of students on the Autism Spectrum. From the calming techniques featured in the Calm Down Anywhere module to the structured drills outlined in the Situational Safety Drills module, every aspect of the curriculum has been designed with intentionality and inclusivity in mind.

How The New Modules Benefit Learners and Teachers:

We developed our new modules in alignment with 22 Evidence Based Practices endorsed by the National Autism Center ("National Standards Report", 2009). We did this to ensure consistency with the quality our Partners expect and to integrate seamlessly within our Social Skills curriculum. The Calm Down Anywhere module offers students practical tools for managing stress and anxiety, promoting self-regulation and emotional well-being. By incorporating various deep-breathing techniques, students can learn to ground themselves and regain a sense of control in challenging situations. Likewise, the Situational Safety Drills module provides students with essential skills for responding to emergency drill scenarios with confidence and clarity. By familiarizing students with the procedures and sensory-specific details of safety drills, we empower them to navigate these situations safely and effectively. For teachers, both modules offer resources and activities for promoting a positive and inclusive learning environment.

In conclusion, the introduction of the Calm Down Anywhere and Situational Safety Drills modules represents a significant enhancement to our curriculum, reflecting our dedication to meeting the diverse needs of every student. Together, let's embark on this journey towards empowerment, resilience, and success.

THE CALM DOWN ANYWHERE MODULE

Welcome to our new Calm Down Anywhere Module! As part of this journey, learners will explore strategies to achieve emotional regulation and enhance their social skills. This module introduces five innovative calm-down anywhere tools: Balloon Breathing, Triangle Breathing, Box Breathing, Hand Breathing, and 3-4-5 Breathing. Each lesson is designed to offer learners practical skills that can be utilized they feel overwhelmed, anxious, or dysregulated- anytime and anywhere.

Prior to presentation of this lesson, the facilitator should:

- Set up a quiet corner to be the “break area.” The area should be in a convenient location so that the student can easily and freely access it. The break area might have a bean bag chair or something soft and comfortable.
- The break area should also contain a few preferred objects that the student might use to calm down (but not something that the student has difficulty parting from), such as favorite books or toys that are soothing to the student.
- If you purchased a RoboKind Robot, you can add the RoboKind stress balls that were included with your kit. If not, you can make your own “stress ball” by filling a non-toxic, non-latex balloon with corn starch and tying the end.
- **REMEMBER:** the break area is not a “time-out” area. The break area should be a quiet, safe, and calm place where the learner can go in times of emotional dysregulation.

Goals

At the conclusion of this module, the learner will:

- Understand when to implement a “calm down” tool.
- Identify the “calm down” tools implemented in the video models.
- Understand when a “calm down” tool should be implemented.
- Be able to model a selected variety of “calm down” tools.
- Identify a “calm down” tool that might be helpful to the individual student.

Overview

This module will:

- Review emotion vocabulary (calm, angry, scared)
- Introduce and define the following “Calm Down Anywhere” Tools
 - ↳ Balloon Breathing
 - ↳ Triangle Breathing
 - ↳ Box Breathing
 - ↳ Hand Breathing
 - ↳ 3-4-5 Breathing

Relevant Evidence-Based Practices

Throughout our Social Skills and Phonics curriculum, Robokind uses 22 of the 28 EBPs recommended by the National Autism Center in the 2009 “National Standards Report”. For more information about the specific EBPs supported within these additional modules, please see Appendix C: Evidence-Based Practices.

IEP Goals

Appropriate Response Interaction: The learner will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal, four out of five times.

Attending Tasks: The learner will attend to a task for a period of four out of five minutes (80%), four out of five times.

Direction Adherence: The learner will follow one-step directions given visual cues, four out of five times.

Environmental Social Awareness: The learner will increase social awareness of environment by stating what is taking place in environment or imitating actions of others, four out of five times.

Self-Regulation: The learner will learn and demonstrate simple self-calming techniques, such as deep breathing, four out of five times.

Social States In Self: The learner will identify various emotional states in self, four out of five times.

Task Intermission: The learner will independently take a break given visual prompts, four out of five times.



3-4-5
Breathing

A Calm Down Anywhere Tool where you use your fingers to count out your breathing. You inhale and count 1-2-3, hold your breath for 1-2-3-4, and exhale for 1-2-3-4-5. It helps us feel calm and relaxed, especially when we feel upset or excited.



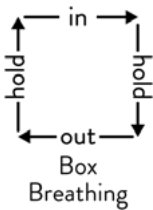
Angry

Feeling mad or upset about something that happened.



Balloon
Breathing

A Calm Down Anywhere Tool where you imagine your belly is a balloon. You inhale to expand it like an inflated balloon, and then exhale to deflate your belly balloon. It helps us feel calm and relaxed, especially when we feel upset or excited.

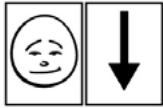


A Calm Down Anywhere Tool where you imagine tracing a square with your finger: inhaling on one side, holding the breath on the next, and exhaling on the third side, and holding the breath again on the last side. It helps us feel calm and relaxed, especially when we feel upset or excited.



Calm Down Tool

Something you do with your body and breathing to become calm again.



Calm Down

To become calm again when you are feeling upset or excited.



Calm

Feeling peaceful and relaxed, like when you are sitting quietly and feeling focused.



Deflated
Balloon

This is the opposite of inflated. When something is deflated, it means it is losing air and getting smaller.



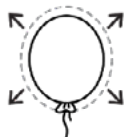
Exhale

When you breathe out, you release the air from your body out through your mouth.



Hand
Breathing

A Calm Down Anywhere Tool where you trace each finger on your hand while you breathe deeply. You inhale as you trace up each finger, pause and hold your breath at the finger tip, and then exhale as you trace down each finger. It helps us feel calm and relaxed, especially when we feel upset or excited



Inflated
Balloon

When something is inflated, it means it is puffed up or filled with air.



Inhale

When you breathe in, you take in a big breath of air through your nose.



Relaxed

Feeling comfortable and peaceful.



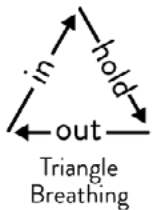
Scared

Feeling frightened or afraid, like when you hear a loud noise or when something unexpected happens that you do not like.



Trace

To draw over something lightly, like when you put a piece of paper over a picture and draw the lines you see underneath. We can pretend to trace with our finger in the air, on our leg, or on our other hand.



Triangle Breathing

A Calm Down Anywhere Tool where you imagine tracing a triangle with your finger: inhaling on one side, holding the breath on the next, and exhaling on the last side. It helps us feel calm and relaxed, especially when we feel upset or excited.

LESSON 1: INTRODUCE BALLOON BREATHING

OBJECTIVE

Learner will identify and model the Balloon Breathing exercise to use when dysregulated.

LESSON OVERVIEW

Social Narrative

Balloon Breathing is a Calm Down Anywhere Tool. When we use Balloon Breathing, we imagine our bellies are balloons. When we breathe in or inhale, our bellies get big like an inflated or filled balloons, and when we breathe out or exhale, our bellies get small, like deflated or unfilled balloons.

Let's Try ... When you breathe in or inhale, your belly fills up with air like a filled or inflated balloon. And when you breathe out or exhale, your belly goes down, just like a deflated or unfilled balloon. Balloon Breathing can help us feel calm anytime and anywhere.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Calm Down Anywhere Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers correctly**, the robot will praise the student and move automatically to the next slide.
- **If the student does not respond or responds incorrectly**, then please tap on the no response/incorrect button for the Robot/Virtual Avatar to prompt the student to respond.
- **Scoring:** If the student answers the question correctly on the first attempt, then they get a full point. If the student answers the question on the second attempt, the student gets a half point. If the student answers correctly on the third attempt, then they get a third of a point. After three incorrect or non-responses, the lesson will automatically progress to the next step.

Assessment Activity

- **Mastery Stars:** For more information on scoring criteria, please access the Mastery Star Quick Guide in the Teacher Tools section of RK Central.
 - ↳ Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Multiple Choice Response, Correct Response is Balloon Breathing
 - ↳ Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Multiple Choice Response, Correct Response is Balloon Breathing
 - ↳ Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Balloon Breathing to calm down. Now it is your turn to try to use this Balloon Breathing. Go ahead, please show me how you can use Balloon Breathing.”* Modeling Response, Correct Response is modeling balloon breathing for the facilitator.
 - ↳ Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Verbal Response, Correct response is Balloon Breathing

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator’s tablet. If a student needs to take a break during the lesson, please utilize the “Dance Break” button at the bottom of the facilitator’s tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the “Dance Break” feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Calm Down Tool Introduction: Robot/Virtual Avatar will say *“Hello, my name is Milo/Veda/Carver/Jemi. I am happy to see you, but sometimes I feel angry. When I feel angry, I need to try to calm down. I can use my Calm Down Tool: Balloon Breathing to calm down anytime and anywhere. Balloon Breathing is like pretending our bellies are balloons. When we breathe in or inhale, our bellies get big like inflated, or filled, balloons. And when we breathe out or exhale, our bellies get small like deflated, or unfilled, balloons.”*
- Slide 2, Calm Down Tool: Robot/Virtual Avatar will say *“Let’s learn how to use Balloon Breathing. Let’s try Balloon Breathing together. When we use balloon breathing, we imagine our belly is a balloon. When we breathe in or inhale, our belly gets big like an inflated or filled balloon, and when we breathe out or exhale, it gets small, just like a deflated balloon or unfilled balloon. Balloon Breathing can help us feel calm and relaxed. Teachers and friends appreciate when we use tools like this to manage our feelings. It’s ok to take a moment and use Balloon Breathing whenever we need to. Remember, I can try to use Balloon Breathing when I need to calm down. With practice, Balloon Breathing can become a helpful tool for us.”*

- Slide 3, Introduction Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Balloon Breathing. Then tap on the Introduction button to watch a video about using this Calm Down Anywhere Tool.”* If needed, please prompt the student to tap on Balloon Breathing, and then the introduction button. The student will then watch a video modeling Balloon Breathing.
- Slide 4, See-Feel-Think: Robot/Virtual Avatar will say *“When I feel scared, then I can think to use a Calm Down Anywhere Tool to calm down. Everyone feels scared sometimes, but after we feel it, we think to use a Calm Down Tool like Balloon Breathing to be calm again.”*
- Slide 5, Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Student will attempt the assessment and data will be recorded.
- Slide 6, Calm Down Tool Review: Robot/Virtual Avatar will say *“We are learning about Balloon Breathing today. I want to try to use Balloon Breathing. Let’s watch my friend try it again first.”* Click on the “Next Slide” button to progress to the next slide for the video review.
- Slide 7, Calm Down Tool Example Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Balloon Breathing. Then tap on the example button to watch a video of my friend using the Calm Down Anywhere Tool.”* The student will tap on the button of Balloon Breathing, and then Example to watch the video example. If needed, please prompt the student to tap on Balloon Breathing, and then the example button.
- Slide 8, Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Student will attempt the assessment and data will be recorded.
- Slide 9, Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Balloon Breathing to calm down. Now it is your turn to try to use this Balloon Breathing. Go ahead, please show me how you can use Balloon Breathing.”* Student will attempt the assessment and data will be recorded.
- Slide 10, See-Feel-Think Review: The Robot/Virtual Avatar will say *“When we feel scared, then we can think to use a Calm Down Anywhere Tool so we can calm down. We can calm down with Balloon Breathing.”*
- Slide 11, Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Student will attempt the assessment and data will be recorded.
- Slide 12, Wrap-Up: Robot/Virtual Avatar will say: *“I am looking forward to both of us using Balloon Breathing to calm down anywhere. Thank you for your attention today. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After finishing the lesson, utilize the shorter “Calm Down Anywhere Tool” lesson for additional practice. This shorter lesson should also be utilized when a student is in a dysregulated state and needs to employ the Calm Down Anywhere Tool to calm down.

FACILITATOR NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 2: INTRODUCE TRIANGLE BREATHING

OBJECTIVE

Learner will identify and model the Triangle Breathing exercise to use when dysregulated.

LESSON OVERVIEW

Social Narrative

Triangle Breathing is a Calm Down Anywhere Tool. When we use triangle breathing, we imagine tracing a triangle with one of our fingers. We breathe in or inhale while we count in our heads 1-2-3 for one side, then hold our breath and count in our heads 1-2-3 for the next side, and breathe out or exhale and count in our heads 1-2-3 for the last side.

Let's try ... Imagine a triangle in front of you. Each side of the triangle has a purpose. Side 1: As you trace the first side of the triangle, breathe in or inhale and count in your head 1-2-3. Side 2: When you move to the second side, hold your breath and count in your head 1-2-3. Side 3: As you trace the third side, breathe out or exhale slowly, and count in your head 1-2-3. Triangle Breathing can help us feel calm anytime and anywhere.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Calm Down Anywhere Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers correctly**, the robot will praise the student and move automatically to the next slide.
- **If the student does not respond or responds incorrectly**, then please tap on the no response/incorrect button for the Robot/Virtual Avatar to prompt the student to respond.
- **Scoring:** If the student answers the question correctly on the first attempt, then they get a full point. If the student answers the question on the second attempt, the student gets a half point. If the student answers correctly on the third attempt, then they get a third of a point. After three incorrect or non-responses, the lesson will automatically progress to the next step.

Assessment Activity

- **Mastery Stars:** For more information on scoring criteria, please access the Mastery Star Quick Guide in the Teacher Tools section of RK Central.
 - ↳ Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Multiple Choice Response, Correct Response is Triangle Breathing
 - ↳ Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Multiple Choice Response, Correct Response is Triangle Breathing
 - ↳ Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Triangle Breathing to calm down. Now it is your turn to try to use this Triangle Breathing. Go ahead, please show me how you can use Triangle Breathing.”* Modeling Response, Correct Response is modeling Triangle Breathing for the facilitator
 - ↳ Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Verbal Response, Correct response is Triangle Breathing

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator’s tablet. If a student needs to take a break during the lesson, please utilize the “Dance Break” button at the bottom of the facilitator’s tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the “Dance Break” feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Calm Down Tool Introduction: Robot/Virtual Avatar will say *“Hello, my name is Milo/Veda/Carver/Jemi. I am happy to see you, but sometimes I feel angry. When I feel angry, I need to try to calm down. I can use my Calm Down Tool: Triangle Breathing to calm down anytime and anywhere. When we use Triangle Breathing, we imagine tracing a triangle with one of our fingers. We breath in, or inhale, while we count in our heads 1-2-3 for one side, then hold our breath and count in our heads 1-2-3 for the next side, and breath out, or exhale, and count in our heads 1-2-3 for the last side.”*
- Slide 2, Calm Down Tool: Robot/Virtual Avatar will say *“Let’s learn how to use Triangle Breathing. Let’s try Triangle Breathing together. Imagine tracing a triangle in front of you. Each side of the triangle has a purpose. Side 1: As you trace the first side of the triangle, breathe in or inhale and count in your head 1-2-3. Side 2: When you move to the second side, hold your breath and count in your head 1-2-3. Side 3: As you trace the third side, breathe out or exhale slowly, and count in your head 1-2-3. Triangle Breathing can help us feel calm and relaxed. Teachers and friends appreciate when we use tools like this to manage our feelings. It’s ok to take a moment and use Triangle Breathing whenever we need to. Remember, I can try to use Triangle Breathing when I need to calm down. With practice, Triangle Breathing can become a helpful tool for us.”*

- Slide 3, Introduction Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Triangle Breathing. Then tap on the Introduction button to watch a video about using this Calm Down Anywhere Tool.”* If needed, please prompt the student to tap on Triangle Breathing, and then the introduction button. The student will then watch a video modeling Triangle Breathing.
- Slide 4, See-Feel-Think: Robot/Virtual Avatar will say *“When I feel scared, then I can think to use a Calm Down Anywhere Tool to calm down. Everyone feels scared sometimes, but after we feel it, we think to use a Calm Down Tool like Triangle Breathing to be calm again.”*
- Slide 5, Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Student will attempt the assessment and data will be recorded.
- Slide 6, Calm Down Tool Review: Robot/Virtual Avatar will say *“We are learning about Triangle Breathing today. I want to try to use Triangle Breathing. Let’s watch my friend try it again first.”* Click on the “Next Slide” button to progress to the next slide for the video review.
- Slide 7, Calm Down Tool Example Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Triangle Breathing. Then tap on the example button to watch a video of my friend using the Calm Down Anywhere Tool.”* The student will tap on the button of Triangle Breathing, and then Example to watch the video example. If needed, please prompt the student to tap on Triangle Breathing, and then the example button.
- Slide 8, Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Student will attempt the assessment and data will be recorded.
- Slide 9, Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Triangle Breathing to calm down. Now it is your turn to try to use this Triangle Breathing. Go ahead, please show me how you can use Triangle Breathing.”* Student will attempt the assessment and data will be recorded.
- Slide 10, See-Feel-Think Review: The Robot/Virtual Avatar will say *“When we feel scared, then we can think to use a Calm Down Anywhere Tool so we can calm down. We can calm down with Triangle Breathing.”*
- Slide 11, Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Student will attempt the assessment and data will be recorded.
- Slide 12, Wrap-Up: Robot/Virtual Avatar will say: *“I am looking forward to both of us using Triangle Breathing to calm down anywhere. Thank you for your attention today. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After finishing the lesson, utilize the shorter “Calm Down Anywhere Tool” lesson for additional practice. This shorter lesson should also be utilized when a student is in a dysregulated state and needs to employ the Calm Down Anywhere Tool to calm down.

FACILITATOR NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 3: INTRODUCE BOX BREATHING

OBJECTIVE

Learner will identify and model the Box Breathing exercise to use when dysregulated.

LESSON OVERVIEW

Social Narrative

Box Breathing is a Calm Down Anywhere Tool. When we use box breathing, we imagine a square. We'll call this square a box. We breathe in or inhale for one side, hold our breath for the next, breathe out or exhale for the third, and hold again for the last side.

Let's try ... Imagine a square in your mind, which we will call a box. Each side of the box has a specific breathing action. Side 1: As you trace the first side of the box, slowly breathe in or inhale. Side 2: As you trace the second side, hold your breath. Side 3: As you trace the third side, breathe out or exhale. Side 4: As you trace the last side, hold your breath again. Box Breathing can help us feel calm anytime and anywhere.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Calm Down Anywhere Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers correctly**, the robot will praise the student and move automatically to the next slide.
- **If the student does not respond or responds incorrectly**, then please tap on the no response/incorrect button for the Robot/Virtual Avatar to prompt the student to respond.
- **Scoring:** If the student answers the question correctly on the first attempt, then they get a full point. If the student answers the question on the second attempt, the student gets a half point. If the student answers correctly on the third attempt, then they get a third of a point. After three incorrect or non-responses, the lesson will automatically progress to the next step.

Assessment Activity

- **Mastery Stars:** For more information on scoring criteria, please access the Mastery Star Quick Guide in the Teacher Tools section of RK Central.
 - ↳ Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Multiple Choice Response, Correct Response is Box Breathing
 - ↳ Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Multiple Choice Response, Correct Response is Box Breathing
 - ↳ Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Triangle Breathing to calm down. Now it is your turn to try to use this Triangle Breathing. Go ahead, please show me how you can use Triangle Breathing.”* Modeling Response, Correct Response is modeling Box Breathing for the facilitator
 - ↳ Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Verbal Response, Correct response is Box Breathing

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator’s tablet. If a student needs to take a break during the lesson, please utilize the “Dance Break” button at the bottom of the facilitator’s tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the “Dance Break” feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Calm Down Tool Introduction: Robot/Virtual Avatar will say *“Hello, my name is Milo/Veda/Carver/Jemi. I am happy to see you, but sometimes I feel angry. When I feel angry, I need to try to calm down. I can use my Calm Down Tool: Box Breathing to calm down anytime and anywhere. When we use Box Breathing, we imagine a square. We’ll call this square a box. We breathe in, or inhale, for one side, hold our breath for the next, breathe out, or exhale, for the third, and hold again for the last side.”*
- Slide 2, Calm Down Tool: Robot/Virtual Avatar will say *“Let’s learn how to use Box Breathing. Let’s try Box Breathing together. Imagine tracing a square in your mind, which we will call a box. Each side of the box has a specific breathing action. Side 1: As you trace the first side of the box, slowly breathe in, or inhale. Side 2: As you trace the second side, hold your breath. Side 3: As you trace the third side, breathe out, or exhale. Side 4: As you trace the last side, hold your breath again. Box Breathing can help us feel calm and relaxed. Teachers and friends appreciate when we use tools like this to manage our feelings. It’s ok to take a moment and use Box Breathing whenever we need to. Remember, I can try to use Box Breathing when I need to calm down. With practice, Box Breathing can become a helpful tool for us.”*

- Slide 3, Introduction Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Box Breathing. Then tap on the Introduction button to watch a video about using this Calm Down Anywhere Tool.”* If needed, please prompt the student to tap on Box Breathing, and then the introduction button. The student will then watch a video modeling Box Breathing.
- Slide 4, See-Feel-Think: Robot/Virtual Avatar will say *“When I feel scared, then I can think to use a Calm Down Anywhere Tool to calm down. Everyone feels scared sometimes, but after we feel it, we think to use a Calm Down Tool like Box Breathing to be calm again.”*
- Slide 5, Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Student will attempt the assessment and data will be recorded.
- Slide 6, Calm Down Tool Review: Robot/Virtual Avatar will say *“We are learning about Box Breathing today. I want to try to use Box Breathing. Let’s watch my friend try it again first.”* Click on the “Next Slide” button to progress to the next slide for the video review.
- Slide 7, Calm Down Tool Example Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on Box Breathing. Then tap on the example button to watch a video of my friend using the Calm Down Anywhere Tool.”* The student will tap on the button of Box Breathing, and then Example to watch the video example. If needed, please prompt the student to tap on Box Breathing, and then the example button.
- Slide 8, Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Student will attempt the assessment and data will be recorded.
- Slide 9, Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Box Breathing to calm down. Now it is your turn to try to use this Box Breathing. Go ahead, please show me how you can use Box Breathing.”* Student will attempt the assessment and data will be recorded.
- Slide 10, See-Feel-Think Review: The Robot/Virtual Avatar will say *“When we feel scared, then we can think to use a Calm Down Anywhere Tool so we can calm down. We can calm down with Box Breathing.”*
- Slide 11, Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Student will attempt the assessment and data will be recorded.
- Slide 12, Wrap-Up: Robot/Virtual Avatar will say: *“I am looking forward to both of us using Box Breathing to calm down anywhere. Thank you for your attention today. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After finishing the lesson, utilize the shorter “Calm Down Anywhere Tool” lesson for additional practice. This shorter lesson should also be utilized when a student is in a dysregulated state and needs to employ the Calm Down Anywhere Tool to calm down.

FACILITATOR NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 4: INTRODUCE HAND BREATHING

OBJECTIVE

Learner will identify and model the Hand Breathing exercise to use when dysregulated.

LESSON OVERVIEW

Social Narrative

Hand Breathing is a Calm Down Anywhere Tool. When we use Hand Breathing, we trace up each finger while we breathe in or inhale, pause at the top, and breathe out or exhale while tracing down.

Let's try ... Place your hand in front of you. We will do the same steps for each finger. Finger 1: As you trace up the first finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 2: As you trace up the second finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 3: As you trace up the third finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 4: As you trace up the fourth finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 5: As you trace up the fifth finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Hand Breathing can help us feel calm anytime and anywhere.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Calm Down Anywhere Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers correctly**, the robot will praise the student and move automatically to the next slide.
- **If the student does not respond or responds incorrectly**, then please tap on the no response/incorrect button for the Robot/Virtual Avatar to prompt the student to respond.

Assessment Activity

- **Scoring:** If the student answers the question correctly on the first attempt, then they get a full point. If the student answers the question on the second attempt, the student gets a half point. If the student answers correctly on the third attempt, then they get a third of a point. After three incorrect or non-responses, the lesson will automatically progress to the next step.
- **Mastery Stars:** For more information on scoring criteria, please access the Mastery Star Quick Guide in the Teacher Tools section of RK Central.
 - ↳ Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Multiple Choice Response, Correct Response is Hand Breathing.
 - ↳ Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Multiple Choice Response, Correct Response is Hand Breathing.
 - ↳ Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Hand Breathing to calm down. Now it is your turn to try to use this Hand Breathing. Go ahead, please show me how you can use Hand Breathing.”* Modeling Response, Correct Response is modeling Hand Breathing for the facilitator.
 - ↳ Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Verbal Response, Correct response is Hand Breathing.

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator’s tablet. If a student needs to take a break during the lesson, please utilize the “Dance Break” button at the bottom of the facilitator’s tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the “Dance Break” feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Calm Down Tool Introduction: Robot/Virtual Avatar will say *“Hello, my name is Milo/Veda/Carver/Jemi. I am happy to see you, but sometimes I feel angry. When I feel angry, I need to try to calm down. I can use my Calm Down Tool: Hand Breathing to calm down anytime and anywhere. When we use Hand Breathing, we trace up each finger while we breath in or inhale, pause at the top, and breath out or exhale while tracing down.”*
- Slide 2, Calm Down Tool: Robot/Virtual Avatar will say *“Let’s learn how to use Hand Breathing. Let’s try Hand Breathing together. Place your hand in front of you. We will do the same steps for each finger. Finger 1: As you trace up the first finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 2: As you trace up the second finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 3: As you trace up the third finger, breathe in or inhale. Pause at the*

top while holding your breath. As you trace down, breathe out or exhale. Finger 4: As you trace up the fourth finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Finger 5: As you trace up the fifth finger, breathe in or inhale. Pause at the top while holding your breath. As you trace down, breathe out or exhale. Hand Breathing can help us feel calm and relaxed. Teachers and friends appreciate when we use tools like this to manage our feelings. It's ok to take a moment and use Hand Breathing whenever we need to. Remember, I can try to use Hand Breathing when I need to calm down. With practice, Hand Breathing can become a helpful tool for us."

- Slide 3, Introduction Video: Robot/Virtual Avatar will say "Look at the tablet. Tap on Hand Breathing. Then tap on the Introduction button to watch a video about using this Calm Down Anywhere Tool." If needed, please prompt the student to tap on Hand Breathing, and then the introduction button. The student will then watch a video modeling Hand Breathing.
- Slide 4, See-Feel-Think: Robot/Virtual Avatar will say "When I feel scared, then I can think to use a Calm Down Anywhere Tool to calm down. Everyone feels scared sometimes, but after we feel it, we think to use a Calm Down Tool like Hand Breathing to be calm again."
- Slide 5, Student Response Assessment #1: Robot/Virtual Avatar will say "I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about." Student will attempt the assessment and data will be recorded.
- Slide 6, Calm Down Tool Review: Robot/Virtual Avatar will say "We are learning about Hand Breathing today. I want to try to use Hand Breathing. Let's watch my friend try it again first." Click on the "Next Slide" button to progress to the next slide for the video review.
- Slide 7, Calm Down Tool Example Video: Robot/Virtual Avatar will say "Look at the tablet. Tap on Hand Breathing. Then tap on the example button to watch a video of my friend using the Calm Down Anywhere Tool." The student will tap on the button of Hand Breathing, and then Example to watch the video example. If needed, please prompt the student to tap on Hand Breathing, and then the example button.
- Slide 8, Student Response Assessment #2: Robot/Virtual Avatar will say: "I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video." Student will attempt the assessment and data will be recorded.
- Slide 9, Student Response Assessment #3: Robot/Virtual Avatar will say "My friend used Hand Breathing to calm down. Now it is your turn to try to use this Hand Breathing. Go ahead, please show me how you can use Hand Breathing." Student will attempt the assessment and data will be recorded.
- Slide 10, See-Feel-Think Review: The Robot/Virtual Avatar will say "When we feel scared, then we can think to use a Calm Down Anywhere Tool so we can calm down. We can calm down with Hand Breathing."
- Slide 11, Student Response Assessment #4: The Robot/Virtual Avatar will say "So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?" Student will attempt the assessment and data will be recorded.
- Slide 12, Wrap-Up: Robot/Virtual Avatar will say: "I am looking forward to both of us using Hand Breathing to calm down anywhere. Thank you for your attention today. See you later."
- Teacher Survey: Please use the prompts on the screen to rate your learner's progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After finishing the lesson, utilize the shorter “Calm Down Anywhere Tool” lesson for additional practice. This shorter lesson should also be utilized when a student is in a dysregulated state and needs to employ the Calm Down Anywhere Tool to calm down.

FACILITATOR NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 5: INTRODUCE 3-4-5 BREATHING

OBJECTIVE

Learner will identify and model the 3-4-5 Breathing exercise to use when dysregulated.

LESSON OVERVIEW

Social Narrative

3-4-5 Breathing is a Calm Down Anywhere Tool. When we use 3-4-5 breathing we count each part of our breath in our heads. We breathe in or inhale for 1-2-3. We hold our breath for 1-2-3-4. We breathe out or exhale for 1-2-3-4-5.

Let's try ... for the number 3: Take a deep breath in or inhale, count in your head 1-2-3. Moving to the number 4: Hold that breath, count in your head 1-2-3-4. Finally, with the number 5: Slowly breathe out or exhale, count in your head 1-2-3-4-5. 3-4-5 Breathing can help us feel calm anytime and anywhere.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Calm Down Anywhere Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers correctly**, the robot will praise the student and move automatically to the next slide.
- **If the student does not respond or responds incorrectly**, then please tap on the no response/incorrect button for the Robot/Virtual Avatar to prompt the student to respond.
- **Scoring:** If the student answers the question correctly on the first attempt, then they get a full point. If the student answers the question on the second attempt, the student gets a half point. If the student answers correctly on the third attempt, then they get a third of a point. After three incorrect or non-responses, the lesson will automatically progress to the next step.

Assessment Activity

- **Mastery Stars:** For more information on scoring criteria, please access the Mastery Star Quick Guide in the Teacher Tools section of RK Central.
 - ↳ Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Multiple Choice Response, Correct Response is 3-4-5 Breathing.
 - ↳ Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Multiple Choice Response, Correct Response is 3-4-5 Breathing.
 - ↳ Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used Hand Breathing to calm down. Now it is your turn to try to use this Hand Breathing. Go ahead, please show me how you can use Hand Breathing.”* Modeling Response, Correct Response is modeling 3-4-5 Breathing for the facilitator.
 - ↳ Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Verbal Response, Correct response is 3-4-5 Breathing.

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator’s tablet. If a student needs to take a break during the lesson, please utilize the “Dance Break” button at the bottom of the facilitator’s tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the “Dance Break” feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Calm Down Tool Introduction: Robot/Virtual Avatar will say *“Hello, my name is Milo/Veda/Carver/Jemi. I am happy to see you, but sometimes I feel angry. When I feel angry, I need to try to calm down. I can use my Calm Down Tool: 345 Breathing to calm down anytime and anywhere. When we use 345 Breathing, we count each part of our breath in our heads. We breathe in or inhale for 1-2-3. We hold our breath for 1-2-3-4. We breathe out or exhale for 1-2-3-4-5.”*
- Slide 2, Calm Down Tool: Robot/Virtual Avatar will say *“Let’s learn how to use 3-4-5 Breathing. Let’s try 3-4-5 Breathing together. When we use 3-4-5 Breathing, we count each part of our breath in our heads. For the number 3: take a deep breath in, or inhale, count in your head 1-2-3. Moving to the number 4: Hold that breath, count in your head 1-2-3-4. Finally, with the number 5: Slowly breath out, or exhale, count in your head 1-2-3-4-5. 3-4-5 Breathing can help us feel calm and relaxed. Teachers and friends appreciate when we use tools like this to manage our feelings. It’s ok to take a moment and use 3-4-5 Breathing whenever we need to. Remember, I can try to use 3-4-5 Breathing when I need to calm down. With practice, 3-4-5 Breathing can become a helpful tool for us.”*

- Slide 3, Introduction Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on 3-4-5 Breathing. Then tap on the Introduction button to watch a video about using this Calm Down Anywhere Tool.”* If needed, please prompt the student to tap on 3-4-5 Breathing, and then the introduction button. The student will then watch a video modeling 3-4-5 Breathing.
- Slide 4, See-Feel-Think: Robot/Virtual Avatar will say *“When I feel scared, then I can think to use a Calm Down Anywhere Tool to calm down. Everyone feels scared sometimes, but after we feel it, we think to use a Calm Down Tool like 3-4-5 Breathing to be calm again.”*
- Slide 5, Student Response Assessment #1: Robot/Virtual Avatar will say *“I have a question. Which Calm Down Anywhere Tool are we learning about? Tap on the picture of the Calm Down Tool we are learning about.”* Student will attempt the assessment and data will be recorded.
- Slide 6, Calm Down Tool Review: Robot/Virtual Avatar will say *“We are learning about 3-4-5 Breathing today. I want to try to use 3-4-5 Breathing. Let’s watch my friend try it again first.”* Click on the “Next Slide” button to progress to the next slide for the video review.
- Slide 7, Calm Down Tool Example Video: Robot/Virtual Avatar will say *“Look at the tablet. Tap on 3-4-5 Breathing. Then tap on the example button to watch a video of my friend using the Calm Down Anywhere Tool.”* The student will tap on the button of 3-4-5 Breathing, and then Example to watch the video example. If needed, please prompt the student to tap on 3-4-5 Breathing, and then the example button.
- Slide 8, Student Response Assessment #2: Robot/Virtual Avatar will say: *“I have a question. Which Calm Down Anywhere Tool did my friend use? Look at the tablet. Tap on the picture of the Calm Down Tool that my friend used in the video.”* Student will attempt the assessment and data will be recorded.
- Slide 9, Student Response Assessment #3: Robot/Virtual Avatar will say *“My friend used 3-4-5 Breathing to calm down. Now it is your turn to try to use this 3-4-5 Breathing. Go ahead, please show me how you can use 3-4-5 Breathing.”* Student will attempt the assessment and data will be recorded.
- Slide 10, See-Feel-Think Review: The Robot/Virtual Avatar will say *“When we feel scared, then we can think to use a Calm Down Anywhere Tool so we can calm down. We can calm down with 3-4-5 Breathing.”*
- Slide 11, Student Response Assessment #4: The Robot/Virtual Avatar will say *“So, now it is time to set a goal. Which Calm Down Tool did you learn about today that you can use the next time you need to calm down?”* Student will attempt the assessment and data will be recorded.
- Slide 12, Wrap-Up: Robot/Virtual Avatar will say: *“I am looking forward to both of us using 3-4-5 Breathing to calm down anywhere. Thank you for your attention today. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After finishing the lesson, utilize the shorter “Calm Down Anywhere Tool” lesson for additional practice. This shorter lesson should also be utilized when a student is in a dysregulated state and needs to employ the Calm Down Anywhere Tool to calm down.

FACILITATOR NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CALM DOWN ANYWHERE - STRUCTURED PRACTICE

As requested by our partners, we have designed six structured practice activities for our Calm Down Anywhere unit. These activities offer multiple opportunities for students to practice and deepen their understanding of the curriculum objectives beyond the digital lessons. Developed by former teachers, these activities are rooted in Evidence-Based Practices and the Interactive Technology, Visual, Auditory, Kinesthetic, Tactile (I-VAKT) Learning Principles, ensuring they are both effective and engaging for learners.

Activities Included

- **The Breathing Quest Card Game:** This engaging card game teaches students various Calm Down Anywhere breathing techniques through interactive play. It encourages them to practice turn-taking, information recall, and structured skill practice.
- **My Calm Down Anywhere Student Journal:** This journal provides students a space to reflect on feelings and experiences. It includes prompts and reflection space that guides students in identifying situations of stress and their emotions, and developing Calm Down Anywhere strategies to manage emotional regulation effectively.
- **Triangle & Box Breathing Tracing Mats:** These mats are designed to help students learn and practice two popular breathing techniques – Triangle Breathing and Box Breathing. By tracing the shapes while breathing, students can focus their attention and calm their minds. These mats can be decorated and stored in a Calm Down space as a tool to practice these two breathing techniques.
- **I Can Calm Down Anywhere Printable Social Story:** This social story is a narrative tool that illustrates how students can apply Calm Down Anywhere techniques during times of emotional dysregulation. It provides a narrative and step-by-step guide on each Calm Down Anywhere technique.
- **I'm A Calm Down Anywhere Master Coloring Sheets:** These coloring sheets offer a creative outlet for students to decorate and celebrate their accomplishments after mastering each Calm Down Anywhere lesson. Each sheet reinforces one of the calming strategies, helping students internalize these concepts in a fun and artistic way.
- **Calm Down Anywhere: Matching Challenge Card Game:** This matching game reinforces the calming techniques taught in the curriculum. Students match cards depicting different calming strategies within 5 short narratives, enhancing their memory and understanding of these practices in action.

These activities are thoughtfully designed to be easy to print, prepare, and use. They are versatile and can be implemented for individual students or group activities throughout the school year. Additionally, the Journal, Tracing Mats, Social Stories, and Coloring Sheets are ideal for enhancing a designated Calm Down space within the classroom. By incorporating these activities, educators can provide continuous support for students in managing their emotions and developing lifelong calming strategies.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

ACTIVITY 1: “THE BREATHING QUEST” CARD GAME

Explanation

The players will take turns pulling Calm Down Anywhere Tool cards from a deck and performing the breathing exercise. The game is won when a player collects all five Calm Down Anywhere Tool cards.

Materials

- Calm Down Anywhere Tool playing cards, pre-cut, shuffled, and placed in a face-down deck (This should include 5 sets, provided in Structured Practice Materials)
- At least two players

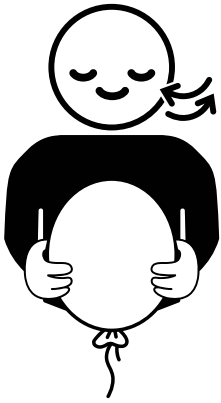
Gameplay

- Place the card deck face down in the center of the players.
- Player 1 will draw a card and perform the Calm Down Anywhere Tool breathing exercise.
 - ↳ If the breathing exercise is performed correctly, the player will keep the card.
 - ↳ If the breathing exercise is not performed correctly or prompting is needed, the card is placed at the bottom of the deck.
- It is now the next player's turn.
- Repeat the same steps with each player, in a repeating order.
- The goal is for each player to collect a complete set of each Calm Down Anywhere Tool cards. When a player has completed one full set of the five Calm Down Anywhere tools, that player is the Quest Winner!

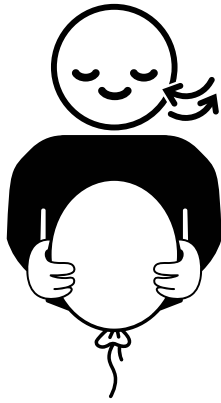
Optional Extension

To increase practice and the length of the game, you can set the goal to collect two sets of Calm Down Anywhere Tool cards instead of one.

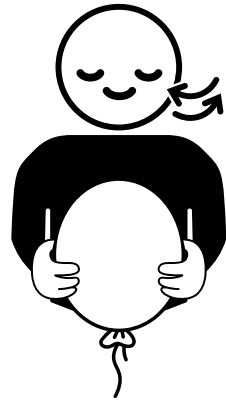
THIS PAGE WAS INTENTIONALLY LEFT BLANK



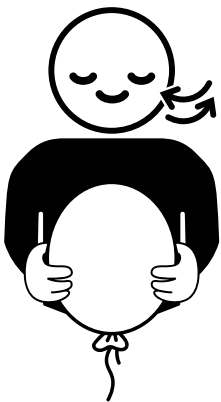
Balloon
Breathing



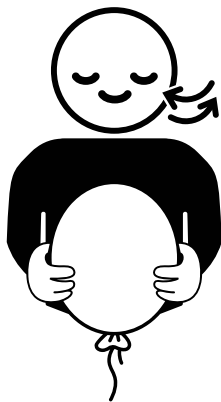
Balloon
Breathing



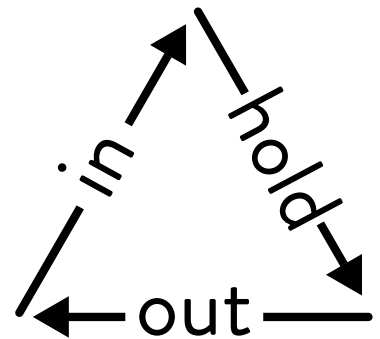
Balloon
Breathing



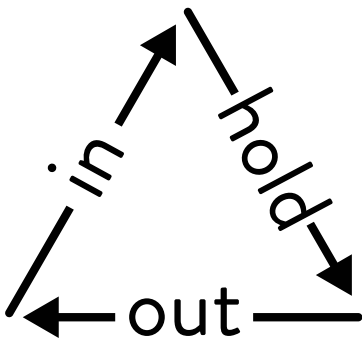
Balloon
Breathing



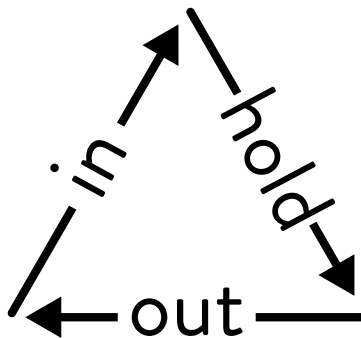
Balloon
Breathing



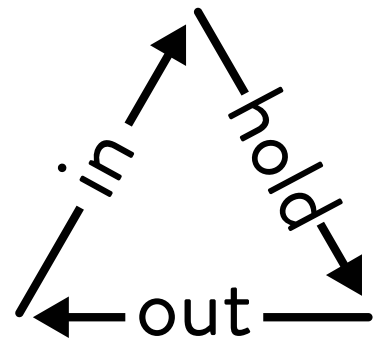
Triangle
Breathing



Triangle
Breathing

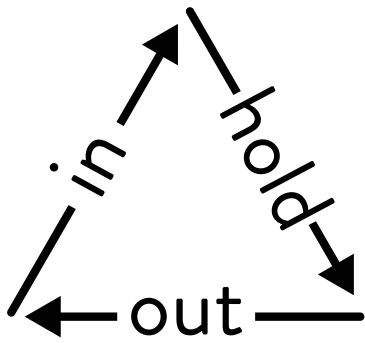


Triangle
Breathing

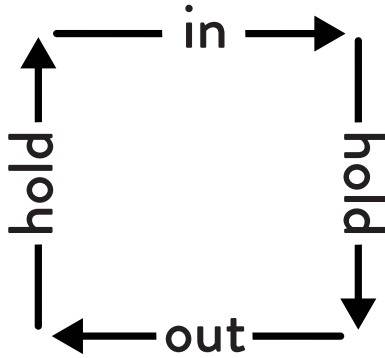


Triangle
Breathing

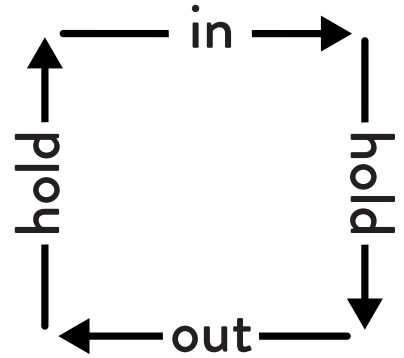
[illegible]



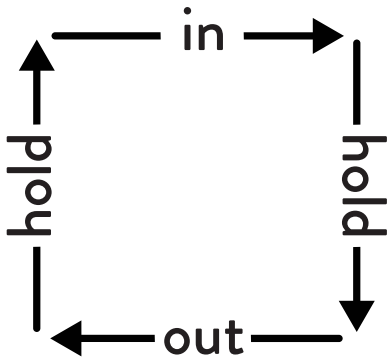
Triangle
Breathing



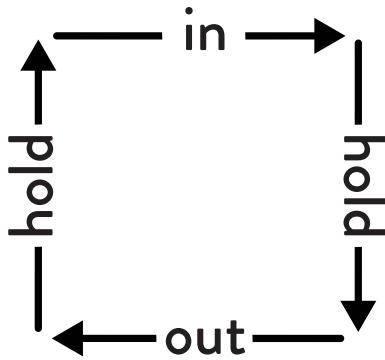
Box
Breathing



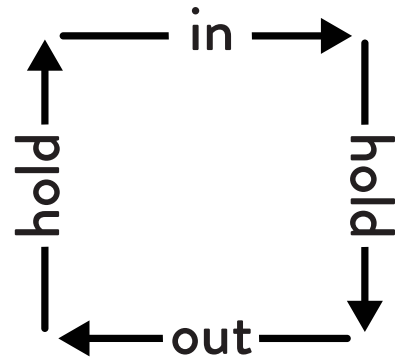
Box
Breathing



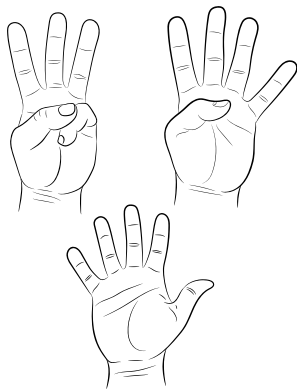
Box
Breathing



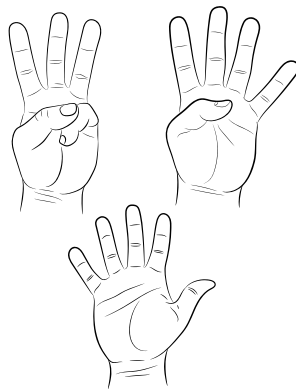
Box
Breathing



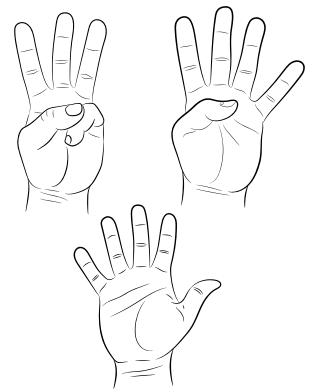
Box
Breathing



3-4-5
Breathing



3-4-5
Breathing



3-4-5
Breathing

The Breathing Quest

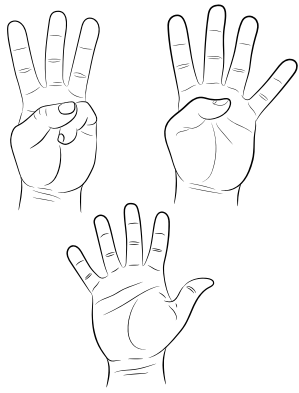
RoboKind

The Breathing Quest

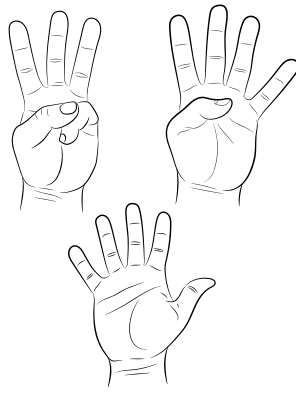
RoboKind

The Breathing Quest

RoboKind



3-4-5
Breathing



3-4-5
Breathing



Hand
Breathing



Hand
Breathing



Hand
Breathing



Hand
Breathing



Hand
Breathing

[illegible]

ACTIVITY 2: CALM DOWN ANYWHERE JOURNAL

Explanation

Students will create and utilize a “Calm Down Anywhere Journal” to reflect on their emotions, Calm Down Anywhere Tool strategies, and the outcomes of their actions when managing their emotions.

Materials

- Printed copies of the “Calm Down Anywhere Journal” pages, bound or stapled into a book
- Writing utensils and coloring materials

Introduction to Student

Begin by discussing with the learner the importance of managing feelings in times of dysregulation; inside and outside of school. Explain that sometimes feelings can become overwhelming, and it’s helpful to draw and write about the tools we use to to calm down. Introduce the concept of the “Calm Down Anywhere Journal” as a tool to reflect on their experiences, feelings, and strategies after they have become emotionally regulated again.

Activity

- Distribute the “Calm Down Anywhere Journal” to the student.
- Explain that each page is to be used after they have successfully used a calming tool and have become calm again. They can journal about moments that happen anytime during the day, even if they are outside the classroom.
- Guide the students through the different sections of the journal:
 - ↳ What Happened Next: Ask the student to briefly describe the situation that caused them to feel upset or overwhelmed.
 - ↳ How I Felt: Encourage the student to identify and label their emotions.
 - ↳ What Tool I Used: Have the student write down the calming tool or strategy they used to help them calm down.
 - ↳ Then I Felt...: Prompt the student to reflect on the outcome of using the calming tool. Did it help them feel better? Did the situation improve?
 - ↳ What I Did Next: Guide the student to think about how their feelings changed over time and what they did after becoming regulated again. Reinforce the idea that feelings are temporary and manageable.
- Encourage the students to use the journal throughout the day whenever they need to calm down and reflect on their experiences. This can be kept in a Calm Down area, with a trusted teacher/facilitator, or in any safe spot at school. A second copy can also be distributed to use at home.

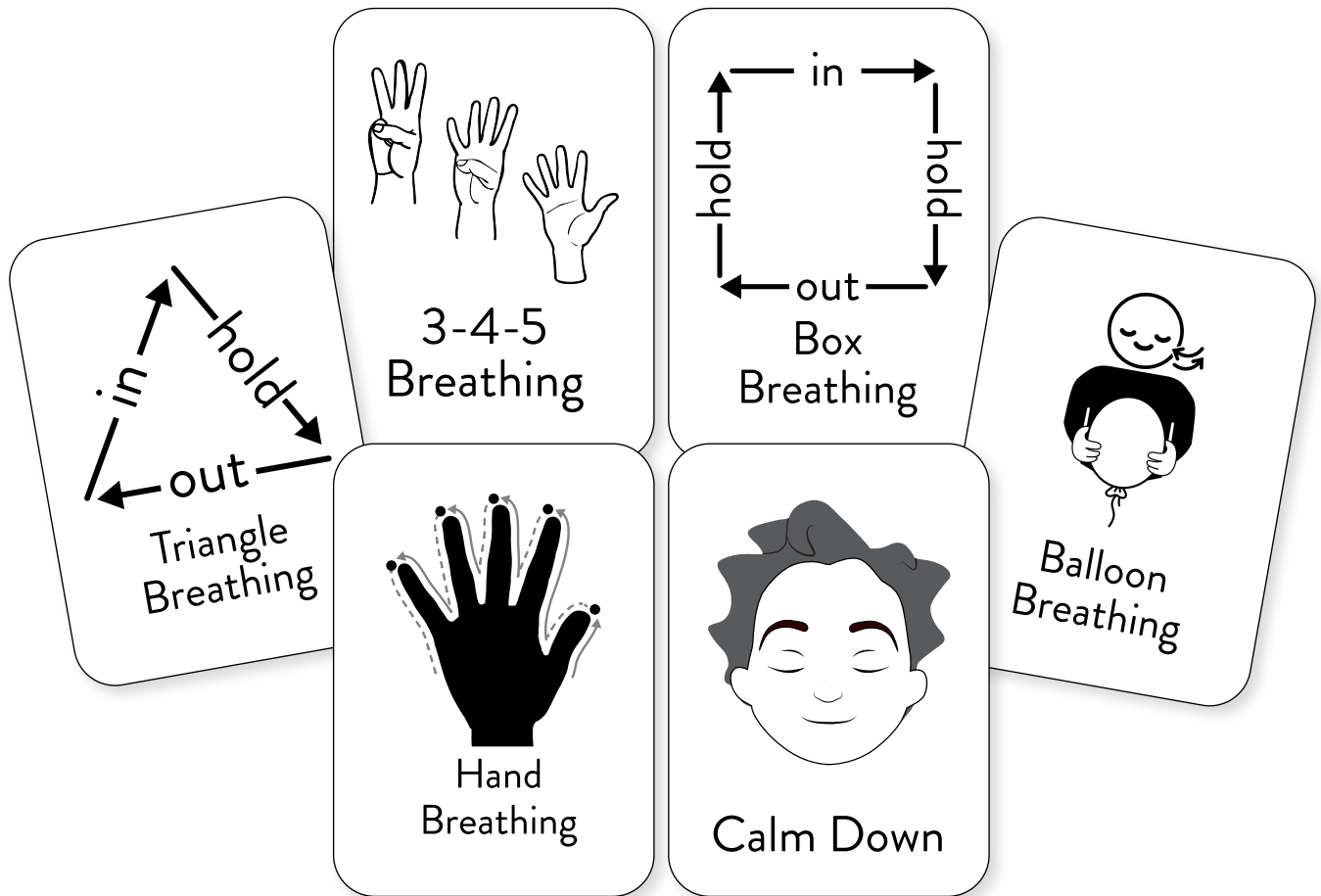
In Practice

After a dysregulated experience, once a learner has regulated and is ready to reflect, encourage them to draw or write about their experience in the journal.

Optional Extension

Encourage students to share their journal entries with a trusted adult or peer to further discuss their experiences and learn from each other.

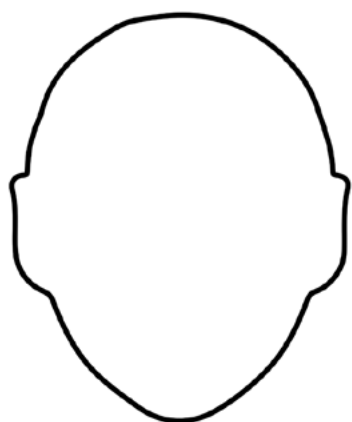
MY Calm Down Anywhere JOURNAL



BY: _____

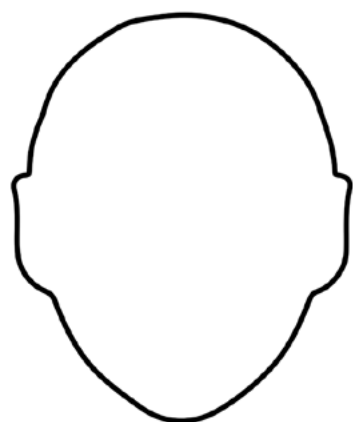
What Happened

How I Felt



What Tool I Used

Then I Felt...



What I Did Next

ACTIVITY 3: TRIANGLE & BOX BREATHING TRACING MAZES

Explanation

Students will create and utilize Triangle and Box Breathing tracing mazes. These can be kept in a Calm Down space, in another classroom, or sent home to use outside of school to provide prompting and tactile input when practicing these two Calm Down Anywhere Tool breathing exercises.

Materials

- Printed outlines of Triangle Breathing and Box Breathing tracing mazes, on cardstock or mounted on heavy paper
- Liquid craft glue
- Glitter or sand (optional)

Introduction to Student

Begin by reminding the student about concept of Calm Down Anywhere breathing techniques as tools for calming down. Introduce the idea that sometimes, a physical tool we practice with our hands can help us remember how to use the strategy when we don't have physical tool. Review the Triangle Breathing and Box Breathing techniques, emphasizing their benefits in promoting emotional regulation and mindfulness. Explain that sometimes, practicing a new skill with a tactile tool can help us remember how to use the strategy when we don't have physical tools.

Activity

- Distribute printed outlines of the Triangle Breathing and Box Breathing tracing mazes to the student.
- Instruct the student to apply craft glue along the dotted lines of the mazes, creating raised tactile paths for tracing.
- If desired, offer glitter or sand to sprinkle over the wet glue for added texture. Help the student to do this over a container or trash bin to catch excess glitter or sand.
- Allow the glue to dry completely until it hardens.
- Once the glue is dry, guide the students to their Calm Down space and demonstrate how to use the tactile breathing tools:
 - ↳ For Triangle Breathing: Trace along the raised path of the triangle maze while performing the Triangle Breathing exercise.
 - ↳ For Box Breathing: Trace along the raised path of the square maze while performing the Box Breathing exercise.
- Have the student store these Tracing Mazes in their Calm Down space, in another classroom, or at home.

In Practice

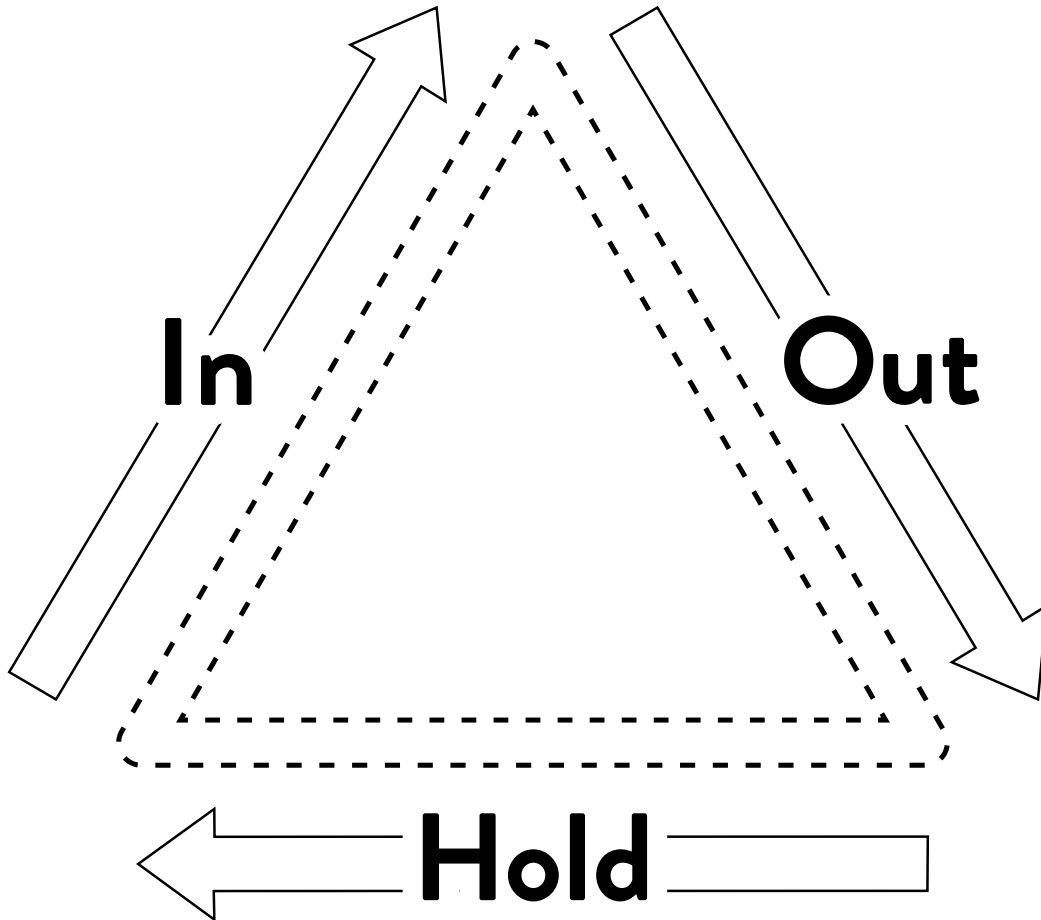
Encourage students to practice these breathing techniques with the Tracing Maze whenever they are dysregulated or practicing their Calm Down Anywhere tools, using the tactile tools to guide their breath and focus their attention.

Optional Extension

Invite the student to decorate their tactile breathing tools with markers or stickers to personalize them and make them more engaging.

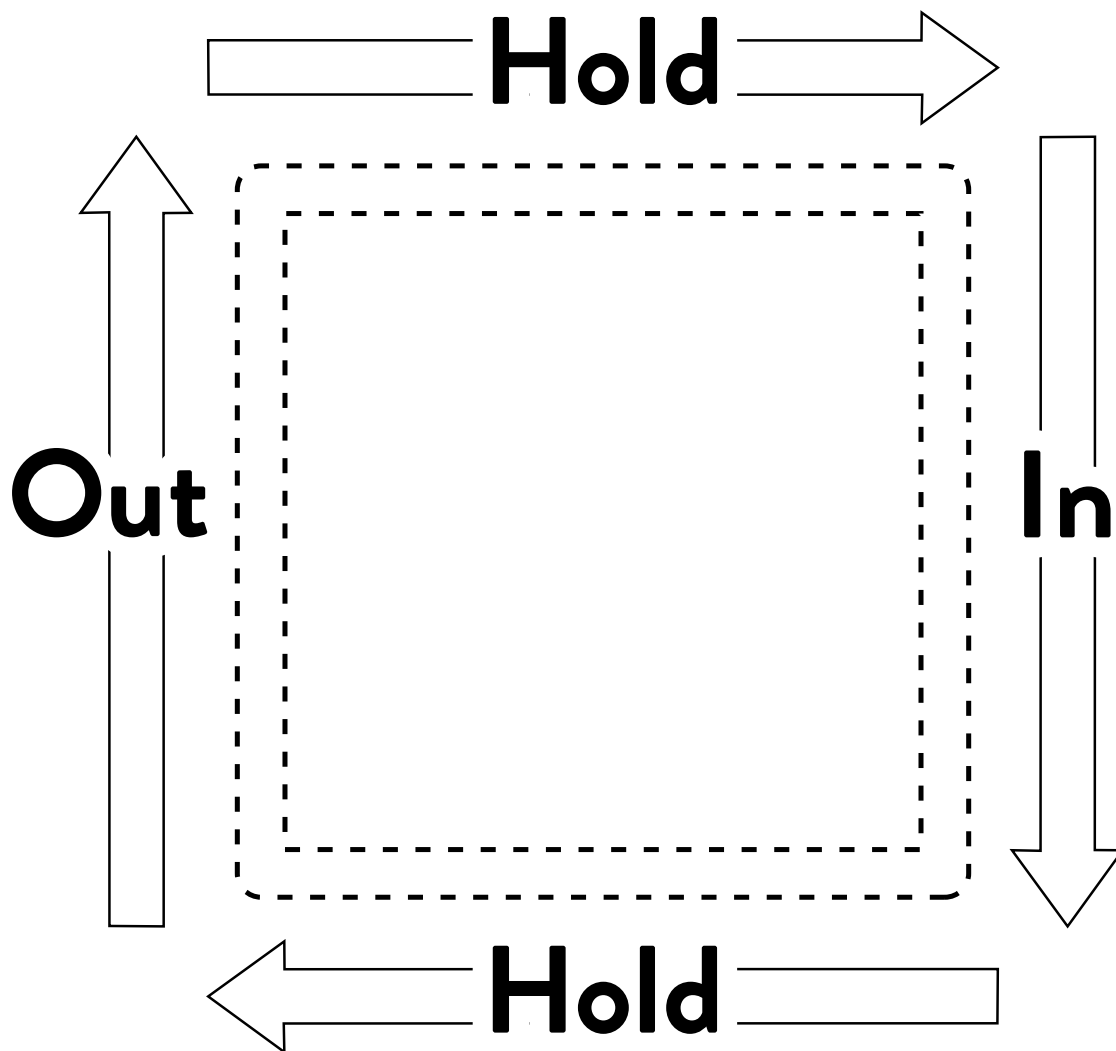
Triangle Breathing

Tracing Maze



Box Breathing

Tracing Maze



ACTIVITY 4: “I CAN CALM DOWN ANYWHERE” SOCIAL STORY

Explanation

The student will read and utilize the “I Can Calm Down Anywhere” Social Story to help manage emotional dysregulation in various situations. This tool will provide guidance and support for students to effectively cope with their emotions wherever they may be.

Materials

- Printed copy of the “I Can Calm Down Anywhere” Social Story, stapled or bound into a book
- Storage area in Calm Down space
- Optional: Crayons or colored pencils for personalization

Introduction to Student

Begin by explaining to the student the purpose of a social story as a tool to help us understand and navigate social situations, including identifying emotions and remembering our Calm Down Anywhere strategies. Introduce the “I Can Calm Down Anywhere” Social Story as a tool specifically designed to remind them about regulating their emotions, regardless of where they are.

Activity

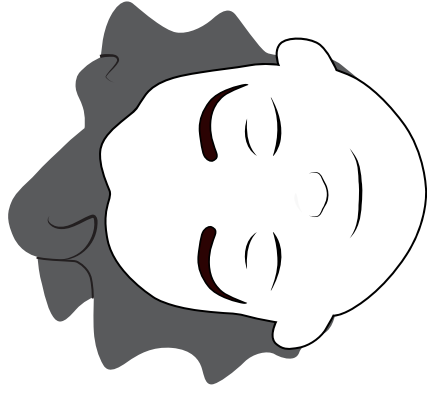
- Distribute the printed and bound copy of the “I Can Calm Down Anywhere” Social Story to the student.
- Read through the social story together.
 - ↳ Have the student practice identifying the emotions described in the social story, checking the mouth, eyes, and eyebrows to “confirm” the emotions in the visual.
 - ↳ Discuss each Calm Down Anywhere scenario with the corresponding breathing exercise on those pages.
- Optional: Encourage the student to personalize their social story by adding illustrations or coloring the pages if desired. This can provide students with a sense of ownership in using the Social Story to practice their Calm Down Anywhere Tools.

In Practice

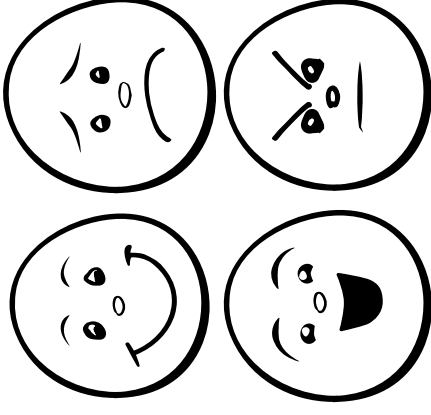
Encourage students to read the Social Story whenever they are dysregulated or practicing their Calm Down Anywhere tools, using the Calm Down Anywhere pages to guide their breath and focus their attention.

In Practice

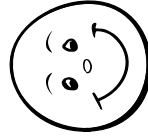
Invite the student to create their own social stories for different situations they encounter, further empowering them to develop their emotional regulation skills.



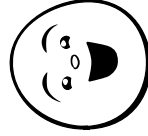
I Can Calm Down Anywhere



Everyone has feelings.
I have feelings, too.



Happy



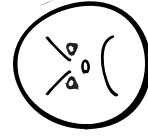
Excited



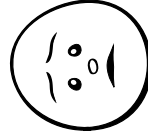
Tired



Sad

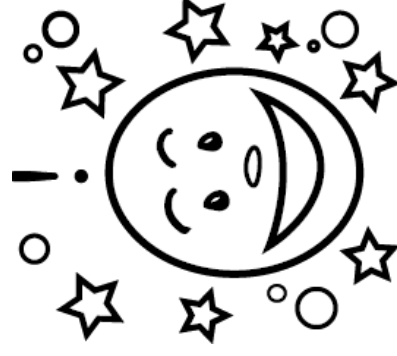


Angry

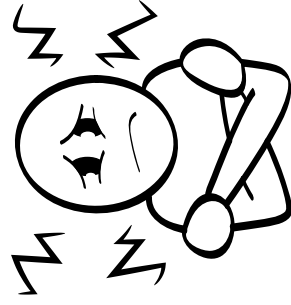
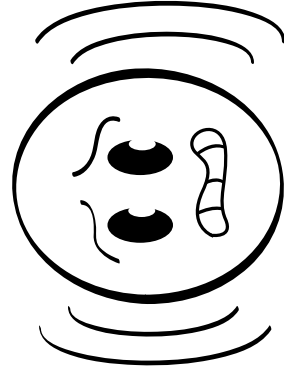


Worried

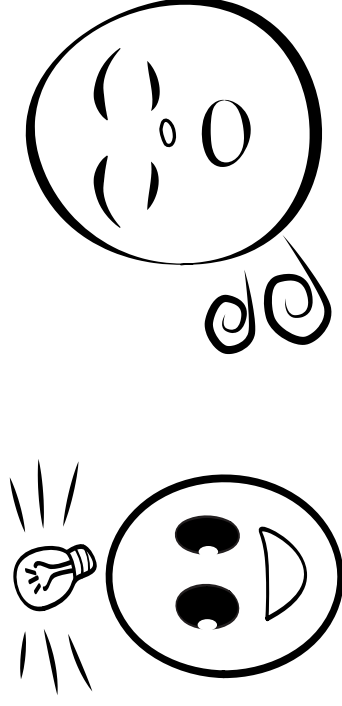
I can feel...



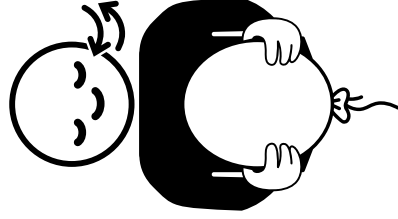
All these feelings are ok!



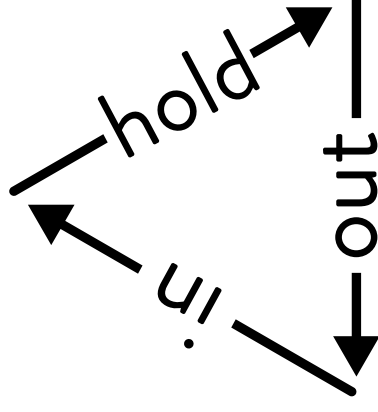
If those feelings are too big,
it is hard to learn and play.



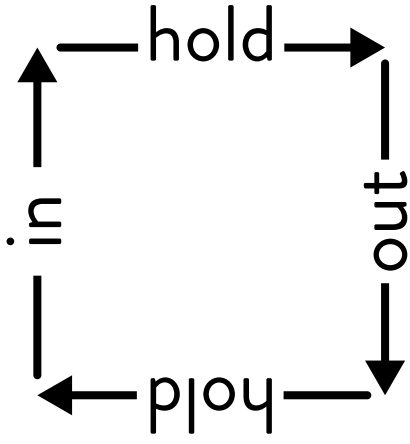
I can use my Calm Down Anywhere Tools
to calm my body, anytime and anywhere.



I can use
Balloon Breathing.



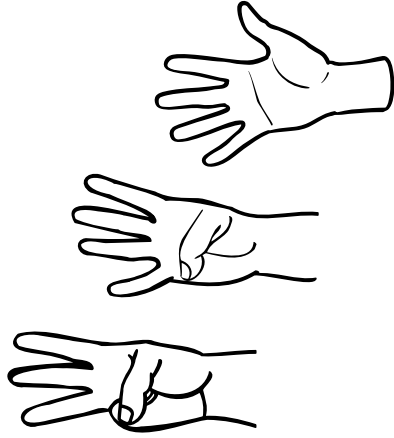
I can use
Triangle Breathing.



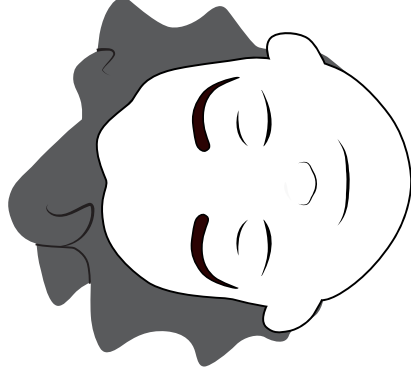
I can use
Box Breathing.



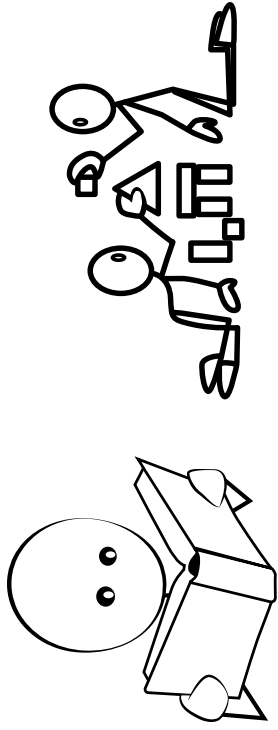
I can use
Hand Breathing.



I can use
3-4-5 Breathing.



Using my Calm Down Anywhere
Tools can help me feel better.



When I feel calm again,
I am ready to learn and play.

ACTIVITY 5: “CALM DOWN ANYWHERE MASTER” COLORING SHEETS

Explanation

The student will decorate Calm Down Anywhere Master coloring sheets to celebrate mastering each Calm Down Anywhere Tool. These personalized sheets will serve as visual cues and reminders of their accomplishments in managing emotions effectively.

Materials

- Calm Down Anywhere Master coloring sheets (printed copies)
- Coloring supplies (markers, colored pencils, crayons, etc.)

Introduction to Student

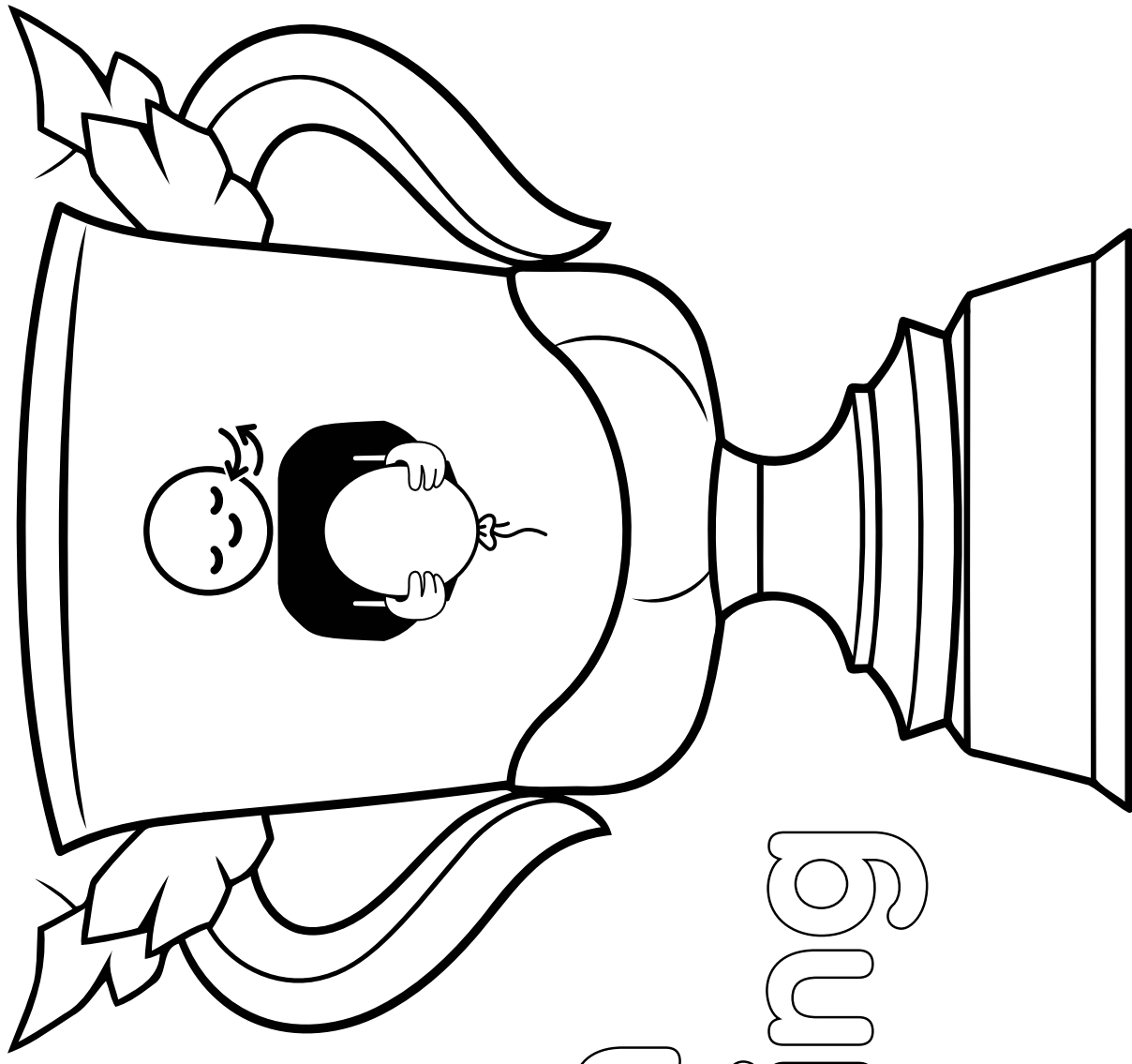
Explain to the student the concept of becoming a Calm Down Anywhere Master by mastering each Calm Down Anywhere Tool. Introduce the Calm Down Anywhere Master coloring sheets as a way to celebrate their progress and accomplishments in managing emotions once they have “mastered” each lesson.

Activity

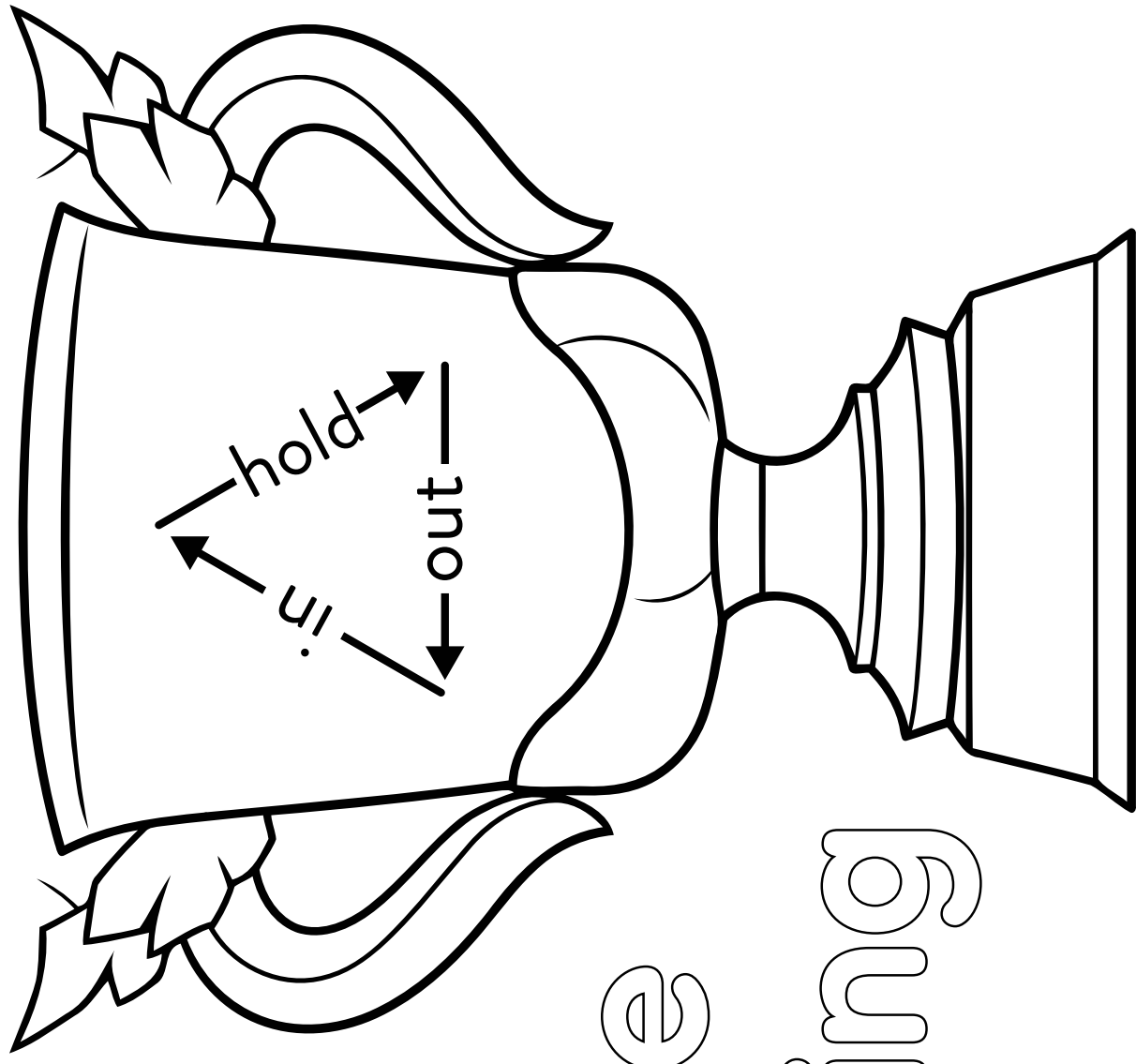
- After a student has reached mastery in a Calm Down Anywhere lesson, present the student with a printed Calm Down Anywhere Master coloring sheet corresponding to the tool they have mastered (e.g., “Balloon Breathing”).
- Encourage the student to decorate the coloring sheet using coloring supplies of their choice. They can color the picture of the tool and add their own designs and embellishments.
- Discuss with the student the significance of the coloring sheet as a visual representation of their achievement in mastering the Calm Down Anywhere Tool. Emphasize that by decorating the sheet, they are taking ownership of their progress and creating a personal reminder of their accomplishment.
- Once the coloring sheet is complete, suggest that the student display it in their Calm Down space where it can serve as a visual cue and reminder of their practiced skill, or take it home to celebrate with parents or caregivers.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

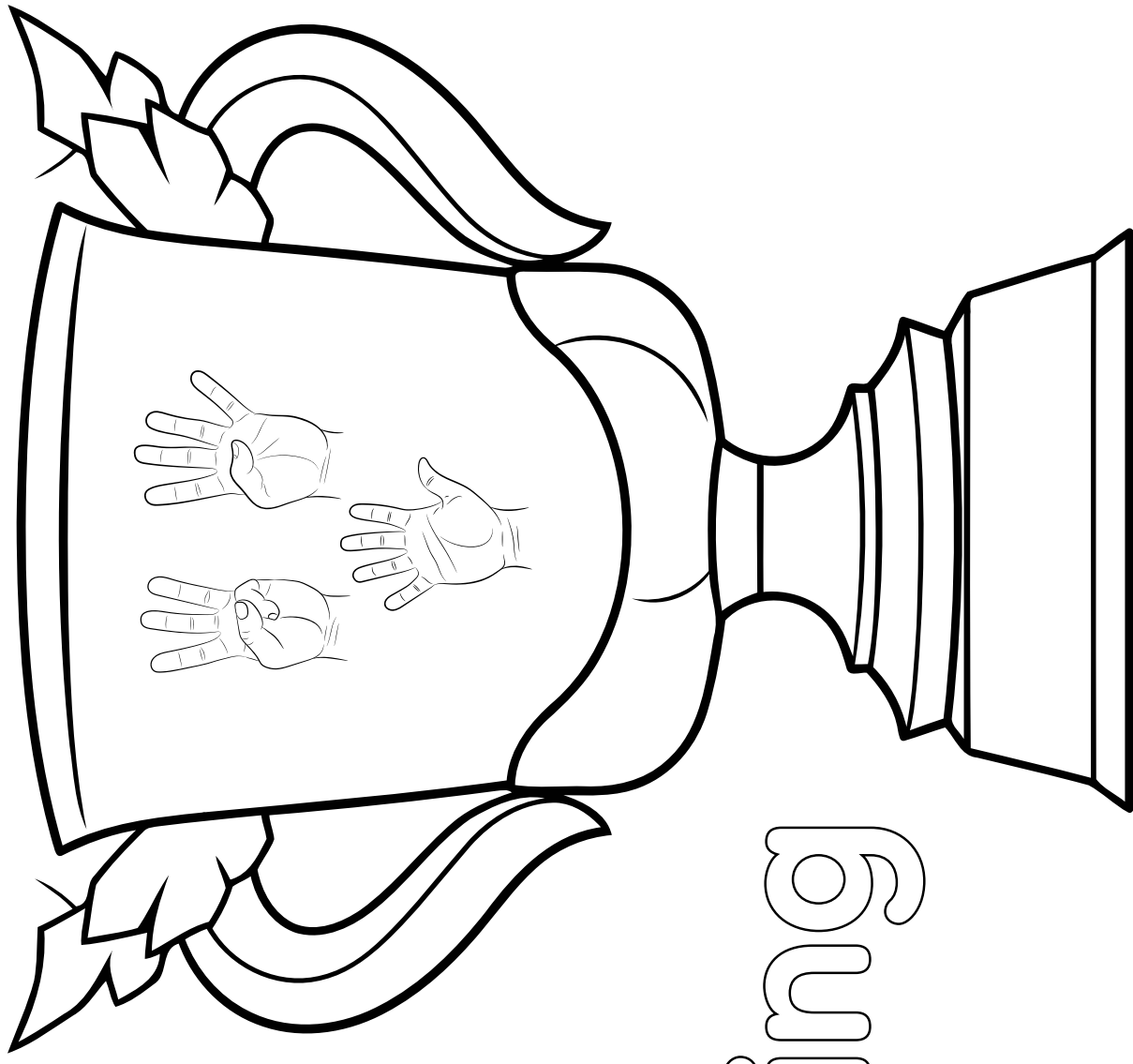
I am a
Balloon
Breathing
Master



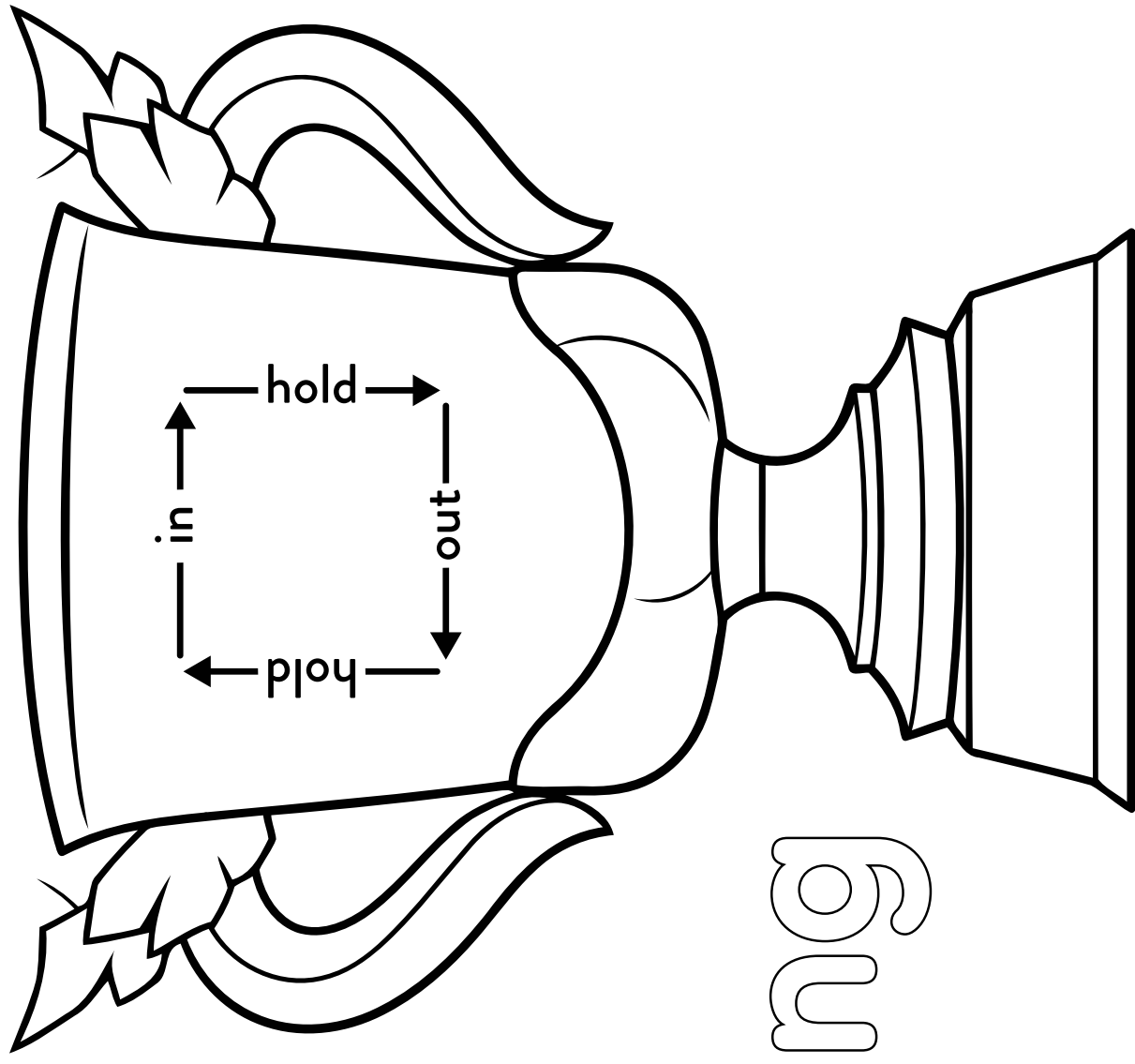
I am a
Triangle
Breathing
Master



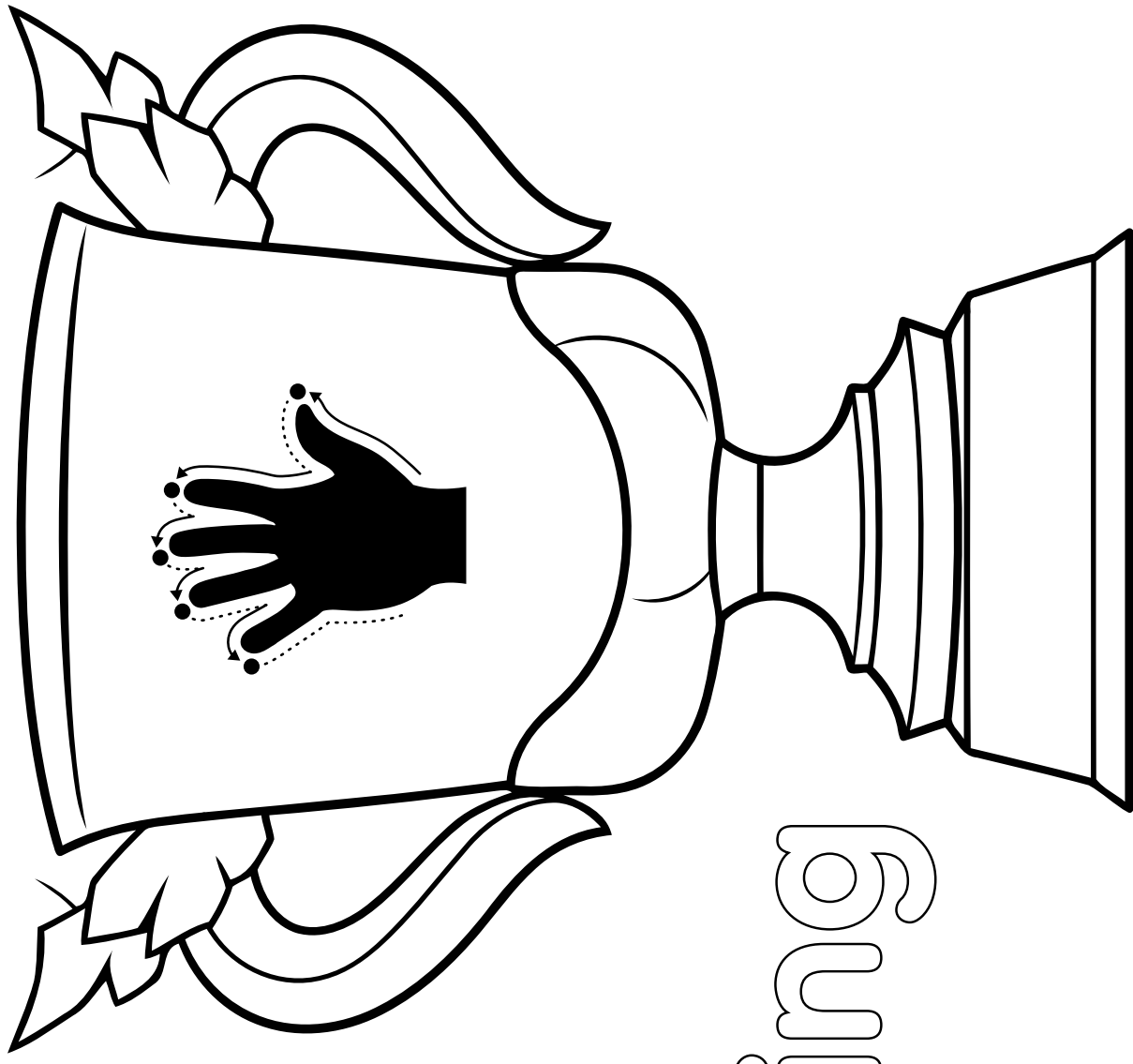
I am a
3-4-5
Breathing
Master



I am a Box Breathing Master



I am a
Hand
Breathing
Master



THIS PAGE WAS INTENTIONALLY LEFT BLANK

ACTIVITY 6: “CALM DOWN ANYWHERE: MATCHING CHALLENGE” GAME

Explanation

The student will play a matching/memory game called “Calm Down Anywhere: Matching Challenge” to reinforce their understanding and mastery of the Calm Down Anywhere Tools. Through gameplay, the student will practice identifying the tools and applying them to various situational stories.

Materials

- Matching cards with pictures and words for each Calm Down Anywhere Tool (two sets of each picture/word match, or enough sets for each player)
- Story Boards (printed copies)

Introduction to Student

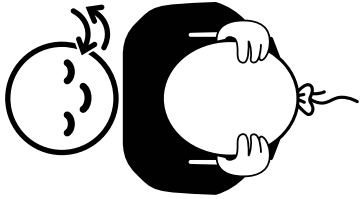
Introduce the “Calm Down Anywhere: Matching Challenge” game to the student as a fun and interactive way to reinforce their knowledge of the Calm Down Anywhere Tools. Explain that they will be playing a matching/memory game with a narrative twist, where they will help characters in different situations by matching the tools they need to calm down.

Activity

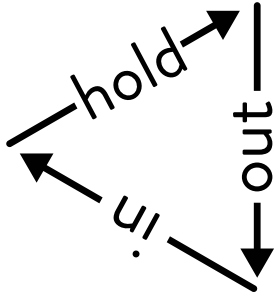
- Distribute the Story Boards to the student. Explain the rules of the game.
- The matching cards are shuffled and placed face-down in a random grid order between the players.
- Players take turns turning over two cards to find a match. A match is a picture and a word of the same Calm Down Anywhere Tool.
 - ↳ Match example: the word “Triangle Breathing” and the picture of Triangle Breathing.
 - ↳ Not A Match examples: The same two pictures or words (“Triangle Breathing” and “Triangle Breathing”) or two completely different cards.
- If a player finds a match, they will demonstrate that breathing exercise. Then, they stack those cards on one of the situational stories depicted on their Story Board. This represents the story’s character using the Calm Down Anywhere Tool to regulate their emotions. Prompt the student to “invent” what the story’s character might do next, now that they have calmed down.
- If a player does not find a match, the cards are returned to the grid, face down.
- Once a player has found all 5 matches and placed them with all 5 situational stories on their Story Board, they are declared the winner.

Optional Extension

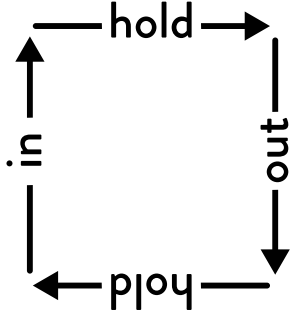
Offer variations of the game by having the student invent and add their own situational stories to the Story Boards.



Balloon
Breathing



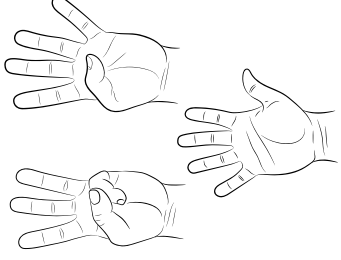
Triangle
Breathing



Box
Breathing



Hand
Breathing



3-4-5
Breathing

Calm Down Anywhere

The Matching Challenge



1

Jess went out to recess. She wanted to swing, but all the swings are taken. Jess feels mad.



2

Brian forgot his show-and-tell at home. He does not know if his dad will bring it to school later. Brian feels worried.



3

Megan is playing soccer with her friend. When she kicks the ball, she falls in the mud. Megan feels embarrassed.



4

Josh is building a fort with his brother. His brother knocks it down, by accident. Josh feels frustrated.



5

Rachel and Jimmy are coloring together. They both want to use the purple crayon. Sharing can be hard. They both feel upset.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

THE SAFETY DRILL MODULE

Welcome to our new situational module- the Safety Drill Unit! This module is designed to equip learners with the skills needed to navigate different Safety Drills successfully at school, fostering a sense of self-assurance and anticipatory organization. This approach is especially beneficial for individuals on the Autism Spectrum. They may find it difficult to navigate new circumstances without explicit guidance, especially when those circumstances occur unexpectedly and involve sensory-input triggers like loud alarms, flashing lights, or large groups of people.

In each lesson, students will learn the basic steps of various drill scenarios to anticipate and respond to, including Fire, Lockdown, Severe Weather, and Relocation Drills. Understanding the specific procedure steps of these drills, and the sensory-specific details involved in each routine, is essential for ensuring the safety and well-being for all learners.

Prior to presentation of this lesson, the facilitator should:

- Set up a quiet corner to be the “break area.” The area should be in a convenient location so that the student can easily and freely access it. The break area might have a bean bag chair or something soft and comfortable.
- The break area should also contain a few preferred objects that the student might use to calm down (but not something that the student has difficulty parting from), such as favorite books or toys that are soothing to the student.
- If you purchased a RoboKind Robot, you can add the RoboKind stress balls that were included with your kit. If not, you can make your own “stress ball” by filling a non-toxic, non-latex balloon with corn starch and tying the end.
- REMEMBER: the break area is not a “time-out” area. The break area should be a quiet, safe, and calm place where the learner can go in times of emotional dysregulation.

Goals

- Identify and articulate the purpose of various safety drills, including evacuation, lock-down, shelter-in-place, and relocation drills.
- React appropriately to auditory and visual cues during safety drills, including recognizing alarm sounds and flashing lights, and understanding the significance of intercom announcements.

- Safely evacuate the building during fire drills, walking calmly in a line with classmates and following teacher instructions.
- Follow lockdown procedures efficiently by maintaining silence, staying hidden, focusing on the teacher, and promptly following instructions.
- Gain awareness of severe weather protocols, including assuming a safe body position and locating appropriate shelter during drills.
- Demonstrate safe relocation and evacuation procedures outside the building, including exiting, staying with classmates, moving to the designated area, and waiting patiently for further instruction.

Overview

This module will:

- Review emergency drill vocabulary
- Introduce and define the following “Safety Drill” procedure steps
 - ↳ Fire Drill
 - ↳ Lockdown Drill
 - ↳ Severe Weather Drill
 - ↳ Relocation Drill

Relevant Evidence-Based Practices

Throughout our Social Skills and Phonics curriculum, Robokind uses 22 of the 28 EBPs recommended by the National Autism Center in the 2009 “National Standards Report”. For more information about the specific EBPs supported within these additional modules, please see Appendix C: Evidence-Based Practices.

IEP Goals

Appropriate Response Interaction: The learner will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal, four out of five times.

Attending Tasks: The learner will attend to a task for a period of four out of five minutes (80%), four out of five times.

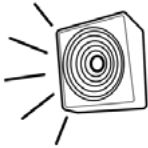
Direction Adherence: The learner will follow one-step directions given visual cues, four out of five times.

Environmental Social Awareness: The learner will increase social awareness of environment by stating what is taking place in environment or imitating actions of others, four out of five times.



Alarm

A loud, beeping noise that signals us to leave the building.



Announcement

Announcement: Someone will tell us over the intercom speaker that the drill has started.



Drill

An important practice to keep us safe, with different parts and steps. Following the steps of the drill helps you stay calm and safe.



Evacuation

Leaving the school building quickly and safely, kind of like follow-the-leader.



Exit

A door or way to get out of the school.



Fire Drill

Practicing safely leaving the building with your class and walking to the Fire Drill Safe Spot to wait.



Flashing Lights

Bright, blinking lights that signals us to leave the building. This is a signal to leave the building.



Lockdown Drill

Practicing the steps of what we do if we need to lock the school to keep us safe. We practice being quiet, waiting in the classroom, and staying away from the door.



Relocation Drill

Practicing safely leaving the building with your class and go to a different building.



Safe Spot

A special area inside or outside the school that we walk to and wait during a fire drill.



Severe Weather Drill

Practicing the steps of what we do if there is dangerous weather outside. We stay safe and calm by moving to a safe spot and sitting in a safe position.



Sit in Severe Weather Drill Pose

Sit on your knees and face the wall. Lean forward with your face down. Cover your head with both hands and spread out your fingers.



Wait

Staying quiet and still until a teacher gives us new directions.

LESSON 1: INTRODUCTION TO FIRE DRILLS

OBJECTIVE

Learner will identify and understand the procedure steps to follow during a Fire Drill.

LESSON OVERVIEW

Social Narrative

One type of safety drill at school is an evacuation or fire drill. The purpose of this type of drill is to safely walk with your class and exit the building, where you will be outside waiting until you are told to return to the building. During this type of drill, you often hear loud sounds, and you'll see flashing lights. A fire drill is one example of a safety drill. Today, we are learning about fire drills.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, "Safety Drill Module"
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers everything correctly the first time**, the student receives five points.
- **If the student answers everything correctly the second time**, the student receives four points.
- **If the student answers everything correctly the third time**, the student receives three points.
- **If the student does not answer everything correctly on the next attempt**, the student receives zero and the lesson progresses to the next part.

Assessment Activity

The learner will move the Fire Drill sequence cards into the correct order. When they are done, they will tap "Check It" and the robot will respond.

- **Sequential Order Response, Correct Sequence:** 1. Fire Drill Starts 2. Listen and Look at the Teacher 3. Stand In Line 4. Walk in Line 5. Stand with Group Outside 6. Walk In Line 7. Fire Drill Ends.

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator's tablet. If a student needs to take a break during the lesson, please utilize the "Dance Break" button at the bottom of the facilitator's tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the "Dance Break" feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Fire Drill Introduction: Robot/Virtual Avatar will say *"Hello, my name is Milo. I am happy to see you. Sometimes, a school will have safety drills. A drill is an important practice to keep us safe. One safety drill is a Fire Drill. Drills have different parts, or steps. When I know and follow the steps in a drill, then I can stay calm. Let's learn about the steps in a Fire Drill."*
- Slide 2, Fire Drill Procedure Video: Robot/Virtual Avatar will say *"Tap on fire drill to watch a video of this kind of safety drill."* If needed, please prompt the student to tap on Fire Drill. The learner will watch the short video.
- Slide 3, Fire Drill Step 1: Robot/Virtual Avatar will say *"Fire Drills have different parts, or steps. Step 1 in a Fire Drill is the Fire Drill starts. You will see flashing lights and hear an alarm. Tap on Step 1 to watch a video of this step in a Fire Drill."* If needed, please prompt the student tap on Step 1. The learner will watch the short video.
- Slide 4, Fire Drill Step 2: Robot/Virtual Avatar will say *"Fire Drills have different parts, or steps. Step 2 in a Fire Drill is to stop what you are doing. Listen and look at the teacher. Tap on Step 2 to watch a video of this step in a Fire Drill."* If needed, please prompt the student tap on Step 2. The learner will watch the short video.
- Slide 5, Fire Drill Step 3: Robot/Virtual Avatar will say *"Fire Drills have different parts, or steps. Step 3 in a Fire Drill is to stand in a line. Tap on Step 3 to watch a video of this step in a Fire Drill."* If needed, please prompt the student tap on Step 3. The learner will watch the short video.
- Slide 6, Fire Drill Step 4: Robot/Virtual Avatar will say *"Fire Drills have different parts, or steps. Step 4 in a Fire Drill is to walk in a line. Tap on Step 4 to watch a video of this step in a Fire Drill."* If needed, please prompt the student tap on Step 4. The learner will watch the short video.
- Slide 7, Fire Drill Step 5: Robot/Virtual Avatar will say *"Fire Drills have different parts, or steps. Step 5 in a Fire Drill is to stand with your group outside. Tap on Step 5 to watch a video of this step in a Fire Drill."* If needed, please prompt the student tap on Step 5. The learner will watch the short video.
- Slide 8, Fire Drill Step 6: Robot/Virtual Avatar will say *"Fire Drills have different parts, or steps. Step 6 in a Fire Drill is to get in a line and walk back into the school when prompted by a teacher. Tap on Step 6 to watch a video of this step in a Fire Drill."* If needed, please prompt the student tap on Step 6. The learner will watch the short video.

- Slide 9, Fire Drill Step 7: Robot/Virtual Avatar will say *“Fire Drills have different parts, or steps. Step 7 in a Fire Drill is the Fire Drill ends. Tap on Step 7 to watch a video of this step in a Fire Drill.”* If needed, please prompt the student tap on Step 7. The learner will watch the short video.
- Slide 10, Fire Drill Game Intro: Robot/Virtual Avatar will say *“We practiced the steps in a Fire Drill. It is time for a game. When the game starts, you will see cards with the Fire Drill steps on them. The cards will be in a random order. Drag and drop the cards so they are in the correct order. When you are done, tap the Check It button.”* Click the “Next Slide” button when the student is ready for the assessment activity.
- Slide 11, Assessment Activity: If needed, please prompt the students to tap and drag the steps to put them in order. Then, the student should tap the Check It button when ready.
- Slide 12, Fire Drill Wrap-Up: The Robot/Virtual Avatar will say *“Today we learned that a drill is an important practice to keep us safe. One safety drill is a Fire Drill. Drills have different parts, or steps. When I know and follow the steps in a drill then I can stay calm. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After completing the lesson, it is recommended to conduct a simulated drill to allow for immediate modeling and practice. Use the Fire Drill pictorial icons from the Safety Drill Reference Guide for visual prompting during this practice. With the student, review the Fire Drill steps using the pictorial icons. Next, give specific instructions or adjustments based on your school’s safety protocols, exit routes, and Safe Spot location. Then, with the student, act-out a pretend Fire Drill procedure- including moving outside to the Safe Spot location and waiting briefly before proceeding back into the school. This simulated drill can be repeated as often as needed for student proficiency, especially preceding a school-wide fire drill.

FACILITATOR NOTES

LESSON 2: INTRODUCTION TO LOCKDOWN DRILLS

OBJECTIVE

Learner will identify and understand the procedure steps to follow during a Lockdown Drill.

LESSON OVERVIEW

Social Narrative

One type of safety drill at school is a lockdown or intruder drill. The purpose of this type of drill is to stay quiet and locked and hidden in the classroom. You will hear an announcement when it is time for this drill to start. A lockdown drill is one example of a safety drill. Today, we are learning about lockdown drills.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, “Safety Drill Module”
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers everything correctly the first time**, the student receives five points.
- **If the student answers everything correctly the second time**, the student receives four points.
- **If the student answers everything correctly the third time**, the student receives three points.
- **If the student does not answer everything correctly on the next attempt**, the student receives zero and the lesson progresses to the next part.

Assessment Activity

- The learner will move the Lockdown Drill sequence cards into the correct order. When they are done, they will tap “Check It” and the robot will respond.
 - ↳ **Sequential Order Response, Correct Sequence:** 1. Lockdown Drill Starts 2. Listen and Look at the Teacher 3. Walk to Area in the Classroom 4. Sit Quietly 5. Look at the Teacher 6. Lockdown Drill Ends

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator's tablet. If a student needs to take a break during the lesson, please utilize the "Dance Break" button at the bottom of the facilitator's tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the "Dance Break" feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Lockdown Drill Introduction: Robot/Virtual Avatar will say *"Hello, my name is Milo. I am happy to see you. Sometimes, a school will have safety drills. A drill is an important practice to keep us safe. One safety drill is a Lockdown Drill. Drills have different parts, or steps. When I know and follow the steps in a drill, then I can stay calm. Let's learn about the steps in a Lockdown Drill."*
- Slide 2, Lockdown Drill Procedure Video: Robot/Virtual Avatar will say *"Tap on Lockdown Drill to watch a video of this kind of safety drill."* If needed, please prompt the student to tap on Lockdown Drill. The learner will watch the short video.
- Slide 3, Lockdown Drill Step 1: Robot/Virtual Avatar will say *"Lockdown Drills have different parts, or steps. Step 1 in a Lockdown Drill is the Lockdown Drill starts. You will hear an announcement when it is time to start the drill. If you are not in the classroom, then go into the closest classroom to you. Tap on Step 1 to watch a video of this step in a Lockdown Drill."* If needed, please prompt the student tap on Step 1. The learner will watch the short video.
- Slide 4, Lockdown Drill Step 2: Robot/Virtual Avatar will say *"Lockdown Drills have different parts, or steps. Step 2 in a Lockdown Drill stop what you are doing. Listen and look at the teacher. Tap on Step 2 to watch a video of this step in a Lockdown Drill."* If needed, please prompt the student tap on Step 2. The learner will watch the short video.
- Slide 5, Lockdown Drill Step 3: Robot/Virtual Avatar will say *"Lockdown Drills have different parts, or steps. Step 3 in a Lockdown Drill is walk to the area in the classroom. Tap on Step 3 to watch a video of this step in a Lockdown Drill."* If needed, please prompt the student tap on Step 3. The learner will watch the short video.
- Slide 6, Lockdown Drill Step 4: Robot/Virtual Avatar will say *"Lockdown Drills have different parts, or steps. Step 4 in a Lockdown Drill is to sit quietly. Tap on Step 4 to watch a video of this step in a Lockdown Drill."* If needed, please prompt the student tap on Step 4. The learner will watch the short video.
- Slide 7, Lockdown Drill Step 5: Robot/Virtual Avatar will say *"Lockdown Drills have different parts, or steps. Step 5 in a Lockdown Drill is to look at the teacher. You will see the teacher locking the door to the classroom and closing the blinds on the windows. You might see the doorknob or handle shake if the principal is testing to see if it is locked. Tap on Step 5 to watch a video of this step in a Lockdown Drill."* If needed, please prompt the student tap on Step 5. The learner will watch the short video.

- Slide 8, Lockdown Drill Step 6: Robot/Virtual Avatar will say *“Lockdown Drills have different parts, or steps. Step 6 in a Lockdown Drill is the lockdown drill ends. You will hear an announcement, and you can continue with your day. Tap on Step 6 to watch a video of this step in a Lockdown Drill.”* If needed, please prompt the student tap on Step 6. The learner will watch the short video.
- Slide 9, Lockdown Drill Game Intro: Robot/Virtual Avatar will say *“We practiced the steps in a Lockdown Drill. It is time for a game. When the game starts, you will see cards with the Lockdown Drill steps on them. The cards will be in a random order. Drag and drop the cards so they are in the correct order. When you are done, tap the Check It button.”* Click the “Next Slide” button when the student is ready for the assessment activity.
- Slide 10, Assessment Activity: If needed, please prompt the students to tap and drag the steps to put them in order. Then, the student should tap the “Check It” button when ready.
- Slide 11, Lockdown Drill Wrap-Up: The Robot/Virtual Avatar will say *“Today we learned that a drill is an important practice to keep us safe. One safety drill is a Lockdown Drill. Drills have different parts, or steps. When I know and follow the steps in a drill then I can stay calm. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After completing the lesson, it is recommended to conduct a simulated drill to allow for immediate modeling and practice. Use the Lockdown Drill pictorial icons from the Safety Drill Reference Guide for visual prompting during this practice. With the student, review the Lockdown Drill steps using the pictorial icons. Next, give specific instructions or adjustments based on your school’s safety protocols, announcements, and Safe Spot location. Then, with the student, act-out a pretend Lockdown Drill procedure- including moving to the Safe Spot location and waiting briefly. If your student has other classrooms during the day, you can show them where each classroom’s Safe Spot is. This simulated drill can be repeated as often as needed for student proficiency, especially preceding a school-wide Lockdown Drill.

FACILITATOR NOTES

LESSON 3: INTRODUCTION TO SEVERE WEATHER DRILLS

OBJECTIVE

Learner will identify and understand the procedure steps to follow during a Severe Weather Drill.

LESSON OVERVIEW

Social Narrative

One type of safety drill at school is a shelter-in-place or severe weather drill. The purpose of this type of drill is to sit in a safe position and place. You will hear an announcement when it is time for this drill to start. A severe weather drill is one example of a safety drill. Today, we are learning about severe weather drills.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, “Safety Drill Module”
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers everything correctly the first time,** the student receives five points.
- **If the student answers everything correctly the second time,** the student receives four points.
- **If the student answers everything correctly the third time,** the student receives three points.
- **If the student does not answer everything correctly on the next attempt,** the student receives zero and the lesson progresses to the next part.

Assessment Activity

The learner will move the Severe Weather Drill sequence cards into the correct order. When they are done, they will tap “Check It” and the robot will respond.

- **Sequential Order Response, Correct Sequence:** 1. Severe Weather Drill Starts 2. Listen and Look at the Teacher 3. Walk to Place in School 4. Sit in Severe Weather Drill Pose 5. Rise and Return to Class 6. Severe Weather Drill Ends

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator's tablet. If a student needs to take a break during the lesson, please utilize the "Dance Break" button at the bottom of the facilitator's tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the "Dance Break" feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Severe Weather Drill Introduction: Robot/Virtual Avatar will say *"Hello, my name is Milo. I am happy to see you. Sometimes, a school will have safety drills. A drill is an important practice to keep us safe. One safety drill is a Severe Weather Drill. Drills have different parts, or steps. When I know and follow the steps in a drill, then I can stay calm. Let's learn about the steps in a Severe Weather Drill."*
- Slide 2, Severe Weather Drill Procedure Video: Robot/Virtual Avatar will say *"Tap on Severe Weather Drill to watch a video of this kind of safety drill."* If needed, please prompt the student to tap on Severe Weather Drill. The learner will watch the short video.
- Slide 3, Severe Weather Drill Step 1: Robot/Virtual Avatar will say *"Severe Weather Drills have different parts, or steps. Step 1 in a Severe Weather Drill is the Severe Weather Drill starts. You will hear an announcement. Tap on Step 1 to watch a video of this step in a Severe Weather Drill."* If needed, please prompt the student tap on Step 1. The learner will watch the short video.
- Slide 4, Severe Weather Drill Step 2: Robot/Virtual Avatar will say *"Severe Weather Drills have different parts, or steps. Step 2 in a Severe Weather Drill stop what you are doing. Listen and look at the teacher. Tap on Step 2 to watch a video of this step in a Severe Weather Drill."* If needed, please prompt the student tap on Step 2. The learner will watch the short video.
- Slide 5, Severe Weather Drill Step 3: Robot/Virtual Avatar will say *"Severe Weather Drills have different parts, or steps. Step 3 in a Severe Weather Drill is to walk with your class to a place in the school. Tap on Step 3 to watch a video of this step in a Severe Weather Drill."* If needed, please prompt the student tap on Step 3. The learner will watch the short video.
- Slide 6, Severe Weather Drill Step 4: Robot/Virtual Avatar will say *"Severe Weather Drills have different parts, or steps. Step 4 in a Severe Weather Drill is to sit on your knees and face the wall. Lean forward with your face down. Cover your head with both hands and spread out your fingers. Tap on Step 4 to watch a video of this step in a Severe Weather Drill."* If needed, please prompt the student tap on Step 4. The learner will watch the short video.
- Slide 7, Severe Weather Drill Step 5: Robot/Virtual Avatar will say *"Severe Weather Drills have different parts, or steps. Step 5 in a Severe Weather Drill is to rise and return to class. Tap on Step 5 to watch a video of this step in a Severe Weather Drill."* If needed, please prompt the student tap on Step 5. The learner will watch the short video.

- Slide 8, Severe Weather Drill Step 6: Robot/Virtual Avatar will say *“Severe Weather Drills have different parts, or steps. Step 6 in a Severe Weather Drill is the Severe Weather Drill ends. You will hear an announcement, and it is time to go back to the activity you were doing when the Severe Weather Drill first started. Tap on Step 6 to watch a video of this step in a Severe Weather Drill.”* If needed, please prompt the student tap on Step 6. The learner will watch the short video.
- Slide 9, Severe Weather Drill Game Intro: Robot/Virtual Avatar will say *“We practiced the steps in a Severe Weather Drill. It is time for a game. When the game starts, you will see cards with the Severe Weather Drill steps on them. The cards will be in a random order. Drag and drop the cards so they are in the correct order. When you are done, tap the Check It button.”* Click the “Next Slide” button when the student is ready for the assessment activity.
- Slide 10, Assessment Activity: If needed, please prompt the students to tap and drag the steps to put them in order. Then, the student should tap the “Check It” button when ready.
- Slide 11, Severe Weather Drill Wrap-Up: The Robot/Virtual Avatar will say *“Today we learned that a drill is an important practice to keep us safe. One safety drill is a Severe Weather Drill. Drills have different parts, or steps. When I know and follow the steps in a drill then I can stay calm. See you later.”*
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After completing the lesson, it is recommended to conduct a simulated drill to allow for immediate modeling and practice. Use the Severe Weather Drill pictorial icons from the Safety Drill Reference Guide for visual prompting during this practice. With the student, review the Severe Weather Drill steps using the pictorial icons. Next, give specific instructions or adjustments based on your school’s safety protocols, announcements, and Safe Spot location. This may include different steps and poses for different types of severe weather that are local to your region, like earthquakes, tornados, and hurricanes. You may also describe some “symptoms” of these severe weather storms, like power outage or shaking walls, and assure the student that our drill helps us feel calm and safe if we notice those things happening. Then, with the student, act-out a pretend Severe Weather Drill procedure—including moving to the Safe Spot location and waiting briefly in the Shelter In Place pose. For an earthquake drill, you can show them how to position themselves under a table or desk. These simulated drills can be repeated as often as needed for student proficiency, especially preceding a school-wide Severe Weather Drill.

FACILITATOR NOTES

LESSON 4: INTRODUCTION TO RELOCATION DRILLS

OBJECTIVE

Learner will identify and understand the procedure steps to follow during a Relocation Drill.

LESSON OVERVIEW

Social Narrative

One type of safety drill at school is a relocation or bomb threat drill. The purpose of this type of drill is to safely leave the building with your class and go to a different building. You and your class will stay at the other building until you are told to return to your classroom. You will hear an announcement when it is time for this drill to start. A relocation drill is one example of a safety drill. Today, we are learning about relocation drills.

Lesson Materials & Visuals

- Student Device, loaded with Student App
- Facilitator Device, loaded with Facilitator App
- Calm Down Anywhere Reference Guide
- Parent Newsletter, “Safety Drill Module”
- Optional: RoboKind Robot, paired with facilitator device

SCORING CRITERIA & ASSESSMENTS

- **If the student answers everything correctly the first time**, the student receives five points.
- **If the student answers everything correctly the second time**, the student receives four points.
- **If the student answers everything correctly the third time**, the student receives three points.
- **If the student does not answer everything correctly on the next attempt**, the student receives zero and the lesson progresses to the next part.

Assessment Activity

The learner will move the Relocation Drill sequence cards into the correct order. When they are done, they will tap “Check It” and the robot will respond.

- **Sequential Order Response, Correct Sequence:** 1. Relocation Drill Starts 2. Listen and Look at the Teacher 3. Walk in Line Through School 4. Walk in Line Outside 5. Sit Down 6. Rise and Return to Class 7. Relocation Drill Ends

SET-UP

Set up the learner in a workspace clear from distractions, with the student tablet and Robot/Virtual Avatar in front of them. When the student is ready, please begin the lesson with the facilitator tablet. The lesson guide below is also available on each slide on the facilitator's tablet. If a student needs to take a break during the lesson, please utilize the "Dance Break" button at the bottom of the facilitator's tablet. This will pause the lesson and activate a mid-lesson movement break. Please note- the "Dance Break" feature is not available during videos or assessment slides.

PROCEDURE

- Slide 1, Relocation Drill Introduction: Robot/Virtual Avatar will say *"Hello, my name is Milo. I am happy to see you. Sometimes, a school will have safety drills. A drill is an important practice to keep us safe. One safety drill is a Relocation Drill. Drills have different parts, or steps. When I know and follow the steps in a drill, then I can stay calm. Let's learn about the steps in a Relocation Drill."*
- Slide 2, Relocation Drill Procedure Video: Robot/Virtual Avatar will say *"Tap on Relocation Drill to watch a video of this kind of safety drill."* If needed, please prompt the student to tap on Relocation Drill. The learner will watch the short video.
- Slide 3, Relocation Drill Step 1: Robot/Virtual Avatar will say *"Relocation Drills have different parts, or steps. Step 1 in a Relocation Drill is the Relocation Drill starts. You will hear an announcement. Tap on Step 1 to watch a video of this step in a Relocation Drill."* If needed, please prompt the student tap on Step 1. The learner will watch the short video.
- Slide 4, Relocation Drill Step 2: Robot/Virtual Avatar will say *"Relocation Drills have different parts, or steps. Step 2 in a Relocation Drill stop what you are doing. Listen and look at the teacher. Tap on Step 2 to watch a video of this step in a Relocation Drill."* If needed, please prompt the student tap on Step 2. The learner will watch the short video.
- Slide 5, Relocation Drill Step 3: Robot/Virtual Avatar will say *"Relocation Drills have different parts, or steps. Step 3 in a Relocation Drill is to walk in a line through the school. Tap on Step 3 to watch a video of this step in a Relocation Drill."* If needed, please prompt the student tap on Step 3. The learner will watch the short video.
- Slide 6, Relocation Drill Step 4: Robot/Virtual Avatar will say *"Relocation Drills have different parts, or steps. Step 4 in a Relocation Drill is to walk in a line outside to a different building. Tap on Step 4 to watch a video of this step in a Relocation Drill."* If needed, please prompt the student tap on Step 4. The learner will watch the short video.
- Slide 7, Relocation Drill Step 5: Robot/Virtual Avatar will say *"Relocation Drills have different parts, or steps. Step 5 in a Relocation Drill is to sit down. Tap on Step 5 to watch a video of this step in a Relocation Drill."* If needed, please prompt the student tap on Step 5. The learner will watch the short video.
- Slide 8, Relocation Drill Step 6: Robot/Virtual Avatar will say *"Relocation Drills have different parts, or steps. Step 6 in a Relocation Drill is stand up, get in line, and walk back to class. Tap on Step 6 to watch a video of this step in a Relocation Drill."* If needed, please prompt the student tap on Step 6. The learner will watch the short video.

- Slide 9, Relocation Drill Step 7: Robot/Virtual Avatar will say “Relocation Drills have different parts, or steps. Step 7 in a Relocation Drill is the Relocation Drill ends. You will hear an announcement, and it is time to go back to the activity you were doing when the Relocation Drill first started. Tap on Step 7 to watch a video of this step in a Relocation Drill.” If needed, please prompt the student tap on Step 7. The learner will watch the short video.
- Slide 10, Relocation Drill Game Intro: Robot/Virtual Avatar will say “We practiced the steps in a Relocation Drill. It is time for a game. When the game starts, you will see cards with the Relocation Drill steps on them. The cards will be in a random order. Drag and drop the cards so they are in the correct order. When you are done, tap the Check It button.” Click the “Next Slide” button when the student is ready for the assessment activity.
- Slide 11, Assessment Activity: If needed, please prompt the students to tap and drag the steps to put them in order. Then, the student should tap the “Check It” button when ready.
- Slide 12, Relocation Drill Wrap-Up: The Robot/Virtual Avatar will say “Today we learned that a drill is an important practice to keep us safe. One safety drill is a Relocation Drill. Drills have different parts, or steps. When I know and follow the steps in a drill then I can stay calm. See you later.”
- Teacher Survey: Please use the prompts on the screen to rate your learner’s progress, engagement, their feeling after the lesson, and any notes you have on your student or on the lesson. Your feedback is important to us, and we can use your response to improve our learning experiences in the future.

NATURALISTIC PRACTICE

After completing the lesson, it is recommended to conduct a simulated drill to allow for immediate modeling and practice. Use the Relocation Drill pictorial icons from the Safety Drill Reference Guide for visual prompting during this practice. With the student, review the Relocation Drill steps using the pictorial icons. Next, give specific instructions or adjustments based on your school’s safety protocols, announcements, and Safe Spot location in another building or outside. Then, with the student, act-out a pretend Relocation Drill procedure- including moving through the school and waiting briefly in a seated position outside of the school, like the playground or a sidewalk on the school’s campus. If the Relocation Drill Safe Spot is in another building, have the student point with you towards where the relocation building is located, but do not walk all the way there. Then, return to the classroom. These simulated drills can be repeated as often as needed for student proficiency, especially preceding a school-wide Relocation Drill.

FACILITATOR NOTES

SAFETY DRILLS – STRUCTURED PRACTICE

In response to the request from partners, we have developed six structured practice activities for use after completing the Safety Drills lessons. Developed by teachers, these activities are designed specifically with learners in mind and align with our Evidence-Based Practices and Information Technology, Visual, Auditory, Kinesthetic, Tactile (I-VAKT) Learning Principles. Our goal is for these activities to provide students with ongoing practice throughout the year or to refresh their memory before a Safety Drill is conducted at school.

Activities Included

- **“The Safety Sequence Showdown” Card Game:** This card game is designed to reinforce the sequence of actions students are expected to follow during various safety drills. It encourages students to recall and sequence procedure steps in a fun and engaging way.
- **Safety Drill Puppet Show:** This activity involves students creating and performing a puppet show that illustrates the steps and importance of various safety drills. It fosters creativity and helps students internalize safety procedures through storytelling and role-play.
- **Safety Drill Awareness Art Project:** In this art project, students create posters or visual displays highlighting key aspects of safety drills. This activity combines artistic expression with important safety messages that can be displayed throughout the school. This helps students remember the procedures while also providing a leadership opportunity to bring awareness to their peers.
- **Safety Drill Social Stories:** These four social stories provide detailed narratives about what to expect and how to behave during different safety drill situations. They are an excellent tool to include in a Calm Down space, and they can be revisited before or after a safety drill is conducted at school to provide procedure, behavior, and expectation recall.
- **Safety Drill Game Show:** This interactive game show format challenges students to answer questions and demonstrate their knowledge of safety drill procedures. This game can be played with an individual student or as a group activity, and offers student practice in turn-taking, friendly competition, and active participation when prompted.
- **Safety Drill Treasure Hunt:** In this activity, students participate in a treasure hunt for Safety Drill procedure steps around the classroom. Clues are hidden around the room and can be added to their Safety Drill Treasure Map in the correct order. This activity can be done individually or with a group of students, providing a fun opportunity to move and work together while learning.

These activities are designed to be easy to print, prepare, and use. They can be implemented for individual students or group activities, providing multiple ways for learners to practice and prepare for Safety Drills at school. By incorporating these activities throughout the year, educators can offer continuous support for students in preparing for Safety Drills and managing their expectations and emotions during these experiences.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

ACTIVITY 1: “THE SAFETY SEQUENCE SHOWDOWN” CARD GAME

Explanation

The players will play a card game to reinforce the steps of various safety drills, promoting familiarity and preparedness for emergencies.

Materials

- Safety Drill Boards (Fire Drill, Lockdown Drill, Severe Weather Drill, Relocation Drill)
- Pre-cut Step Cards (2 sets for each drill)
- At least two players

Set-Up

- Select a Drill Board Card (e.g., Fire Drill), ensuring both players have the same one.
- Shuffle the corresponding step cards for the chosen drill.

Gameplay

- Place the Step Cards face down in the center of the playing area.
- Each player places their chosen drill board in front of them.
- Player 1 draws a card from the deck and matches it with the correct step on their drill board. If the drawn card matches one already on their board, it's returned to the bottom of the deck.
- Repeat the process with Player 2.
- Continue taking turns until one player has collected all steps for their drill board in the correct order. The first player to collect all steps for their chosen drill board, arranging them correctly, wins the game.

Optional Extension

- The game can be played with any of the four available drill cards, offering variety and versatility in gameplay.
- Adjust the difficulty level by adding a time limit for each turn or by requiring players to explain each step they place on their board.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

Safety Drill Showdown: Fire Drill

1	2	3	4	5	6	7
---	---	---	---	---	---	---



© RoboKind 2024 | RoboKind.com


Safety Drill Showdown: Fire Drill


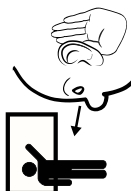


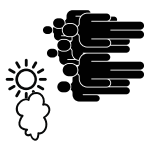


1	2	3	4	5	6	7
---	---	---	---	---	---	---


© RoboKind 2024 | RoboKind.com


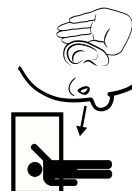


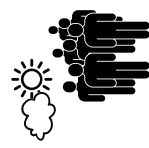


THIS PAGE WAS INTENTIONALLY LEFT BLANK

Safety Drill Showdown: Fire Drill

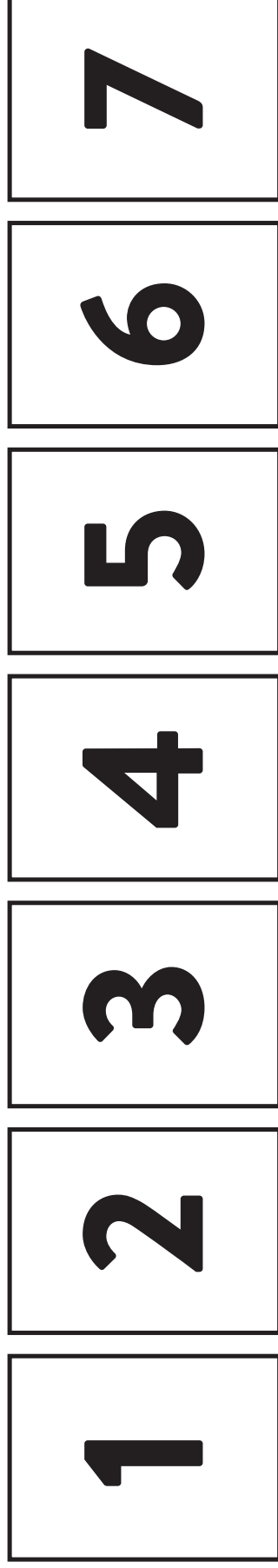


 Fire Drill Starts	 Listen and Look at the Teacher	 Stand In Line	 Walk In Line	 Stand with Group Outside	 Walk In Line	 Fire Drill Ends
--	---	--	--	---	---	--



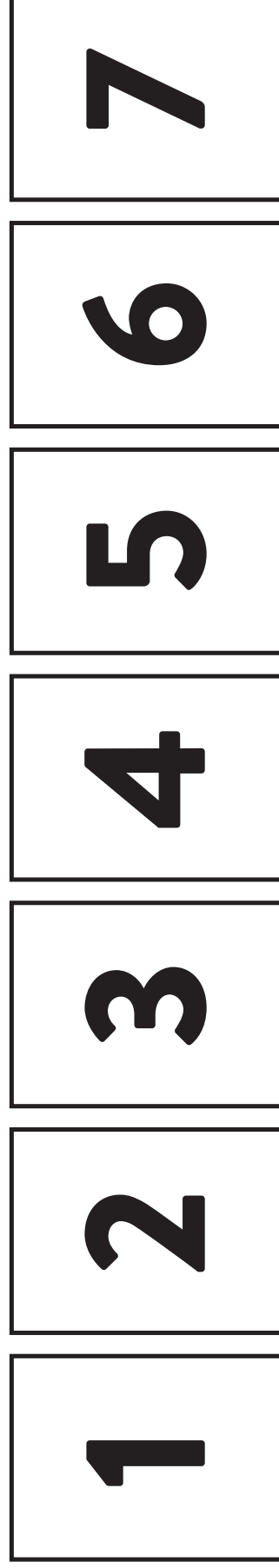
 Fire Drill Starts	 Listen and Look at the Teacher	 Stand In Line	 Walk In Line	 Stand with Group Outside	 Walk In Line	 Fire Drill Ends
---	--	---	--	--	---	---

Safety Drill Showdown: Lockdown Drill



© RoboKind 2024 | RoboKind.com


Safety Drill Showdown: Lockdown Drill


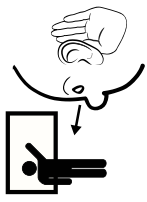


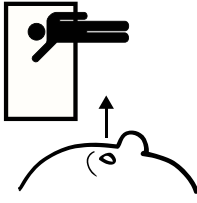




© RoboKind 2024 | RoboKind.com


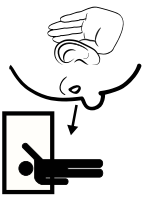
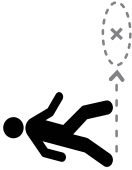
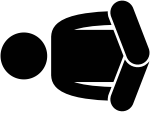
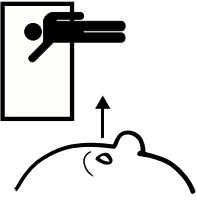

THIS PAGE WAS INTENTIONALLY LEFT BLANK

Safety Drill Showdown: Lockdown Drill



 Lockdown Drill Starts	 Listen and Look at the Teacher	 Walk to Area in the Classroom	 Sit Quietly	 Look at Teacher	 Lockdown Drill Ends
---	--	---	--	--	---



 Lockdown Drill Starts	 Listen and Look at the Teacher	 Walk to Area in the Classroom	 Sit Quietly	 Look at Teacher	 Lockdown Drill Ends
--	---	--	---	---	--

The diagram illustrates a sequence of activities across 12 parallel rows. Each row follows a repeating pattern of three activities: Safety Sequence Showdown, Lockdown Drill, and RoboKind. The activities are represented by icons: a robot head for 'Safety Sequence Showdown', a drill for 'Lockdown Drill', and a robot head for 'RoboKind'. The sequence of activities in each row is: Safety Sequence Showdown, Lockdown Drill, RoboKind, Safety Sequence Showdown, Lockdown Drill, RoboKind, and so on. The final activity in each row is RoboKind, which is accompanied by a RoboKind icon.

Safety Drill Showdown: Severe Weather Drill

1	2	3	4	5	6	7
---	---	---	---	---	---	---










Safety Drill Showdown: Severe Weather Drill


1	2	3	4	5	6	7
---	---	---	---	---	---	---


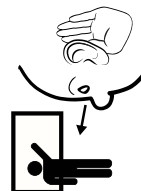




THIS PAGE WAS INTENTIONALLY LEFT BLANK

Safety Drill Showdown: Severe Weather Drill



 Severe Weather Drill Starts	 Listen and Look at the Teacher	 Walk to Place in School	 Sit in Severe Weather Drill Pose	 Rise and Return to Class	 Severe Weather Drill Ends
---	--	---	--	--	---



 Severe Weather Drill Starts	 Listen and Look at the Teacher	 Walk to Place in School	 Sit in Severe Weather Drill Pose	 Rise and Return to Class	 Severe Weather Drill Ends
--	---	--	--	---	--

[illegible]

Safety Drill Showdown: Relocation Drill

1	2	3	4	5	6	7
---	---	---	---	---	---	---



© RoboKind 2024 | RoboKind.com


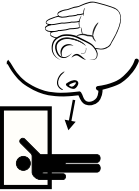
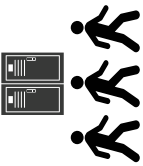






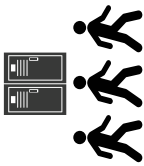




Safety Drill Showdown: Relocation Drill

1	2	3	4	5	6	7
---	---	---	---	---	---	---

© RoboKind 2024 | RoboKind.com

THIS PAGE WAS INTENTIONALLY LEFT BLANK

Safety Drill Showdown: Relocation Drill

 Relocation Drill Starts	 Listen and Look at the Teacher	 Walk in a Line Through School	 Walk in a Line Outside	 Sit Quietly	 Rise and Return to Class	 Relocation Drill Ends
 Relocation Drill Starts	 Listen and Look at the Teacher	 Walk in a Line Through School	 Walk in a Line Outside	 Sit Quietly	 Rise and Return to Class	 Relocation Drill Ends

ACTIVITY 2: SAFETY DRILL PUPPET SHOW

Explanation

Engage students in an interactive activity where they create RoboKind Robot puppets to act out safety drill scenarios, promoting understanding and reinforcement of proper safety procedures.

Materials

- Printable RoboKind Robot puppet sheet
- Popsicle sticks
- Art supplies (markers, crayons, scissors, glue)
- RK iPad device (optional, for filming)

Introduction to Student

Begin by discussing the importance of safety drills in schools and other environments. Explain that today, students will be creating puppet shows to demonstrate proper procedures for various safety drills.

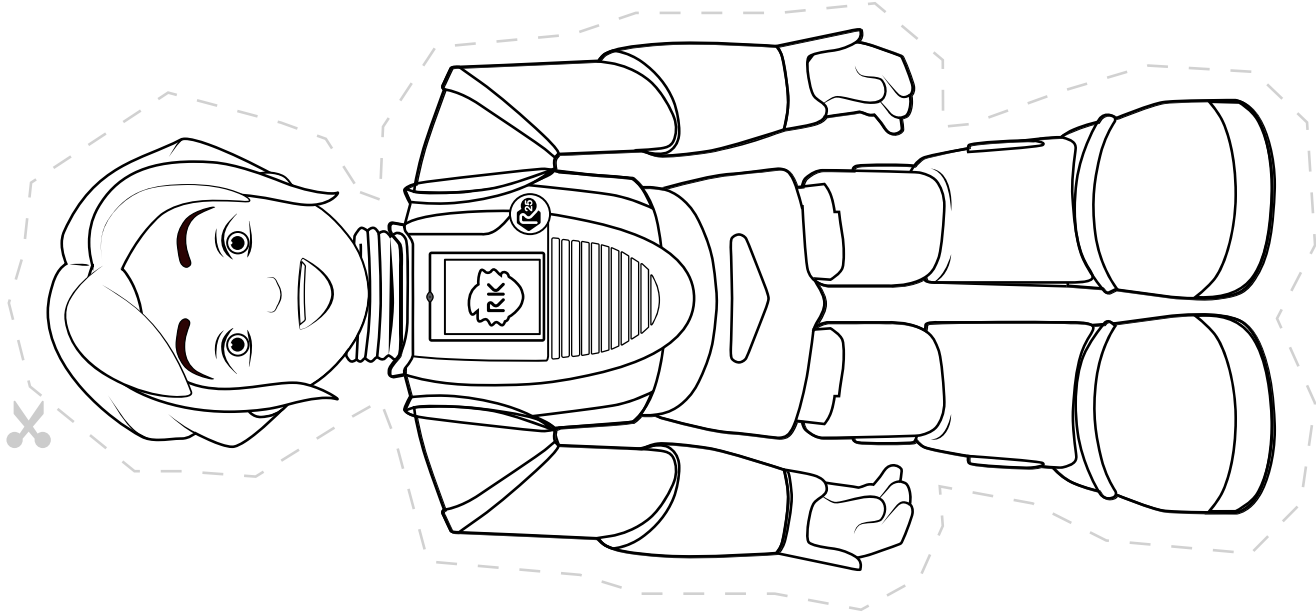
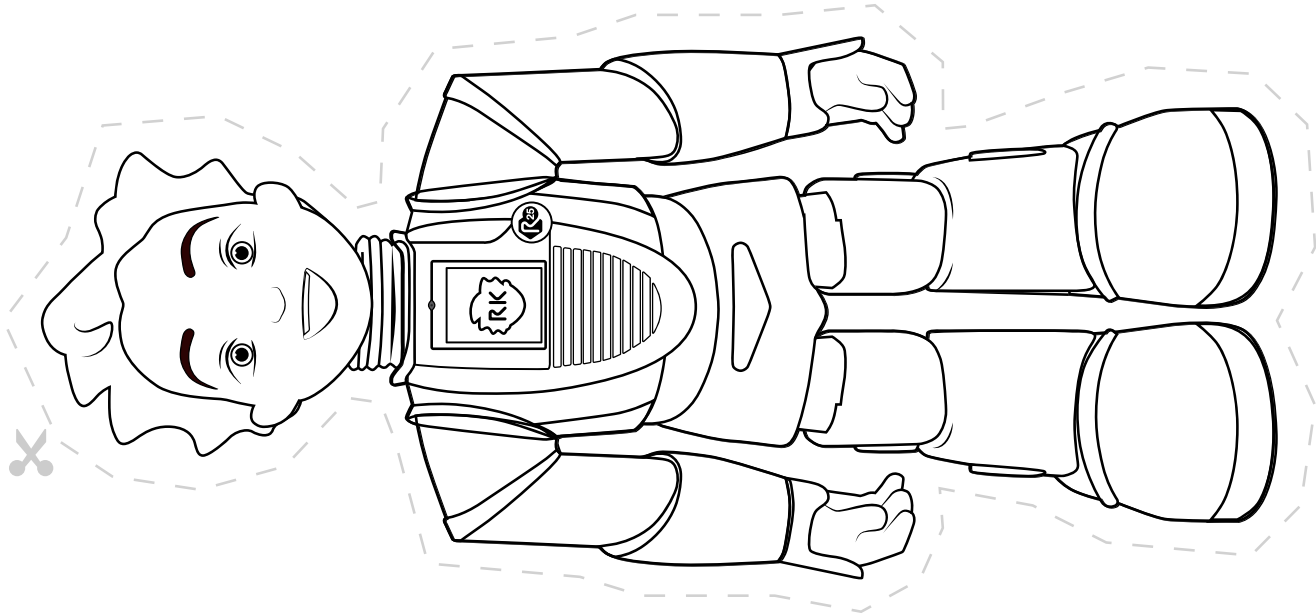
Activity

- Distribute the printable RoboKind Robot puppet worksheets and art supplies to the student.
- Instruct the student to color and cut out their RoboKind Robot puppets.
- Have students glue the puppets onto popsicle sticks to create puppet handles.
- Encourage students to brainstorm and practice a short puppet show demonstrating the proper procedures for one type of safety drill (Fire Drill, Lockdown Drill, Severe Weather Drill, or Relocation Drill).
- Once ready, invite student to perform their puppet show for the “audience” (the facilitator).
- As the “audience”, encourage critical thinking from the student by asking questions about the procedures demonstrated in the puppet show after the performance is finished.

Optional Extension

To capture interest and extend the activity, suggest filming the puppet shows using the RK iPad device. If appropriate, the student can edit and enhance their puppet show videos by adding titles, music, or sound effects.

THIS PAGE WAS INTENTIONALLY LEFT BLANK



THIS PAGE WAS INTENTIONALLY LEFT BLANK

ACTIVITY 3: SAFETY DRILL AWARENESS ART PROJECT

Explanation

Engage students in an art project aimed at promoting schoolwide awareness of safety drill procedures by creating visual representations in the form of posters or drawings.

Materials

- Art supplies (paper, markers, crayons, colored pencils, etc.)
- Safety Drill Awareness Art Project printables with safety drill procedures
- Hooks or tape for hanging posters

Introduction to Student


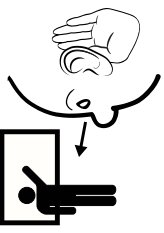
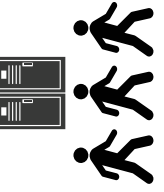
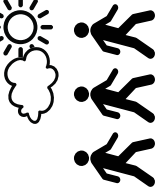
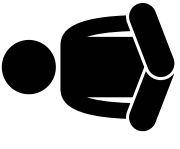



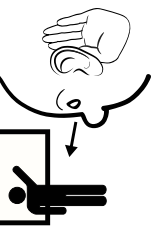


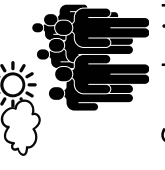



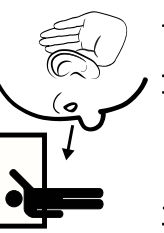



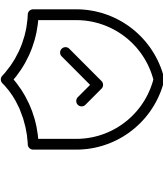

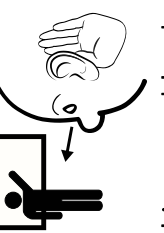


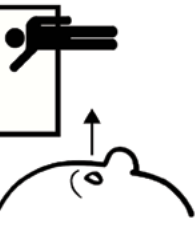
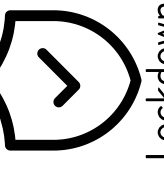
Start the lesson by discussing the importance of safety drills in school and other settings. Emphasize the role of preparedness and awareness in ensuring the safety of everyone in the school community.

Activity

- Introduce which safety drill to focus on for the art project (Fire Drill, Lockdown Drill, Severe Weather Drill, Relocation Drill)
- Encourage students to brainstorm ideas for their artwork by discussing different safety drill procedures they are familiar with and reviewing the picture icons and sequence board in the printable materials.
- Distribute art supplies to students and allow them to begin creating their artwork depicting the safety drill procedure.
- Encourage creativity and attention to detail in their decorations and design.
- Remind students to focus on the sequential order of the drill procedure and to include details that are specific to your school's safety drill procedures.
- When finished, encourage students to explain the sequence of safety drill procedures depicted in their artwork.
- Hang the completed artwork in the classroom or around the school in prominent areas where other students will see them.
- Discuss with students how their posters serve as visual reminders of safety drill procedures and help promote safety awareness throughout the school.

THIS PAGE WAS INTENTIONALLY LEFT BLANK



STEP 1  Relocation Drill Starts	STEP 2  Listen and Look at the Teacher	STEP 3  Walk in a Line Through School	STEP 4  Walk in a Line Outside	STEP 5  Sit Quietly	STEP 6  Rise and Return to Class	STEP 7  Relocation Drill Ends
STEP 1  Fire Drill Starts	STEP 2  Listen and Look at the Teacher	STEP 3  Stand In Line	STEP 4  Walk In Line	STEP 5  Stand with Group Outside	STEP 6  Walk In Line	STEP 7  Fire Drill Ends
STEP 1  Severe Weather Drill Starts	STEP 2  Listen and Look at the Teacher	STEP 3  Walk to Place in School	STEP 4  Sit in Severe Weather Drill Pose	STEP 5  Rise and Return to Class	STEP 6  Severe Weather Drill Ends	
STEP 1  Lockdown Drill Starts	STEP 2  Listen and Look at the Teacher	STEP 3  Walk to Area in the Classroom	STEP 4  Sit Quietly	STEP 5  Look at Teacher	STEP 6  Lockdown Drill Ends	

THIS PAGE WAS INTENTIONALLY LEFT BLANK

ACTIVITY 4: SAFETY DRILL SOCIAL STORIES

Explanation

The student will read and utilize the various “Safety Drill” Social Stories to help solidify knowledge and preparedness for various safety drill procedures. This tool will provide guidance and support for students to regularly review the Safety Drill Procedures and can be kept in a Calm Down space or somewhere accessible in their classroom.

Materials

- Printed copies of each “Safety Drill” Social Story, stapled or bound into a book
- Storage area in Calm Down space or classroom
- Optional: Crayons or colored pencils for personalization

Introduction to Student

Begin by explaining to the student the purpose of a social story as a tool to help us understand and navigate social situations, including identifying and remembering our Safety Drill Procedures.

Activity

- Distribute the printed and bound copy of the “Safety Drill” Social Story to the student.
- Read through the social story together.
 - ↳ Have the student practice identifying the safety drill procedure steps described in the social story.
 - ↳ Discuss the various sensory-input details depicted in the stories, including alarms, flashing lights, crowds of people, etc.
- Optional: Encourage the student to personalize their social story by adding illustrations or coloring the pages if desired. This can provide students with a sense of ownership in using the Social Story to practice and remember their Safety Drill procedures

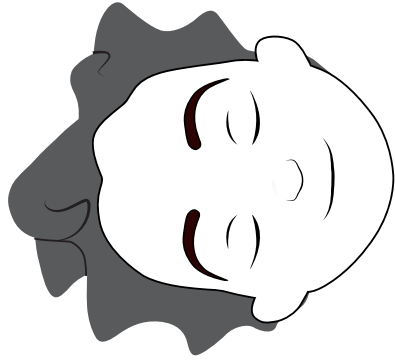
In Practice

Encourage students to read the Social Story before or after a Safety Drill is scheduled at school.

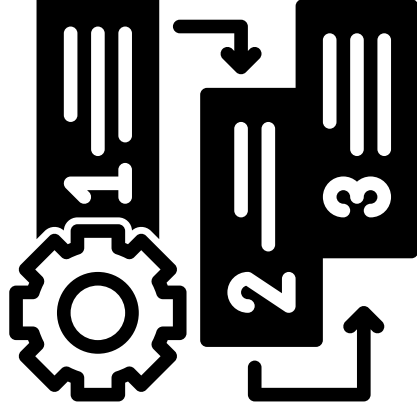
THIS PAGE WAS INTENTIONALLY LEFT BLANK



Sometimes at school,
we have a Fire Drill.

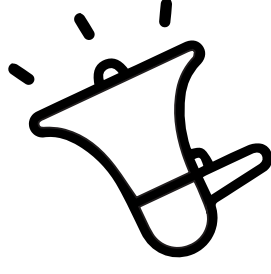


I can practice the steps of a Fire Drill.
I can be calm and safe.



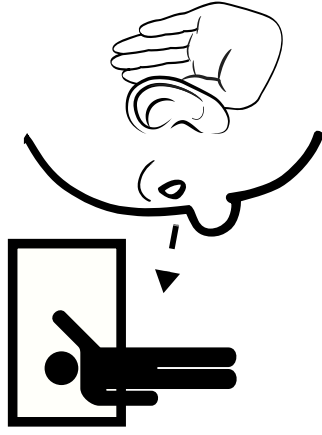
A Fire Drill is when we practice what to
do if there is a fire emergency at school.

STEP 1



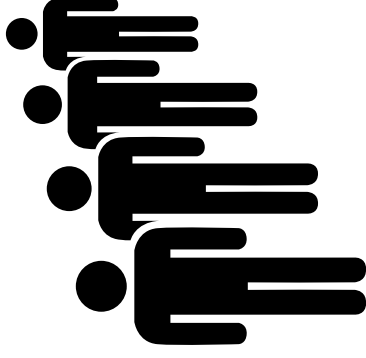
Step 1 is the Fire Drill Starts.
The alarm will make a loud noise.

STEP 2



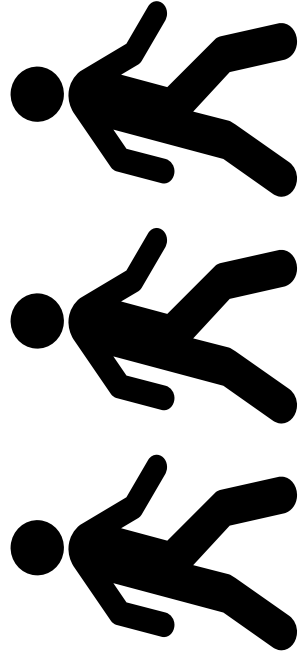
Step 2 is to stop what I am doing.
I listen and look at the teacher.

STEP 3



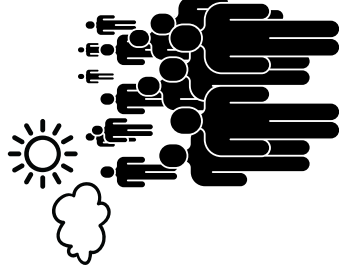
Step 3 is to stand in a line
with my class.

STEP 4



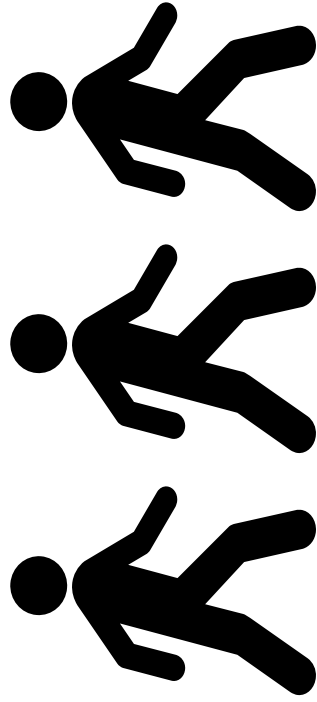
Step 4 is to walk outside to the Fire Drill
Safe Spot. I will walk in line with my class.

STEP 5



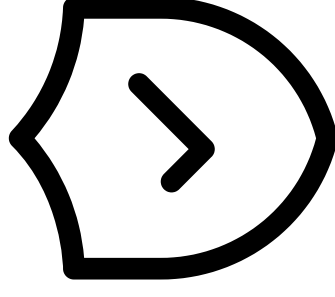
Step 5 is to stand outside with my class.
I can wait. I can be quiet and calm.

STEP 6

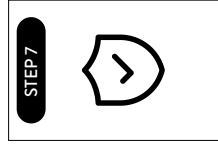
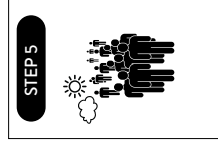
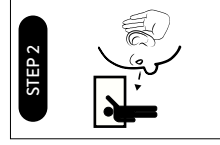
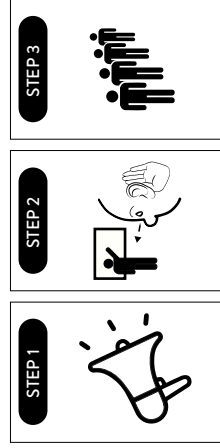


Step 6 is to walk back inside with my class.
My teacher will tell me when it is time.

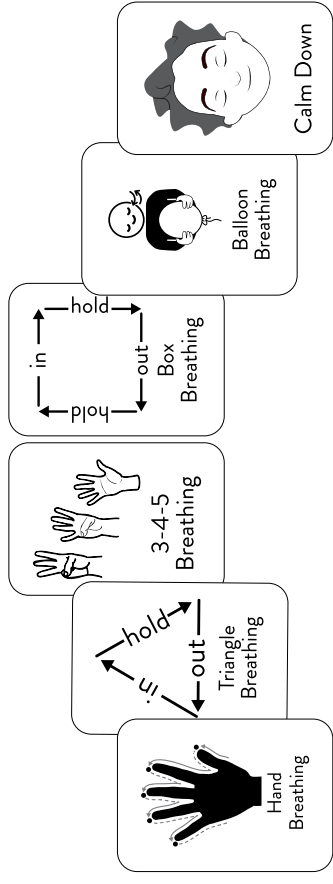
STEP 7



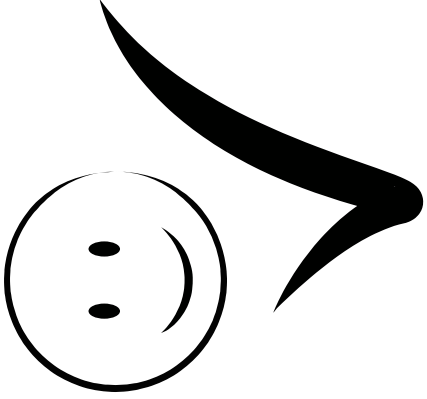
Step 7 is the Fire Drill ends.
I can go back to learning.



These are the steps in a Fire Drill.
I learn them so I can be calm and safe.

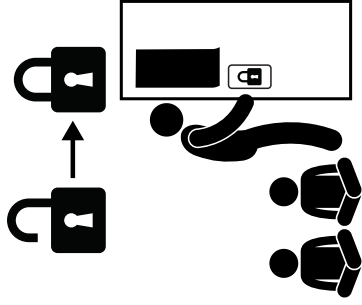


If the safety drill makes me upset, I can
use my Calm Down Anywhere Tools to
calm down, anytime and anywhere.



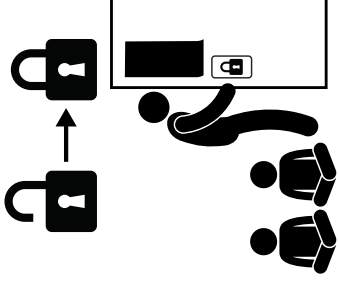
I can practice the steps of a Fire Drill.

I can be calm and safe.

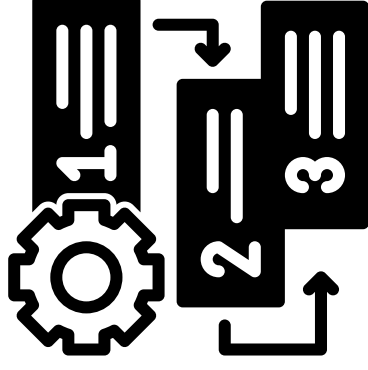


Sometimes at school,
we have a Lockdown Drill.

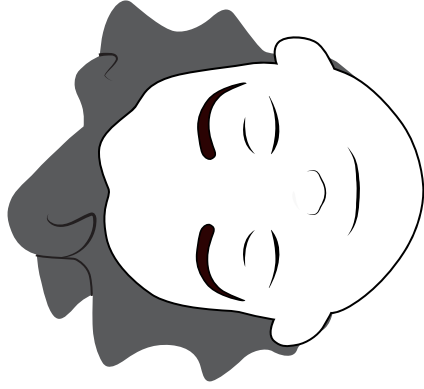
I Can Be Calm and Safe



Lockdown Drill



A Lockdown Drill is when we practice
what to do if we need to lock the school.



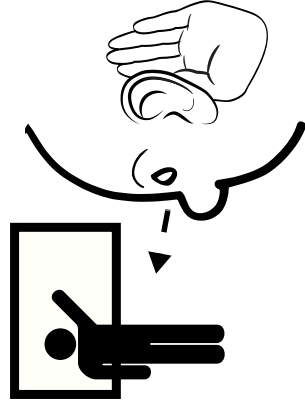
I can practice the steps of a Lockdown Drill. I can be calm and safe.

STEP 1



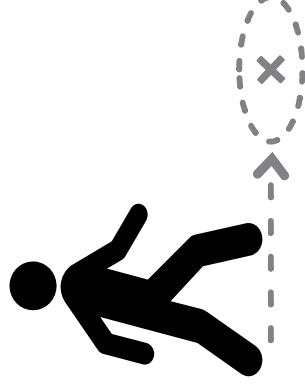
Step 1 is the Lockdown Drill Starts.
I will hear an intercom announcement.

STEP 2



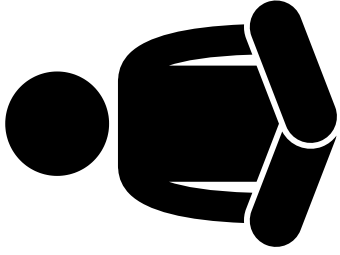
Step 2 is to stop what I am doing.
I listen and look at the teachers.

STEP 3



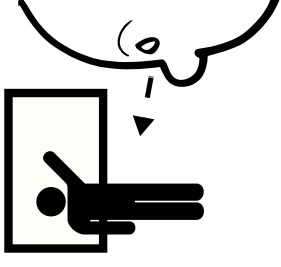
Step 3 is to walk to the
Lockdown Safe Spot in my classroom.

STEP 4



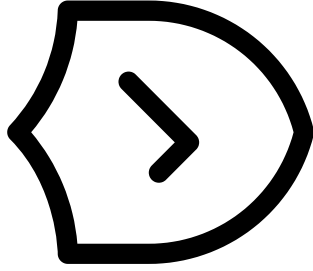
Step 4 is to sit quietly. I can wait.
I can be quiet and calm.

STEP 5



Step 5 is to look at my teacher.
They will lock the door and cover the
windows. They will wait with me.

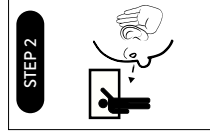
STEP 6



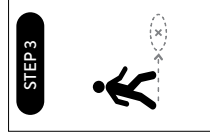
Step 6 is the Lockdown Drill ends.
I will hear an intercom announcement.



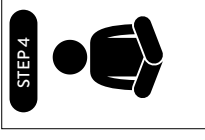
STEP 1



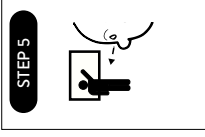
STEP 2



STEP 3



STEP 4

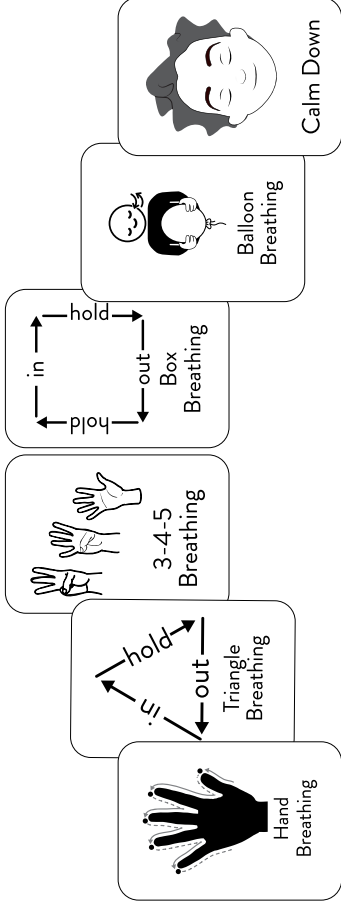


STEP 5

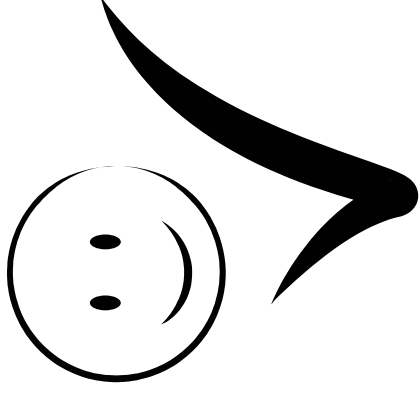


STEP 6

These are the steps in a Lockdown Drill.
I learn them so I can be calm and safe.



If the safety drill makes me upset, I can use my Calm Down Anywhere Tools to calm down, anytime and anywhere.



I can practice the steps of a Lockdown Drill. I can be calm and safe.

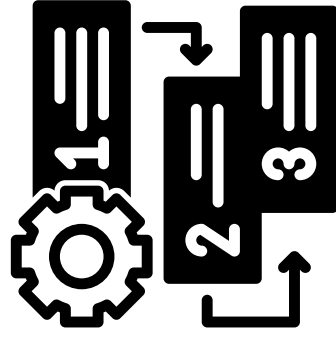
I Can Be Calm and Safe



Severe Weather Drill



Sometimes at school,
we have a Severe Weather Drill.



A Severe Weather Drill is when we practice what to do if there is dangerous weather outside.



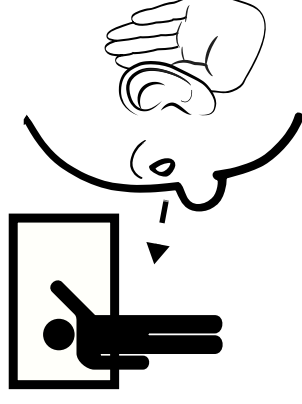
I can practice the steps of a Severe Weather Drill. I can be calm and safe.

STEP 1



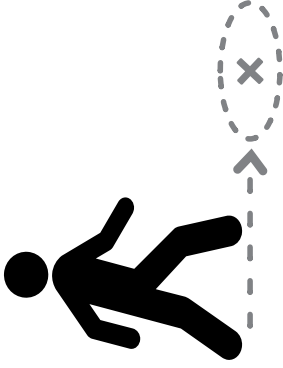
Step 1 is the Severe Weather Drill Starts.
I will hear an intercom announcement.

STEP 2



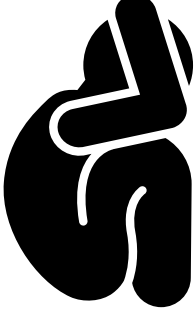
Step 2 is to stop what I am doing.
I listen and look at the teacher.

STEP 3



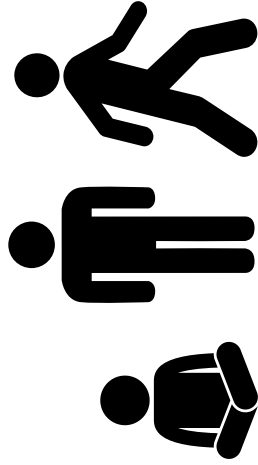
Step 3 is to walk to the Severe Weather Safe Spot in the school. It might be in another room. It might be under my desk.

STEP 4



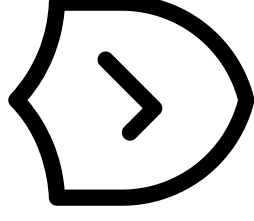
Step 4 is to sit in the Severe Weather Drill Pose. I kneel down and face a wall. My head on the floor and my hands cover my neck.

STEP 5

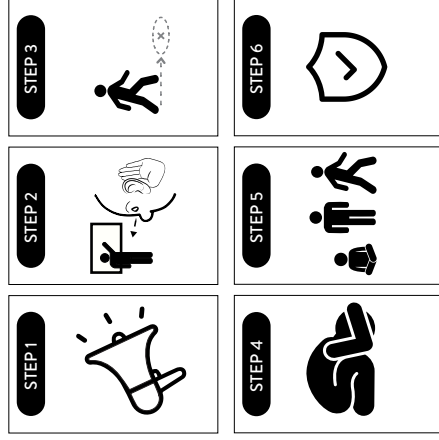


Step 5 is rise and return to class. A teacher will let me know when it is time.

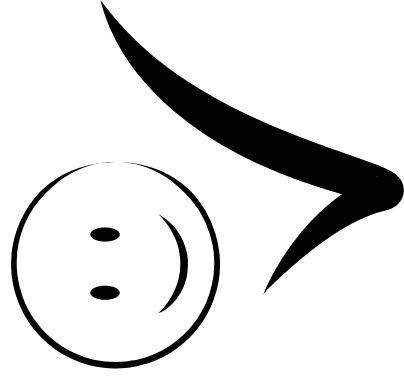
STEP 6



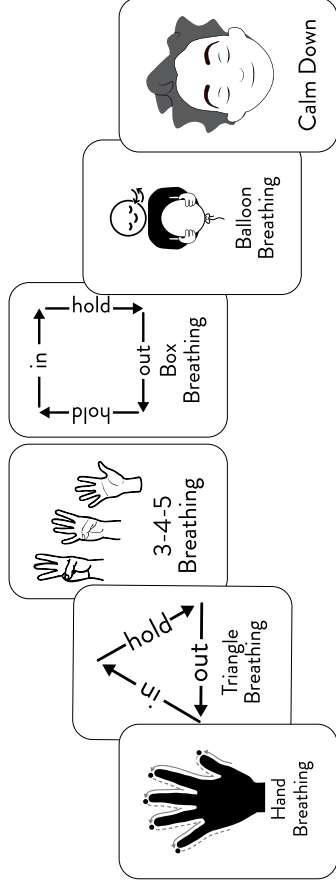
Step 6 is the Severe Weather Drill ends. I will hear an intercom announcement. I can go back to learning.



These are the steps in a Severe Weather Drill. I learn them so I can be calm and safe.

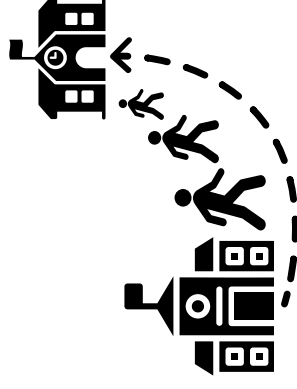


I can practice the steps of a Severe Weather Drill. I can be calm and safe.

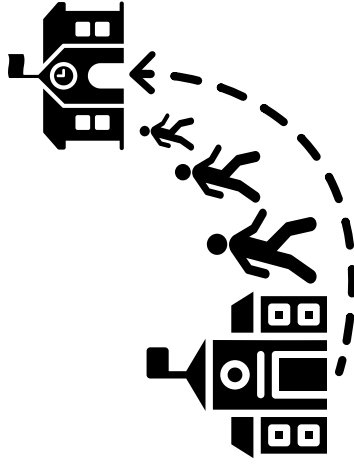


If the safety drill makes me upset, I can use my Calm Down Anywhere Tools to calm down, anytime and anywhere.

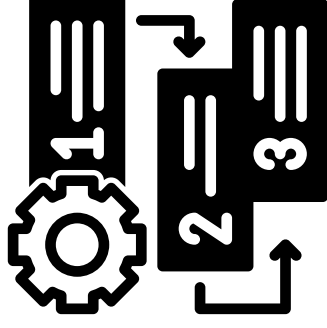
I Can Be Calm and Safe



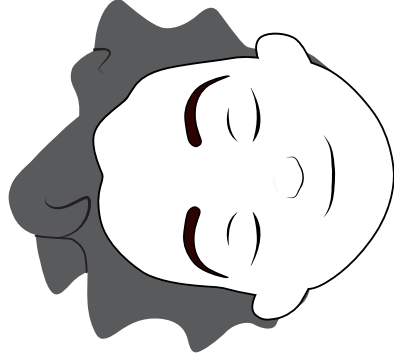
Relocation Drill



Sometimes at school, we have a
Relocation Drill.



A Relocation Drill is when we practice
what to do if we need to leave the school.



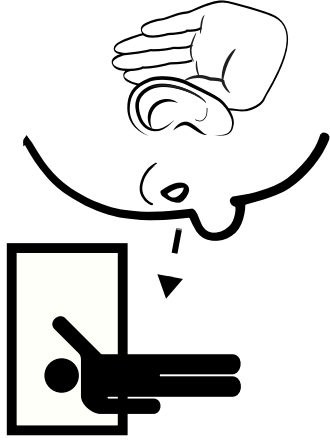
I can practice the steps of a Relocation
Drill. I can be calm and safe.

STEP 1



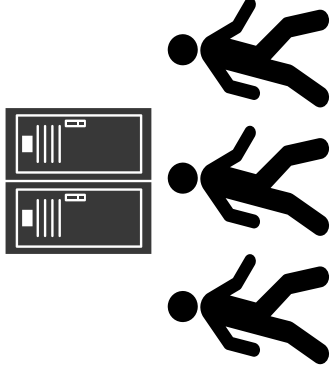
Step 1 is the Relocation Drill Starts.
I will hear an intercom announcement.

STEP 2



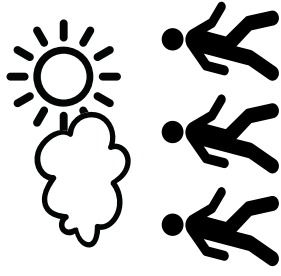
Step 2 is to stop what I am doing.
I listen and look at the teacher.

STEP 3



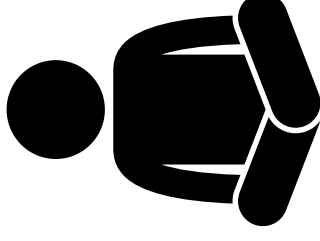
Step 3 is to walk in a line through the
school with my class.

STEP 4



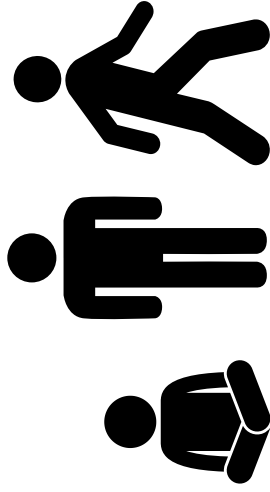
Step 4 is to walk in a line outside to the
Relocation Safe Spot. I will walk with my class.

STEP 5



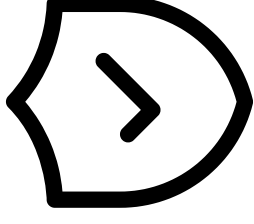
Step 5 is to sit quietly with my class.
I can wait. I can be quiet and calm.

STEP 6

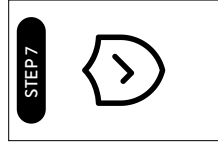
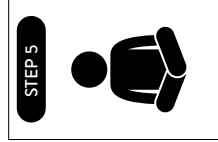
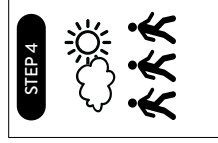
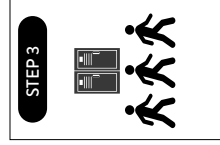
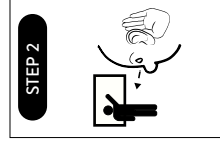
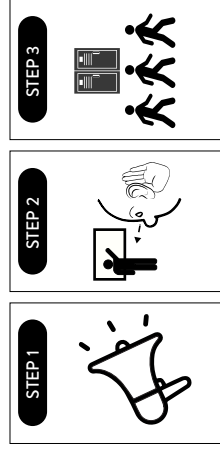


Step 6 is to rise and walk back to my school.
A teacher will tell me when it is time.

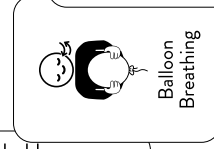
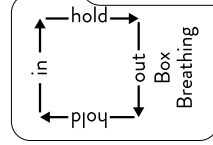
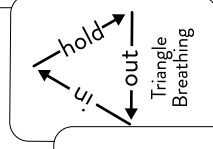
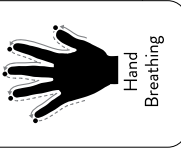
STEP 7



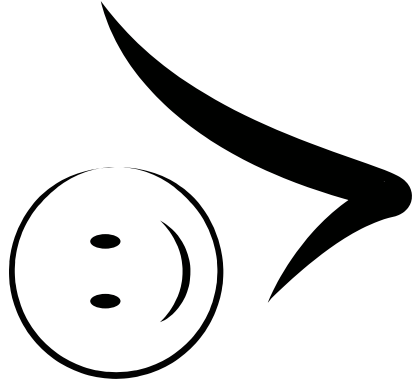
Step 7 is the Lockdown Drill ends.
I might hear an intercom announcement.
I can go back to learning.



These are the steps in a Relocation Drill.
I learn them so I can be calm and safe.



If the safety drill makes me upset, I can
use my Calm Down Anywhere Tools to
calm down, anytime and anywhere.



I can practice the steps of a Relocation

Drill. I can be calm and safe.

ACTIVITY 5: SAFETY DRILL GAME SHOW

Explanation

Engage a group of students in a dynamic and interactive game-show activity to reinforce their understanding of safety drill procedures and promote preparedness for emergency situations.

Materials

- Safety Drill Game Show printable
- Four sets of sticky notes, each set with 1, 2, 3, and 4 written on them. These will be placed over the category questions and represent the number of points the question is worth. There should be 16 sticky notes altogether.
- Whiteboard or chart paper, for keeping score
- To be played with a group, as individuals or teams (at least 2 students)

Introduction to Student

Begin the lesson by discussing the importance of safety drills in schools and other settings. Emphasize the role of preparedness and knowing what to do in case of an emergency. Review the four types of Safety Drills that will be discussed in the quiz show: Fire Drill, Lockdown Drill, Severe Weather Drill, Relocation Drill.

Activity

- Explain the rules of the game: they will take turns choosing and answering questions from different Drill Categories. Each question will be worth 1-4 points.
- Explain that if a student/team can answer the question correctly, they will get the point. If they don't answer correctly, another student/team will get a chance to answer the question.
- Begin playing the game, with the facilitator acting as the "Game Show Host" and the scorekeeper. Keep track of each team's progress on the whiteboard or chart paper.
- The student/team with the most points after all questions are asked are the winners.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

SAFETY DRILL GAME SHOW

FIRE DRILL	LOCKDOWN DRILL	SEVERE WEATHER DRILL	RELOCATION DRILL
How do you know when a Fire Drill starts?	How do you know when a Lockdown Drill starts?	How do you know when a Severe Weather Drill starts?	How do you know when a Relocation Drill starts?
What should you do when you hear the alarm during a Fire Drill?	What will you see your teacher do after the Lockdown Drill starts?	Show me the position you sit in during a Severe Weather Drill.	Where do we walk to during a Relocation Drill?
After standing in line for a Fire Drill, where do you walk next?	What do we do in the Classroom Safe Spot during a Lockdown Drill?	Where do we walk to during a Severe Weather Drill?	How do we wait during a Relocation Drill?
How will you know when the Fire Drill is over?	Where is our Classroom Safe Spot?	How do you know the Severe Weather Drill is over?	How do we know the Relocation Drill is over?

THIS PAGE WAS INTENTIONALLY LEFT BLANK

ACTIVITY 6: SAFETY DRILL TREASURE HUNT

Explanation

Engage students in a fun and interactive scavenger hunt activity to reinforce their understanding of a specific safety drill procedure and their significance in emergency situations. This activity can be repeated for each of the Safety Drills covered in this module on separate occasions- Treasure Cards and Treasure Maps are provided for each Safety Drill.

Materials

- Safety Drill Treasure Hunt Sequence Cards, cut and hidden around the classroom
- Safety Drill Treasure Hunt Map sequence board printable

Introduction to Student

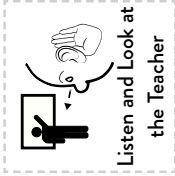
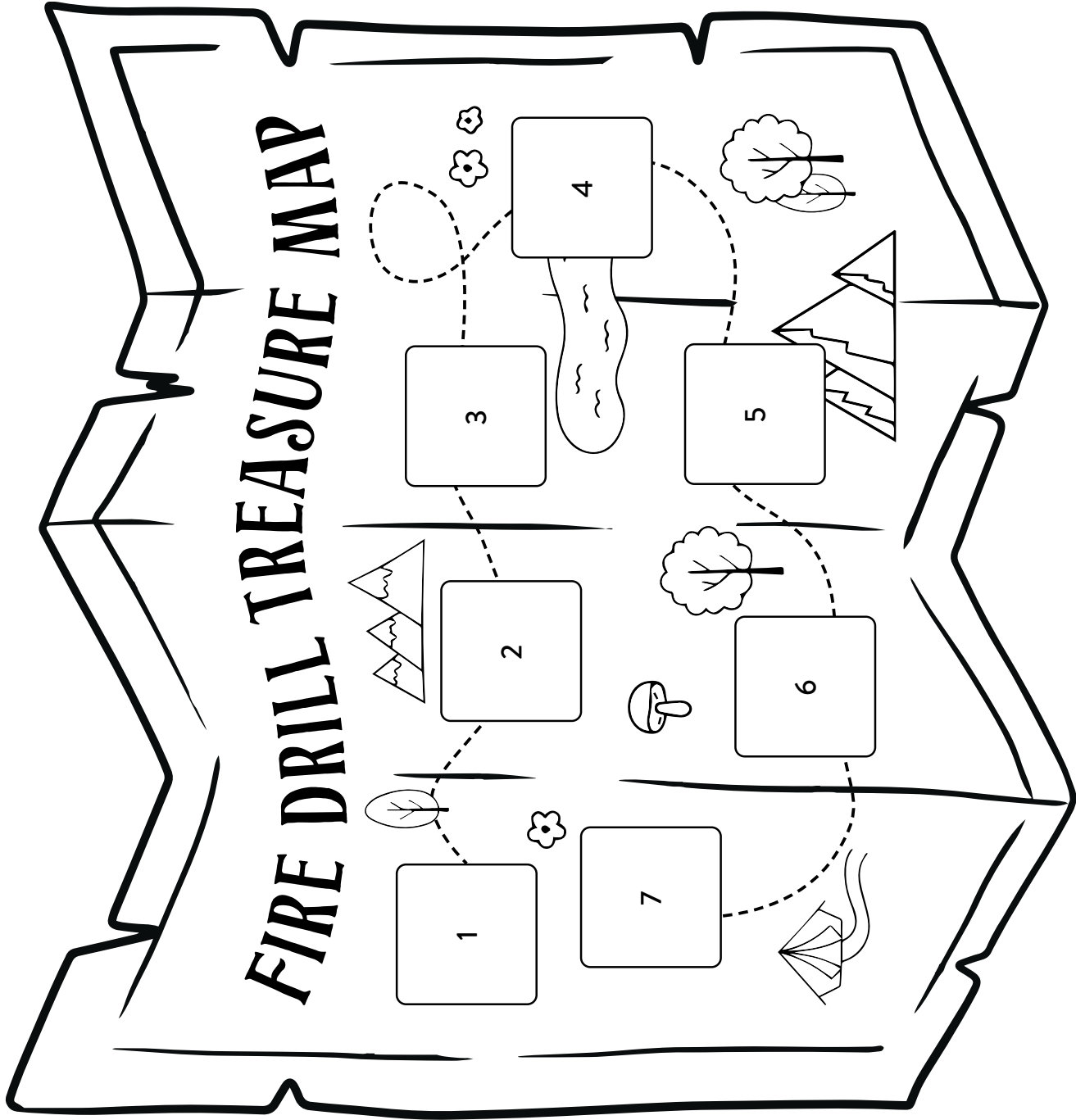
Begin the lesson by discussing the importance of safety drills in schools and other settings. Emphasize the role of preparedness to keep us calm and safe. Explain the student will be acting as a Safety Drill Explorer, seeking the Safety Drill treasure cards around the room. When they find their “treasure”, they bring it back to place on the Safety Drill Treasure Hunt Map in the right sequence spot.

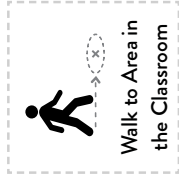
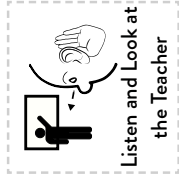
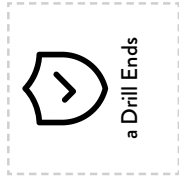
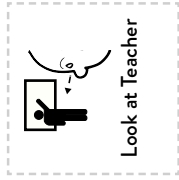
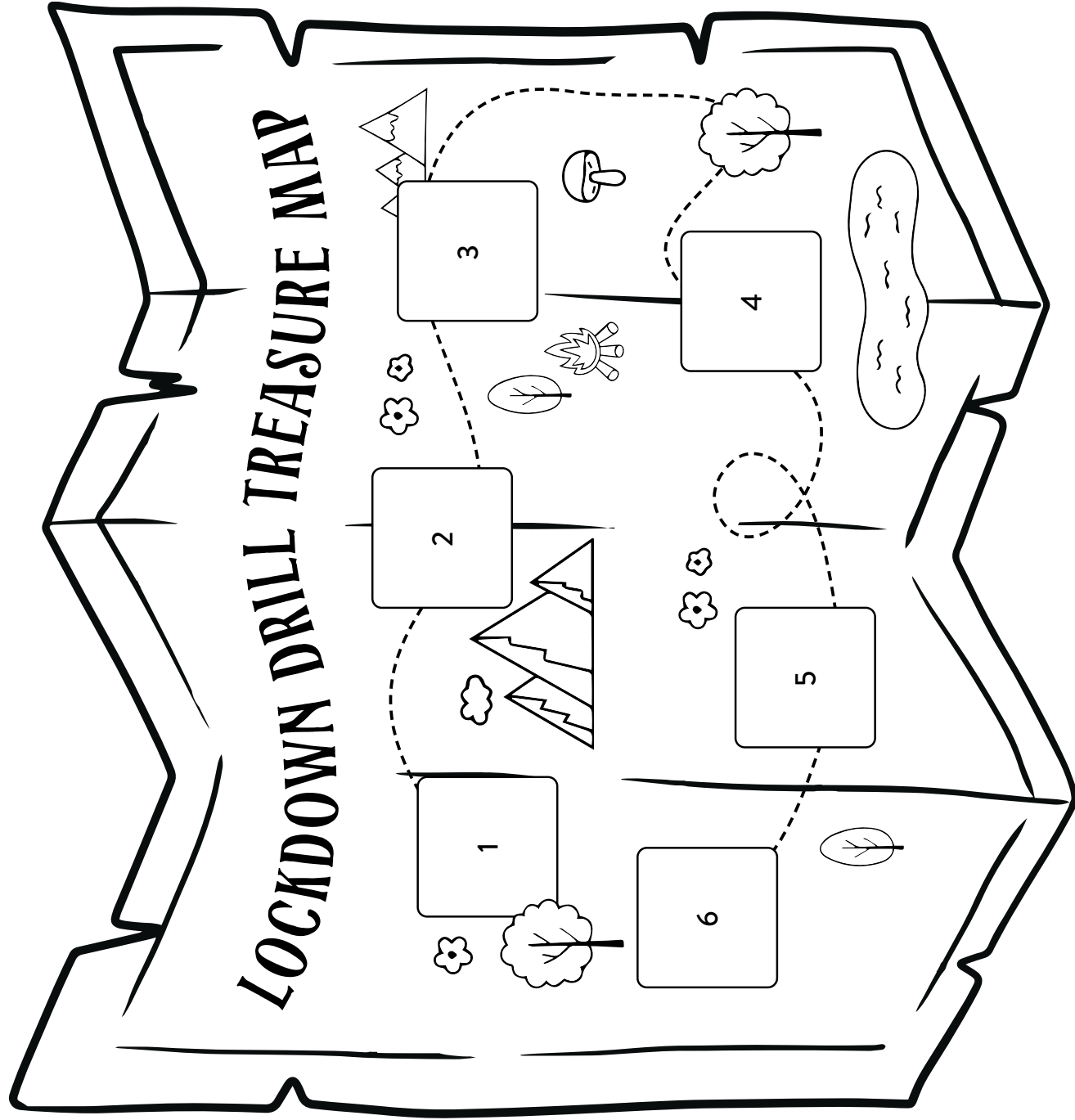
Gameplay

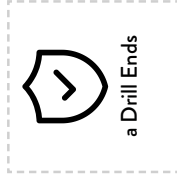
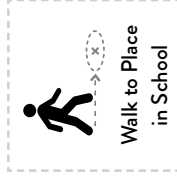
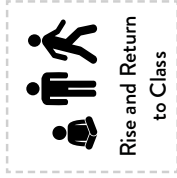
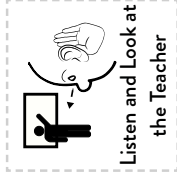
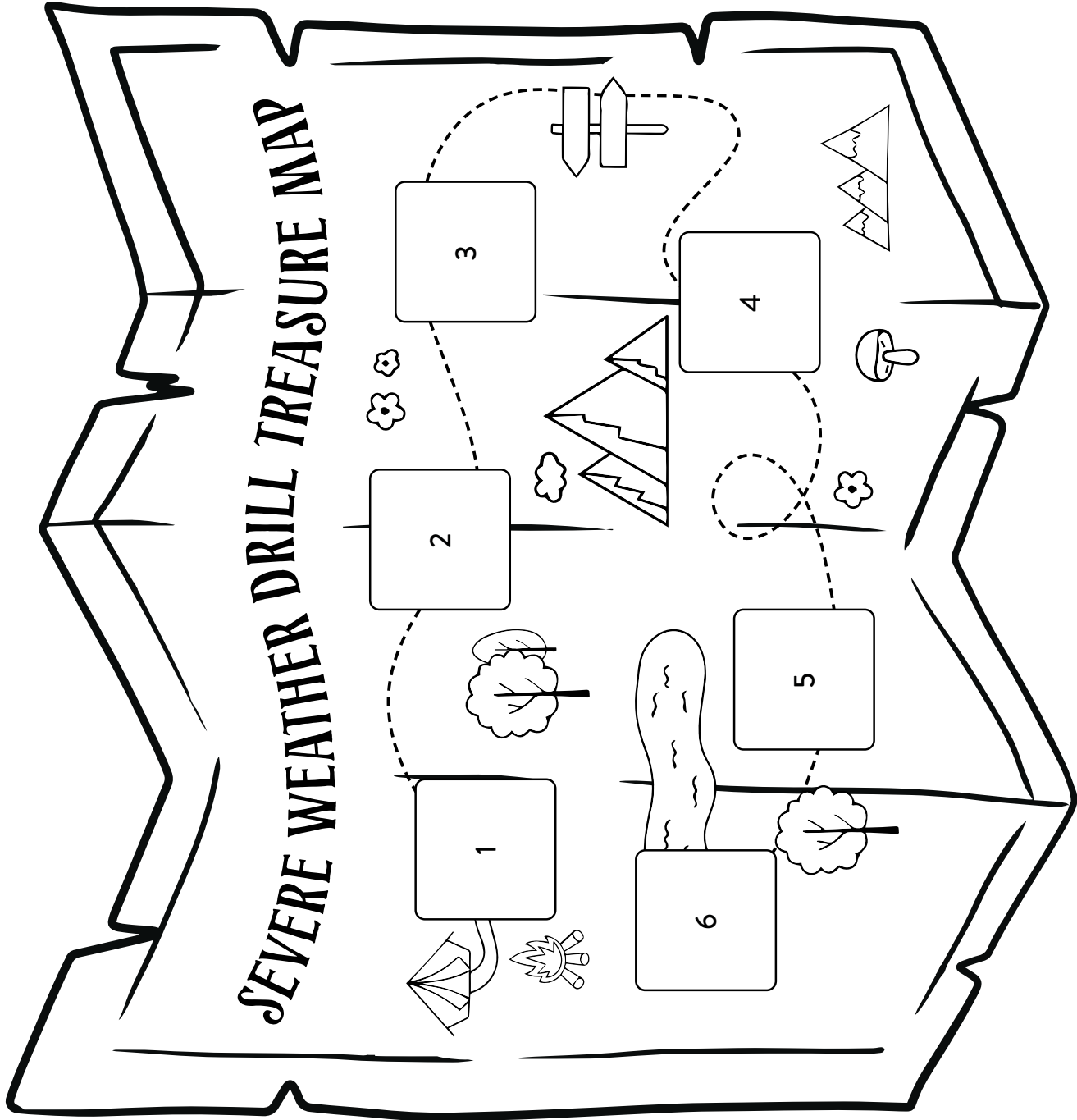
- Send the students out into the classroom to find each Safety Drill Treasure Card.
- After a card is found, have them return to their Treasure Map to place in the correct spot in the safety drill sequence.
- Repeat until all cards are found and placed on the Treasure Map in the correct order. Prompt the student to check their work and rearrange the sequence, if necessary.

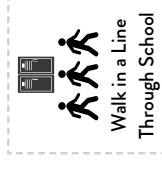
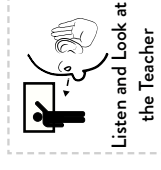
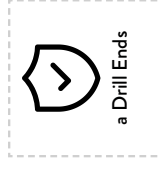
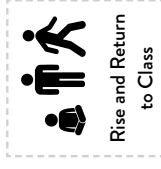
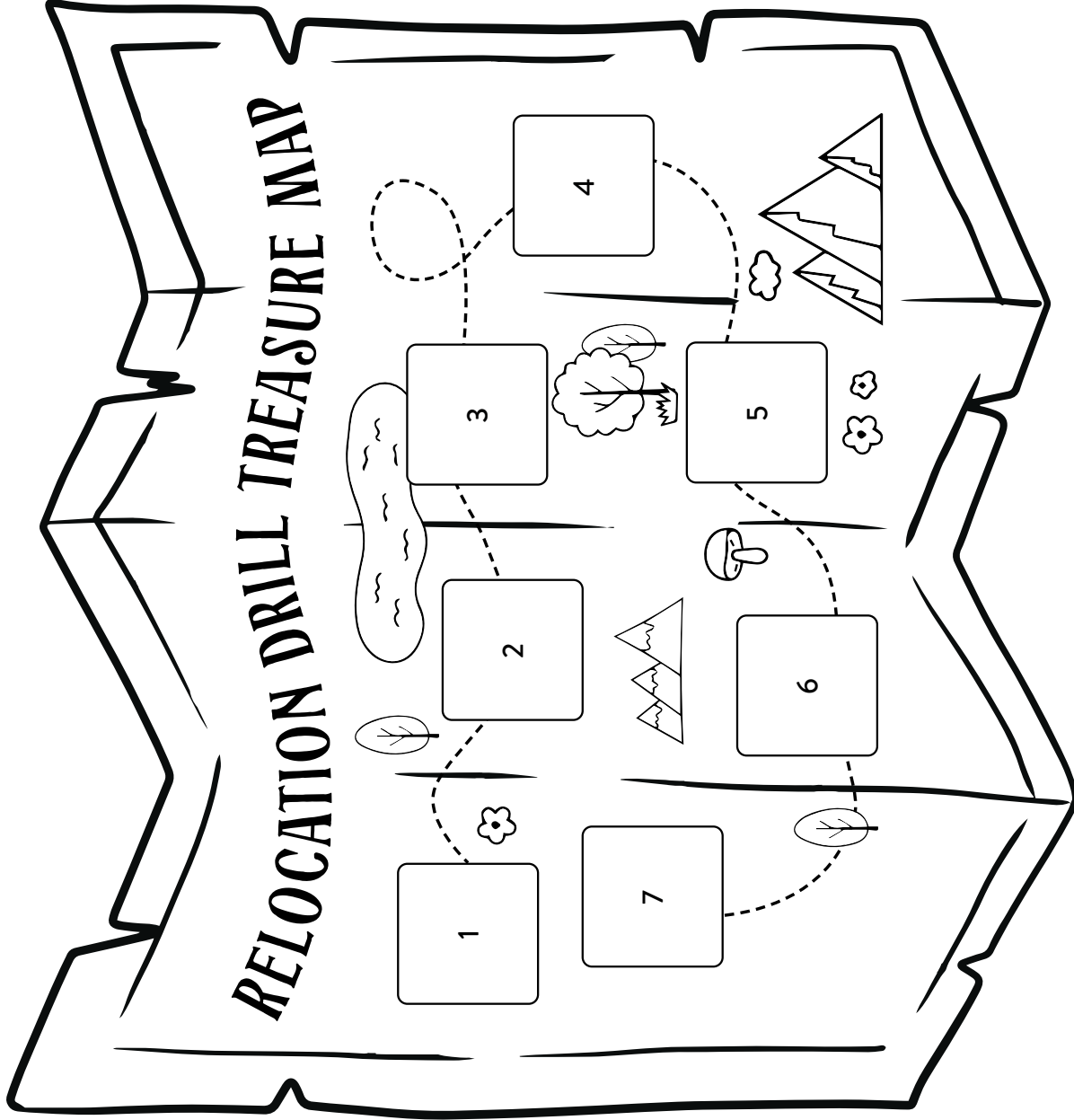
When the Treasure Map is complete, the student is declared a “True Safety Drill Explorer!”

THIS PAGE WAS INTENTIONALLY LEFT BLANK









APPENDIX A: CORE VOCABULARY

Calm Down Anywhere



3-4-5
Breathing

A Calm Down Anywhere Tool where you use your fingers to count out your breathing. You inhale and count 1-2-3, hold your breath for 1-2-3-4, and exhale for 1-2-3-4-5. It helps us feel calm and relaxed, especially when we feel upset or excited.



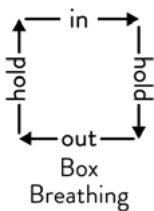
Angry

Feeling mad or upset about something that happened.



Balloon
Breathing

A Calm Down Anywhere Tool where you imagine your belly is a balloon. You inhale to expand it like an inflated balloon, and then exhale to deflate your belly balloon. It helps us feel calm and relaxed, especially when we feel upset or excited.

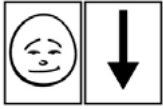


A Calm Down Anywhere Tool where you imagine tracing a square with your finger: inhaling on one side, holding the breath on the next, and exhaling on the third side, and holding the breath again on the last side. It helps us feel calm and relaxed, especially when we feel upset or excited.



Calm Down Tool

Something you do with your body and breathing to become calm again.



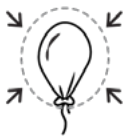
Calm Down

To become calm again when you are feeling upset or excited.



Calm

Feeling peaceful and relaxed, like when you are sitting quietly and feeling focused.



Deflated
Balloon

This is the opposite of inflated. When something is deflated, it means it is losing air and getting smaller.



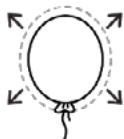
Exhale

When you breathe out, you release the air from your body out through your mouth.



Hand
Breathing

A Calm Down Anywhere Tool where you trace each finger on your hand while you breathe deeply. You inhale as you trace up each finger, pause and hold your breath at the finger tip, and then exhale as you trace down each finger. It helps us feel calm and relaxed, especially when we feel upset or excited



Inflated
Balloon

When something is inflated, it means it is puffed up or filled with air.



Inhale

When you breathe in, you take in a big breath of air through your nose.



Relaxed

Feeling comfortable and peaceful.



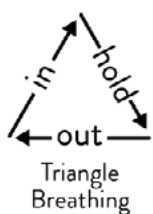
Scared

Feeling frightened or afraid, like when you hear a loud noise or when something unexpected happens that you do not like.



Trace

To draw over something lightly, like when you put a piece of paper over a picture and draw the lines you see underneath. We can pretend to trace with our finger in the air, on our leg, or on our other hand.



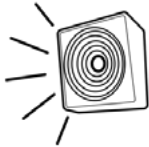
A Calm Down Anywhere Tool where you imagine tracing a triangle with your finger: inhaling on one side, holding the breath on the next, and exhaling on the last side. It helps us feel calm and relaxed, especially when we feel upset or excited.

Safety Drills



Alarm

A loud, beeping noise that signals us to leave the building.



Announcement

Announcement: Someone will tell us over the intercom speaker that the drill has started.



Drill

An important practice to keep us safe, with different parts and steps. Following the steps of the drill helps you stay calm and safe.



Evacuation

Leaving the school building quickly and safely, kind of like follow-the-leader.



Exit

A door or way to get out of the school.



Fire Drill

Practicing safely leaving the building with your class and walking to the Fire Drill Safe Spot to wait.



Flashing Lights

Bright, blinking lights that signals us to leave the building. This is a signal to leave the building.



Practicing the steps of what we do if we need to lock the school to keep us safe. We practice being quiet, waiting in the classroom, and staying away from the door.



Practicing safely leaving the building with your class and go to a different building.



A special area inside or outside the school that we walk to and wait during a fire drill.



Practicing the steps of what we do if there is dangerous weather outside. We stay safe and calm by moving to a safe spot and sitting in a safe position.

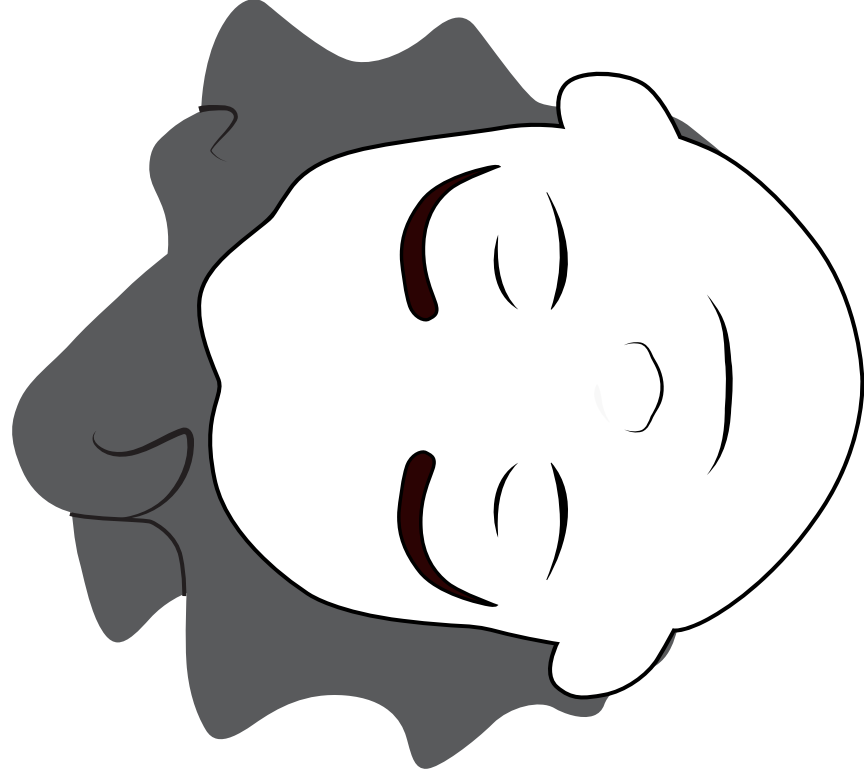


Sit on your knees and face the wall. Lean forward with your face down. Cover your head with both hands and spread out your fingers.

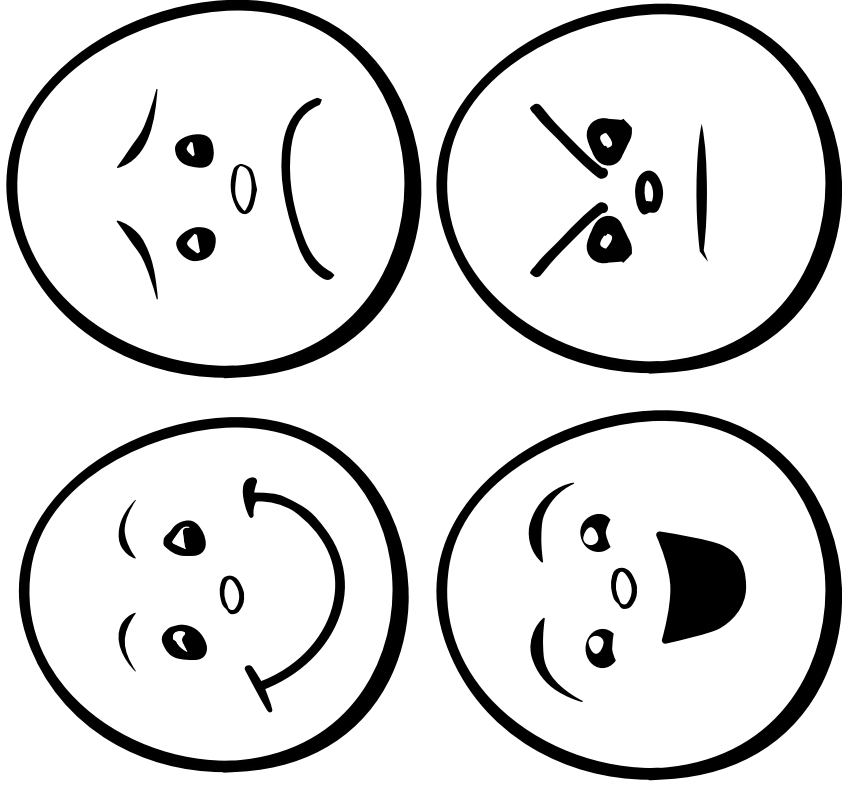


Staying quiet and still until a teacher gives us new directions.

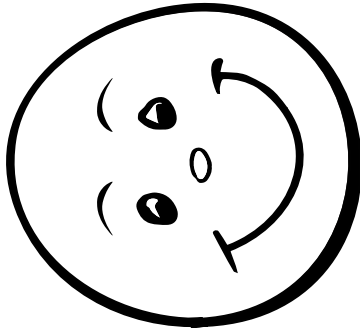
APPENDIX B: SOCIAL STORIES



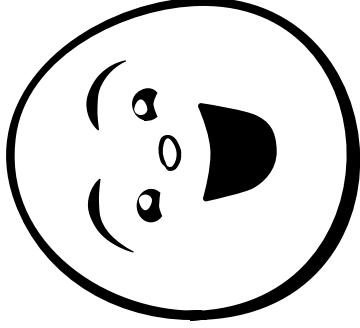
I Can Calm Down Anywhere



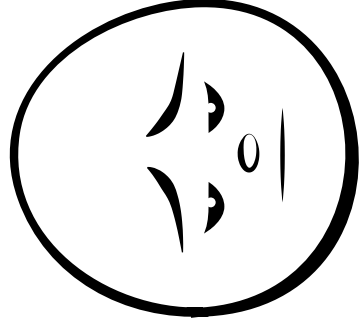
Everyone has feelings.
I have feelings, too.



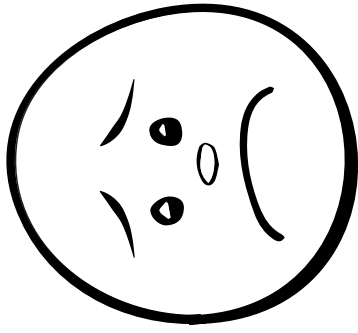
Happy



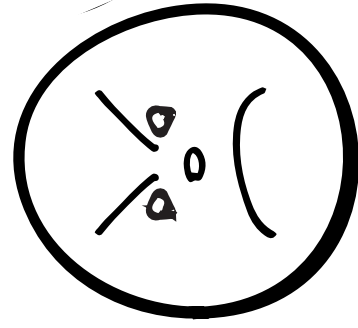
Excited



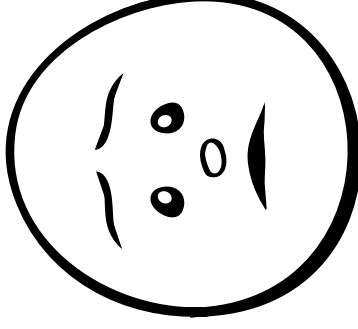
Tired



Sad

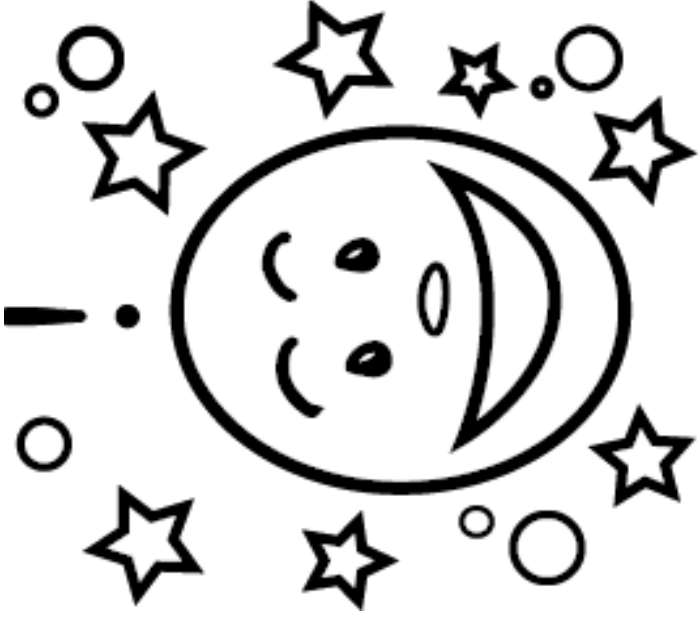


Angry

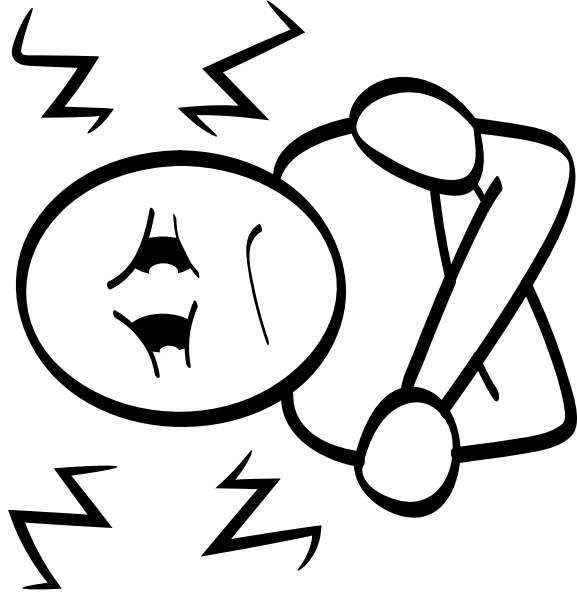
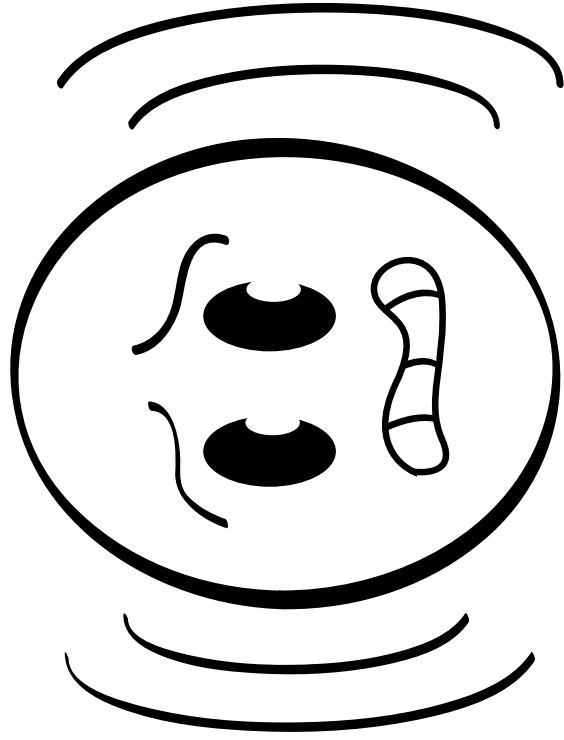


Worried

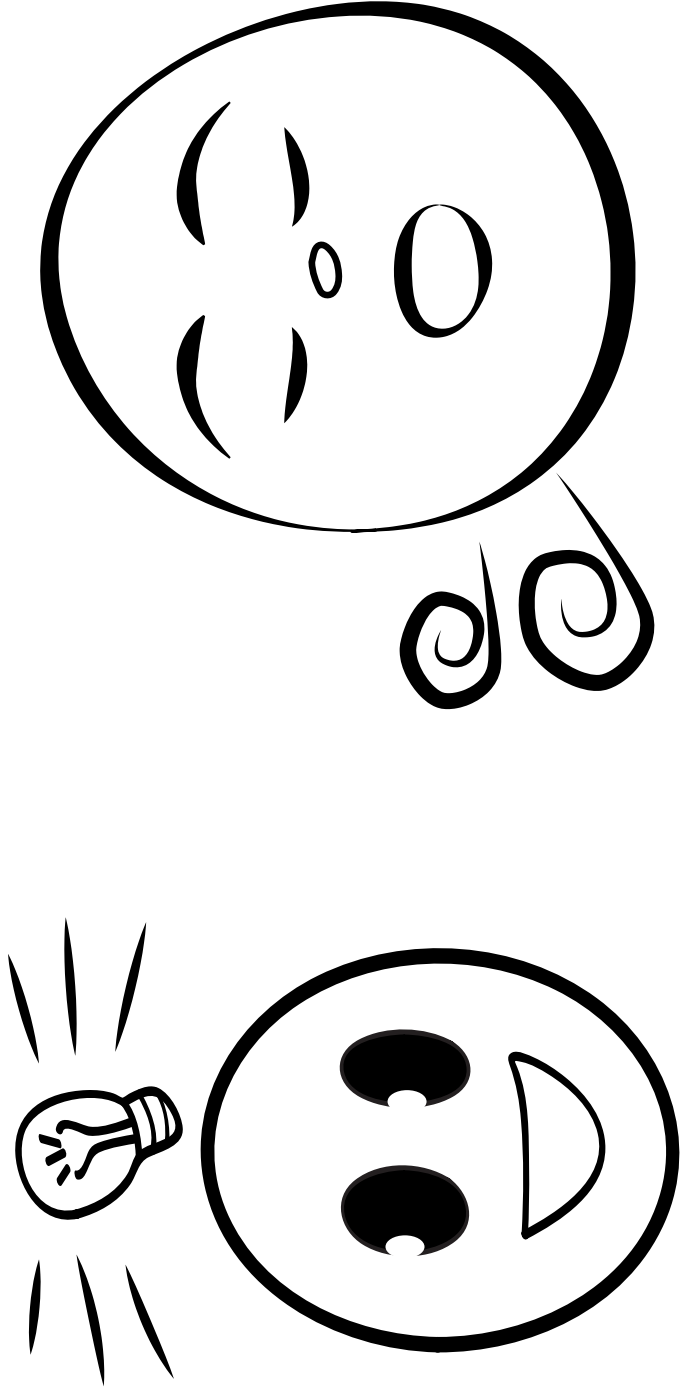
I can feel...



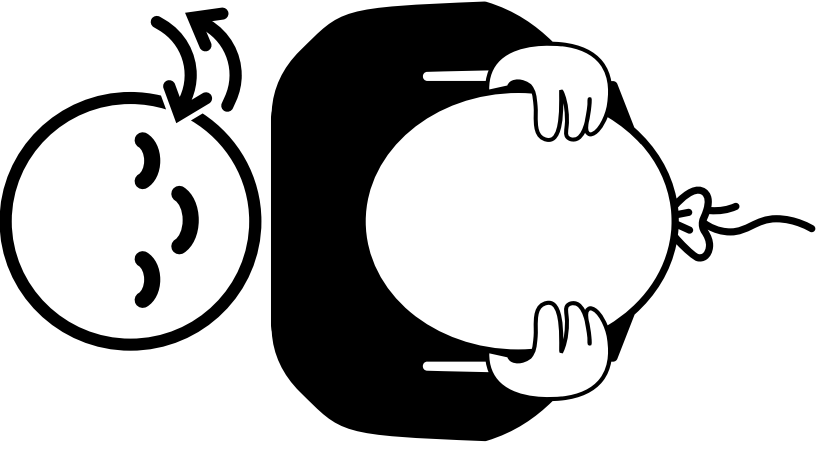
All these feelings are ok!



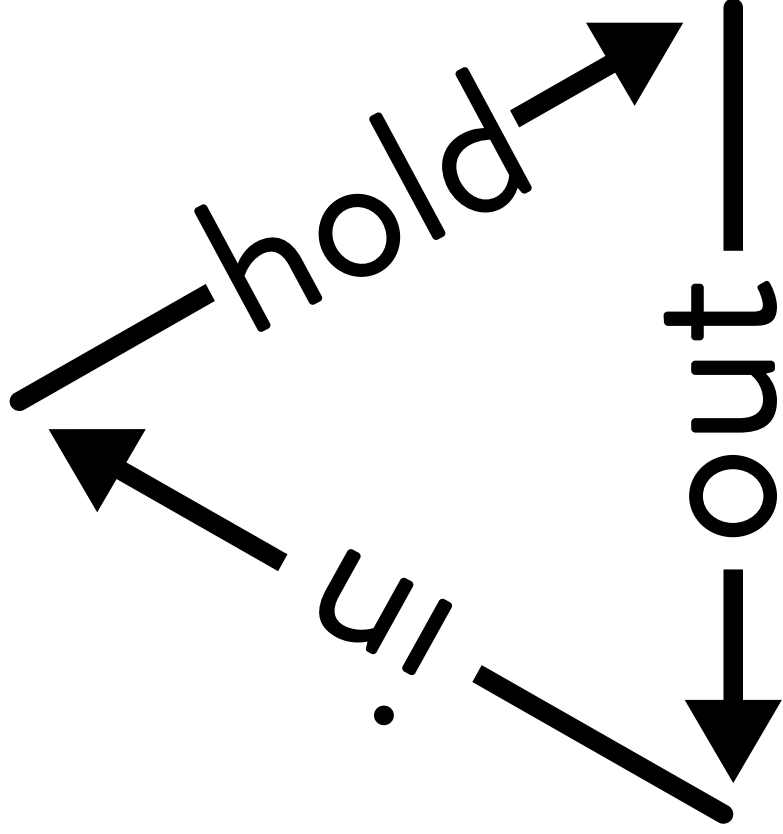
**If those feelings are too big,
it is hard to learn and play.**



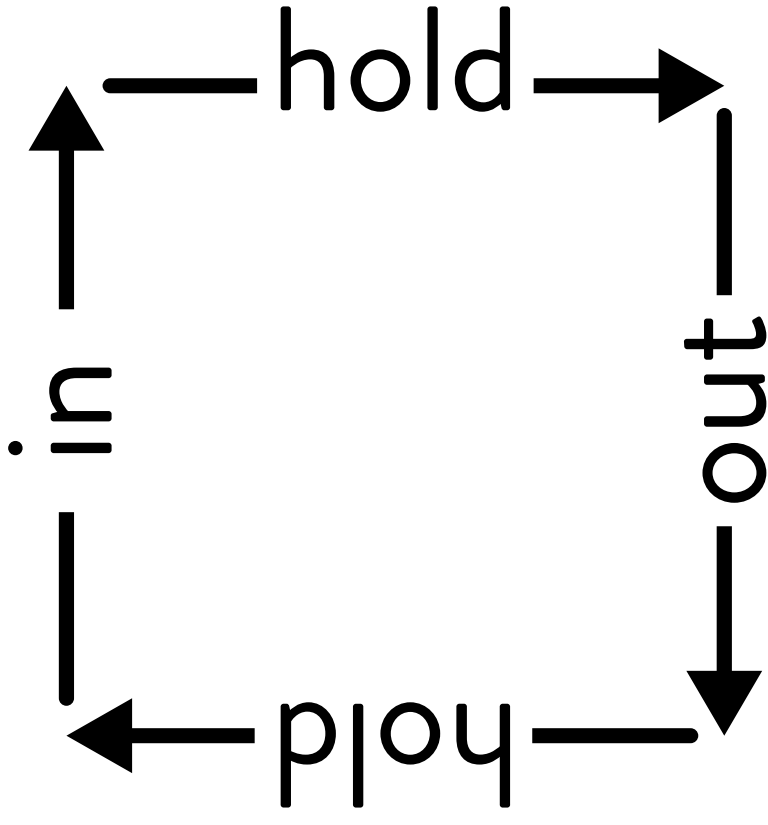
**I can use my Calm Down Anywhere Tools
to calm my body, anytime and anywhere.**



I can use
Balloon Breathing.



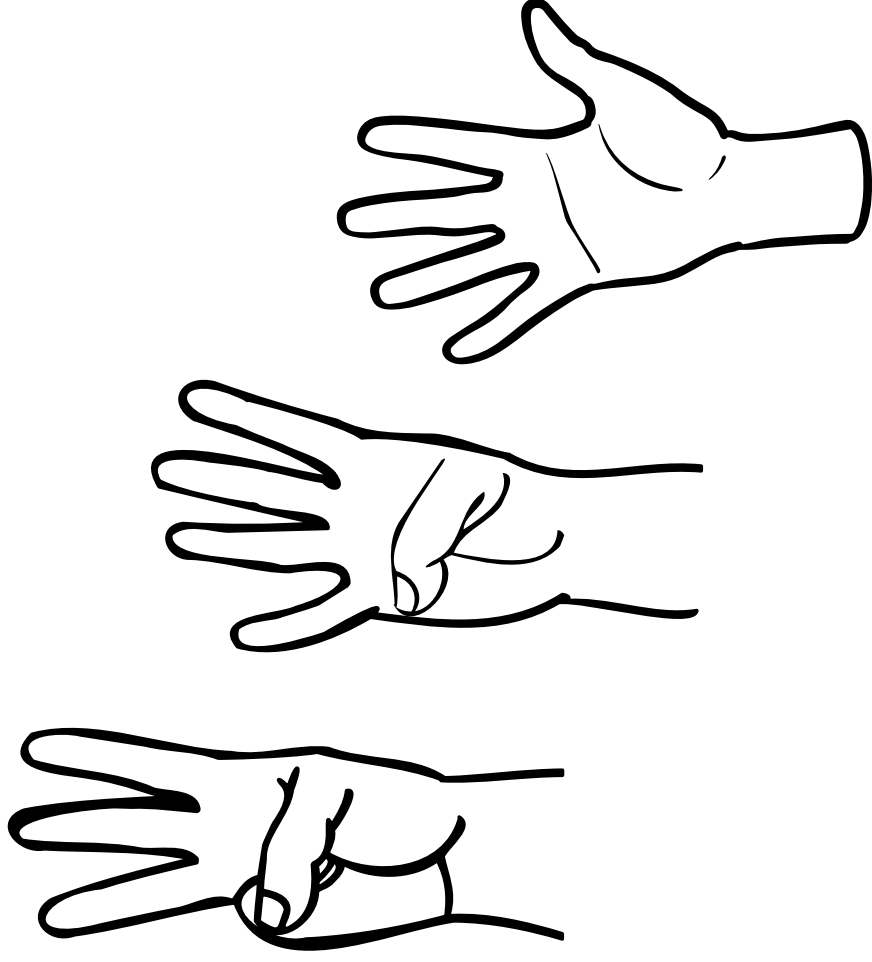
I can use
Triangle Breathing.



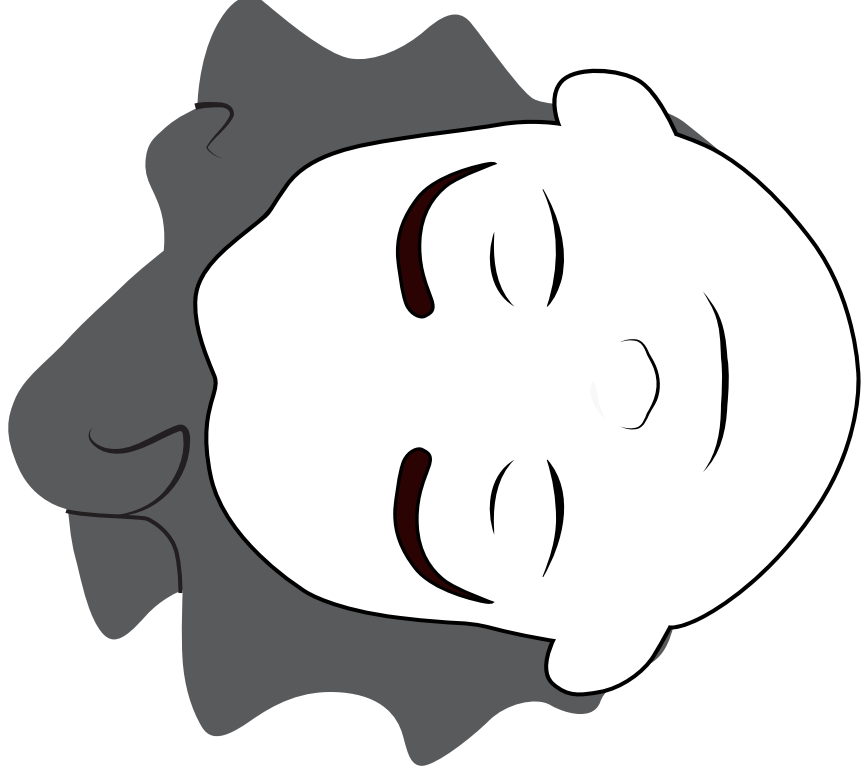
I can use
Box Breathing.



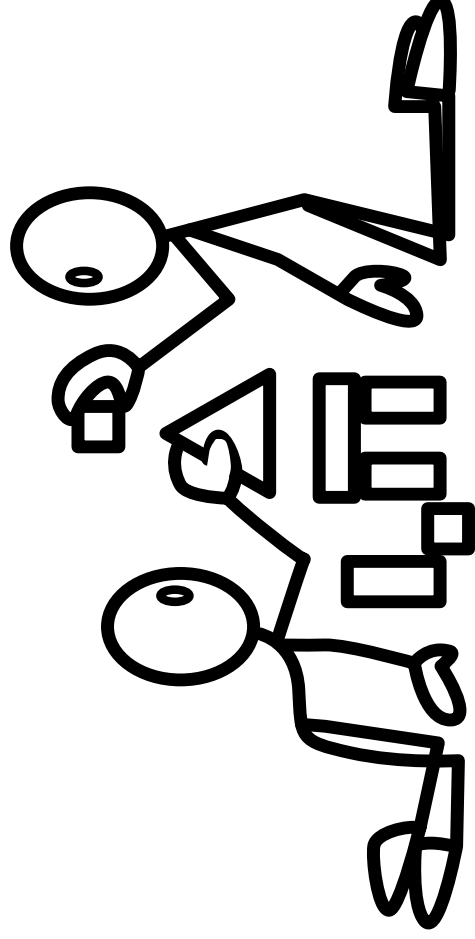
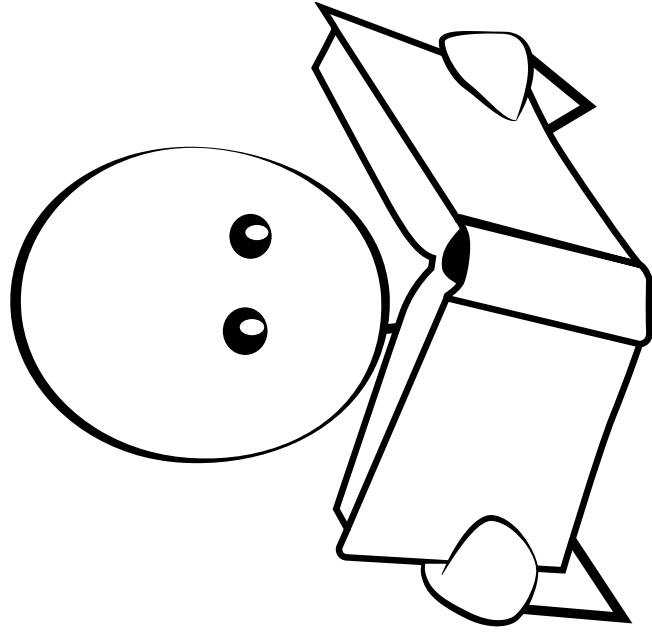
I can use
Hand Breathing.



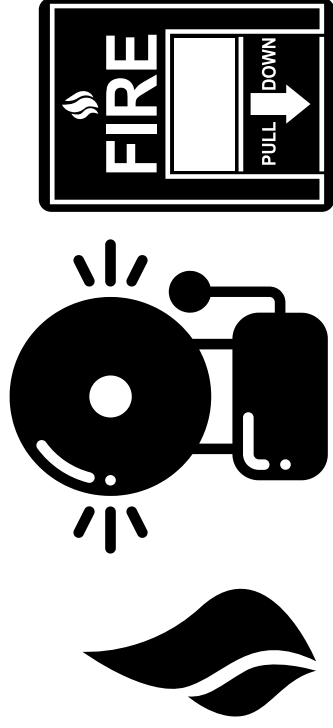
I can use
3-4-5 Breathing.



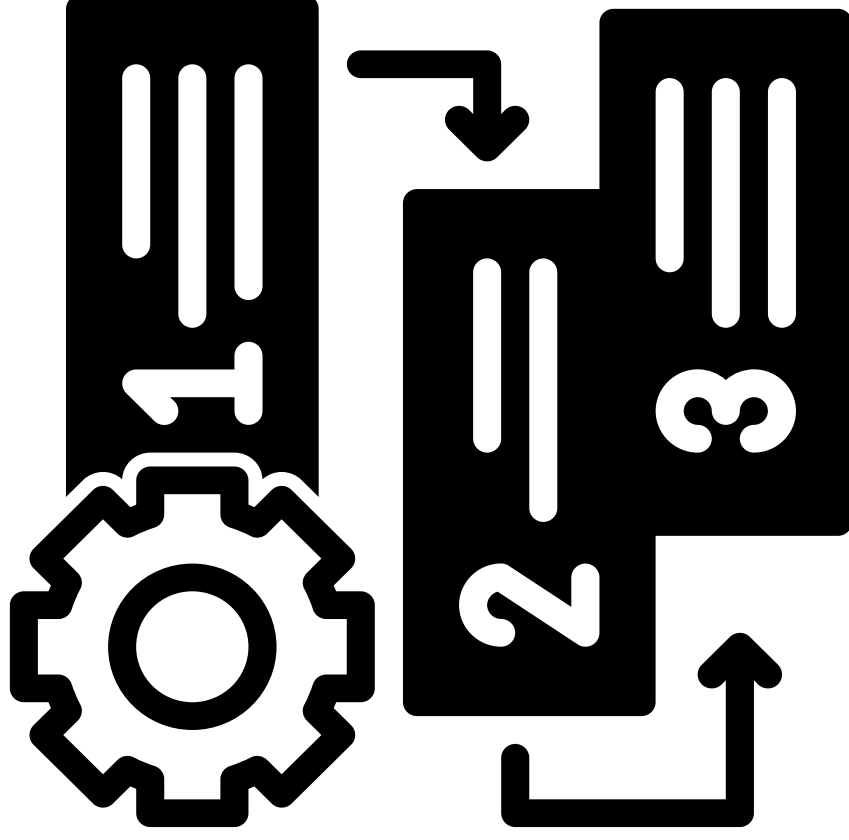
**Using my Calm Down Anywhere
Tools can help me feel better.**



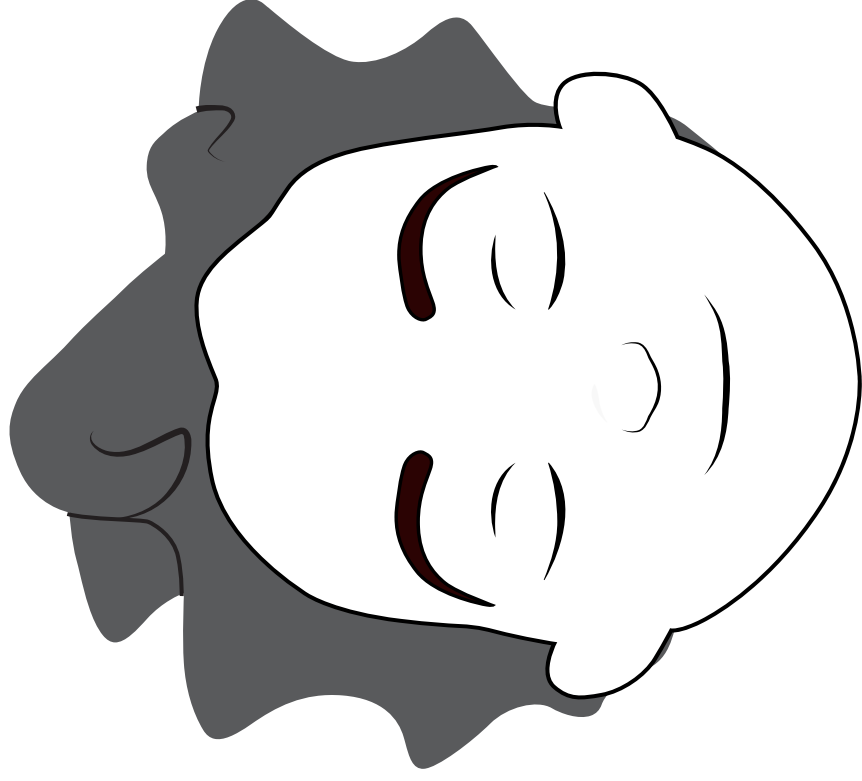
**When I feel calm again,
I am ready to learn and play.**



**Sometimes at school,
we have a Fire Drill.**

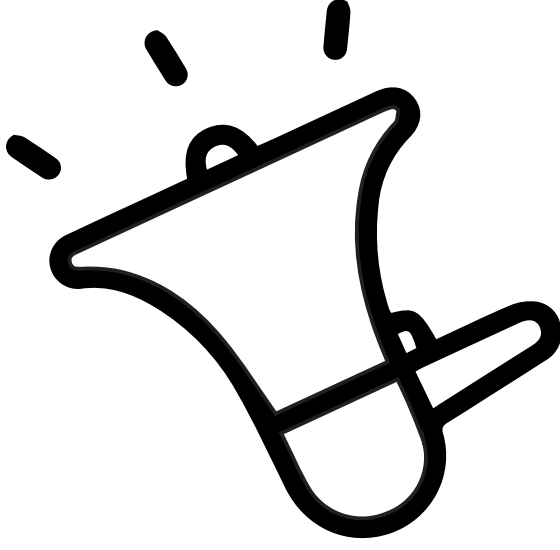


A Fire Drill is when we practice what to do if there is a fire emergency at school.



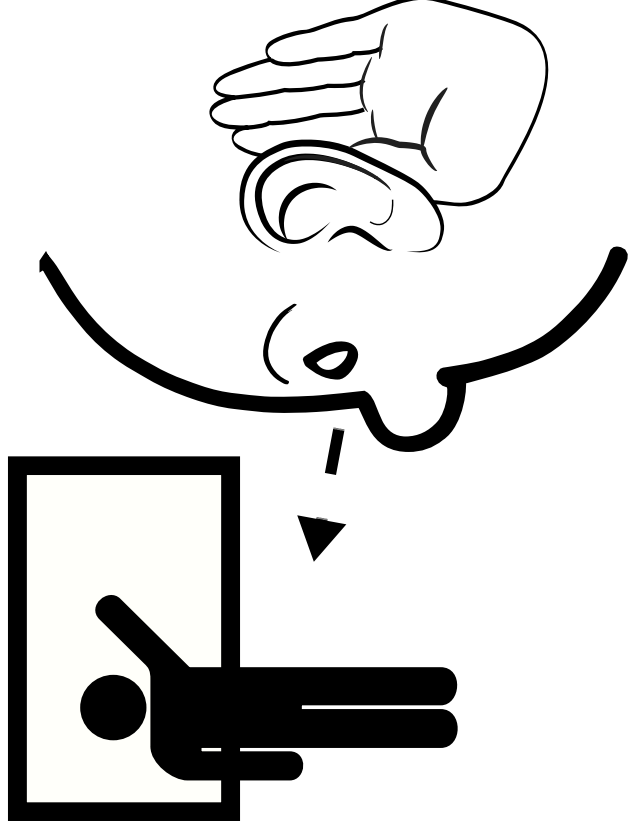
**I can practice the steps of a Fire Drill.
I can be calm and safe.**

STEP 1



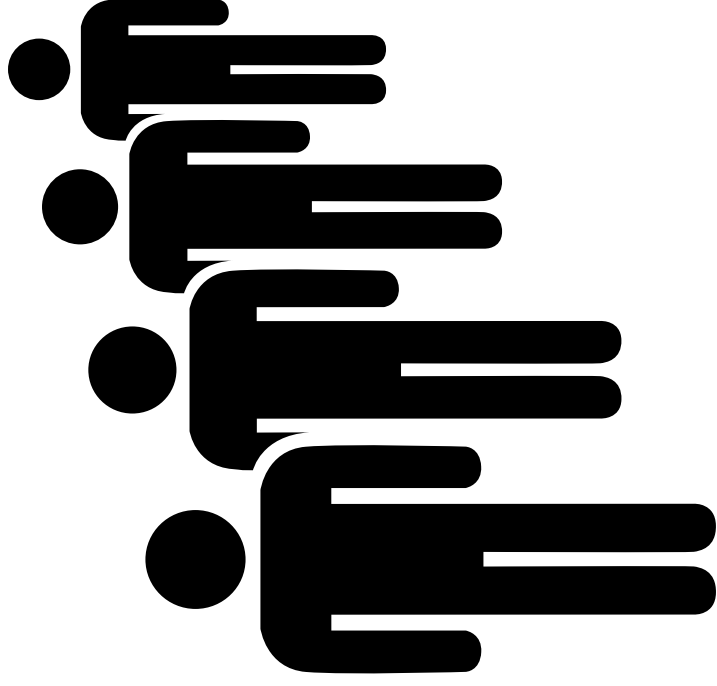
**Step 1 is the Fire Drill Starts.
The alarm will make a loud noise.**

STEP 2



**Step 2 is to stop what I am doing.
I listen and look at the teacher.**

STEP 3



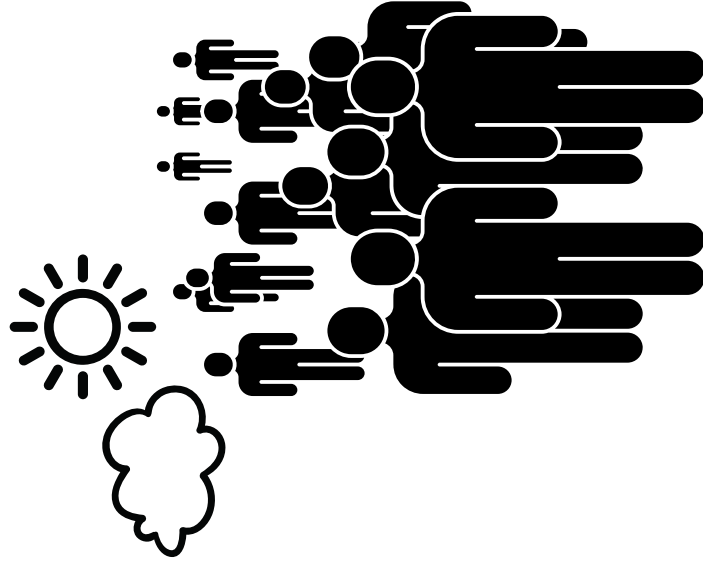
**Step 3 is to stand in a line
with my class.**

STEP 4



Step 4 is to walk outside to the Fire Drill Safe Spot. I will walk in line with my class.

STEP 5



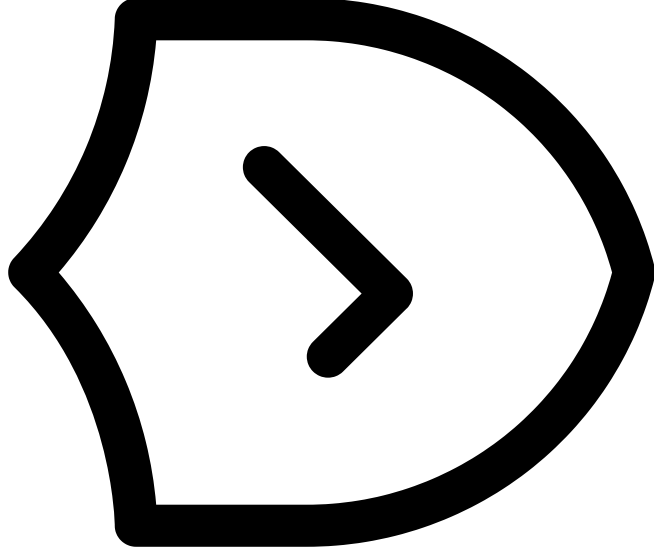
Step 5 is to stand outside with my class.
I can wait. I can be quiet and calm.

STEP 6

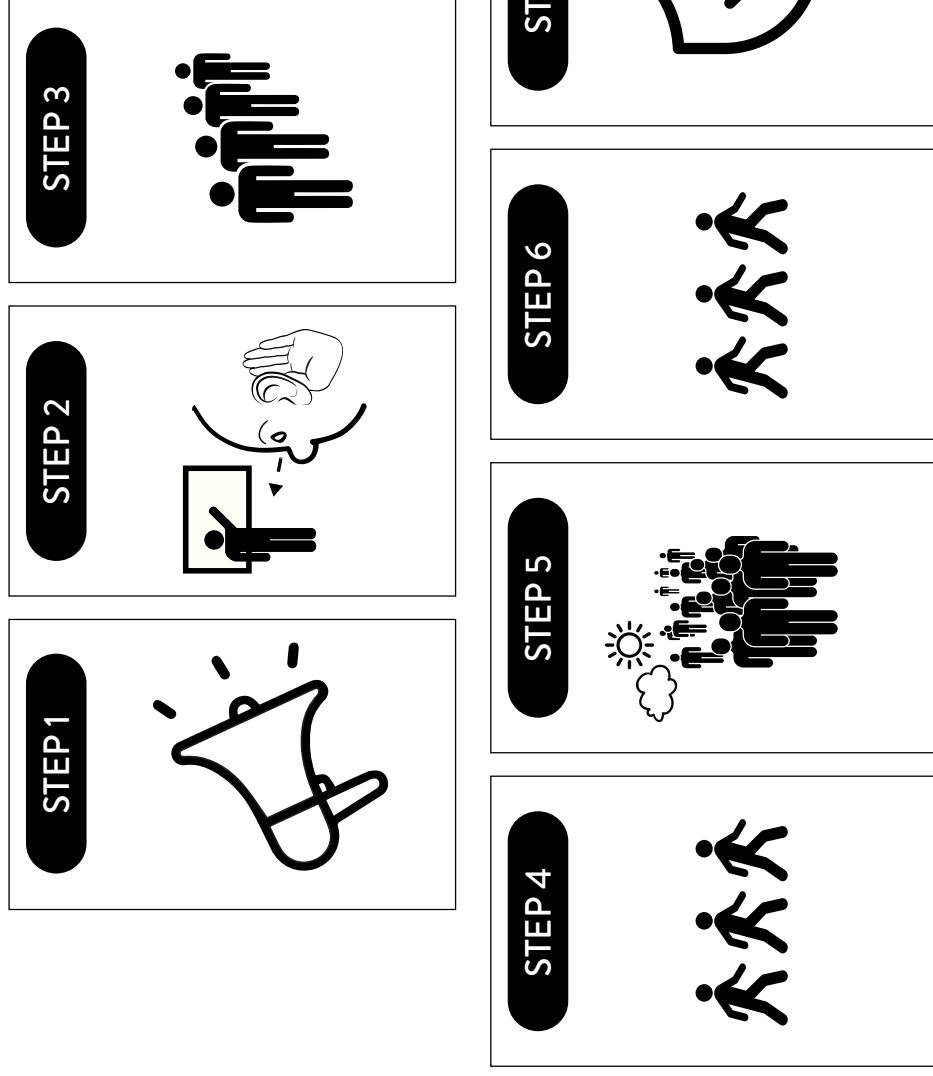


Step 6 is to walk back inside with my class.
My teacher will tell me when it is time.

STEP 7

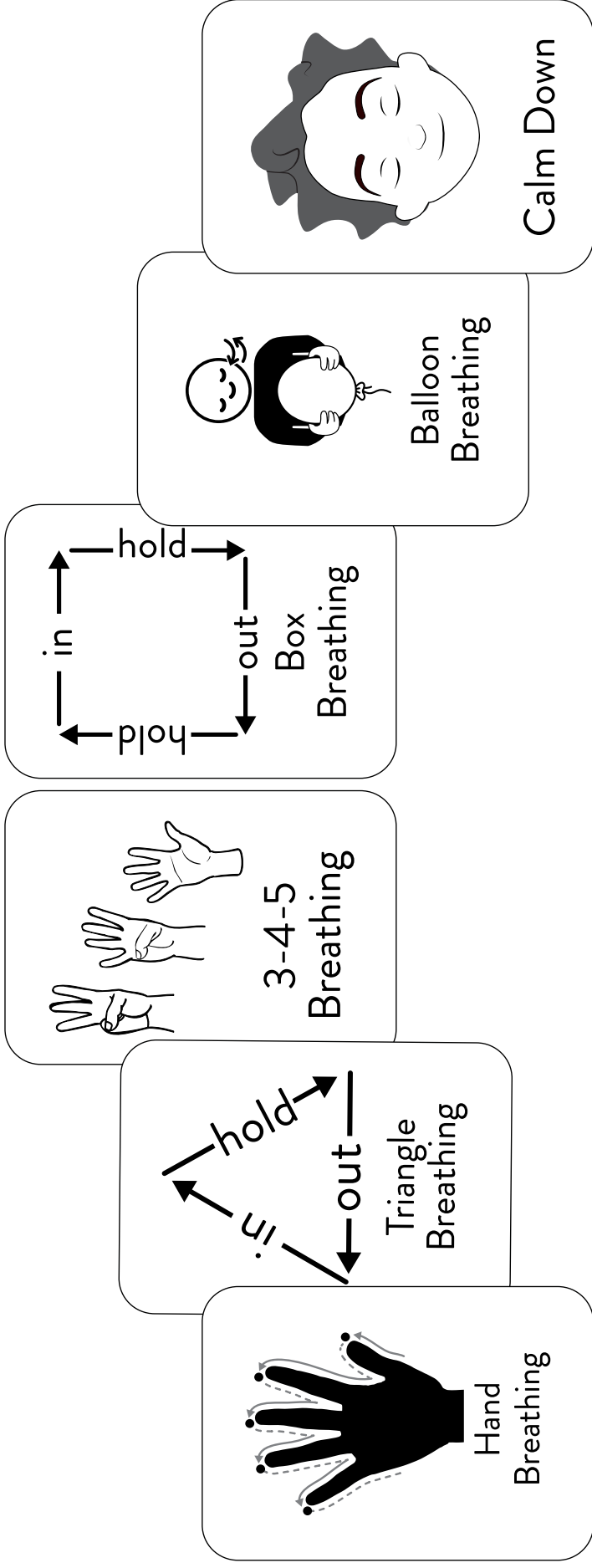


**Step 7 is the Fire Drill ends.
I can go back to learning.**

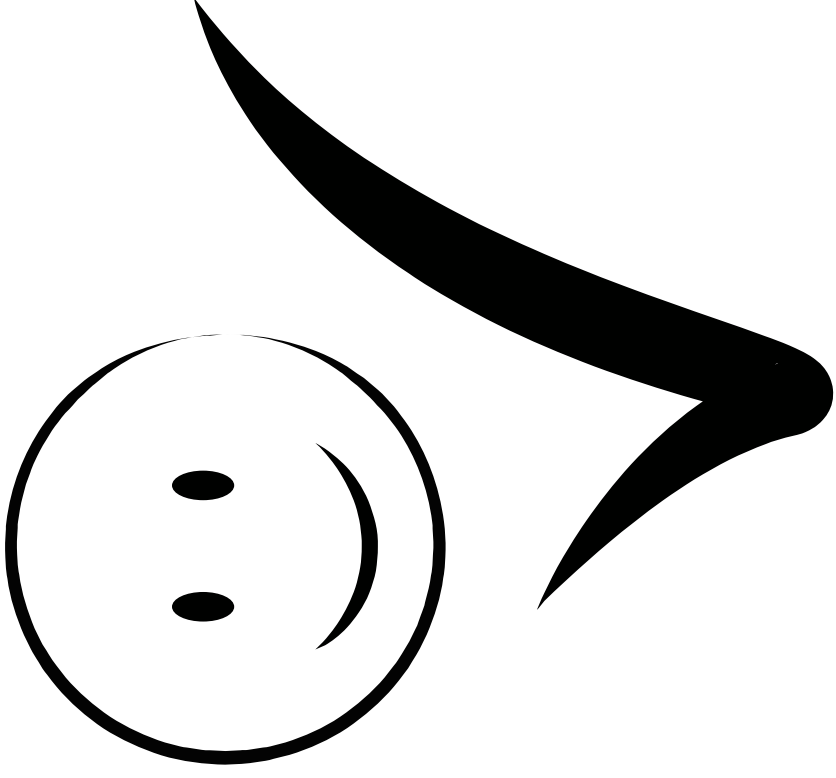


These are the steps in a Fire Drill.

I learn them so I can be calm and safe.

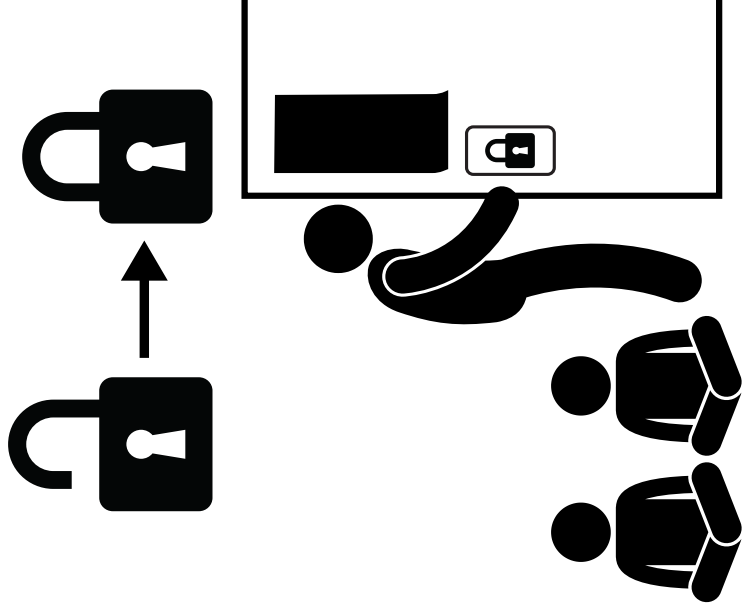


**If the safety drill makes me upset, I can
use my Calm Down Anywhere Tools to
calm down, anytime and anywhere.**

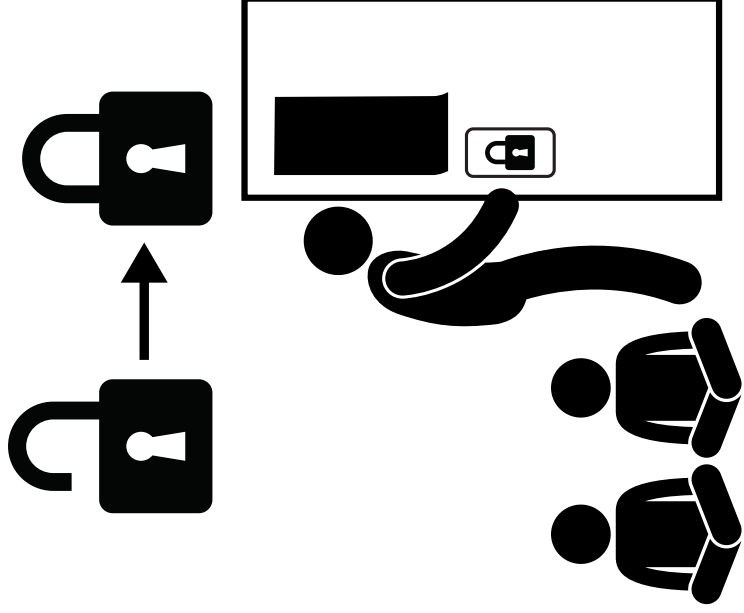


I can practice the steps of a Fire Drill.
I can be calm and safe.

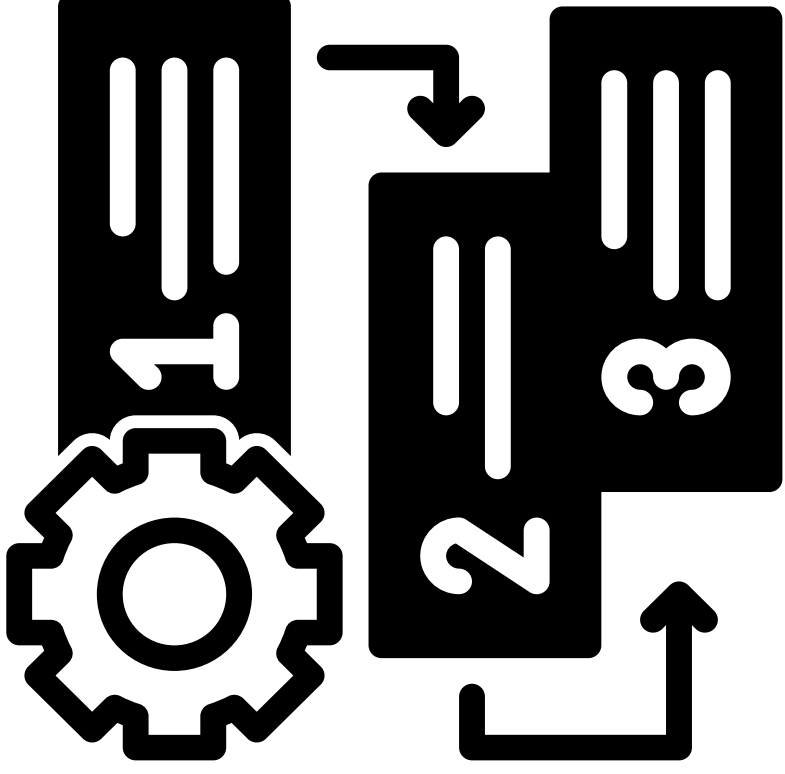
I Can Be Calm and Safe



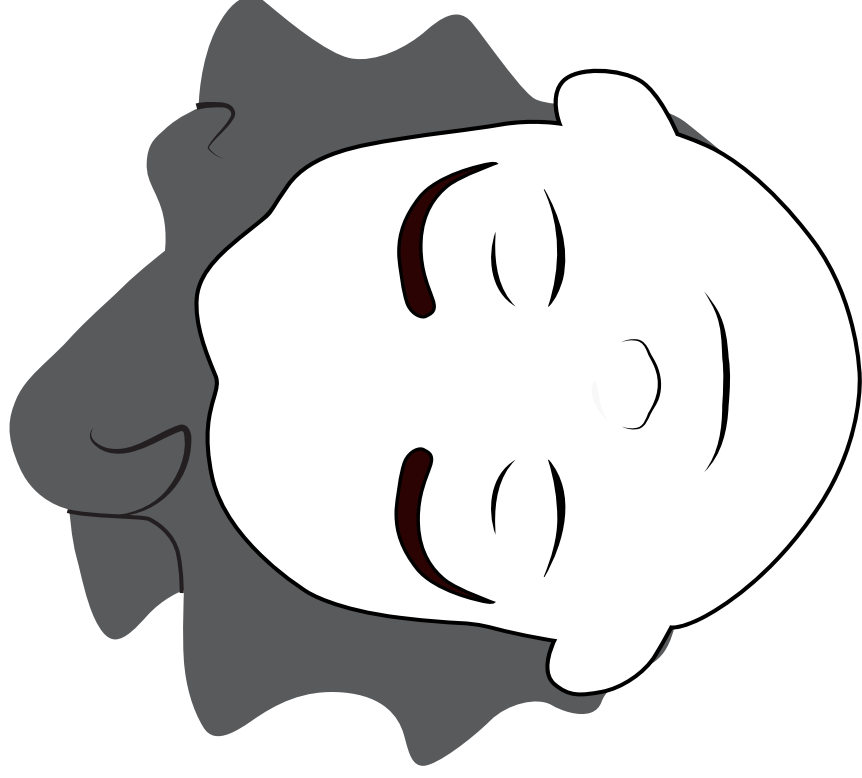
Lockdown Drill



**Sometimes at school,
we have a Lockdown Drill.**



A Lockdown Drill is when we practice what to do if we need to lock the school.



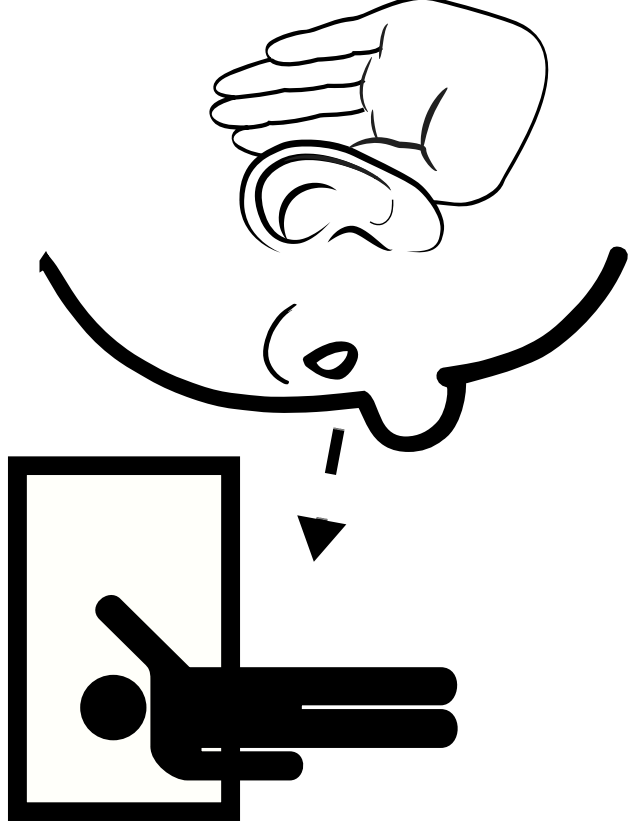
**I can practice the steps of a Lockdown
Drill. I can be calm and safe.**

STEP 1



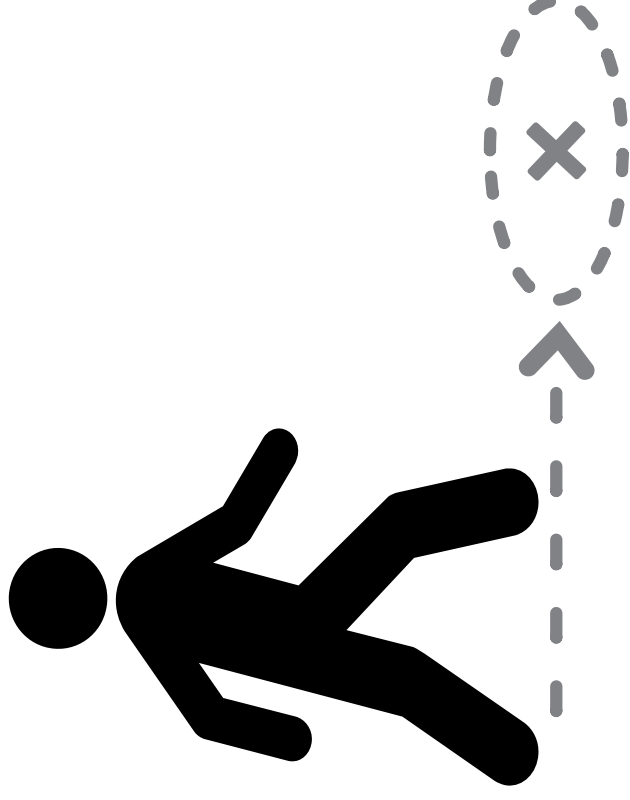
**Step 1 is the Lockdown Drill Starts.
I will hear an intercom announcement.**

STEP 2



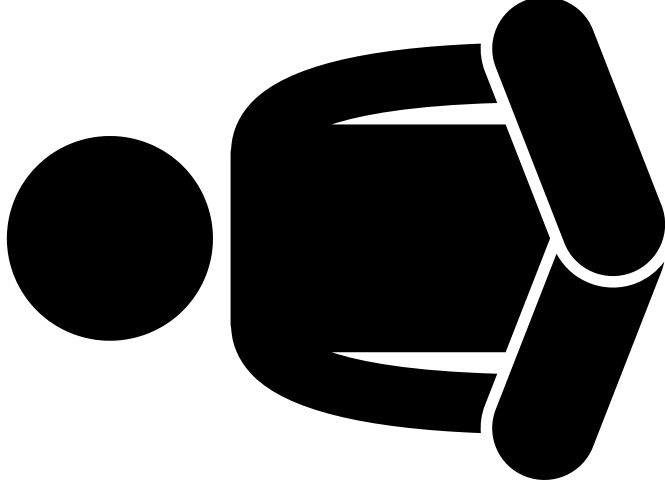
**Step 2 is to stop what I am doing.
I listen and look at the teachers.**

STEP 3



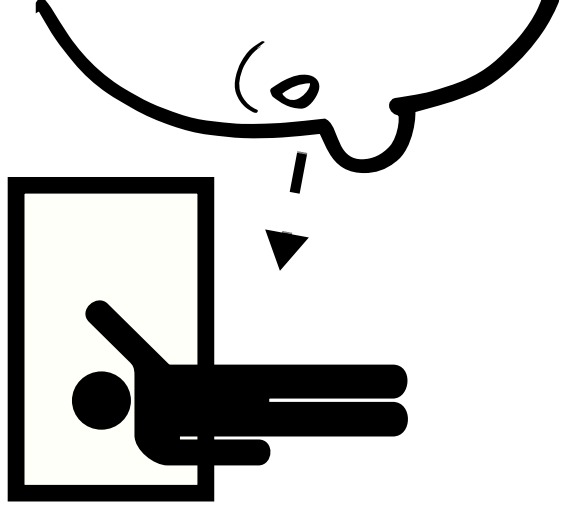
**Step 3 is to walk to the
Lockdown Safe Spot in my classroom.**

STEP 4



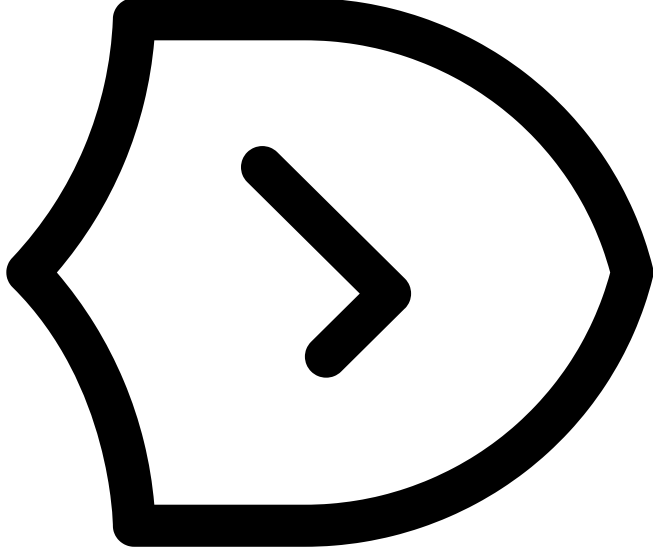
**Step 4 is to sit quietly. I can wait.
I can be quiet and calm.**

STEP 5

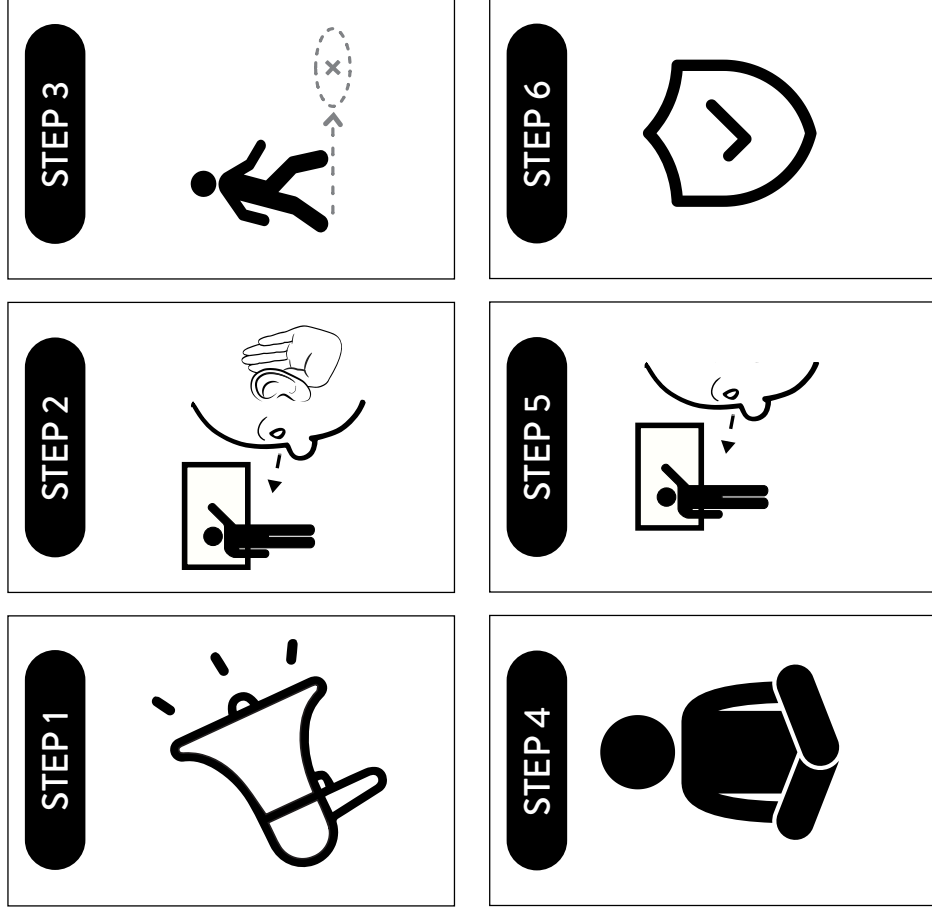


**Step 5 is to look at my teacher.
They will lock the door and cover the
windows. They will wait with me.**

STEP 6

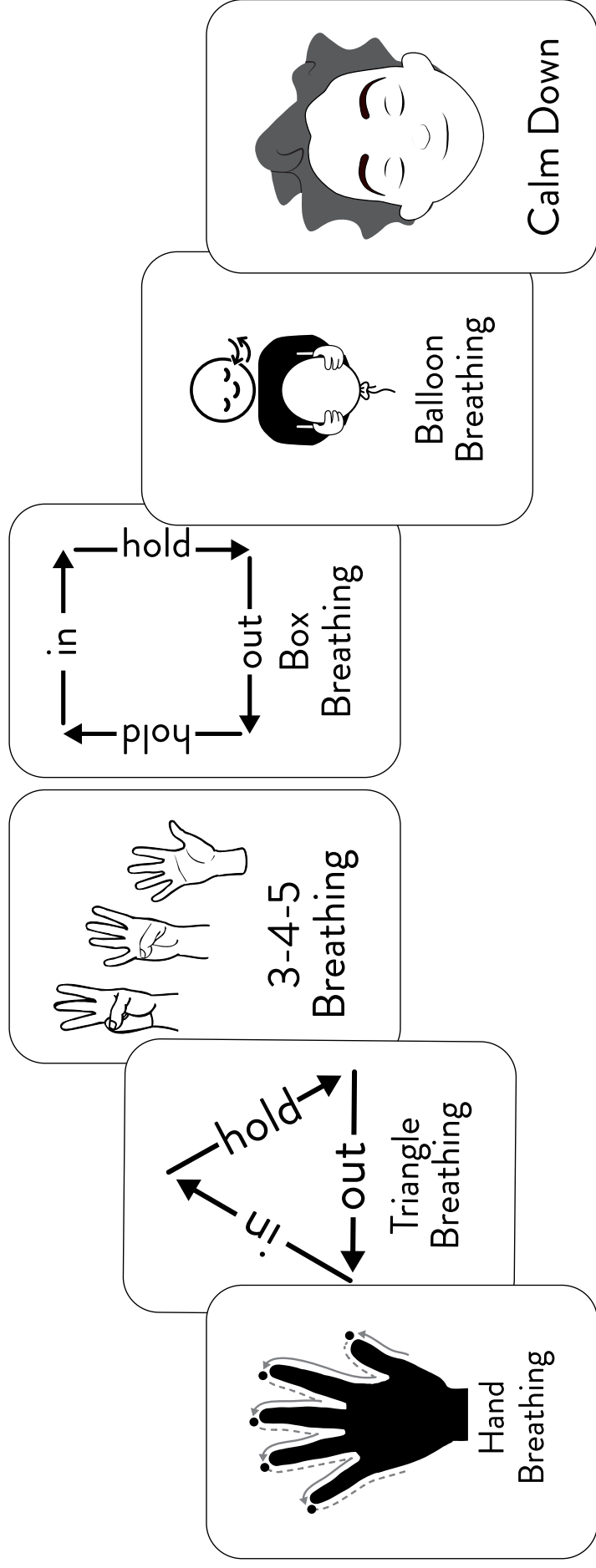


**Step 6 is the Lockdown Drill ends.
I will hear an intercom announcement.**

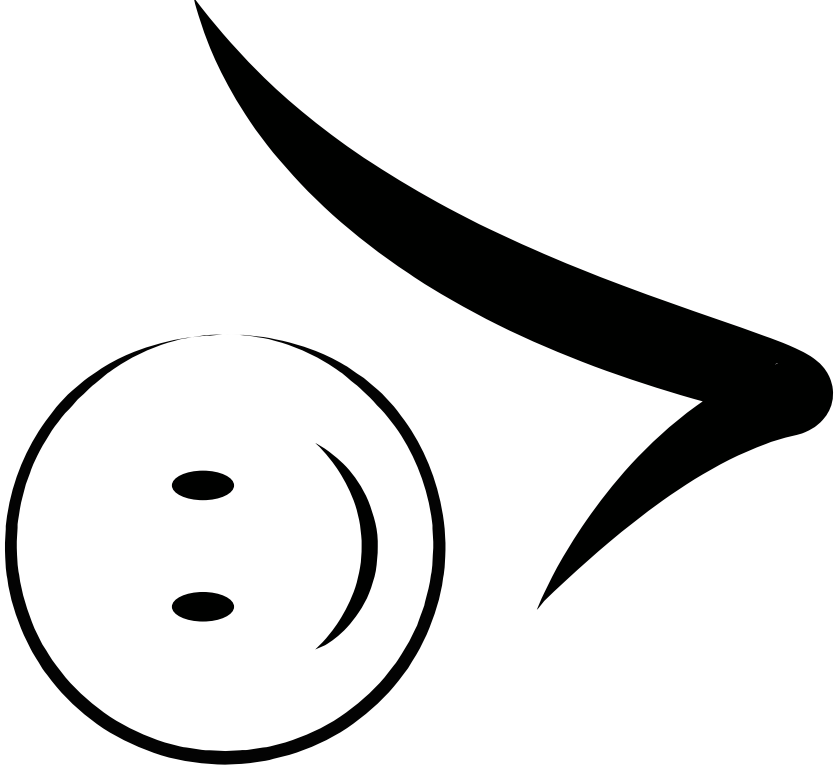


These are the steps in a Lockdown Drill.

I learn them so I can be calm and safe.



**If the safety drill makes me upset, I can
use my Calm Down Anywhere Tools to
calm down, anytime and anywhere.**



**I can practice the steps of a Lockdown
Drill. I can be calm and safe.**

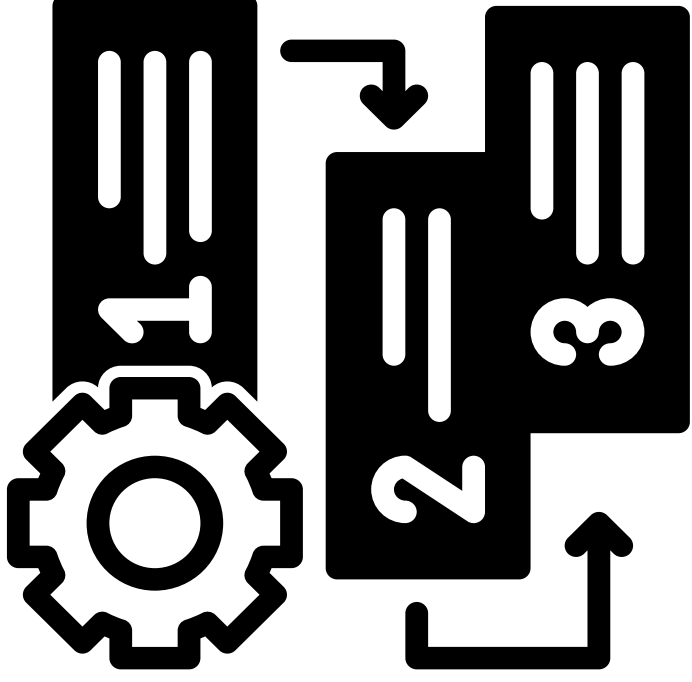
I Can Be Calm and Safe



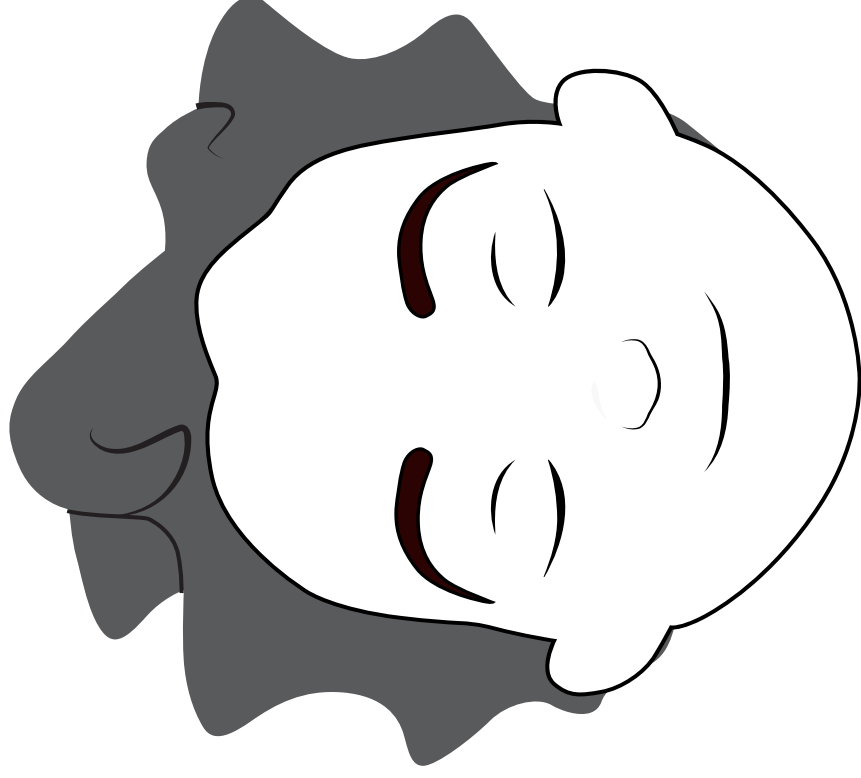
Severe Weather Drill



**Sometimes at school,
we have a Severe Weather Drill.**



A Severe Weather Drill is when we practice what to do if there is dangerous weather outside.



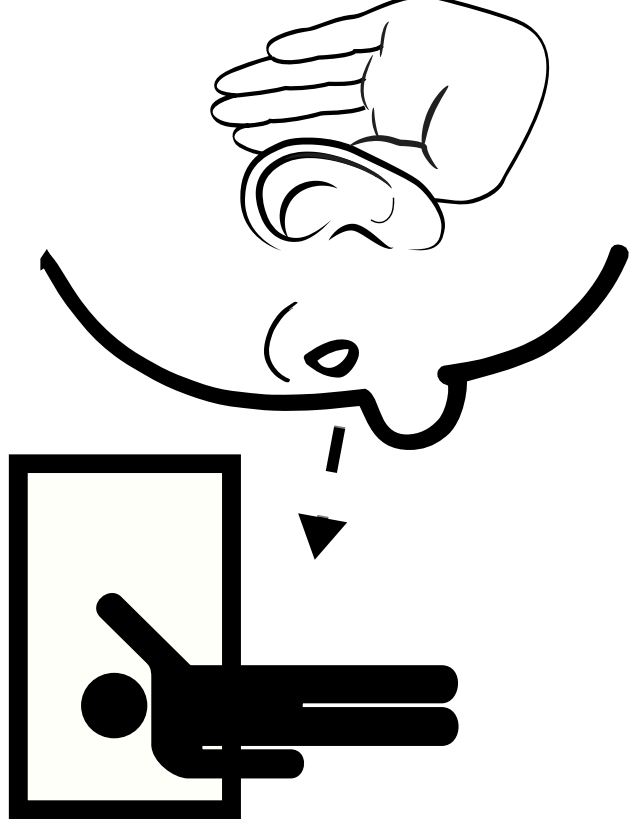
**I can practice the steps of a Severe
Weather Drill. I can be calm and safe.**

STEP 1



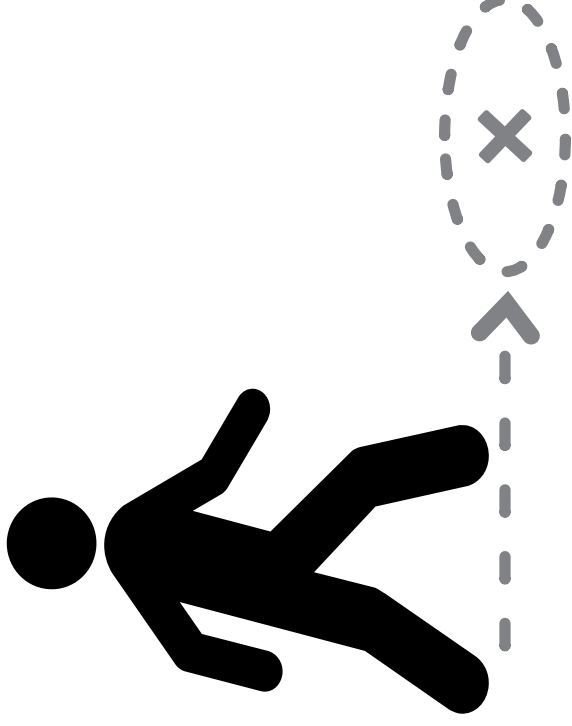
**Step 1 is the Severe Weather Drill Starts.
I will hear an intercom announcement.**

STEP 2



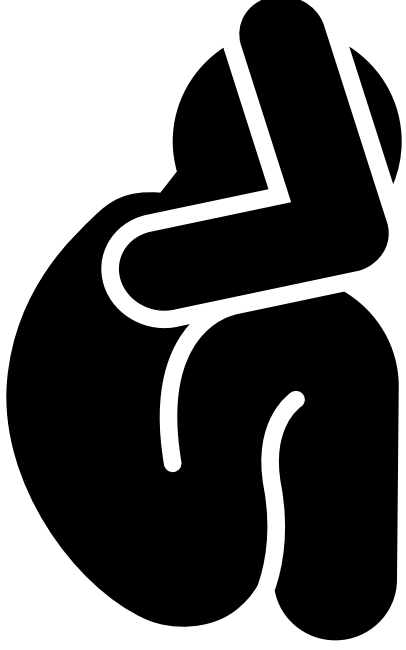
**Step 2 is to stop what I am doing.
I listen and look at the teacher.**

STEP 3



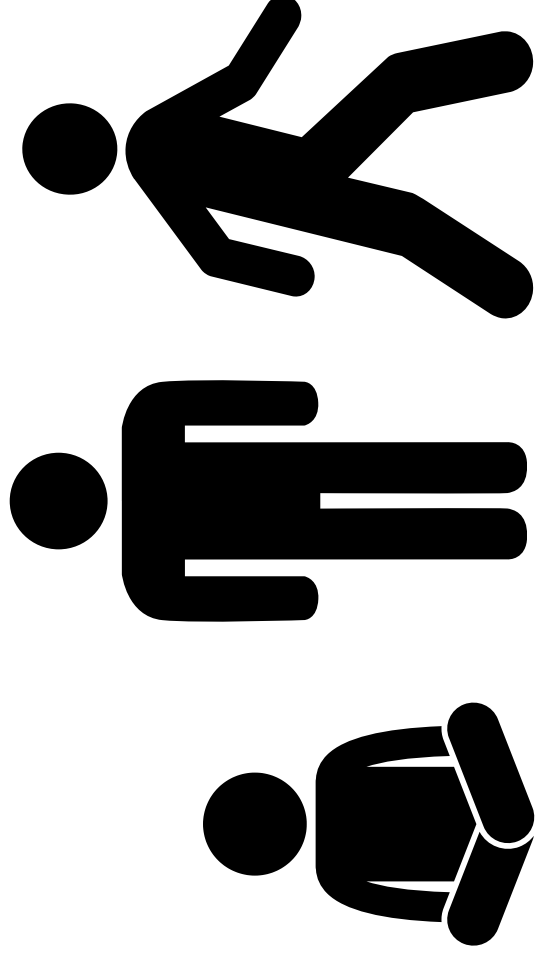
Step 3 is to walk to the Severe Weather Safe Spot in the school. It might be in another room. It might be under my desk.

STEP 4



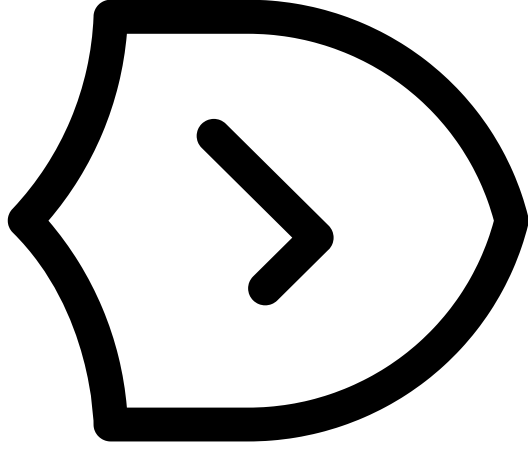
Step 4 is to sit in the Severe Weather Drill Pose. I kneel down and face a wall. My head on the floor and my hands cover my neck.

STEP 5



Step 5 is rise and return to class. A teacher will let me know when it is time.

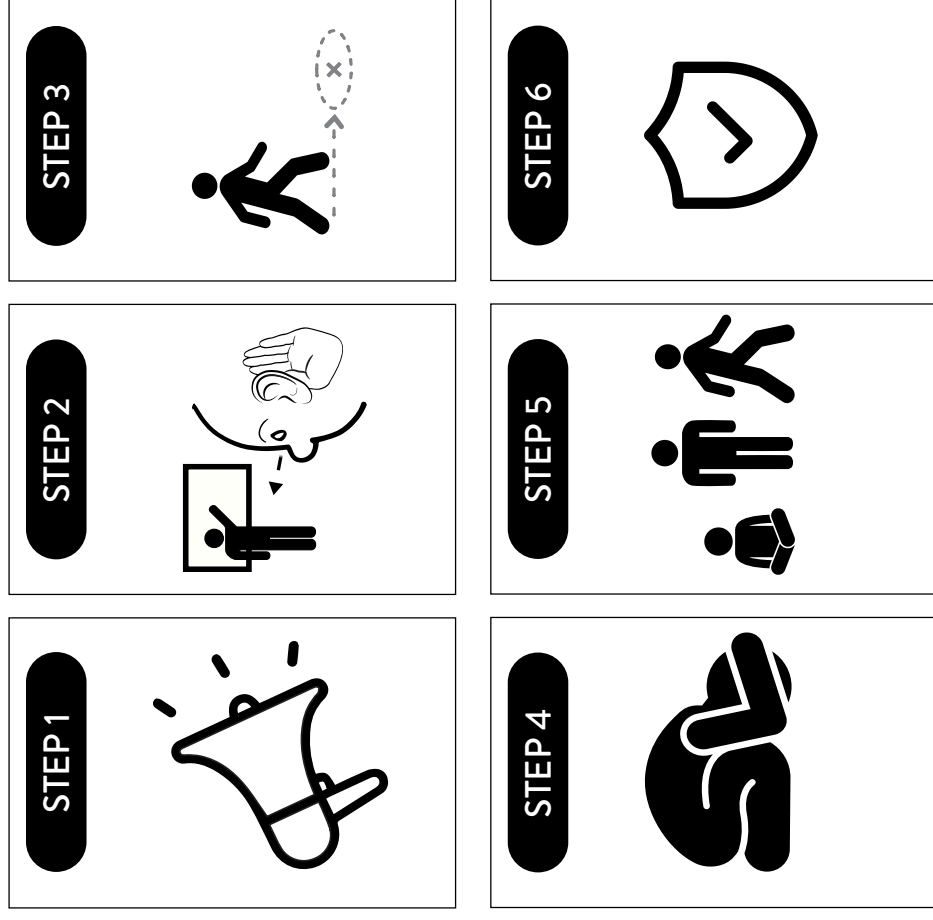
STEP 6



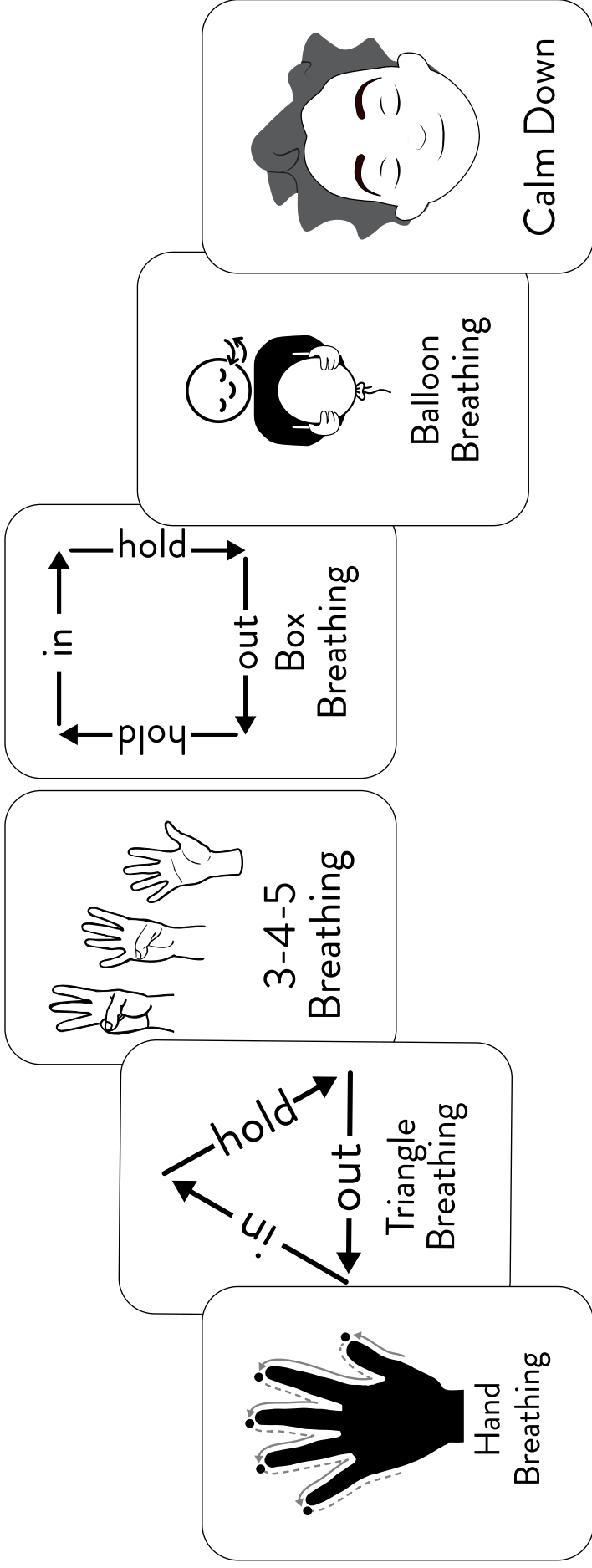
Step 6 is the Severe Weather Drill ends.

I will hear an intercom announcement.

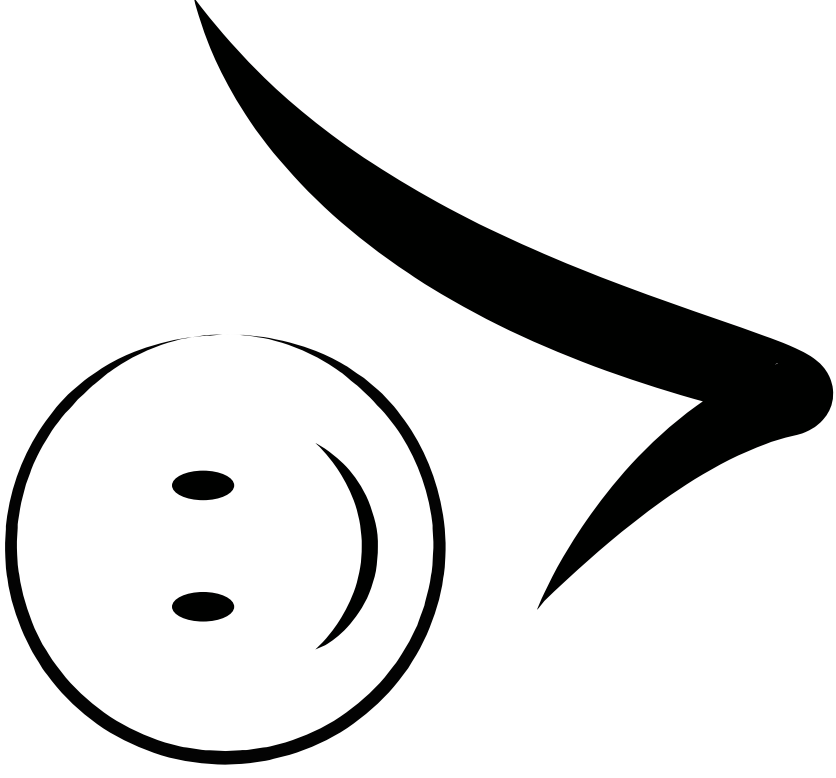
I can go back to learning.



These are the steps in a Severe Weather Drill. I learn them so I can be calm and safe.

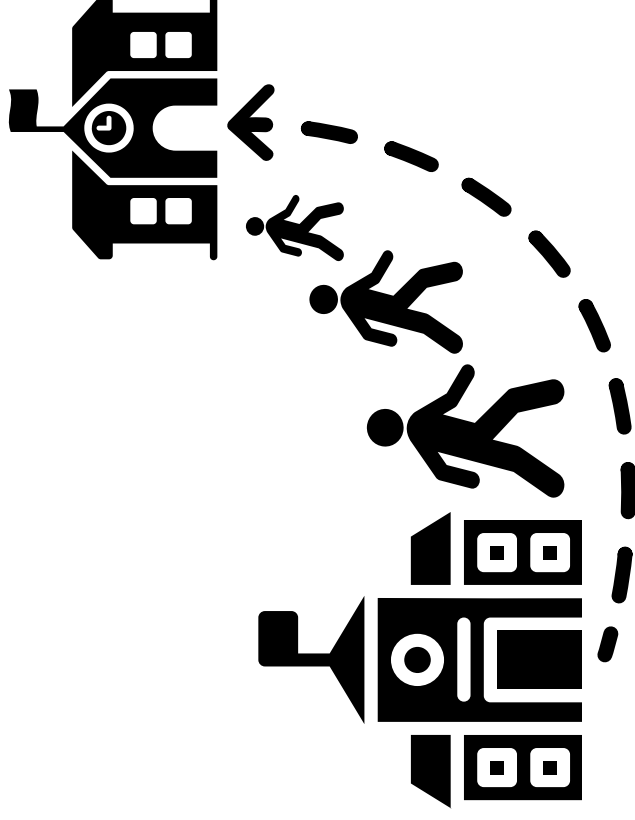


**If the safety drill makes me upset, I can
use my Calm Down Anywhere Tools to
calm down, anytime and anywhere.**

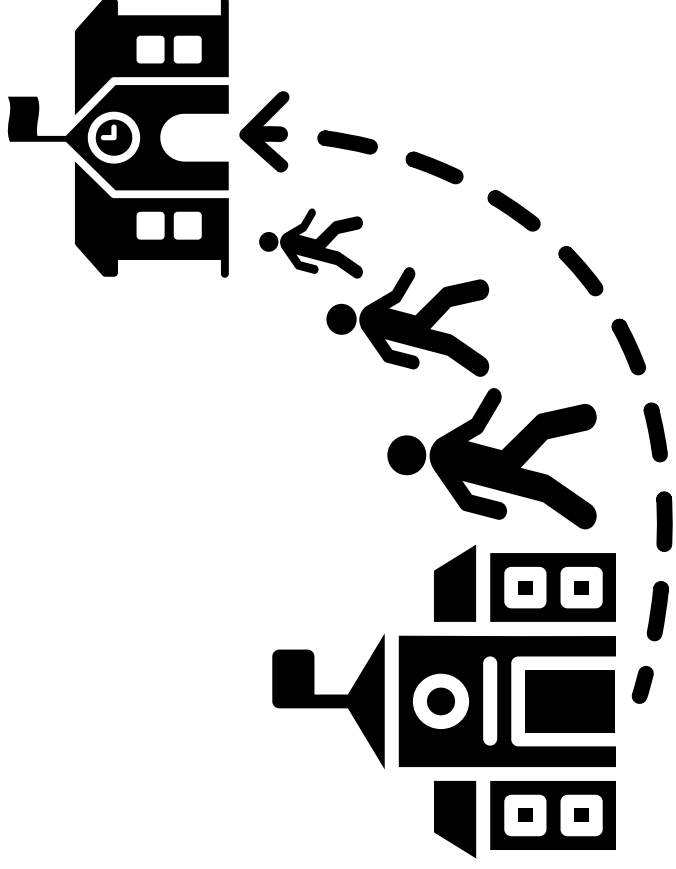


**I can practice the steps of a Severe
Weather Drill. I can be calm and safe.**

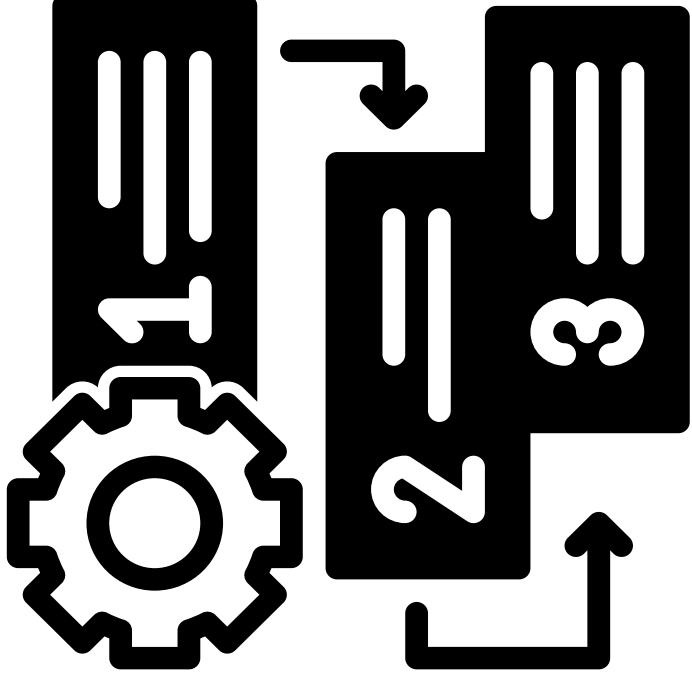
I Can Be Calm and Safe



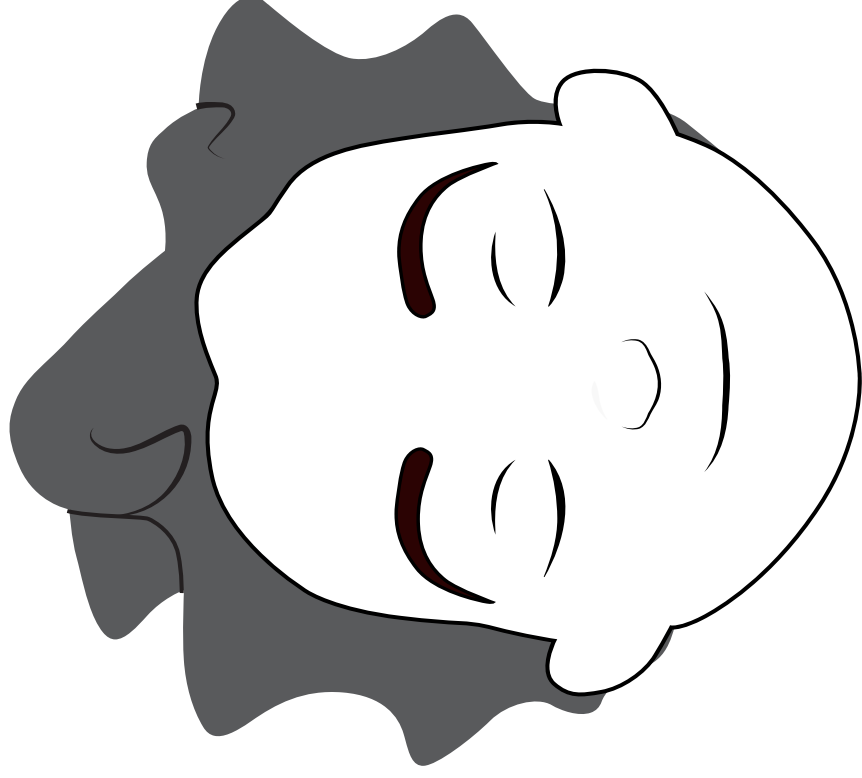
Relocation Drill



Sometimes at school, we have a
Relocation Drill.



A Relocation Drill is when we practice what to do if we need to leave the school.



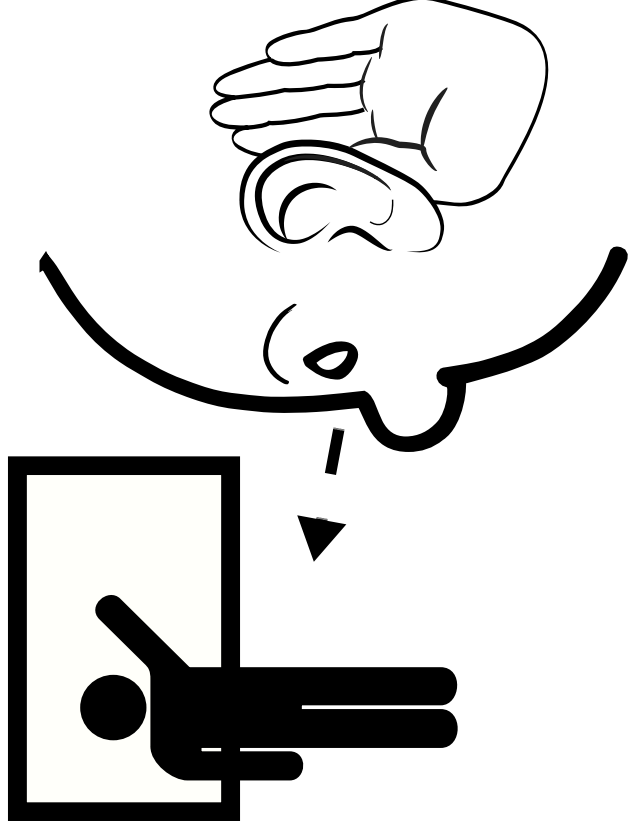
**I can practice the steps of a Relocation
Drill. I can be calm and safe.**

STEP 1



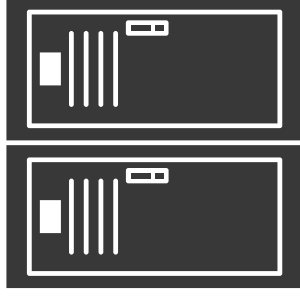
**Step 1 is the Relocation Drill Starts.
I will hear an intercom announcement.**

STEP 2



**Step 2 is to stop what I am doing.
I listen and look at the teacher.**

STEP 3



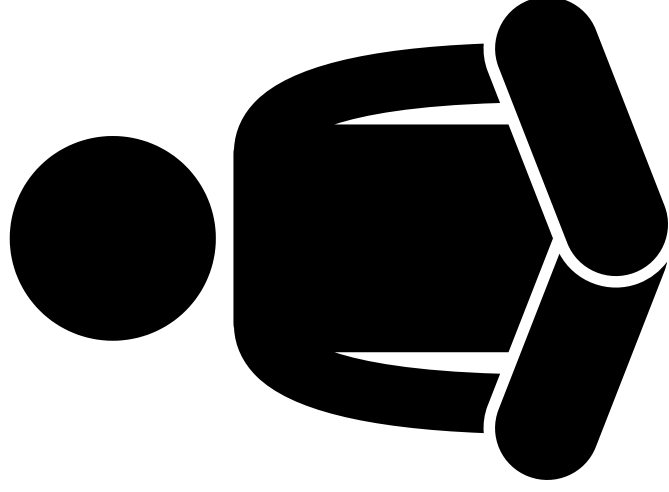
**Step 3 is to walk in a line through the
school with my class.**

STEP 4



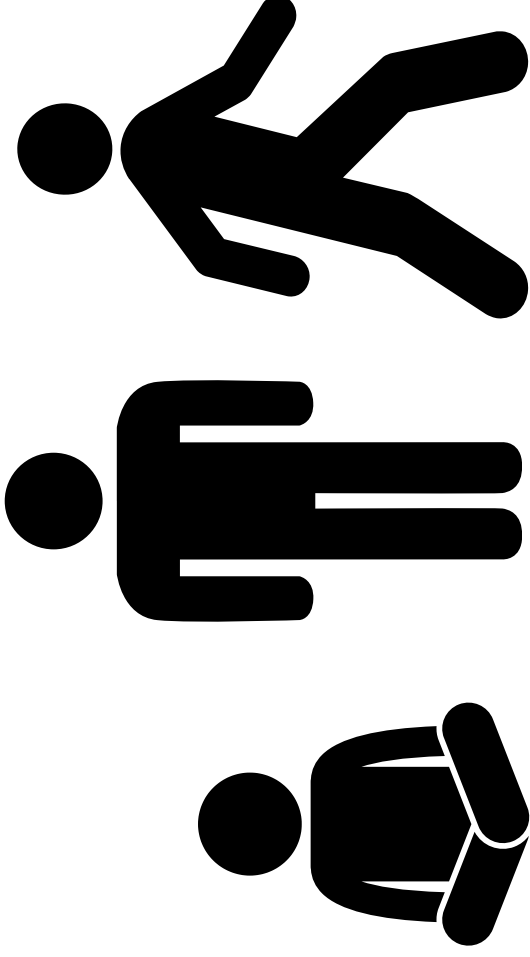
Step 4 is to walk in a line outside to the Relocation Safe Spot. I will walk with my class.

STEP 5



**Step 5 is to sit quietly with my class.
I can wait. I can be quiet and calm.**

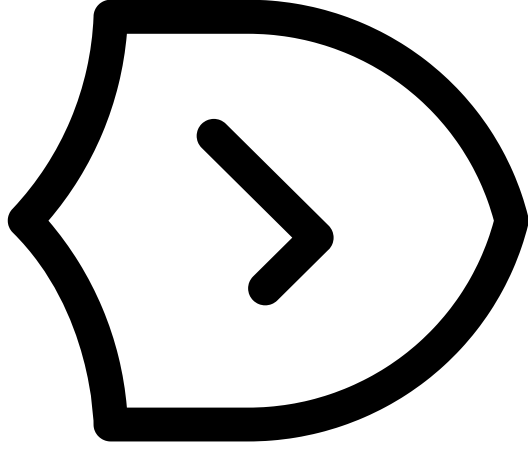
STEP 6



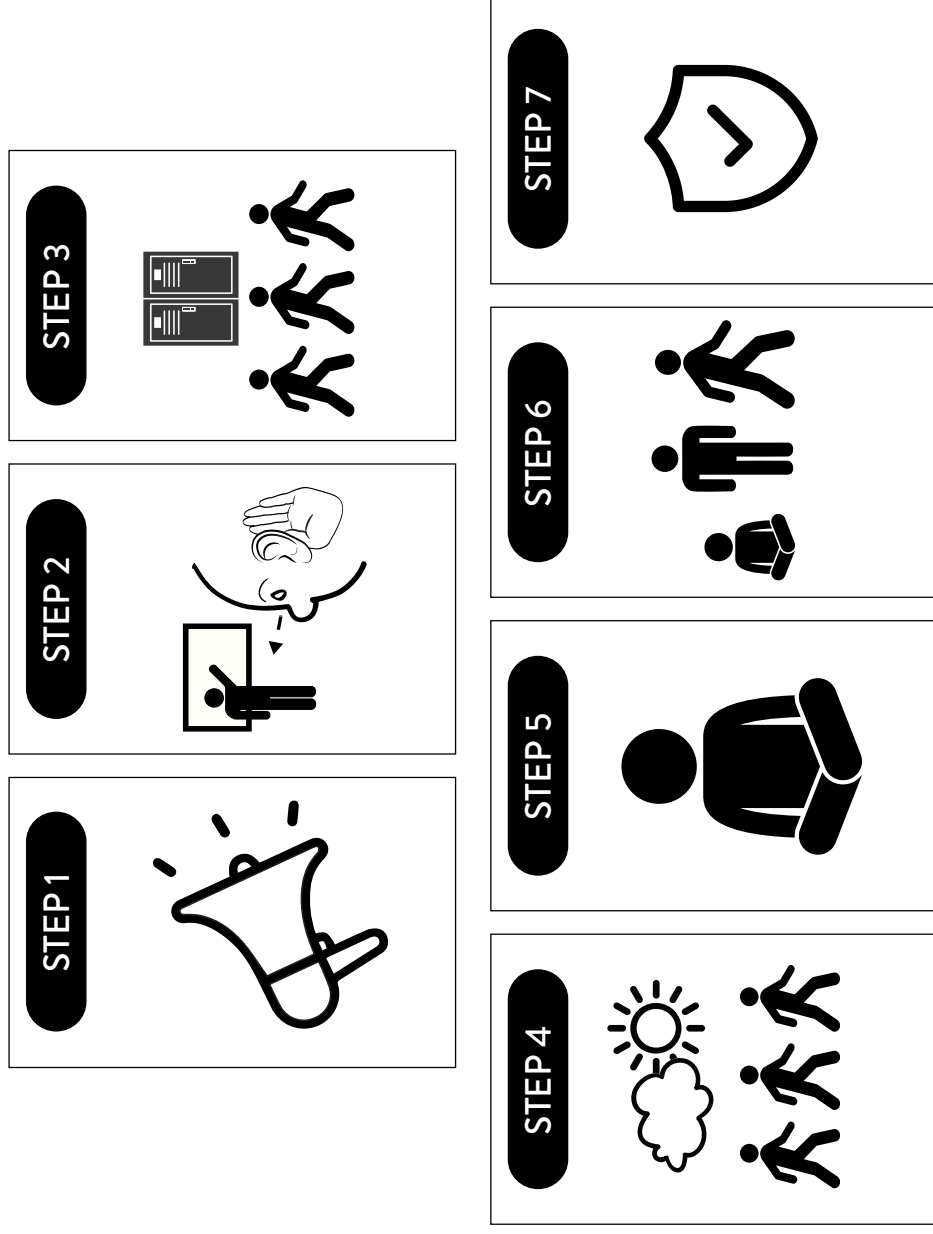
Step 6 is to rise and walk back to my school.

A teacher will tell me when it is time.

STEP 7

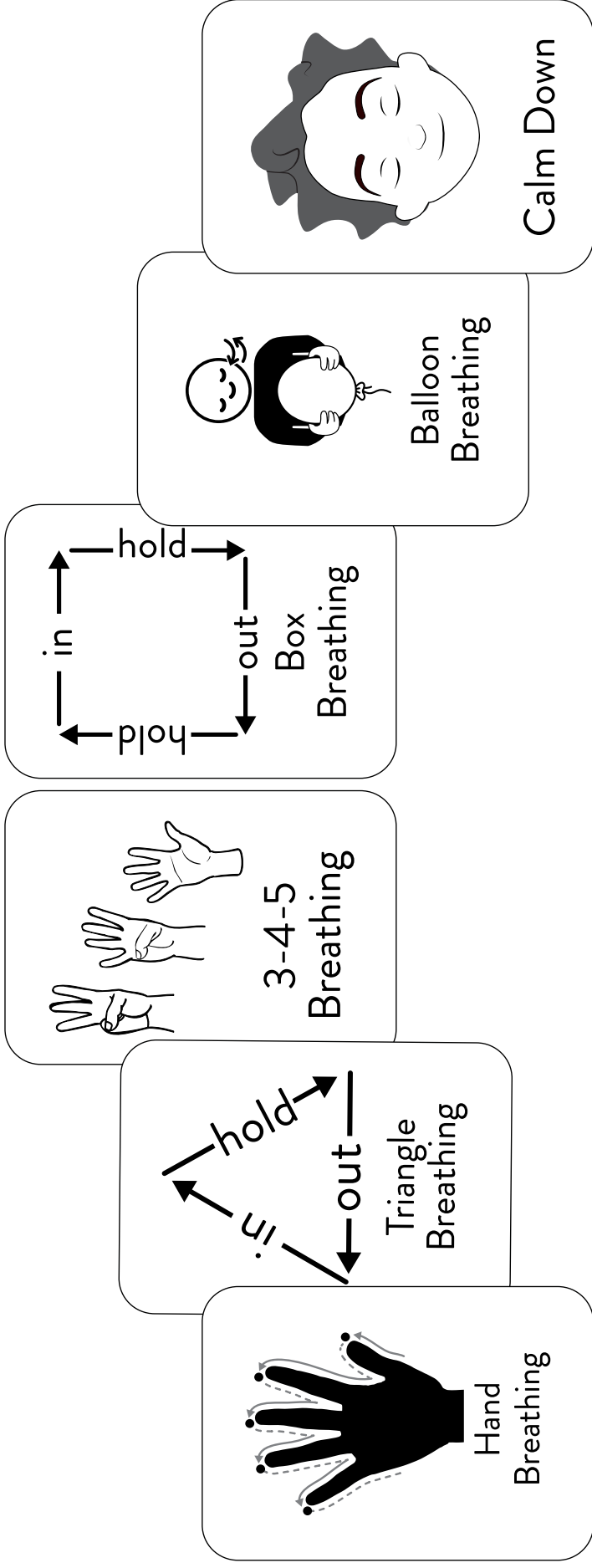


Step 7 is the Lockdown Drill ends.
I might hear an intercom announcement.
I can go back to learning.

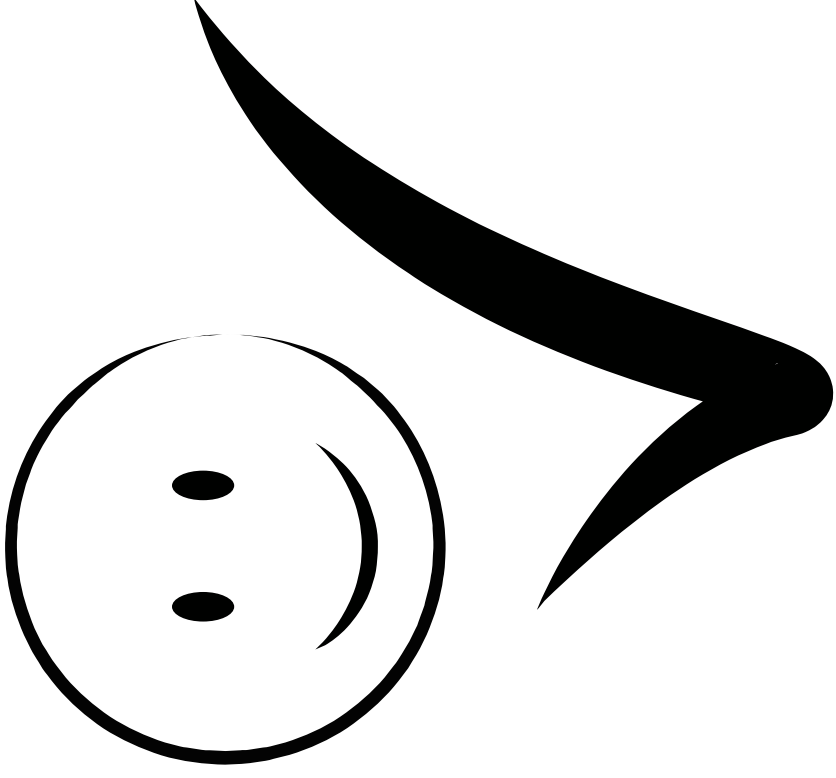


These are the steps in a Relocation Drill.

I learn them so I can be calm and safe.



**If the safety drill makes me upset, I can
use my Calm Down Anywhere Tools to
calm down, anytime and anywhere.**



**I can practice the steps of a Relocation
Drill. I can be calm and safe.**

APPENDIX C: RELEVANT EVIDENCE-BASED PRACTICES (EBPs)

RoboKind uses 22 of the 28 EBPs Recommended by the National Autism Center in the 2009 “National Standards Report.”

Evidence-Based Practices	Application of EBP to Lessons
Antecedent-Based Interventions	Students receive visual and verbal instructions and examples of the new skill before practicing or being assessed. This helps them become familiar with the skill objective before applying it themselves.
Behavioral Momentum Intervention	Students encounter easier tasks before more challenging assessments of the new skill First, they are asked to simply identify which skill is being taught with visual cues. Later, they are asked to identify which skill is being taught with many visual available. Then, they are asked to practice the skill themselves. Finally, they are asked to verbally respond with the name of the skill they learned.
Cognitive Behavioral/Instructional Strategy	Students model their new skill with clear step-by-step instructions to identify and manage their own behavior. They learn to use their Calm Down Anywhere tools to calm themselves during challenging tasks or heightened emotions. They learn to use their knowledge of Safety Drill procedures during real safety drills. These skills are both integrated into the lessons and available as a tool for behavioral management and review throughout the school day.
Direct Instruction	Students participate in structured teaching sessions with scripted lessons and active involvement. They interact with the teacher and robot/virtual avatar through scaffolded responses to understand the new skill. Lessons progress quickly with clear cues and modeling of correct responses, ensuring mastery before advancing. Students receive support in the new skill with prompting and reinforcement from the facilitator and technology.
Discrete Trial Training	In a one-on-one teaching session, the learner practices the new skill with clear instructions and prompts. They receive praise from the facilitator and robot/virtual avatar for correct responses, and positive reinforcements and re-teaching is provided to support incorrect responses. Data is recorded digitally without visual feedback to prevent discouraging the student.
Functional Communication Training	Students learn to replace challenging behavior with more effective communication skills, such as advocating the use of Calm Down Anywhere tools when they find themselves faced with challenging tasks or heightened emotions. The focus is on teaching heightened emotion identification, advocacy communication, and independent strategy proficiency.
Modeling	The facilitator and robot/virtual avatar demonstrate the new skill and desired behavior for the learner to observe and imitate. The student learns by watching and then practicing the skill themselves. Prompts and positive feedback are used to reinforce the objective throughout the lesson.

Evidence-Based Practices	Application of EBP to Lessons
Naturalistic Intervention	Calm Down Anywhere tools provide learners with familiar and preferred emotional regulation strategies during classroom and home activities. Students learn to choose and implement Calm Down Anywhere tools as a means to self-regulate and persevere through a task, while reducing avoidance and escape-maintained behavior. This is especially useful during schoolwide Safety Drills.
Parent-Implemented Intervention	By utilizing our provided Parent Letter, parents and guardians can learn about the vocabulary, techniques, and skills associated with Calm Down Anywhere tools and Safety Drills. This component acts as a bridge to reinforce the learned skill for students at home and in everyday practice.
Prompting	Students receive assistance from the facilitator and robot/virtual avatar to practice and perform the new skill. Prompts come in the form of verbal instruction and visual cues before and during the student's attempt to use the skill.
Reinforcement	Throughout the lesson, the learner experiences immediate response feedback from the facilitator and the robot/virtual avatar. Positive praise or gentle prompting for reattempt support student progress and favorable observance of the Calm Down Anywhere tool or Safety Drill procedure recall.
Self-Management	Students are empowered to independently regulate their behavior using the Calm Down Anywhere tools, monitoring emotions and distinguishing appropriate from inappropriate behaviors. With initial support from the facilitator and robot/virtual avatar, students reinforce themselves for appropriate intervention strategies, gradually taking more responsibility over time.
Social Narratives	Students encounter videos and auditory narratives that depict social situations, focusing on key behaviors and offering breathing exercises as an appropriate response. These narratives are presented as visual aids targeted towards morally-neutral universal experiences. This guides the learner's understanding of emotional dysregulation identification, while suggesting an appropriate suitable response. During our Safety Drill lessons, the narratives act as guides to learn, recall, and prepare themselves for the expected behaviors and responses during various school-wide Safety Drills.
Social Skills Training	Students learn to use their new skills to help interact effectively with others in different situations. They receive direct skill instruction, modeling, prompting, positive reinforcement, and gradual release of responsibility to support independent skill application.
Task Analysis	Students gain competency of the Calm Down Anywhere Tools and Safety Drill procedures through the methodical structure of the lesson. The skill is broken down into small visual, verbal, and kinesthetic steps. The learner receives support through video modeling, positive reinforcement, and practice to aid in remembering and mastering each sequential step.

Evidence-Based Practices	Application of EBP to Lessons
Technology-Aided Instruction	The additional module lessons incorporate the use of a robot/virtual avatar, along with interactive tool and virtual narratives imbedded into the digital lesson, for positive learning experiences. Instruction emphasizes integrating these technologies into suitable contexts and novel engagement for the student.
Time Delay	Our lessons systematically reduce prompts by introducing brief pauses between instructions and vocabulary. None of the practice and assessment segments incorporate timed responses, and prompting language is provided to the facilitator if a student requires coaching while processing their response.
Video Modeling	Short videos are provided to demonstrate concepts and behaviors being taught in the Calm Down Anywhere and Safety Drill lessons. The Introduction Video explicitly explains and shows how to use the tool or what procedural steps to expect.
Visual Supports	Students encounter several visual cues and modeling videos integrated within the Calm Down Anywhere and Safety Drill lessons. These are used to reinforce sequential steps and key vocabulary, as well as offer prompting for the learner.

THIS PAGE WAS INTENTIONALLY LEFT BLANK