

Facing Fear

Helping Young People
Deal With Terrorism and Tragic Events

Expect the Unexpected™ Curriculum Supplement featuring lesson plans
and activities about feelings, facts and the future.

For students aged 5-7.



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Version 2

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The Peace Doves



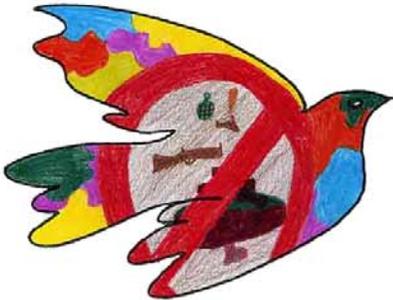
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These doves were selected from a CSQ (Centrale des Syndicats du Québec) campaign that was led after the September 11 events to allow students to express their feelings about the tragedy. These messages were sent to the Prime Minister of Canada, Jean Chrétien. 23,500 elementary and high school students participated in the campaign.

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What We Hope These Materials Will Do

1. Help children feel safe and secure in the aftermath of a terrorist action or tragic event.
2. Help teachers talk to their students about emotionally challenging events.
3. Give students experience in talking about frightening events that they hear or see reported in the media and hear discussed at school and at home.
4. Help teachers and students become critical viewers of the media and use the media to gather facts and distinguish facts from opinion and unsupported observations.
5. Provide a positive outlet for students to express themselves and contribute to the community.
6. Help children and families know what to do and how to prepare for the future.
7. Provide an understanding of the concepts behind the Fundamental Principles of the International Red Cross and Red Crescent Movement—which are based on international laws developed to help and protect people during war or armed conflict—and their application in today's world.

Lesson Plans and Objectives

Lesson Plans and Objectives for Students aged 5-7.

Lesson Plans	Objectives Students will:
Lesson Plan 1 <i>Facing Personal Feelings</i>	<ul style="list-style-type: none">• Identify a range of personal feelings.• Demonstrate healthy way to redirect uncomfortable thoughts.• Identify activities that can be fun.
Lesson Plan 2 <i>Stress and Relating to Others</i>	<ul style="list-style-type: none">• Identify a range of personal feelings.• Recognize that others may experience feelings different from their own.• Define ways in which they can identify and be responsive to others' feelings.
Lesson Plan 3 <i>Be Media Savvy</i>	<ul style="list-style-type: none">• Identify and classify media sources.

Background for the Teacher

Facing Fear™ is a flexible curriculum to help young people aged 5–16 be prepared for disasters and deal with the aftermath of terrorism and tragic events.

As much as we would like to protect our children, we cannot shield them from personal or community tragedies. We can, however, help them to be prepared for unforeseen dangerous events and to learn about facing and moving beyond their fears and related concerns.

Young people may be particularly worried about issues of safety, security and trust. There are many reactions that are common after a trauma or disaster. These include re-experiencing the event (for example, flashbacks), avoidance and numbing of feelings, increased arousal and changes in functioning. These reactions may be manifested in clingy behaviors, mood changes, increased anxieties, increased startle responses (for example, more jumpy with noises), somatic complaints and regressive behavior. Increased aggressive behaviors may also be seen. When the trauma or disaster is man-made, such as a terrorist event, young people may react with hurtful talk, behaviors or play. All of these reactions are normal responses and will, in general, dissipate with time. However, should these persist or increase over time, a referral to a mental health professional should be considered. Similarly, should these reactions result in a danger to self or others, an immediate referral may be warranted.

In the aftermath of terrorism and tragic events, very young children can feel overwhelmed with concerns of safety, security and trust. They are often unsure where to turn for help. When the safety of their world is threatened, they may feel insecure. As a result, they may be more anxious and fearful. Children may be more clingy with teachers as well as with parents. This may be due to worry about their own safety as well as the safety of those important to them. Abandonment is a major childhood fear, so children need frequent reassurance they will be cared for and will not be left behind. This message may need to be repeated many times each day. By returning to a regular classroom routine, teachers can help to reinforce a sense of security in young children.

Children's increased fear may also encompass a worry that the trauma will re-occur. Because children this age have not developed a complete sense of time, exposure to replays of the trauma or disaster via television may lead them to believe that the event is happening again and again. This re-exposure can result in increasing worry and fear. Limiting this exposure, as well as exposure to adult conversations about the event, may reduce the stress in children.

Young children may have difficulty putting their thoughts and feelings into words. In order to express these, they may act out ideas through play. Teachers may see play that attempts to recreate the event. Children may repeatedly erect buildings with blocks only to knock them down. They may pretend to be rescue workers or to be rescued. They may also become more aggressive or destructive in their play as they act out feelings of anger about what has happened. Teachers may see a direct link to the event (for example, buildings being destroyed) or behaviors seemingly unrelated to the event (such as a game of tag on the playground).

Children this age may talk incessantly about the event. To these repetitions, they may gradually add new bits of knowledge that they gain from others. At times, as young children try to make the story “fit” into their concept of the world around them, the repetitions may come to include misinformation or misperceptions of the event. Questions related to the trauma may be equally repetitive. Teachers may answer a child's question only to have the same question repeated within a few minutes. Having the same answer will increase the child's sense of security and help the child process the trauma.

Children this age may have difficulty understanding the results of the event. For example, very young children have magical thinking as well as the belief in the reversibility of loss. Therefore, they may believe that those killed in a disaster will return or that buildings can be easily rebuilt. Children may have many questions and discussions about death and dying. They do not have a mature grasp of the irreversibility of death.

Changes in behavior are likely after young children experience a trauma or disaster. One indicator of increased distress may be more whining and irritable behaviors. Young children may have more angry outbursts or temper tantrums, even over seemingly minor events. They may also be more defiant in their behaviors. The opposite may also be seen; some children will become more withdrawn and less engaged in classroom activities.

Young children may show a change in functioning. They may have toileting accidents. A return to baby talk is not unusual. Children this age may be more demanding of help with activities such as dressing, feeding, cleaning up and fastening coats. They may have more trouble with naps because they may be hyperalert as well as hypersensitive to sounds. Some children may have nightmares during naptime. Sleep may be disrupted after a trauma, so children may be less rested, which can also produce more irritability. Children may want more help with schoolwork. Not only does this demonstrate increased stress, it also addresses the need for an increased sense of safety and security by having the teacher provide one-on-one attention. At times, children may have problems with attention and concentration on new work presented, which may require multiple presentations of the material.

Tips for Using the Lesson Plans

The Canadian Red Cross *Facing Fear*[™] curriculum contains lesson plans for teachers and includes hands-on or interactive activities for the classroom that will help students and their families prepare for disastrous situations and equip them with tools to sort out their feelings and fears.

Components of this curriculum supplement the lessons in core classroom subjects that teachers are already teaching. Based on the abilities of your students, their interests and their experiences, you can choose which lesson plans to introduce and how extensively to cover them.

An important goal is to engage families in this curriculum. To this end, “Home Connection” segments of the lesson plans offer you opportunities to enhance parental involvement in the curriculum experiences covered in the classroom.

The lesson plans are presented in a two-column format. The wider, right column contains the lesson descriptions; the estimated time required for setting up, conducting and wrapping up; and activities for students that reinforce the lesson learning objectives. The left column contains the materials needed for activities and symbols that quickly alert you to activities, curriculum links, wrap-ups and home connections.

As you lead the *Facing Fear*[™] activities, it’s important to emphasize that students must listen to and respect each other. Everyone can have the opportunity to share and participate. No inappropriate laughter, teasing or denial of any individual’s ideas should occur. Students may have similar as well as different ideas, and all are valid.

During discussions, many students will want to talk. When young people share feelings and thoughts, they may have difficulty finding the right words. You can help them communicate by locating the emotions behind their statements. For example, you could say something like, “It sounds as if you don’t like to spend all your free time cleaning up. I wonder if that makes you feel angry sometimes.” Or, “Everything is quiet at night. I wonder if that is a time you feel most scared or worried.” Sometimes, students may have difficulty talking about their own thoughts and feelings. In addition to encouragement and support for sharing, you may also phrase discussion questions in the third person. For example, rather than, “How do you feel about...” you may also try, “How do you think children may feel about...”

Young people may also make negative or hateful remarks, particularly when they have been affected by a trauma or disaster that is human-caused. Acknowledge the anger, but help them differentiate between the perpetrator(s) and other people in the community who may share, or appear to share, similar ethnic, religious or cultural characteristics, but who have no connection to the traumatic event. Discussion of how intolerance can lead to violence against everyday people is important.

Younger children need to see the adults as in control and as a strong support during a difficult time. With older (middle and high school) students, it’s okay to acknowledge that you may be experiencing some of the same difficulties they are, but express assurance that healing will occur.

Be sure to use encouragement and praise.

It’s also important that you be aware of your own reactions and feelings. Be conscious of your own opinions, feelings and thoughts as you guide the class. You may want to review the lesson plan and the feelings it evokes in you before presenting it to the class. Share your own feelings with someone in your support system. Young people take cues from the important adults around them. Think about what you wish them to hear from you. Be aware that you will not be effective if you purposely or inadvertently take one side over another in controversies of a political, religious or other nature, including taking the side of one student over another. When you model respect for and tolerance of all the views and feelings that your students share, your students will try to do the same.

Moving Forward in Spite of Life-Affecting Events

Frightening events, such as the terrorist attacks in the United States on September 11, 2001, major floods and tornadoes, earthquakes here and in other countries, massive transportation accidents, war or armed conflict or other military action, impact us all. Events caused by human beings can be particularly frightening and raise unique concerns.

Terrorist actions are designed to instill fear in individuals and communities, if not countries. Because they happen without warning, there is no time to prepare. This unpredictability leaves us with a heightened sense of vulnerability and anxieties that the event could be repeated again, anywhere. With increased media coverage, even those not directly impacted can be significantly affected by the event. Images make us feel closer to the victims and we may perceive ourselves as victims of the actions as well. The questions that arise from disasters of human design are difficult, if not impossible, to answer. We want answers to “why” and “how could they” and are often left frustrated by lack of satisfying responses. This frustration also gives rise to intense feelings of anger. The anger toward the perpetrators may be uncomfortable and difficult to express in productive ways. Generalizing about the terrorists (for example, all Muslims, all Arabs, or all people with strong disagreement with the government) may lead to an increase in hate, prejudice and violence toward innocent people and groups, thus expanding the

victims of the initial attack. As adults struggle with reactions and feelings in the aftermath of a terrorist action or tragic event, children are similarly searching for how to best handle their feelings. At all ages, they take cues from adults around them (parents, teachers and community and national leaders).

Young people need to know that their reactions and feelings to such events are normal. They need to recognize that others feel very similar. Most important, young people need to know that they will begin to feel better with time and that it is acceptable to enjoy friends, family and activities. They need to know that there are things they can do to help themselves move forward in a positive way.

The lessons and activities in this curriculum are designed to help you help your students address their fears and move beyond them.

The *Facing Fear*[™] curriculum supplements the Canadian Red Cross *Expect the Unexpected*[™] curriculum, which provides standards-based lesson plans and activities about natural hazards, including hurricanes, earthquakes, floods, tornadoes and lightning, and general family disaster preparedness. For more information, visit www.redcross.ca/facingfear.

With permission, parts of Background for the Teacher above were adapted from *Healing After Trauma Skills*, Robin H. Gurwitch and Anne K. Messenbaugh, University of Oklahoma Health Sciences Center, Department of Pediatrics, 2001.



Lesson Plan 1

Facing Personal Feelings

Purpose

To help students:

- Understand their personal feelings following a tragic event.
- See that a wide range of feelings is normal.

Objectives

Students will:

- Identify a range of personal feelings.
- Demonstrate healthy ways to redirect uncomfortable thoughts.
- Identify activities that can be fun.

Activities

- Redirecting Thoughts

Home Connection

- Redirecting Thoughts



Lesson Plan 1

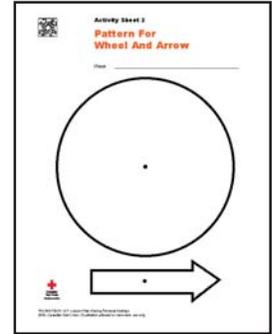
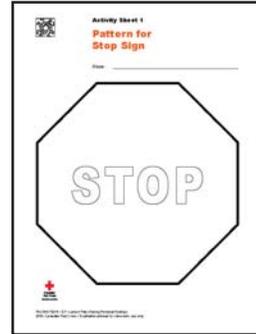
Facing Personal Feelings

Redirecting Thoughts Activity

Set up: 30 minutes

Conduct: 45 minutes

Use the patterns found on Activity Sheets 1 and 2 to cut red construction paper in the shape of a stop sign, white construction paper into circles and green construction paper into arrows.



Prior to the lesson, gather and prepare materials as directed. If children are old enough to cut their own shapes, trace the shapes onto the paper.

Materials

- Scissors
- Colored pencils or crayons, including white crayon
- Gold paper fasteners
- Red, white and green construction paper
- Activity Sheet 1: *Pattern for Stop Sign*
- Activity Sheet 2: *Pattern for Wheel and Arrow*

1. Tell students that sometimes after something bad happens like (name the event), we have thoughts about it or pictures in our heads about it. They can come even if we are not thinking about the event. They can come even if we are trying very hard not to think about the event. These thoughts and pictures make us feel very uncomfortable, and sometimes we may even think there is something wrong with us. The thoughts and pictures can interfere with our schoolwork, homework, chores and other things that used to be fun, such as playing with friends or walking the dog. We sometimes will stay away from fun things, hoping the thoughts and pictures will go away.

Believe it or not, as much as we don't like what is happening, it is normal to have these thoughts and pictures in our minds after a bad event like (name the event).

Today we are going to learn some ways to handle the thoughts and pictures that we don't want in our heads. Who can tell me what this is? (Hold up the stop sign you have made from red construction paper.) That's right, it's a stop sign. When we see stop signs, it means we have to stop what we are doing. On the roads, they mean "stop driving." Similar types of signs say "No smoking" or "No climbing."

We are going to make our own stop signs for bad thoughts or pictures that come into our minds. We can tell ourselves NO very loudly in our minds. This makes our minds stop, and we can then give them something else to think about or do.

2. On your red construction paper, write STOP with your white crayon. On the back, write or draw two good thoughts or pictures you can imagine that you might use after saying STOP to the bad thoughts or pictures. Can you think of good thoughts or pictures children could use? (Write these on the board. Allow children to complete their stop signs; you may need to help some children generate ideas for the back of the sign.) Now, whenever you have an uncomfortable thought or picture in your mind, you have a STOP sign and good things to think about or picture.



- Now take out your white circle. Draw lines to make your circle look like it has pie pieces. (Show students one you made as an example.) In each pie piece, write or draw an activity that you think is fun for you or other children. Some activities can be easy ones; others may take lots of time.

Let's think of some ideas together.

(Write the examples on the board. These may include playing with a pet, singing a song, reading a book, riding a bike, eating cookies and milk, playing a game, shooting baskets, kicking soccer balls, stringing beads, calling a friend on the phone, coloring a picture or watching a favorite television show or video.) There are no right or wrong ideas. Next, take your gold paper fastener and put it through the middle of your pie and your green arrow so that your pie and the arrow are connected. Your arrow should be loose enough to spin with your finger. Now if an uncomfortable thought or picture pops into your mind, you can spin the arrow (or remember what is on your pie) to choose an activity that can help get rid of the thought or picture. Sometimes you can use the stop sign, sometimes you can use the activity wheel and sometimes you can do both. When we feel bad, we may not want to do things that used to make us feel good. To help us heal, getting back to these activities, even if they are not fun at first, is important.

Points to discuss:

- What kinds of thoughts and pictures could children have in their minds after this event?
- When might these thoughts and pictures come into children's minds? Include in the discussion reminder triggers like images on television or in the newspaper, adult conversations about the event, loud noises and activities related to the traumatic event. Also include situations that are completely unrelated to the event, such as completing schoolwork, playing with friends or listening to the radio.



Material

- Activity Sheet 3:
Redirecting Thoughts

Home Connection *Redirecting Thoughts*

Send the stop sign and activity wheel home with the students along with Activity Sheet 3.

This lesson was adapted from *Healing After Trauma Skills*, Robin H. Gurwitsch and Anne K. Messenbaugh, University of Oklahoma Health Sciences Center, Department of Pediatrics, 2001.

Activity Sheet 3
Redirecting Thoughts

Name: _____

Dear Parent or Guardian,

Unpleasant thoughts and feelings are common following a tragic event. They can be triggered by reminders of the event, such as an old toy, television news or the event, their location or activities nearby. Helping to redirect thoughts about the event. Helping to make connections with the event (such as stories or helping to clean-up activities). The thoughts and feelings can come when your child had specific feelings about activities or things with friends. For example, the thoughts and images can be very real and very frightening to your child. Sometimes children have a hard time concentrating with their. Your child's thoughts and feelings will be very, emotional, unpredictable, and not always as they thought. Help your child understand that these experiences are normal and will go away with time. Let your child know that you will be there for them.

In school, your child needs a stop sign as a reminder to keep their thoughts. On the reverse of the sign, your child needs to write examples of positive thoughts and pictures that can be used in place of the uncomfortable ones. Discuss these ideas with your child. Together, think of one or two additional positive thoughts to add to the sign. Remember, there are no right or wrong ideas. Different thoughts and pictures in the mind will work for different people.

Your child also needs an activity wheel. Encourage school or community activities as another way to help redirect thoughts and feelings. The idea here is to have a change in the number of times of receiving your child's new signals. Children may be helped to redirect thoughts and feelings by having regular and frequent. The goal is to help your child also have fun some of their regular things about the event. They can begin to recover their enjoyment of enjoyable activities by doing them more often than they usually do.

Discuss the wheel with your child. Take some time to spin the wheel and, if possible, do the activity indicated. It is not possible to do the activity, spin again. On the end your child may think or an activity the family can do together. Encourage your child to try various activities when bothered by troubling thoughts or feelings. Encourage your child to continue to share thoughts and feelings with you.



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Lesson Plan 2

Stress and Relating to Others

Purpose

To help students understand others' reactions to a tragic event.

Objectives

Students will:

- Identify a range of personal feelings.
- Recognize that others may experience feelings different from their own.
- Define ways in which they can identify and be responsive to others' feelings.

Activity

- The Many Faces of Feelings

Home Connection

- Same and Different



Lesson Plan 2

Stress and Relating to Others

Following a tragic event, there is an ongoing need to deal with a wide range of students' reactions. Children express their feelings and reactions in different ways. Your acceptance of this will make a difference in how the children recover from the trauma.

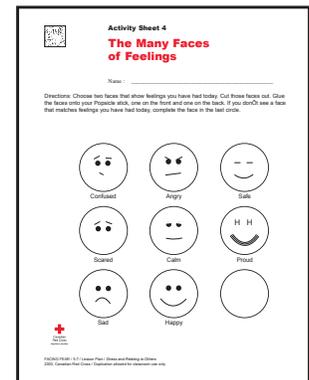
Some children will become withdrawn and unable to talk about the event, while others will feel intensely sad and angry at times and at other times will act as if the disaster never happened. Children are often confused about what has happened and about their feelings. However, don't be surprised if some children don't seem to be affected by what they have seen and heard. Not everyone has immediate reactions; some have delayed reactions that show up days, weeks or even months later, and some may never have a reaction.

Children also need to be taught that others may be feeling different emotions than they are and that they need to respect others' emotions.

The Many Faces of Feelings Activity

Set up: 15 minutes
Conduct: 45 minutes

Enlarge one copy of Activity Sheet 4. Cut out three or four of the enlarged faces, and attach each to a Popsicle stick.



Material

- Scissors
- Glue sticks
- Popsicle sticks (one per child)
- Activity Sheet 4: *The Many Faces of Feelings*

1. Refer to Lesson Plan 1: Facing Personal Feelings for a list of words that describe feelings. Arrange students in a circle or have them sit in a comfortable area of the classroom, such as the reading corner. Ask them what they know about the event that has occurred. Listen to and nod your head to children's remarks. Clear up misconceptions about what has occurred by giving honest, simple, brief answers to their remarks and questions. Make sure they understand your answers. Be careful to use words or phrases that won't confuse them or make the world seem more frightening. Ask students what they are feeling. Listen carefully and then ask them to help you brainstorm and list words that suggest feelings. List words that show a range of emotions from happy to sad. Once the list is created, ask students which words express the way they are feeling following this event. Mark those words by underlining or circling them.
2. Have students return to their seats. Tell them that it is important to understand that while they may be feeling sad or angry, at the very same time, someone else may have entirely different feelings! Ask students the following questions:
 - How do you know when a friend is feeling happy? Sad?
 - How do you show on the outside how you're feeling on the inside? With words? With your body? Hold up one of the enlarged faces from the activity sheet. Identify the feeling. Ask students to stand and show you with their face or their body how they might look when they feel that way. Ask volunteers to share words they might say when they have that feeling.



- Hand out copies of Activity Sheet 4. Instruct students to choose two faces from the sheet that show feelings they have had today. Have them cut the two faces out (they may wish to color them) and attach them to a Popsicle stick, back to back. Once the faces are attached, have students hold their stick up, showing one of the faces. Have them look around the room and find one or two classmates who are showing the same face. Have students match up with the classmate(s) feeling the same way they are. Give them time to talk about their feelings. Repeat the activity with the second face.

Ask the children why they were told to choose two feelings instead of one to glue to their Popsicle stick. Discuss with them that it is normal to have lots of feelings in one day, but after a tragedy like (name the event) they may have more feelings than they are used to having in one day. They may go from feeling very sad to feeling happy in a short time. Tell students that they may not be used to having so many feelings but that their feelings are very real and together you will work to understand and respect each other's feelings.

Discussion:

- Did you notice other people who had a different face on their stick than you did?
- Why do you think others have different feelings than yours?
- Why is it important to respect others' feelings?
- What can you do to respect others' feelings?

Ask for volunteers to stand and show a face they have on their Popsicle stick. Ask them to explain how they want to be treated by their classmates when they feel that way. Remind students that they and their classmates may experience lots of feelings every day for many days and that you can work together to return to a more normal routine.

Home Connection Same and Different

Send home Activity Sheet 5 for students to complete with their family.



Material

- Activity Sheet 5:
Same and Different





Lesson Plan 3

Be Media Savvy

Purpose

To identify multiple media through which we get news and information.

Objectives

Students will:

- Identify and classify the news media sources.

Activity

- Get the News

Home Connection

- Get the News



Lesson Plan 3

Be Media Savvy

Get the News Activity

Set up: 10–15 minutes

Conduct: 15–20 minutes

Materials

- Newspaper, news magazine, radio, television, computer (or pictures of each)
- Piece of construction paper with the name of each news medium
- Five markers
- Activity Sheet 6: *Get the News*

1. Place the news media tools, or their pictures, the pieces of construction paper with the names of each news medium and a marker across the front of the room.
2. Ask students to identify how people find out about the news. As students answer, hold up the appropriate construction paper name. Ask one student to stand by one news medium his or her family uses to find out about news events. Ask students to raise their hands if they use that news medium in their homes also. As a class, count the responses and write the number on the construction paper.
3. Ask another student to stand by a different news medium used by his or her family. Continue the process until all the media have been identified and hands counted. Which news medium has the greatest use? Which has the least use?
4. Distribute Activity Sheet 6. Depending on the abilities of the students, have students complete the activity sheet individually, in small groups or as a whole class.
5. After completing the activity sheet, have students discuss these topics:
 - Why are there different types of news media?
 - What is special about each?
 - When/where might you use each?



Home Connection

Get the News

Material

- Activity Sheet 6: *Get the News*

- Have students take home Activity Sheet 6 and ask parents to mark the two main ways they get the news.
- Have students share their “Get the News” home surveys. Tally the results and create a class pictograph by having students cut out the marked items and glue them to a large piece of chart paper. Have students count and analyze their graph.

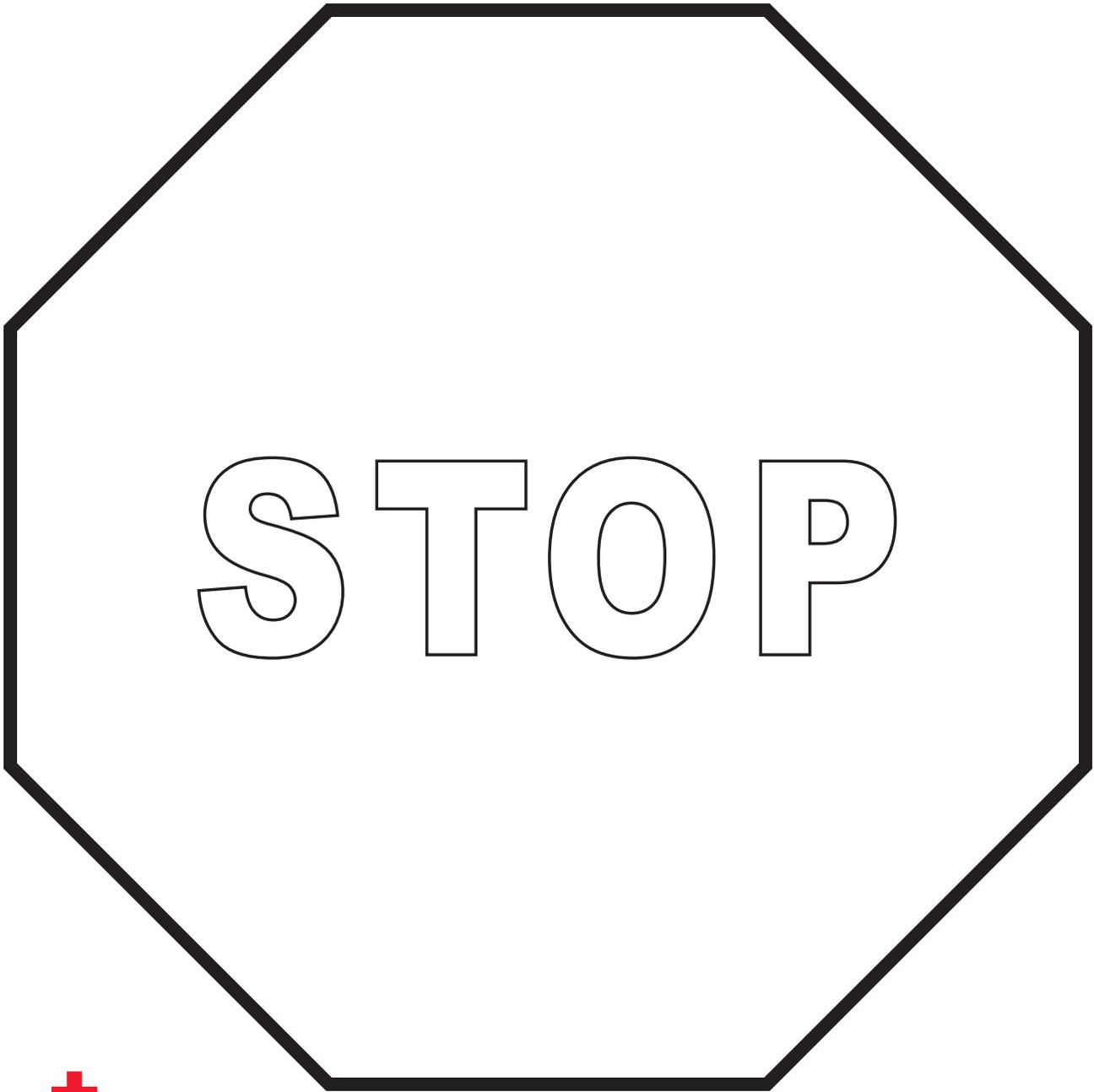




Activity Sheet 1

Pattern for Stop Sign

Name: _____



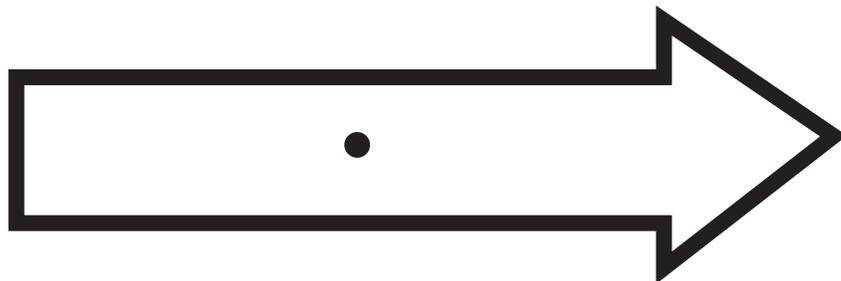
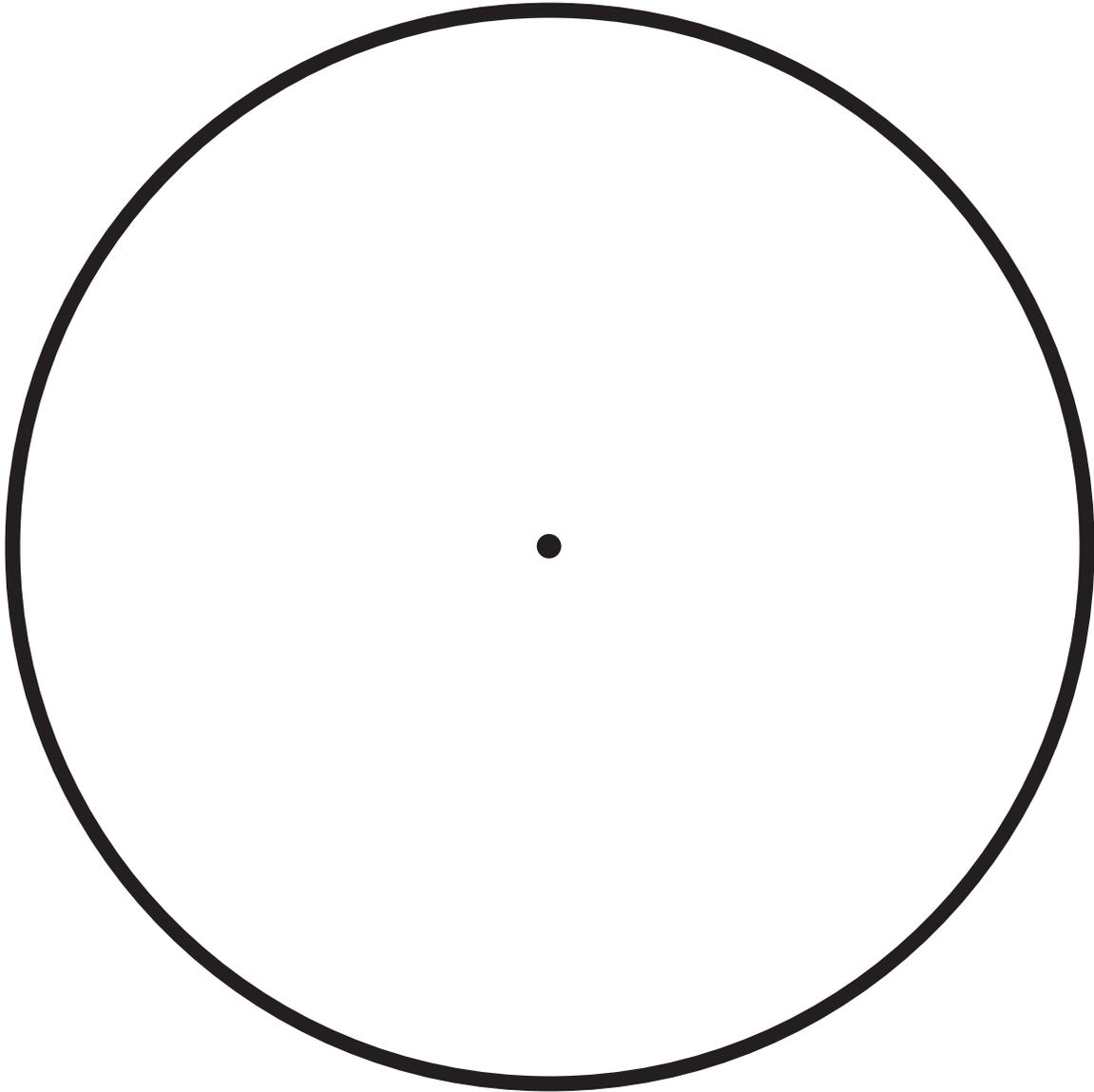
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Activity Sheet 2

Pattern For Wheel And Arrow

Name: _____





Activity Sheet 3

Redirecting Thoughts

Name: _____

Dear Parent or Guardian,

Intrusive thoughts and flashbacks are common following a tragic event. They can be triggered by reminders of the event, such as watching television reports of the event, seeing damaged or destroyed buildings, listening to adult conversations about the event, hearing noises associated with the event (such as sirens) or helping in clean-up activities. The thoughts and flashbacks can come when your child least expects them—while doing schoolwork or playing with friends, for example. The thoughts and images can be very real and very frightening to your child. Sometimes children think there is something wrong with them. If your child shares these thoughts and ideas with you, patience, understanding, support and acceptance are important. Help your child understand that these experiences are normal and will go away with time. Let your child know that you will be there to listen.

In school, your child made a stop sign as a reminder to “say stop” to intrusive thoughts. On the reverse of the sign, your child wrote or drew examples of positive thoughts and pictures that can be used in place of the uncomfortable ones. Discuss these ideas with your child. Together, think of one or two additional positive thoughts to add to the sign. Remember, there are no right or wrong ideas. Different thoughts and pictures in the mind will work for different people.

Your child also made an activity wheel. Becoming involved in pleasurable activities is another way to battle intrusive thoughts and flashbacks. You may have noticed a change in the number or types of activities your child now enjoys. Children may believe that by avoiding certain activities they can prevent the negative images and thoughts. This is generally not true. Children also may have lost some of their regular energy since the event. They can begin to recover their enjoyment of pleasurable activities by doing them (even if they are not initially fun).

Discuss the wheel with your child. Take some time to spin the wheel and, if possible, do the activity indicated. If it is not possible to do this activity, spin again. Or you and your child may think of an activity the family can do together. Encourage your child to try various activities when bothered by troubling thoughts or flashbacks. Encourage your child to continue to share thoughts and feelings with you.



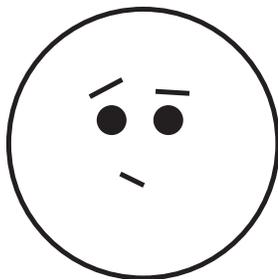


Activity Sheet 4

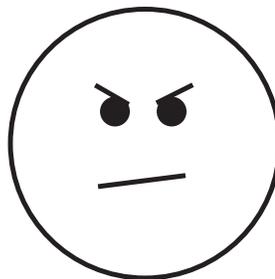
The Many Faces of Feelings

Name: _____

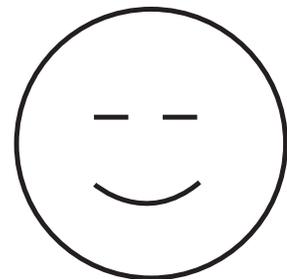
Directions: Choose two faces that show feelings you have had today. Cut those faces out. Glue the faces onto your Popsicle stick, one on the front and one on the back. If you don't see a face that matches feelings you have had today, complete the face in the last circle.



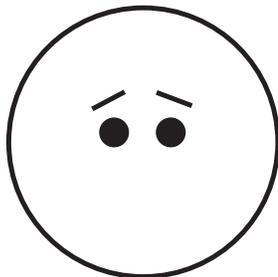
Confused



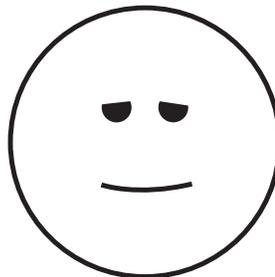
Angry



Safe



Scared



Calm



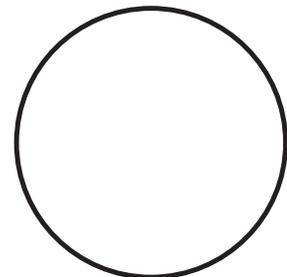
Proud



Sad



Happy





Activity Sheet 5

Same and Different

Name: _____

Dear Parent or Guardian,

Following a tragic event, reactions vary. Today in class we discussed different emotions that people can have and that not everyone has the same feelings at the same time. You may notice that your child may be experiencing a number of emotions since the event. These may be overwhelming to your child. Sometimes, as a result, children may be more irritable, touchy and excitable or may act out over minor events. This is normal. Talk with your child about different emotions that people can have. Recognize that all are okay and are to be respected. Then complete the following exercise with your child.

Directions: Have the family sit together in a circle. Go around the circle and have each person name one thing that is the same for everyone in the family (examples may be hair color, last name, favorite restaurant). Go around again and have each person name something that is different for everyone in the family. (It's okay to be creative and silly—laughter truly can be a “best medicine.”) Next, repeat the exercise by having all family members name a feeling they are having since the trauma/disaster occurred. Let everyone else say either “same” or “different” until everyone has had a turn. Praise and encourage sharing feelings with each other. Encourage continued sharing of feelings, as this will be important to the healing process.





Activity Sheet 6

Get the News

Name: _____

Directions: Draw a line from the picture to the description of how you use that item. Can you write the name of each news tool?



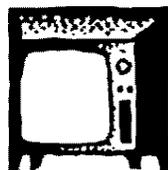
Watch to find facts fast.



Read to find facts daily.



Go online to find facts.



Listen to find facts fast.



Read to find facts weekly.



The Fundamental Principles of The International Red Cross and Red Crescent Movement

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health to ensure respect for the human being. It promotes mutual understanding, friendship, co-operation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can only be one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

The Fundamental Principles were proclaimed by the XXth International Conference of the Red Cross, Vienna, 1965. This is the revised text contained in the Statutes of the International Red Cross and Red Crescent Movement, adopted by the XXVth International Conference of the Red Cross, Geneva, 1986.