

# MY SICHUAN EARTHQUAKE STORY

## A GUIDED ACTIVITY WORKBOOK

### FOR CHILDREN, FAMILIES, TEACHERS AND CAREGIVERS

A simple and straightforward guide that encourages mental health, creative expression, learning and coping. Use it to help children, teenagers and families overcome and go beyond bad memories and fears.



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## Guide for Parents, Grandparents, Teachers and other Adult Helpers

**This book comes from evidence-based experience in helping strengthen the mental health of children, including disaster victims. It's purpose is to give networks of adult helpers a way to guide children's mental recovery and to promote children's healthy, active coping with severe stress.**

You are part of a nation and society which cares greatly about its children, its families, and those who work to help children. The 2008 earthquakes which have shaken Sichuan create one of the greatest challenge in history for all its citizens. Responding to this challenge by working together as a network for children may do the most social good. As a helper of children, it is your privilege to try to help them connect together with you at a time of great importance in their lives. You may help change their stressful, traumatic situation into a constructive learning and coping experience, promoting knowledge and emotional strength in the midst of disaster. Getting mentally active by going past painful memories and putting them in a bigger and positive perspective is an important of moving forward. Our focus is to have strength for the future without either dwelling on or forgetting the suffering. Both remembering and planning are needed to help build a better tomorrow.

This workbook is for giving psychological first aid right now. When you engage with children in allowing an honest process of "shared remembering" your presence, thinking and feeling together with the children can help them feel cherished and safer. The social glue provided by a family member, a teacher, caring friends or shelter workers helps connect and protect a child or any person from feeling helpless and overwhelmed. Here are some things to remember if you are guiding a child or a group of children in the use of this book.

### **Giving Children Psychological "Hands" With Which to Work in a Crisis**

The value of active coping is well known. Helplessness is one of the worst parts of some emergencies. During times of disaster or community distress like Hurricanes Katrina and Rita, children do better when they are given psychological "H.A.N.D.S.". In English, the term "giving children psychological hands" is a short way of saying children must be helped to "Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific manner." This workbook has been designed by parents and mental health professionals to help children develop a sense of being in some control of their own emotions and learning in the face of the large crisis.

We are taking lessons from history of disasters and how to improve children's mental health. Many years ago, when a U.S. President -- Kennedy -- was assassinated, a whole nation was plunged into sorrow. Eight hundred children were immediately studied. In schools which encouraged immediate discussion of the crisis, the children had measurably better signs of behavioral health than children in schools which avoided discussion. Learning from research in that and later disasters, an adult-guided personal life history book approach for children ([www.cphc-sf.org](http://www.cphc-sf.org)) has been used. It has been tested and found measurably effective. It has been useful with thousands of children in floods, storms, family crises as well as national crises. Uses include moving from birth family to foster family, or responding to the 1989 earthquake in San Francisco, the 9/11 Attack on America, large fires, wars, tornados, the hurricanes in New Orleans, Tsunamis in Asia and tropical storms in South America.

Like other disasters, the Sichuan earthquake and aftershocks can become a positive developmental crisis for children, stimulating learning and growth. Or it can be a totally negative experience, creating only fear and doubt. Children benefit from a network of organized and thoughtful helpers at this time to give them strength to struggle with their personal, family and even national challenges. The nation and much of the world depend on all of us thinking about how children, families, agencies, and governments can cooperate in this and other large crises. All of our futures improve when we and our children struggle thoughtfully together with these issues.

This workbook is designed to help organize thoughts and emotions, and strengthen both you and the children you know, love and help.

### **Getting Started**

This book can be used for children of all ages, as it can simply be used for youngest children's coloring and listening to parts of it. It will help you support the child's use of this book if you read the whole book yourself before presenting it to the child or student, especially if he or she is under ten or eleven years of age. If a child can already read a good deal, try to have the child finish working on the book during a few months. But never force a child to face a section of the book against his or her will. Allow each child to select which parts of the book to work with first. Stop using the book for a time whenever he or she wants, even though it may not have been completed. A child who cannot or will not work with you on some parts of the story book should have his resistance respected. Especially try to help the child face GOOD memories, consoling and loving times, not just frightening and sorrowful ones.

Be prepared to work only a few minutes to half an hour at a time at first with any child or small group of children. Be flexible. Working on this book for short periods may usefully take several weeks or months. Carefully save the book for the child in between short work sessions. Occasionally make a copy in case it may be lost during confusing times. The entire book does not have to be completed for the book to help. Some parts may not be relevant to every child's situation. Let the child choose and help direct you about which sections to work on first. Don't insist on reading any sections that a child does not want to read. He or she may gain strength later to come back to that part.

### **The Youngest Children**

This book gives a valuable experience for babies and toddlers to be included in a caring and honest network, and to grow strong. Do not read it directly to such babies and toddlers. Instead of isolating babies and toddlers, keep them in the social and care-giving network to hear you while reading to older children. This is done as if in a multi-generation family discussion of which younger children hear the emotional music but do not understand the words. Keep them around for brief periods during reading and work by older children. Do not expect much complicated verbal participation when using this workbook with children younger than three. Be especially kind and attentive to young children who are emotionally needy, clingy or lose their appetites or can't sleep, or forget their toilet training. Going backwards or stopping in development is often a way babies and toddlers have of expressing their reactions to trauma. Be watchful not to let such children see a great deal of television or be present for many hours during intense adult emotional times. But do not exclude them from small doses of emotion. The right dose of emotion is important. Two and three year olds can often use pages in this book to color in picture sections with some help. They can often tell short and sometimes true stories of what they remember and have seen. They can benefit from the adult who writes down their little stories as a respectful reporter. This promotes strong intellectual development of the very young child.

### **Preschool and Kindergarten Children**

If the child is between ages 3 and 6, let him or her do a lot of coloring. You may want to read much of the book to him even if it is above his understanding. You are leading the child to learn. Let the child choose some of the topics by reading the captions to him. Ask which part he or she wants to work on first. You can often help a preschool or kindergarten child do the drawings, and write down his answers

to questions and lead-on sentences. Change the hard words into simpler words when you read. Act as an interested reporter-secretary, trying to draw the child out while giving encouragement. Write down exactly what he or she has to say. Take your time. Don't insist on the child answering. It may be enough for the child to know that you think the topic can be useful to think about and share. If you are in a school or shelter with children of many ages, do not exclude these young children from the work older children do on this book. Keep their time and dose of participation and emotion small, just as with a medicine's dose should be small for a small child.

### **Children between the ages of 6 and 11**

If the child is between the ages of 6 and 11, try using at least as much of the book as you think your child can understand. Allow the child to set the pace. Gently try to work through all of the sections. Encourage the clipping and pasting in of pictures and articles if newspapers and magazines or photos are available. Encourage the child to use extra pages to provide more space for drawings and writings. Extra pages can be attached to this book. Children often work on the book on and off over weeks, and sometimes even months. It becomes a valuable scrap book of information from many sources. Very often, they complete an emotionally difficult section at a later date.

### **Children eleven years old and older**

Most children over age 11 will want to work on a lot of the book on their own. But they benefit from a teacher, parent, aunt, grandparent or caring adult friend tuning in, getting interested in how they are thinking and feeling about the work in this book. Older children should be regularly offered adult assistance at times. Be available to serve as a resource for your pupil, child or teenager, and to help them find any information and answers. Try hard to keep them in touch with a network of persons who know them, or create a school-based network of kids and teachers interested in the children's lives and dealing with the shared stress of the earthquake.

### **Use of Illustrations as a Coloring Book, and How they Help**

The drawings throughout the book can be used as a simple coloring book. They are useful for individuals, including adults, families, teenagers and children, in a variety of ways to help strengthen normal coping after trauma. Children who have a preference for visual as opposed to spoken communication, can color in the illustrations with an adult, who can help the child think about the topic. The pictures can then be used as starting points for discussions about the events pictured.

Adults and children who are overwhelmed with flashbacks, memories, anxiety, who startle easily, who have insomnia or nightmares may find that the process of story telling, writing and drawing is more calming than just trying to tough it out. They might choose to start with the illustrations furthest from their own experience, and gradually work up to those closest.

Family members can work together, sometimes each coloring a portion of a picture or making a separate one. Shared coloring may allow everyone to feel less distraught about the image before them, to take control, feel calmer and remember their feelings. The illustrations already in the book can also be used as topics for discussion. This can be an aid in remembering for those children who remain emotionally numb, or have some trouble remembering what they experienced. For example, a parent could ask, "What are you feeling now?" or "What is happening in this picture?" People often express their own feelings by describing what someone else is feeling.

The illustrations can also be used as a mastery-promoting activity by asking the child to draw a picture showing what the child or family can do, or what the building, or car, etc. would look like if it gets repaired. When it is appropriate, teachers can use *My Earthquake Story* in a classroom setting, with children working individually or in small groups. This can be a very effective way to support group togetherness. Social support from a group helps children *and* adults cope with catastrophes. The absence of adult leadership, adult initiation of discussion and absence of social support has been shown to be

harmful in catastrophes. The use of this kind of work book following the Hurricanes Katrina and Rita was calming to school children and improved their mental health.

#### **Adult helpers can benefit from this book**

This workbook is designed to help both individuals and groups that have suffered trauma from being displaced from their own homes by an earthquake. The adult who is helping the child may also be traumatized by some of the same events that affected the child or by having to deal with other injured or psychologically distressed persons. Adults who have been traumatized in a big disaster may find this book helpful because it gives a way of helping children in a structured manner, rather than having to invent a way. You can also use a copy of it for writing about yourself. You may also find that drawing or coloring the scenes may help you become calmer, or help you to remember your experiences and master them. It is worth remembering that no matter how old and strong they are, anyone can be traumatized. But even the most traumatized people can grow through writing their history and through helping children.

#### **Use by Mental Health Professionals**

Therapists can use *My Earthquake Story* during individual, family or group sessions to supplement other treatment for Post Traumatic Stress Disorder due to a disaster or displacement of a child's living arrangements. More information is online at [www.childrenspsychological.org](http://www.childrenspsychological.org). Therapy of preschool children in classroom groups can add a highly systematic and evidence-based method for which a manual and instructional videos are available. It is called "Reflective Network Therapy" or "The Cornerstone Method" and has very good effects on learning, IQ and mental health of children ages three to seven years. Children with developmental disorders can be helped by this method. A video of a recovered autistic patient is online, and many tables of data.



## **About Trauma**

What is a trauma? It is any harmful event that gives a person severe stress and very upset feelings lasting for a month or more, without the person getting stronger. Surviving an earthquake can cause trauma. Sometimes good changes come out of the experiences people have during such a challenging time. Many people can even get stronger rather than weaker from facing their problems. Trauma probably happens to almost everyone at one time or another in their life. Trauma can be from being displaced in a natural disaster, from a severe injury to oneself or an injury or death in the family. Trauma can come from being in a car crash or knowing someone who was in an airplane crash. Some of the worst traumas are very personal, like abuse, severe beatings, terrible fights, severe illnesses, or wartime events. The list of causes could go on forever, but the some of the results of very different traumas are surprisingly similar. See the Mental Health Checklist for an inventory of problems and symptoms which may occur.

Many persons get over a terrible event with no troubles. The time frame of traumatic reactions varies a lot. Sometimes children and young adults get frightened, upset or worried right away but many get disturbed days or months *after* a traumatic event. Some have trouble sleeping or have bad dreams. They might be afraid to go to school, or have headaches, stomach aches or other problems because they are so worried. They might not even know that they are worried about. They may have trouble remembering what happened, or sometimes remember bad things that they would rather not think about at all. They might be afraid. They might have no feelings at all, getting kind of numb. They might stop being able to pay attention and learn. Intrusion of unwanted thoughts, avoidance of memories, and arousal of anxious behaviors are three categories of problems in posttraumatic stress disorder.

### **What are some things that help after a disaster such as the Sichuan earthquakes?**

A caring social network is vital for all children. It helps to know there are people who can help. Even though you may have lost loved ones in the earthquakes, other caring adults can help. The network may be parents, grandparents, aunts, uncles, neighbors, teachers and therapists, even friends. Talking to trusted helpers and friends and writing about your feelings can help you feel better. Reading can also help you learn more about what to do to be safe.

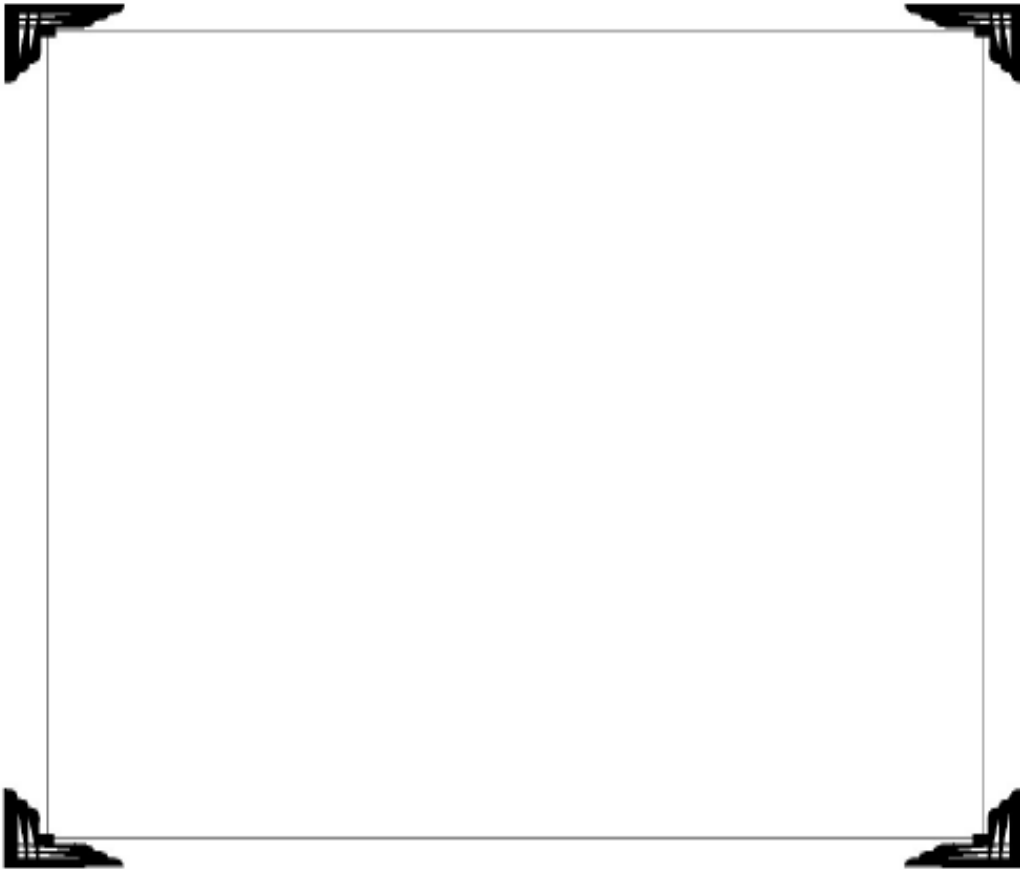
Using this book may help you to talk to others, and it may help you in other ways. By writing down or drawing pictures about what you remember, what you think about and what your feelings are, you can be a witness to history. You will feel and become mentally stronger. You'll make your own personal record of what happened. If you can use this book by yourself, or with the help of a parent or a teacher, maybe you can keep on learning more. And maybe you could help others, too, if you share what you learn. Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can use more paper in your book if you need extra room for photos or drawings or if you need more room to write. You can add extra pages to the book by stapling or clipping them to the back cover of the book. You can make a scrapbook out of this book by stapling, clipping or gluing in extra pages. Take your time. You can skip anything that makes you too upset, and try to come back to it another time. There may also be

parts that do not exactly apply to you. Feel free to skip or change anything you like. Don't just dwell on upsetting parts. Keep in mind that the happy memories of the past and good events of the present and future are very important to write about. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned.

**MY EARTHQUAKE STORY**

**MY NAME** \_\_\_\_\_

**HERE IS A DRAWING OR A PHOTO OF ME:**



**DATE I STARTED THIS BOOK** \_\_\_\_\_

**DATE I FINISHED THIS BOOK** \_\_\_\_\_

**I WAS HELPED TO WRITE THIS BOOK BY** \_\_\_\_\_

## WHO I AM

My birthday is \_\_\_\_\_. I am \_\_\_\_ years and \_\_\_\_\_ months old.

I am a \_\_\_\_\_.

I live at \_\_\_\_\_ in \_\_\_\_\_.

The people who usually live with me are \_\_\_\_\_.

My address is \_\_\_\_\_.

(If I have a phone) My telephone number is \_\_\_\_\_

Some things I like to do are \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One thing I don't like is \_\_\_\_\_

Something I am good at is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Something I want to learn more about is \_\_\_\_\_

\_\_\_\_\_

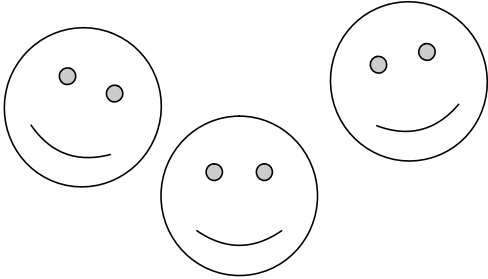
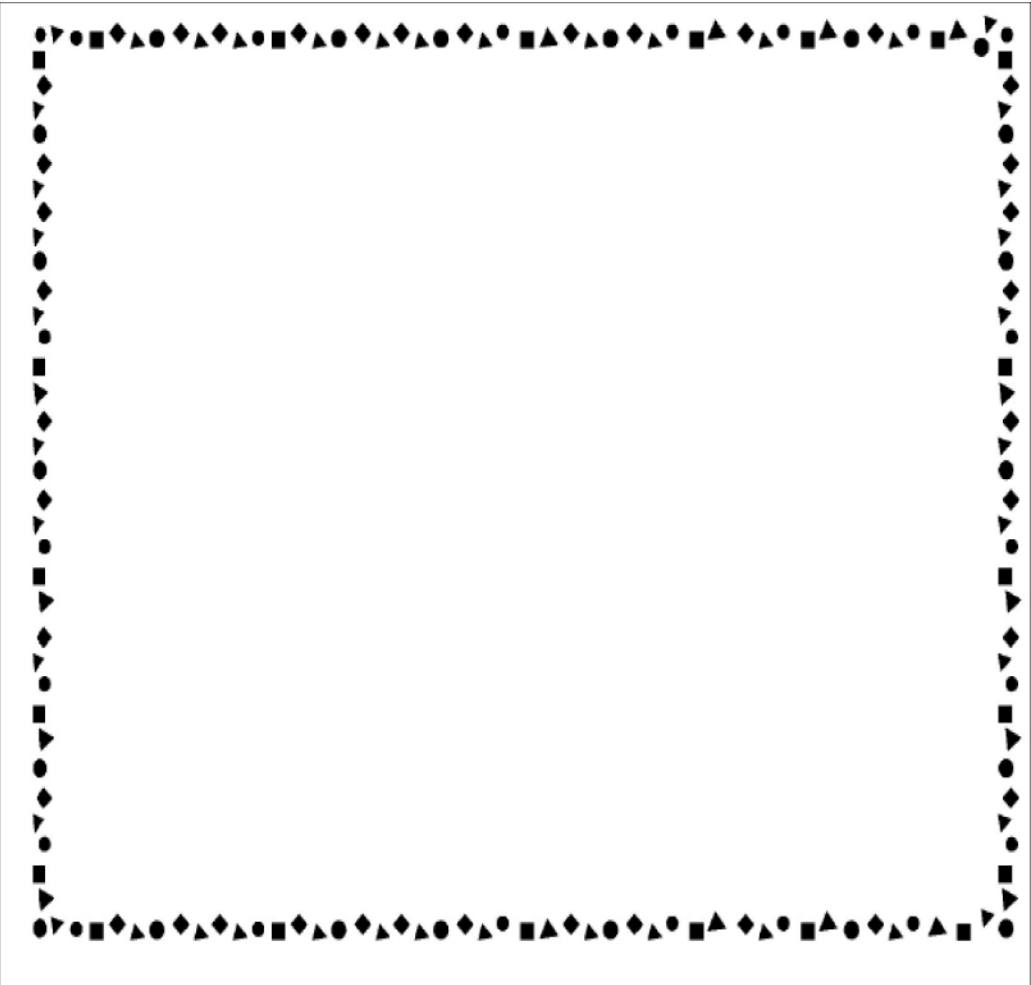
When I grow up, I think I would like to be \_\_\_\_\_

\_\_\_\_\_

If I could have one wish come true right now, my wish would be \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Here is a drawing of me with someone who loves me and takes care of me:



In case there is a big problem with using a phone or keeping records during another earthquake, I'd like to keep this information handy:

***INFORMATION ABOUT MY MOTHER***

**MY MOTHER'S NAME** \_\_\_\_\_

**Put a check mark by in the box that says what is true:**

<input type="checkbox"/> MY MOTHER IS ALIVE. If she was injured in the earthquake put a check mark here: <input type="checkbox"/>
--

**Her address is** \_\_\_\_\_

**Her telephone number is** \_\_\_\_\_

**One of the best things I know and love about my mother is** \_\_\_\_\_

\_\_\_\_\_

<input type="checkbox"/> MY MOTHER DIED. If she died in the earthquake put a checkmark here: <input type="checkbox"/>
--

**One of the best things I remember and love about my mother is** \_\_\_\_\_

\_\_\_\_\_

**HERE IS A PICTURE OR DRAWING OF ME AND MY MOTHER:**

**INFORMATION ABOUT MY FATHER**

**MY FATHER'S NAME** \_\_\_\_\_

**Put a check mark by in the box that says what is true:**

<p>____MY FATHER IS ALIVE.</p> <p>If he was injured in the earthquake put a check mark here: ____</p>
---

**His address is** \_\_\_\_\_

**His telephone number is** \_\_\_\_\_

**One of the best things I know and love about my father is** \_\_\_\_\_

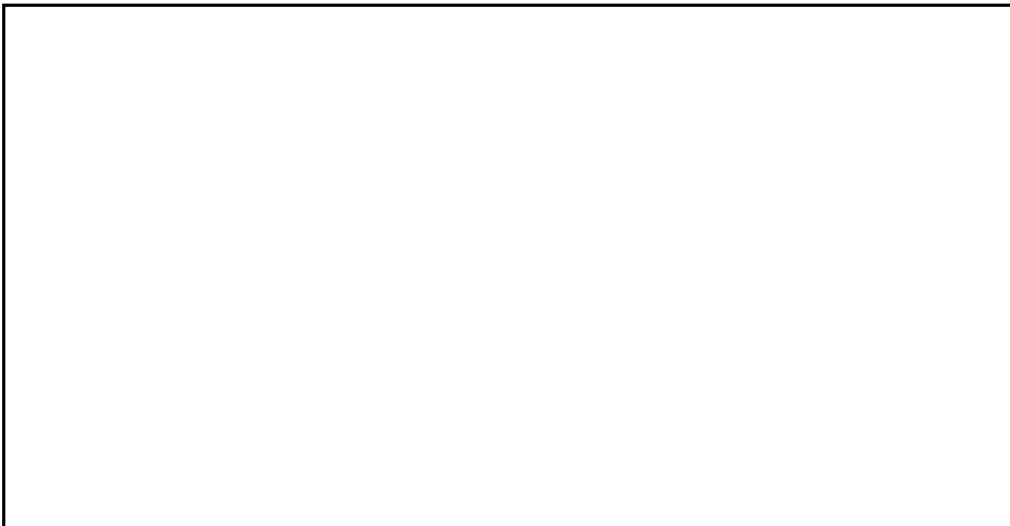
---

<p>____MY FATHER DIED.</p> <p>If he died in the earthquake put a check mark here: ____</p>
--

**One of the best things I remember and love about my father is** \_\_\_\_\_

---

**HERE IS A PICTURE OR DRAWING OF ME AND MY FATHER:**



**HERE ARE SOME MORE GOOD THINGS I DID WITH MY PARENTS BEFORE THE EARTHQUAKE:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

HERE IS A PICTURE OF SOMETHING WE LIKED TO DO AS A FAMILY  
BEFORE THE EARTHQUAKE





***INFORMATION ABOUT MY GRANDPARENTS***

HERE IS WHAT I LIKE TO REMEMBER ABOUT MY GRANDPARENTS:

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**A PICTURE OR DRAWING OF MY GRANDPARENTS ON A GOOD DAY WITH ME:**



**MY GRANDMOTHER'S NAME** \_\_\_\_\_

**Put a check mark by the true statements in the box below:**

<input type="checkbox"/> Grandmother died.	<input type="checkbox"/> She died in the earthquake.
<input type="checkbox"/> Grandmother is alive.	<input type="checkbox"/> She was injured in the earthquake.

Address: \_\_\_\_\_ Phone \_\_\_\_\_

**MY GRANDFATHER'S NAME** \_\_\_\_\_

**Put a check mark by the true statements in the box below:**

<input type="checkbox"/> Grandfather died.	<input type="checkbox"/> He died in the earthquake.
<input type="checkbox"/> Grandfather is alive.	<input type="checkbox"/> He was injured in the earthquake.

Address: \_\_\_\_\_ Phone \_\_\_\_\_

**MY GRANDMOTHER'S NAME** \_\_\_\_\_

**Put a check mark by the true statements in the box below:**

<input type="checkbox"/> Grandmother died.	<input type="checkbox"/> She died in the earthquake.
<input type="checkbox"/> Grandmother is alive.	<input type="checkbox"/> She was injured in the earthquake.

Address: \_\_\_\_\_ Phone \_\_\_\_\_

**MY GRANDFATHER'S NAME** \_\_\_\_\_

**Put a check mark by the true statements in the box below:**

<input type="checkbox"/> Grandfather died.	<input type="checkbox"/> He died in the earthquake.
<input type="checkbox"/> Grandfather is alive.	<input type="checkbox"/> He was injured in the earthquake.

***INFORMATION ABOUT OTHER IMPORTANT PEOPLE IN MY LIFE***

**Another grown up person who helps me is:**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

**Someone else I could I ask for help in an emergency is:**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

**The name of my very good friend is** \_\_\_\_\_

My friend's address is \_\_\_\_\_

My friend's telephone number is \_\_\_\_\_

**Here is a drawing of me with a very good friend**



**More people whose addresses and phone numbers I want to keep handy:**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**ABOUT MY SCHOOL**

**Circle the right answer:** MY SCHOOL **DID** / **DID NOT**  
SURVIVE THE EARTHQUAKE.

THE NAME OF MY SCHOOL IS or WAS BEFORE THE EARTHQUAKE:

\_\_\_\_\_

MY TEACHER'S NAME IS or WAS BEFORE THE EARTHQUAKE:

\_\_\_\_\_

MY SCHOOL'S ADDRESS NOW IS \_\_\_\_\_

MY SCHOOL'S PHONE NUMBER IS \_\_\_\_\_

WHAT I LIKE MOST ABOUT SCHOOL IS \_\_\_\_\_

\_\_\_\_\_

**HERE IS A PICTURE OF MY SCHOOL BEFORE THE EARTHQUAKE**



**Draw a circle around the words that are true about this:**

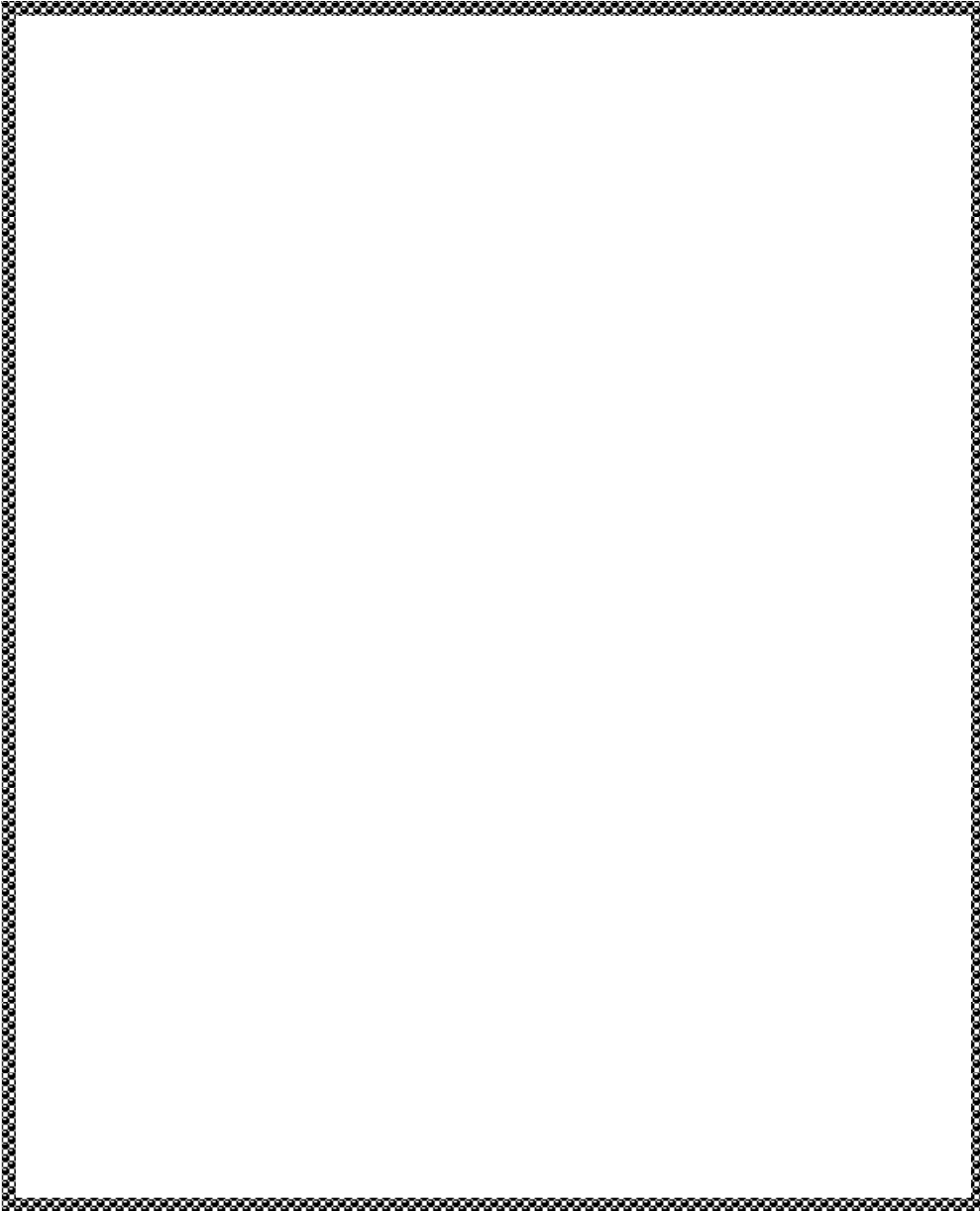
Since the earthquake happened, sometimes when I go to classes I feel like this:

<b>Worried</b>	<b>Safe</b>	<b>Not Safe</b>	<b>Calm</b>	<b>Sad</b>
<b>Nervous</b>	<b>Tired</b>	<b>Afraid</b>	<b>Relieved</b>	<b>Lucky</b>

HERE IS A DRAWING ABOUT SOMETHING I LEARNED IN SCHOOL.



**This is a picture about something I want to do when I grow up.**



## ***WHEN THE EARTHQUAKE HAPPENED***

***Here is what one child wrote about what happened to her during the earthquake:***

When the earthquake on May 12th, 2008 shook Sichuan province and hit my home town, it was twenty-eight minutes after two o'clock in the afternoon.

I was born on April 10, 1999, so my age at the time of the earthquake was 9 years and 1 month.

I was in my school when the shaking started. The teacher told us to run outside. My classroom is on the first floor, so it was easy to run out. Some of the bigger children on the upper floors could not get out so quickly and some were hurt when a part of the roof caved in. No one in my school died. I think we were very lucky. One boy jumped out of the window from the third floor and broke his leg. He should not have done that. He should have listened to his teacher. Everyone else in my school stayed very calm which was good because bad things can happen if people panic.

The teacher told us to sit together on the ground outside our school and wait for our parents to come. My parents came from their workplaces as soon as they could, but it took a very long time because there was no transportation running. They had to walk all the way and there were big crowds of people in the streets. We got very hungry when we were waiting for our parents. I was very worried about my parents. I was afraid they had been hurt or even killed. And they were very worried about me. I began to cry when my mother finally got to my school and she began to cry when my father who works a long distance away finally got there. But I did not cry until my mother found me.

We get earthquakes in Sichuan and it is important to know how to behave and not to panic.

## **SOME FACTS ABOUT THE EARTHQUAKE**

**Grown ups and children are often sad or frightened to think about what happened. Instead of just being afraid, let us also learn.**

The terrible earthquake happened in the afternoon on May 12, 2008 while many children were in school. Many people died right away when the earthquake destroyed their buildings, including schools. Many people were injured and needed to get to a doctor or a hospital. Many were treated by doctors and nurses in giant tents. The tents were set up close to the places most damaged by the earthquake. These hospital tents were they fixed up with sleeping cots and blankets and water and medicine. Premier Wen Jaibao and President Hu Jintao came to visit the devastated areas. The People's Liberation Army came to help dig out survivors and help in many ways. Emergency workers and rescue teams helped people get first aid. Many helicopters came to carry supplies and took people to and from the disaster.

Many more people had to leave their homes because the earthquake knocked their homes down. Lots of furniture and clothes and toys and books and food and photographs got ruined or buried by the earthquake. The worst news was how many people were killed by the earthquake and how many were hurt. Many survivors lost family members and friends they loved. And many more had family members who were hurt but getting help.

**Sometimes it makes grown ups and children feel better to think about all the good people who came to help.**

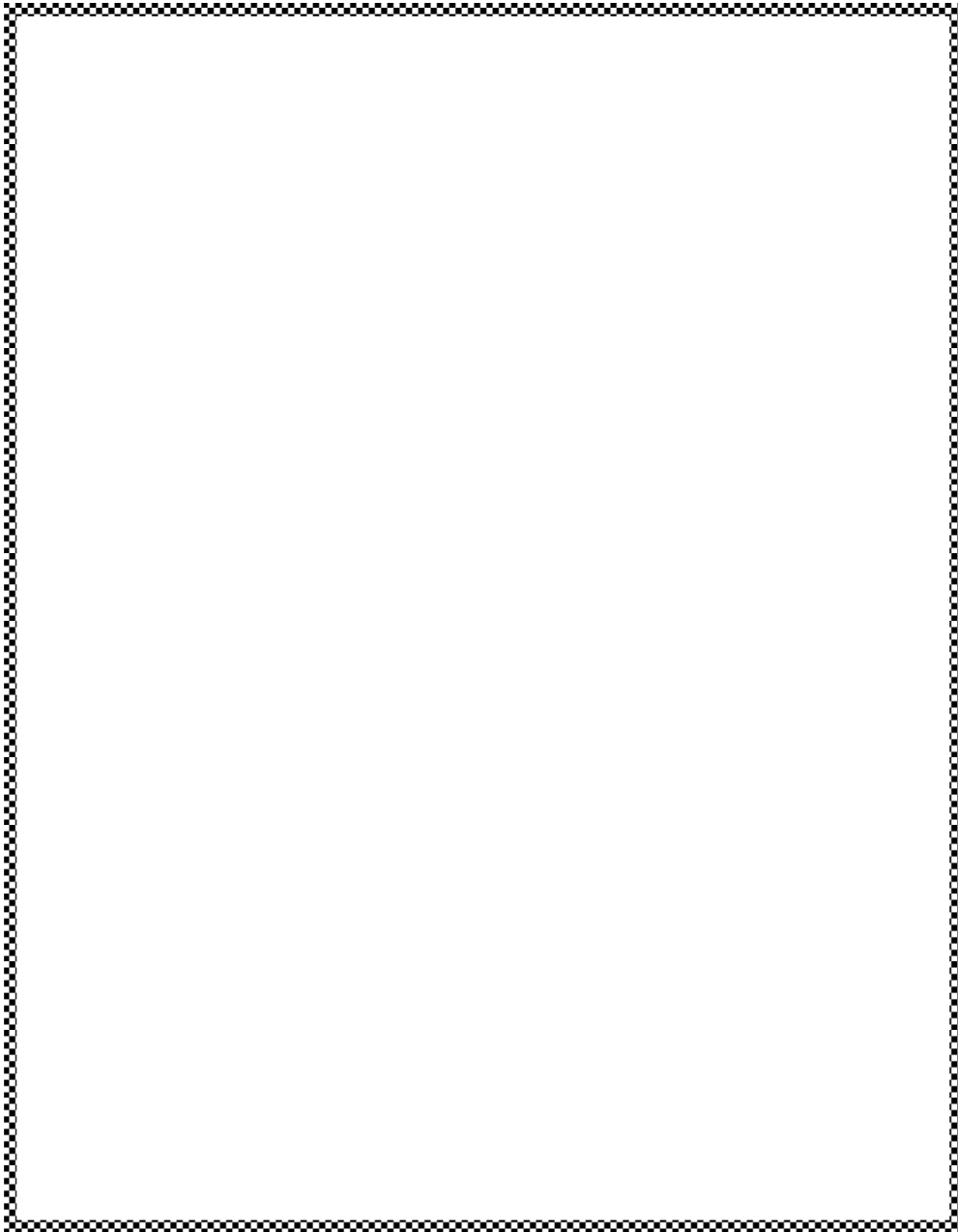
Thousands of soldiers to help. Rescue teams went to the places the earthquake damaged. Their first job was to find people who needed help to get away from unsafe buildings. They worked long hours to help everyone they could as fast as they could.

All the helpers worked long and hard because so many people needed help. Fire fighters and ambulance drivers and construction workers and electricians and engineers all helped. Many citizens –government workers, friends, teachers, volunteers, and neighbors– helped to get safe places ready for people who had lost their homes. They thought carefully about what people needed right away. Thousands of helpers worked together and cooperated to try to make sure there would be food for all the people and safe places to sleep. The job was enormous.

People in other countries heard about the big earthquake in China on television and on the radio and read about it in newspapers. All over the world, many people wished they could do something to help the Chinese people suffering from the earthquake emergency. And some did find a few ways to help.



**Here is a picture of something the emergency workers did to save lives and to help survivors get what they needed after the earthquake.**

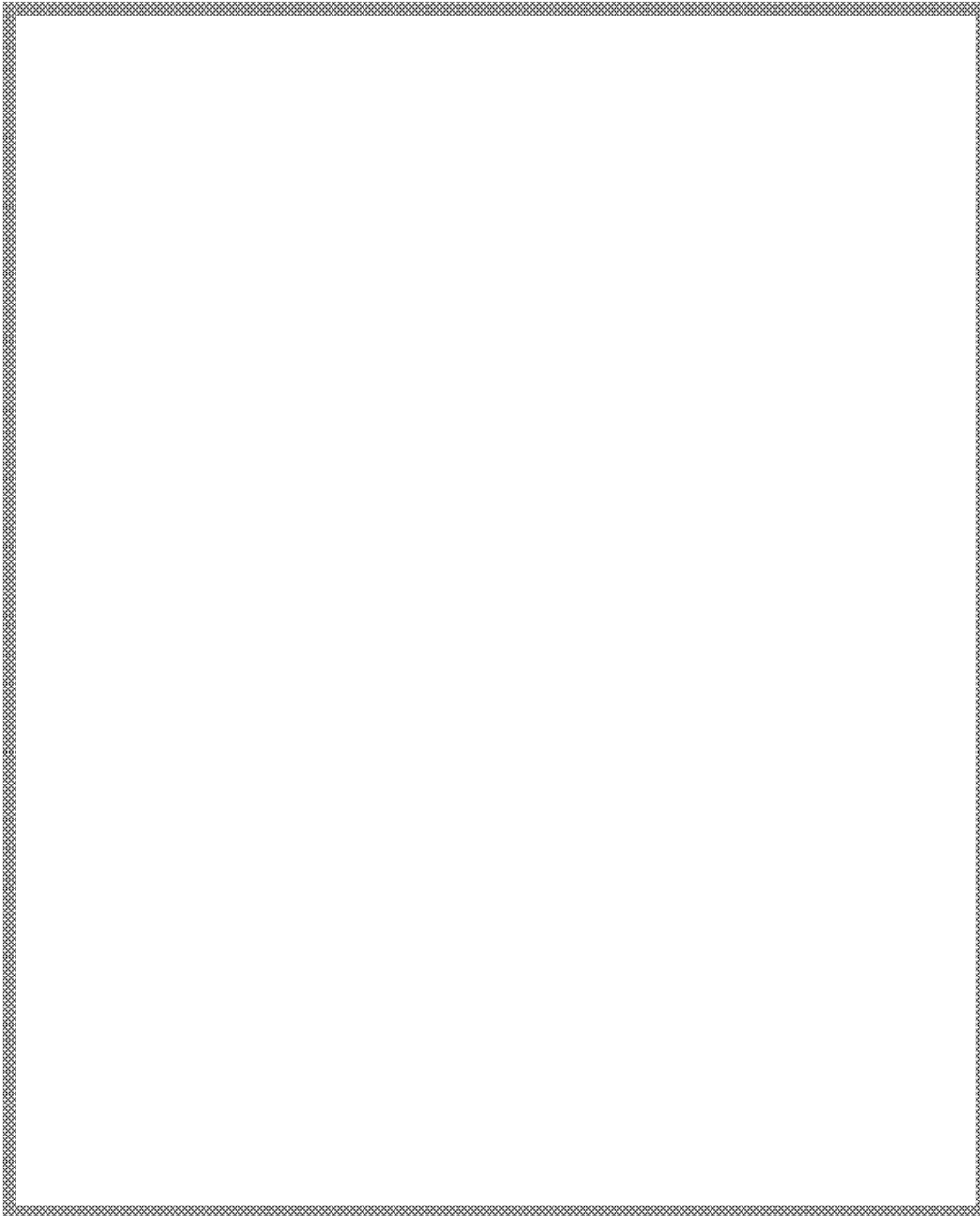


**The Army and rescue teams had a big job helping so many survivors get to safe places after the earthquake.**

Here is a picture of my idea of a safe place:



Here is a picture about something I saw on television or heard about the earthquake:



### *MOURNING AND HONORING LOVED ONES WHO DIED*

Several days after the first earthquake, there were three days of mourning in all of China to honor the thousands of people who died. The Olympic torch relay was stopped for three days too out of respect. Mourning can take a very a long time. At least the people who lost loved ones knew for sure that everyone else felt sorrowful about their loss too. The People's Republic headquarters also ordered proper arrangements for orphans, the bereaved elderly and bereaved handicapped people. Under a decision of the State Council, beginning within the next three months after the deaths, each of them will be offered 600 yuan every month for basic living expenses. In responding to the needs of orphaned children, it is important that their rhythms of grief be respected. Children do not always cry in response to the death of a loved person. Their way of mourning may be much slower than that of adults. Treasuring memories and respect for the past is helped by using this book, with its drawings of parents and happy times while also looking to future happy times.



### **WORRY AND SADNESS**

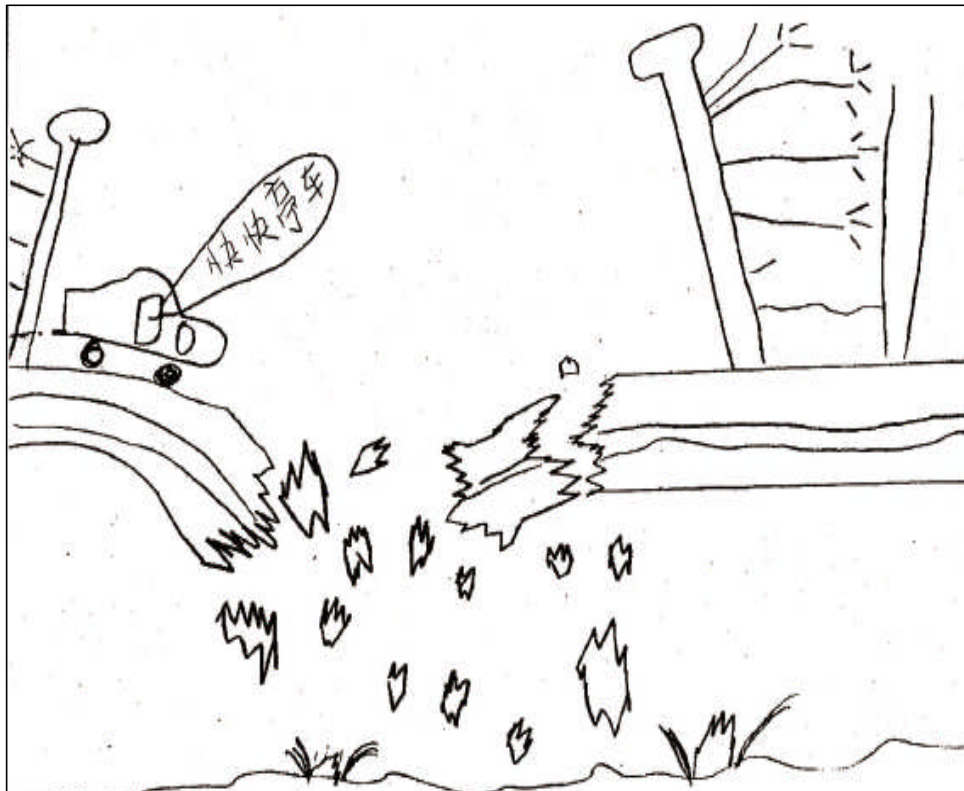
Many more thousands of people were injured. Rescue workers came very quickly after earthquake. They took a large number of people who were hurt during the earthquake to the big hospital in Chendu. It is hard not to worry when a loved one is sick or hurt. Many people were very worried about their injured relatives but very glad the doctors and nurses were doing their best to take care of them all.

People who lost their homes in the earthquake were also both worried and sad. It is often hard to be hopeful right after a big loss like that. It takes time to figure out how to fix some problems. Then it is usually easier to be hopeful again.

### **SOME BRIDGES FELL DOWN.**

The earthquake on May 12<sup>th</sup> was so big that it caused even more problems. All kinds of things got damaged or ruined by the earthquake right away.

HERE IS ONE CHILD'S DRAWING ABOUT A BRIDGE THAT FELL DOWN:



## ***AFTERSHOCKS***

One scary thing about the earthquake was that it was so sudden. There was no warning. After the earthquake, there were times when the shaking started again, but these weren't as bad as the big earthquake on May 12, 2008. When there are smaller earthquakes after a big one, these events are called aftershocks. Each aftershock acts as a reminder of the fear from the first big one.

The grown ups knew about aftershocks. Many people slept outside under the open sky because they felt safer than going to sleep in a building might start shaking from an aftershock. Other people were helped to find safe shelter indoors. Sometimes they shared a big public space like a school that was not damaged by the earthquake. In other areas of China people were able to stay in their own homes safely.

Children are usually frightened whenever there are aftershocks. But after a while the aftershocks stopped happening. It was a big relief to everyone when there were fewer aftershocks. Then people were frightened because they heard there might be a flood. Thousands of people had to move away to be safe from the threat of flooding. Floods can also be very scary.

**People like to help other people who need help  
whenever there is an earthquake or a fire or a flood.**



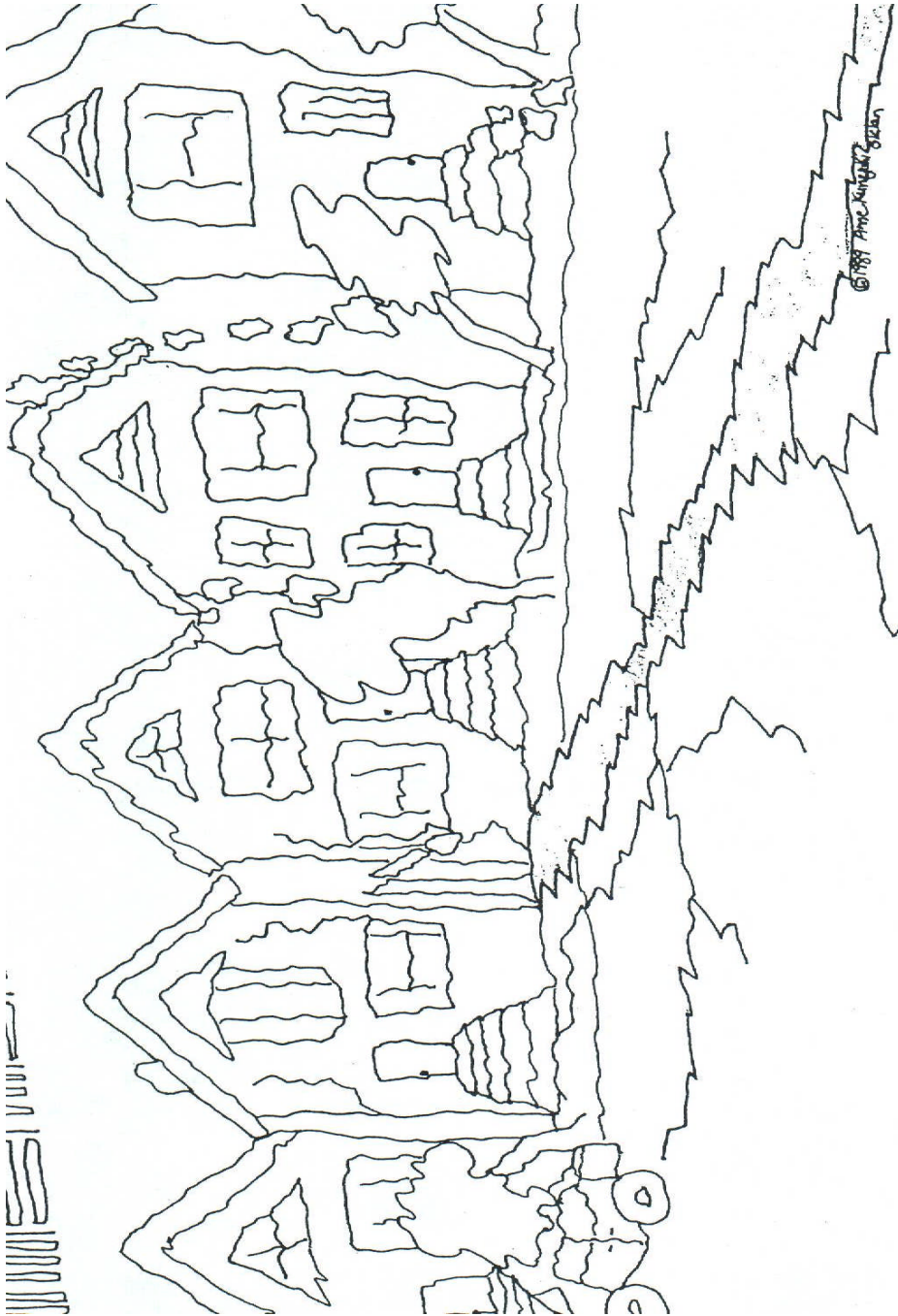
HERE IS A PICTURE OF A GAME BEFORE THE EARTHQUAKE.





**HERE IS A PICTURE OF HOUSES SHAKING DURING AN EARTHQUAKE.**

*You can color it if you have crayons or watercolor paints.*



## MY PERSONAL STORY

Now, here's my personal story, about things that I might be the only one to know about what happened on May 12, 2008 when the earthquake happened in China.

### *Where I was*

At that minute, I was in \_\_\_\_\_

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### *Who I was with*

I was with \_\_\_\_\_

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### *What I was doing*

I was \_\_\_\_\_

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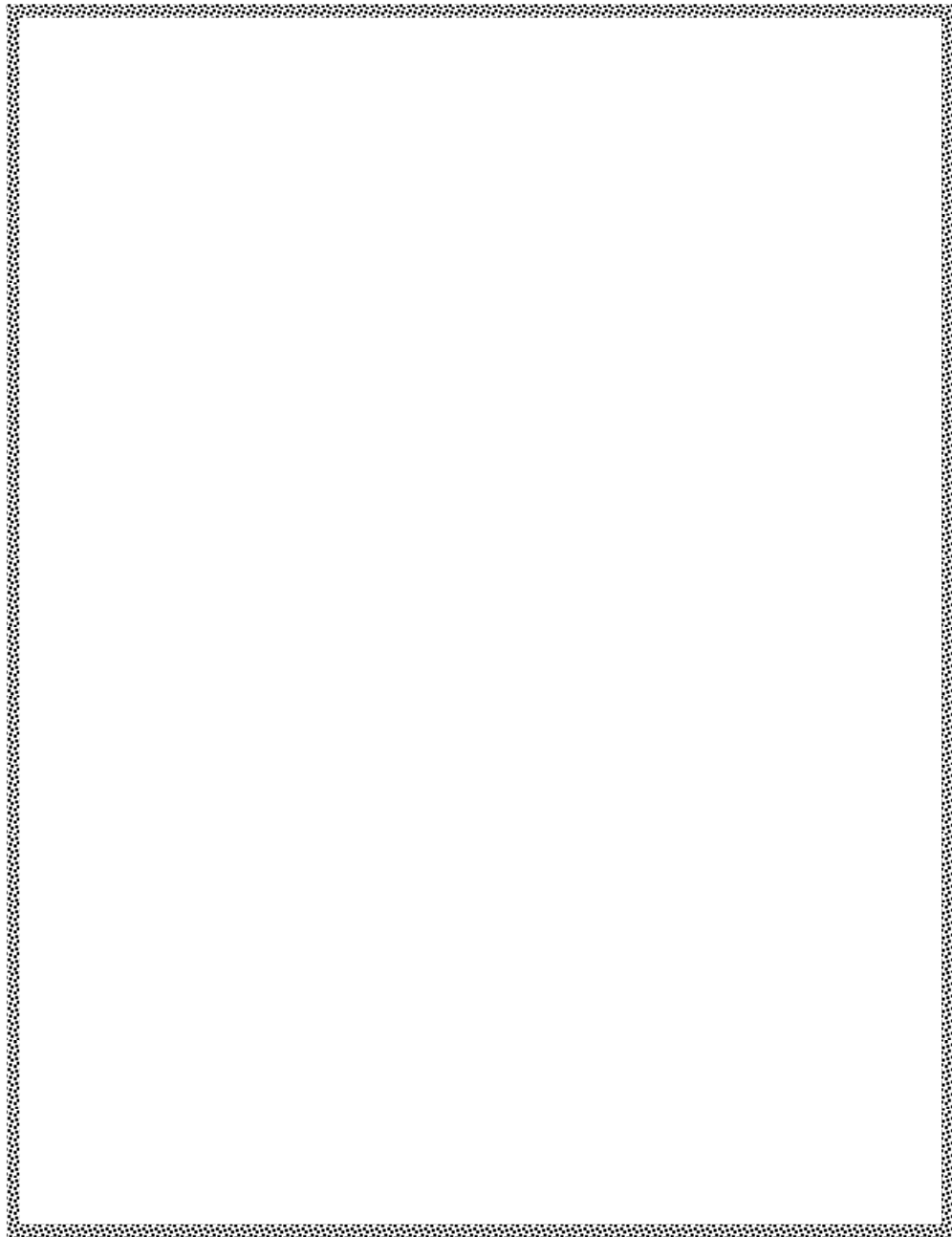
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**Here is a drawing about what I was doing when I first felt the earthquake:**



**WHAT I FELT, HEARD, AND SAW**

**At first, I felt** \_\_\_\_\_

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**The first thing I heard was** \_\_\_\_\_

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**The first thing I saw was** \_\_\_\_\_

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**Then, I felt, heard and saw was** \_\_\_\_\_

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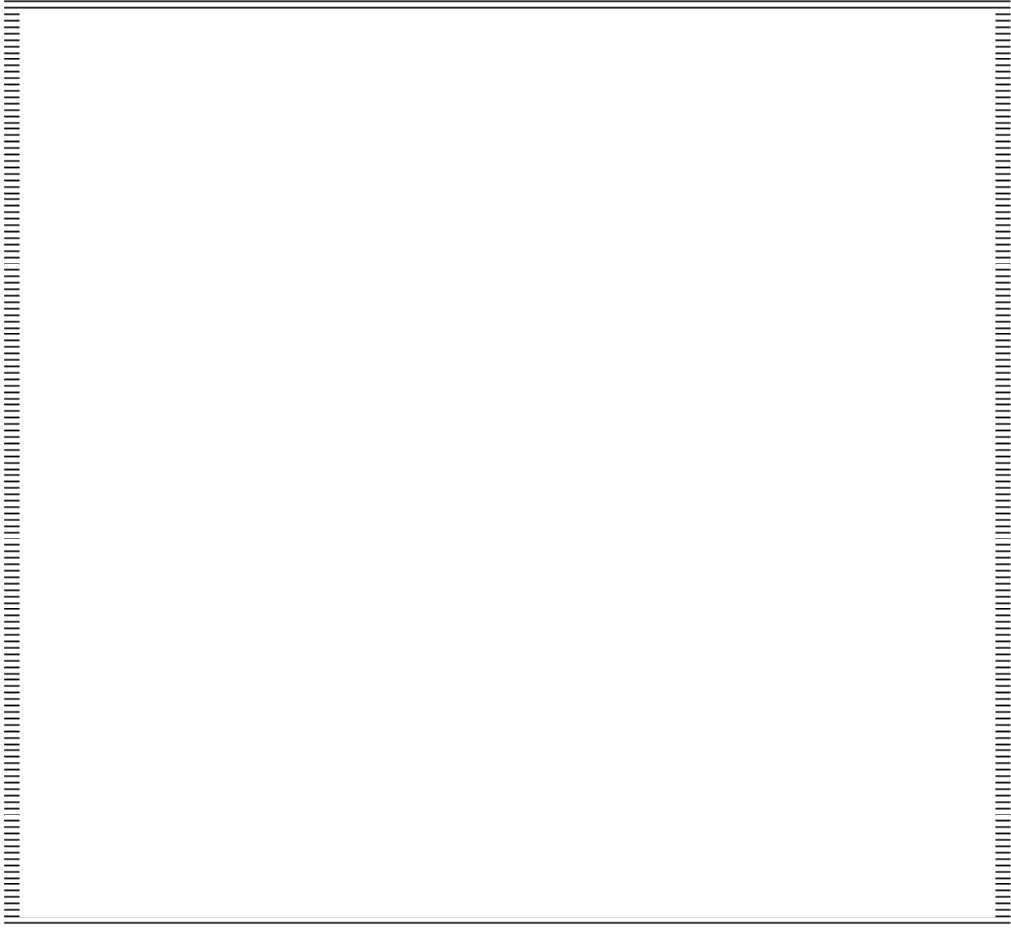
The strangest thing I saw was \_\_\_\_\_

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**HERE IS A DRAWING OF THE STRANGEST THING I SAW**



The most frightening thing I saw was \_\_\_\_\_

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The saddest thing I saw was \_\_\_\_\_

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**HERE IS A DRAWING ABOUT THE SADDEST THING I SAW**



THE BEST THING THAT HAPPENED WAS \_\_\_\_\_

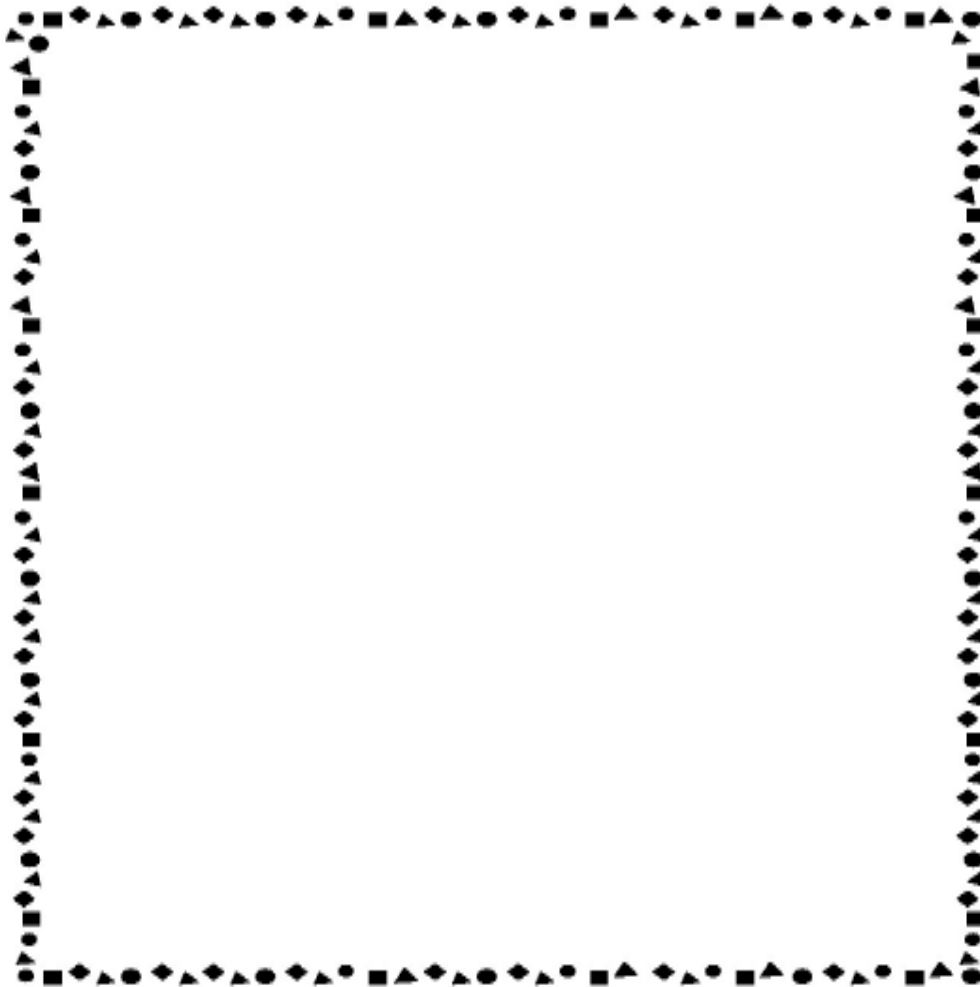
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Here is a picture about the best thing that happened:







**WHAT I WAS THINKING IN THE FIRST MINUTES**

*Circle all the words in the boxes that describe how you felt.*

**Right after the earthquake stopped shaking, I felt:**

<b>Afraid</b>	<b>Nervous</b>	<b>Excited</b>	<b>Sad</b>	<b>Relieved</b>
<b>Happy</b>	<b>Upset</b>	<b>Frightened</b>	<b>Helpless</b>	<b>Dizzy</b>
<b>Guilty</b>	<b>Sweaty</b>	<b>Lonely</b>	<b>Sick</b>	<b>Hopeful</b>
<b>Numb</b> I couldn't feel anything.	<b>Worried</b>		<b>Shaky</b> -A very strange feeling	
<b>Glad</b>	<b>Alert</b>		<b>Bad</b>	
<b>Mixed up</b>	<b>Sorry for myself</b>		<b>My heart was beating fast</b>	
<b>Like I was in a dream</b>	<b>Tired</b>		<b>Angry at someone:</b> _____	
<b>Angry at myself</b>	<b>Clear minded</b>		<b>Sorry for others</b>	

**RIGHT AFTER THE EARTHQUAKE**

**At first, what I was worried about was \_\_\_\_\_**

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**After the ground and buildings stopped shaking, I saw \_\_\_\_\_**

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**Then I thought about \_\_\_\_\_**

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**Some of the bad things that happened to grownups I know are:**

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**Put a check mark next to the statement that is true:**

\_\_\_\_\_ **I did not see any adults who were scared, worried or angry.**

\_\_\_\_\_ **I did see adults who were scared, worried or angry.**

The way I felt about this was:

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Some of the bad things that happened to other kids who are friends of mine are:

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Many people felt hopeful because our government started sending the Army to help. They sent rescue teams right away. They also sent millions of bottles of water, many flashlights and candles.

When I think about how quickly they started to take care of the biggest problems, I feel \_\_\_\_\_

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## THE NIGHT OF THE EARTHQUAKE

Here's a drawing of a child waking up from a bad dream on the night of the earthquake.



***ABOUT MY DREAMS***

Here is something only I know about: my own dreams.

**Before the earthquake, my WORST dream in my whole life was this dream:**

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**Before the earthquake, the BEST dream in my whole life that I can remember was this dream:**

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**This is the story of the first dream I remember having since the earthquake:**

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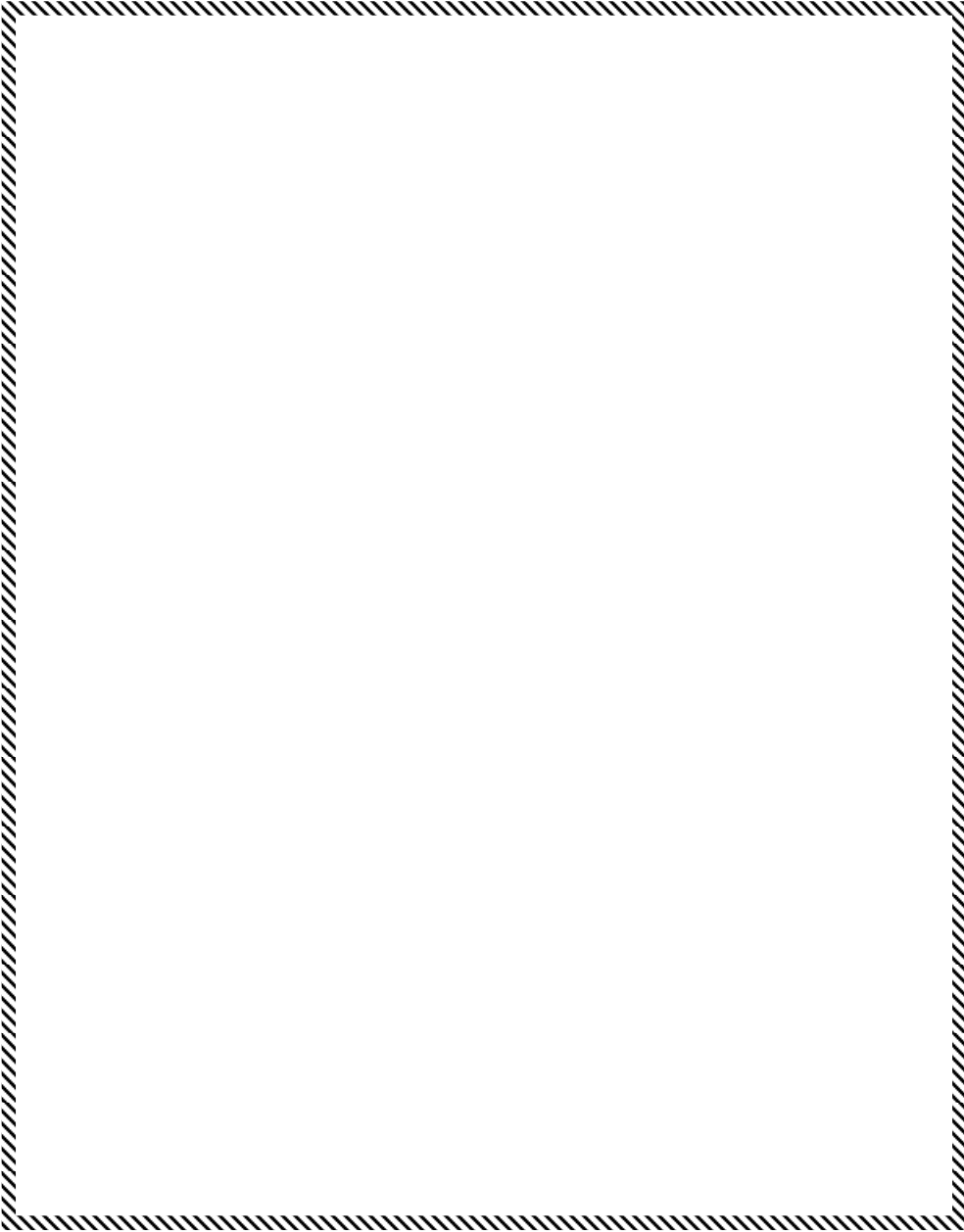
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*If you had that first dream since the earthquake on the night the earthquake happened on May 12, 2008,*

*you can put a check mark in this box:*



Here is a drawing of a scene from the my WORST dream so far since the earthquake:

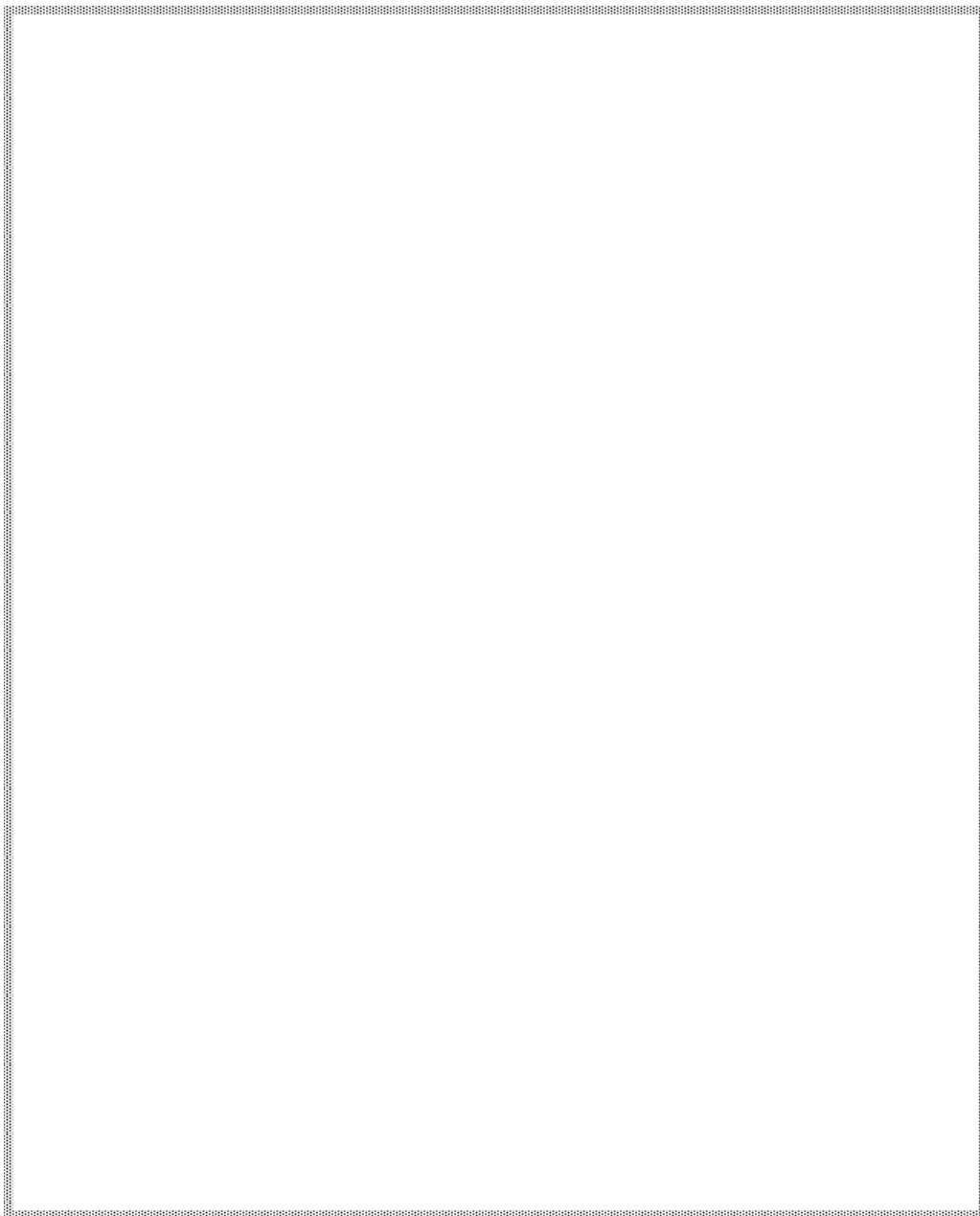






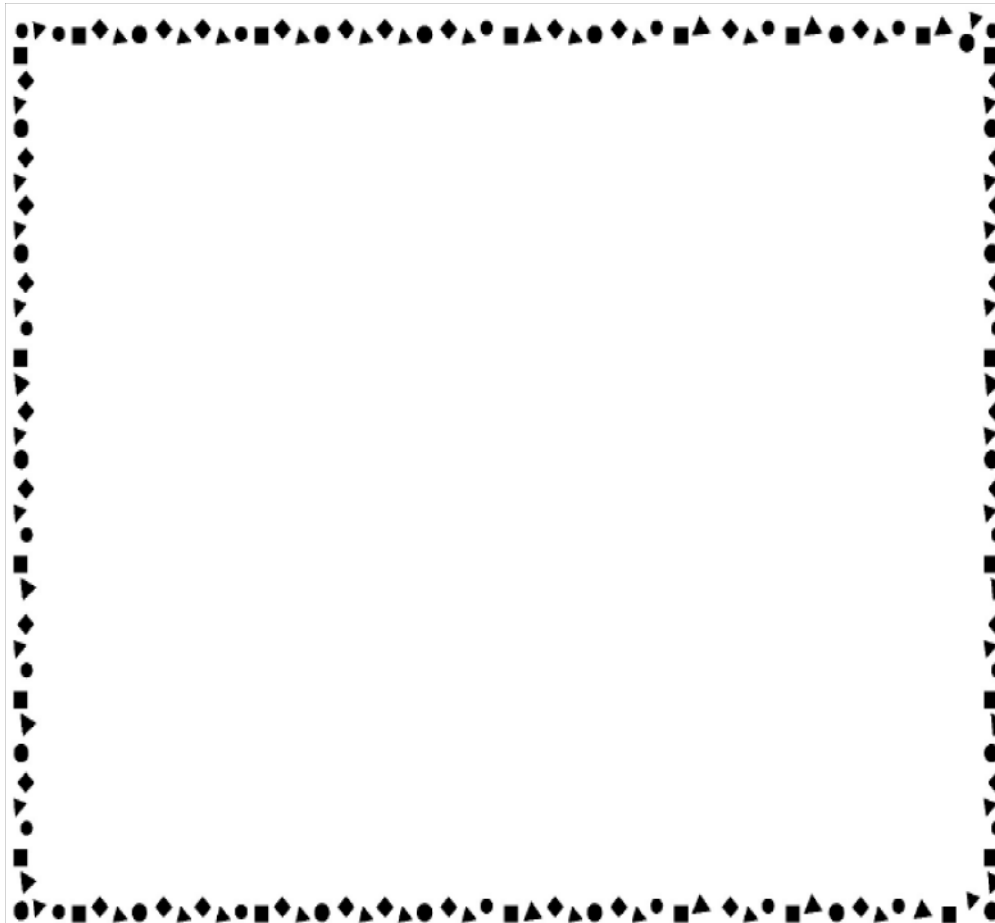


Here is a drawing of a scene from the my BEST dream so far since the earthquake:



*ABOUT MY HOME*

Here's a photo or drawing of my home the way it is now.



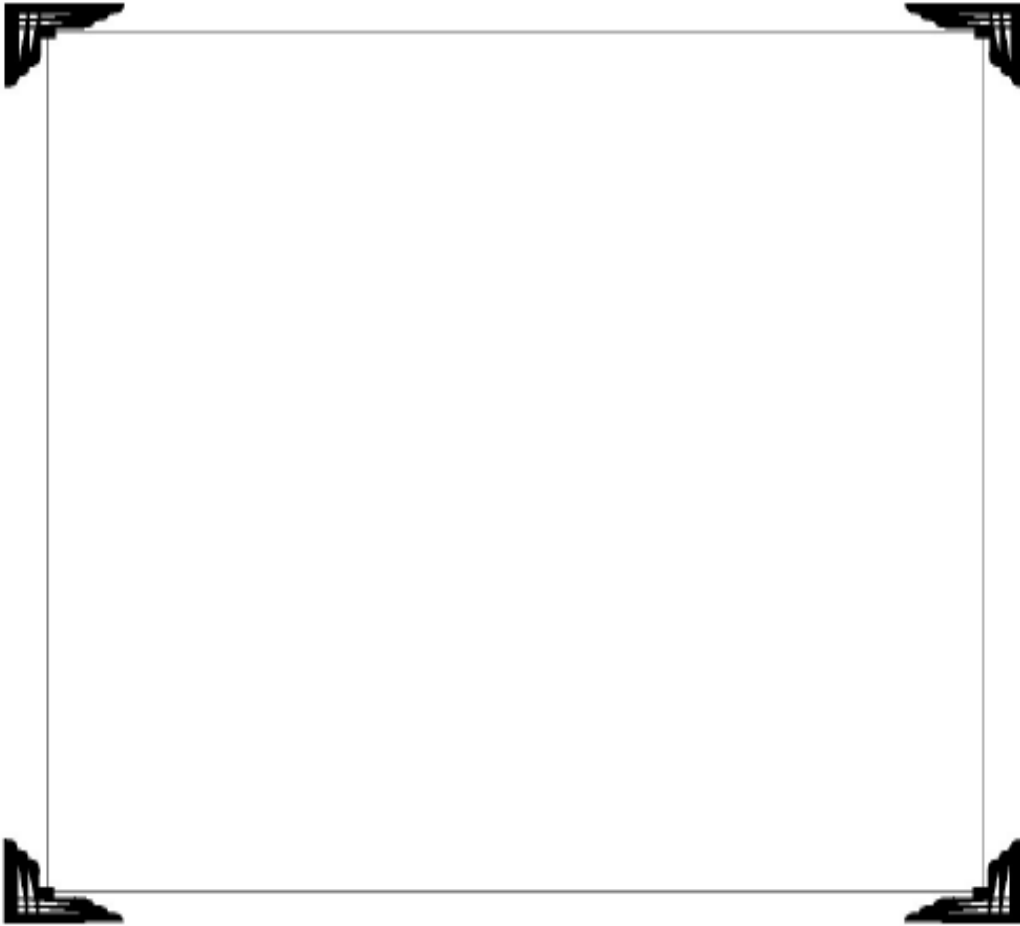
The difference the earthquake made was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here's a photo or drawing of the room where I usually slept before the earthquake.



**Some of my things that jumped around or got damaged or lost in the earthquake were:**

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**CROSS OUT ANYTHING THAT IS NOT TRUE ABOUT YOUR PERSONAL STORY**

I was able to stay in my house and I felt

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I had to leave my house and I felt

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The name of the place I had to go to was the \_\_\_\_\_

\_\_\_\_\_ at \_\_\_\_\_

and \_\_\_\_\_ took me there.

The way I got there was \_\_\_\_\_

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The way I felt when I got there was \_\_\_\_\_

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Some of the names of people who were with me there are:

Names

Address

_____	_____
_____	_____
_____	_____
_____	_____

Now the way I feel about that place is \_\_\_\_\_

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The worst thing about the place I went to was \_\_\_\_\_

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## ***MEMORIES***

The Memories section (2 pages) is optional page for children and teenagers who find themselves remembering things about the earthquake without wanting to remember. (It is also of possible help for children who are having trouble remembering much at all about this time.

~~~~~

Today's date is \_\_\_\_\_, 20\_\_.

**The part I most hate to remember is about the earthquake is \_\_\_\_\_.**

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**One reason I most hate remembering this is that when I remember, I feel \_\_\_\_\_**

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**And then I think \_\_\_\_\_**

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**The time of day this memory usually comes to my mind is \_\_\_\_\_**

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**What I am usually doing when this memory comes to mind is \_\_\_\_\_**

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**Before the earthquake, what I usually did at that time of day was \_\_\_\_\_**

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**Comment [GK1]:** Needs Chinese letters instead of English

**Some things that remind me about something that happened that I most hate to remember are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**When I need to stop remembering for a while, here are some things I can do:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. When I am ready, I can make a drawing in this book about this memory that I do not want.

If I use this book as my Memory Keeper, that could help me not think about it so often.

**HERE IS A DRAWING OF WHAT I MOST HATE TO REMEMBER**





*MORE THINGS I FOUND OUT AND HOW THAT MADE ME FEEL*

**I personally saw, heard about or read about some things that happened in some of these cities, townships and villages.**

**Chengdu**

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**Beichuan**

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**Dujiangyan**

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**Juyuan**

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**Longxi**

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**Yingxiu**

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**Hanwang**

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**THE MOST AWFUL THINGS ABOUT THE EARTHQUAKE**

**For me what was worst about the earthquake was \_\_\_\_\_**

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**People I personally know who were injured**

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**Here's a true story about someone I know who was hurt or killed**

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**Here's a story about someone who had to move out of their house**

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**The worst feeling I had was**

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**'What was worst about it for some other people I know personally was**

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*[When you need more room to write, use extra pages which you can add to this book using staples or paper clips.]*

***HOW I FOUND OUT ABOUT THESE THINGS***

At first we couldn't tell what happened to other people. Later, on television and in newspapers, or from people who had cell phones, television or radio or newspapers I learned about fires, smashed roads, and wrecked houses.

Some things I found out because \_\_\_\_\_

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What I thought about some of those news stories was \_\_\_\_\_

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Later I saw pictures of a school that collapsed in Dujiangyan. The rescue workers and the soldiers kept trying to dig out the students. They had all sorts of machinery to help. When I saw those pictures on TV, I felt

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All the parents kept waiting outside the school for a long time hoping their children were not killed by the earthquake. One thing I heard was \_\_\_\_\_

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Other buildings collapsed too, even other schools, but not as many people died in those other buildings.

When I learned about hundreds of children who died right in their school when the earthquake struck, I felt \_\_\_\_\_

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Another thing I heard about was that a few days after the earthquake, there was a big dangerous fire in one place that got badly hurt in the earthquake.

When I heard this, I thought \_\_\_\_\_

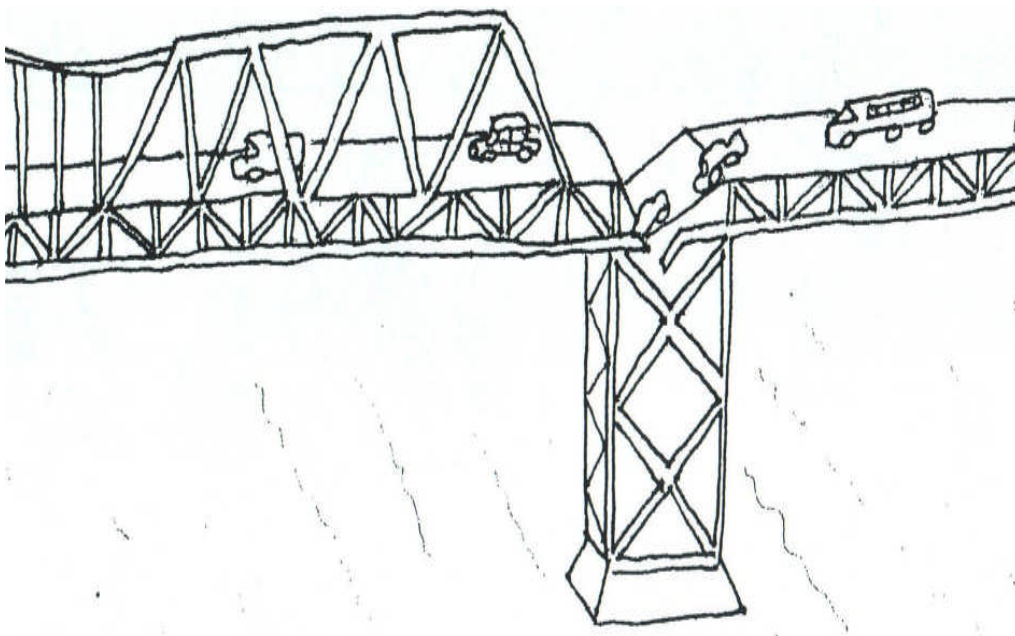
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And I was glad about the help that came as quickly as possible.



In some places people had to wait for help. Even with all the emergency workers, there were not enough doctors and nurses because so many were severely injured. Sometimes the changes from earth movement made people have to wait longer for help to arrive. In Chengdu, the rock slides were so bad that it took time to get there to help. Even the phone service was broken by the earthquake there. Even before the earthquake it was hard to get to Chengdu because the roads in those mountains are skinny and there are lots of curves on the road. Plus for a couple of days heavy rains made the roads worse.

Here is a drawing of a bridge that got broken. The big column that held up part of it sank down and the bridge got bent. Someone said the whole bridge looked like a broken hinge from a door. It must have been very scary for people driving across the bridge when it happened.



This picture makes me think about \_\_\_\_\_

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## **MORE FACTS ABOUT THE EARTHQUAKE OF MAY 12, 2008**

When the big earthquake was over, five million people had lost their homes. According to some experts the earthquake was 8.0 on the scale used to measure earthquake power. The measurement scale is called the Richter scale. The earthquake was so powerful that in some villages and cities people were killed right away when many buildings were knocked down by the earth movement. Lots of the people injured were hurt right away by things that fell down on them when everything shifted in the earthquake. The movement was strongest near the place called the epicenter. The epicenter of the big quake on May 12, 2008 was in Wenchuan.

Emergency workers who came to help often wore red-orange suits. They searched the buildings to find people who were not killed and when they found them they worked until they pulled them to safety. Even many days after the earthquake, workers were happy to be able to save more survivors. Most people were surprised that anyone could live without food or water, trapped under rubble for that long.

A few days later, many people ran for their lives when they feared a huge flood might come and carry them away. That was because the earthquake caused filling of rivers and lakes with debris and cracks in the dams that hold the water back. Emergency workers helped get people going away from the flood danger.

It was hard to find places for so many people to live after the earthquake. There were too many people to move all at once. In Hawang, people figured out how to take care of themselves. They made tents out of whatever they could find and put them right on the sidewalks. Then they built small safe fires so they could cook their food and eat.

### **YOUR STORY IS IMPORTANT**

Historians as well as scientists are interested in the records of great earthquakes that happened in the past. You are an eyewitness to a great earthquake. You had first hand experience. Your personal story is part of the shared experience of your whole community and nation. about what happened in the May 12, 2008 earthquake  
Your story is a historical record of a big event that affected millions of people. Your true story and the stories of others make history.

Every day there are new stories about what people did to help each other after the earthquake. You can put those stories in your book when you hear about them.

**You may need more space to add new ideas, feelings, stories and drawings. You can put the next true story you find out about on another sheet of paper and later add it to this book. Add pages using staples or paper clips.**

## SOME EARTHQUAKE HISTORY TO LEARN

Sichuan is one of the most active earthquake regions in China. It has frequent strong earthquakes over 6.0 on the Richter scale. These are usually along the Xianshuihe fault zone. Scientists in the Seismological Bureau have seen a rhythmic pattern but cannot yet tell when an earthquake will happen. There are often many years between the biggest earthquakes. Pictures taken from space show the epicenter of earthquakes in Sichuan has moved a lot over the past few decades, more than is usually true of other earthquake faults in the world.

Geologists, seismologists and other scientists are especially interested in facts about earthquakes. One scientific the record of very great Chinese earthquakes in the past, including these an enormous earthquake that happened about more than four centuries ago and another that happened a few decades ago in China.

| When the earthquake happened: | Where and how powerful the earthquake was:    | The number of people who died in the earthquake: |
|-------------------------------|-----------------------------------------------|--------------------------------------------------|
| <b>1556</b> on January 23     | Shensi Earthquake<br>8.0 on the Richter scale | 830,000 people died                              |
| <b>1976</b> on July 27        | Tangshan<br>7.5 on the Richter scale.         | 255,000 people died.                             |

<[www.earthquake.usgs.gov/regional/world/most.destructive.php](http://www.earthquake.usgs.gov/regional/world/most.destructive.php)>

Good students in China may become the some of the experts who help future generations understand more about and manage earthquakes better than we can today.

**Advanced students using this workbook may be able to get good detailed information about earthquakes from the Seismological Bureau of Hebei Province, China. Chinese scientists are contributing a lot of information to the whole world about this field of study. Some of you may want to become scientists. Some of you may want to become engineers and architects to help build strong homes and schools.**

**HERE'S ANOTHER TRUE STORY ABOUT PEOPLE HELPING PEOPLE.**

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**When I heard this story I felt** \_\_\_\_\_

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**HERE IS MY DRAWING ABOUT THIS TRUE STORY**





***GETTING HELP***

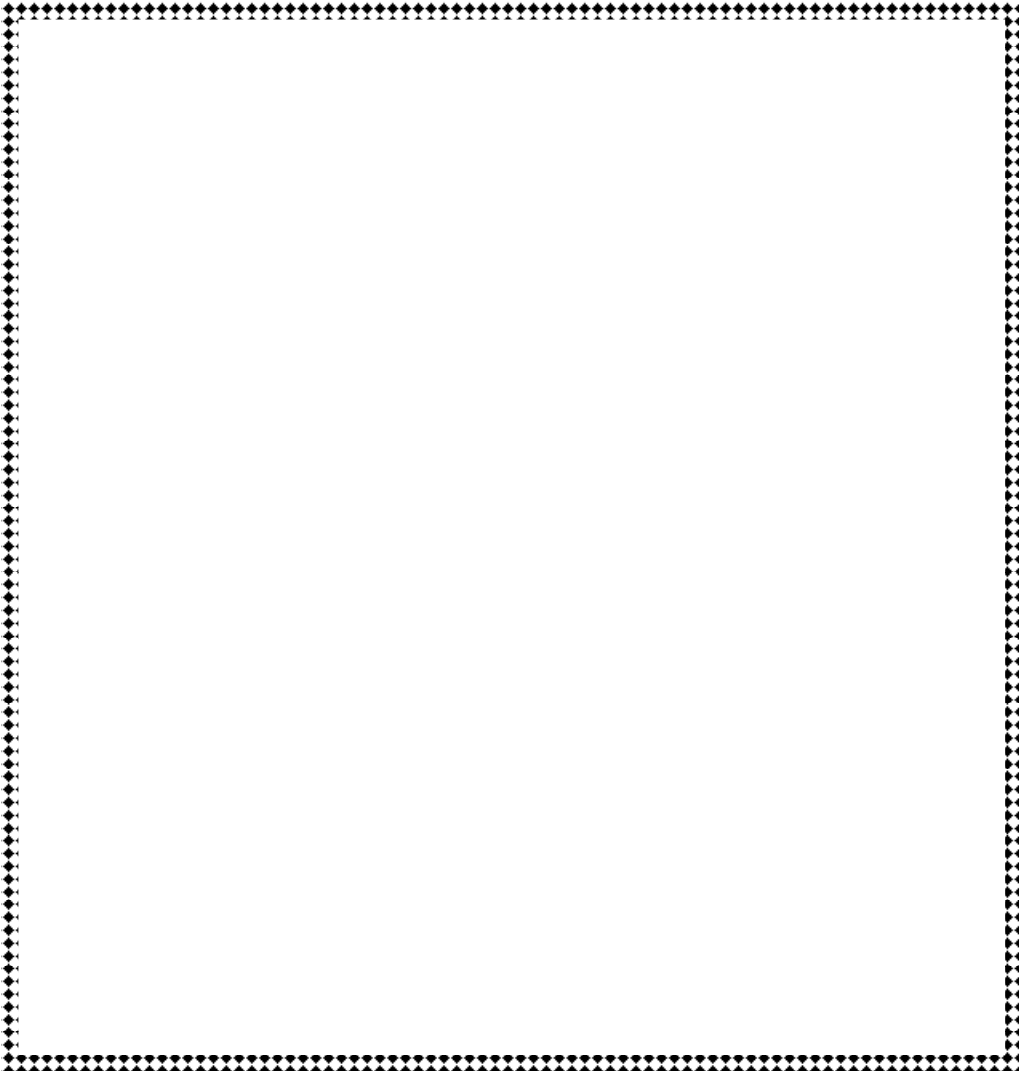
Here are some things I personally know that people did to get help or make themselves safer and get things they needed after the earthquake \_\_\_\_\_

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**HERE IS A DRAWING OF SOMEONE HELPING ME AFTER THE EARTHQUAKE:**



**GETTING HELP**

I can ask for help. One day after the earthquake, I needed help.

**HERE IS A PICTURE OF ME ASKING FOR HELP**



**This is what I needed help with:** \_\_\_\_\_

\_\_\_\_\_

**This is what happened when I asked for help:** \_\_\_\_\_

\_\_\_\_\_

**GETTING HELP**

**PROBLEMS AND WORRIES**

**My biggest problems or worries now are** \_\_\_\_\_

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**Some people who I can talk to about these are** \_\_\_\_\_

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**This is what I'd most like help with:** \_\_\_\_\_

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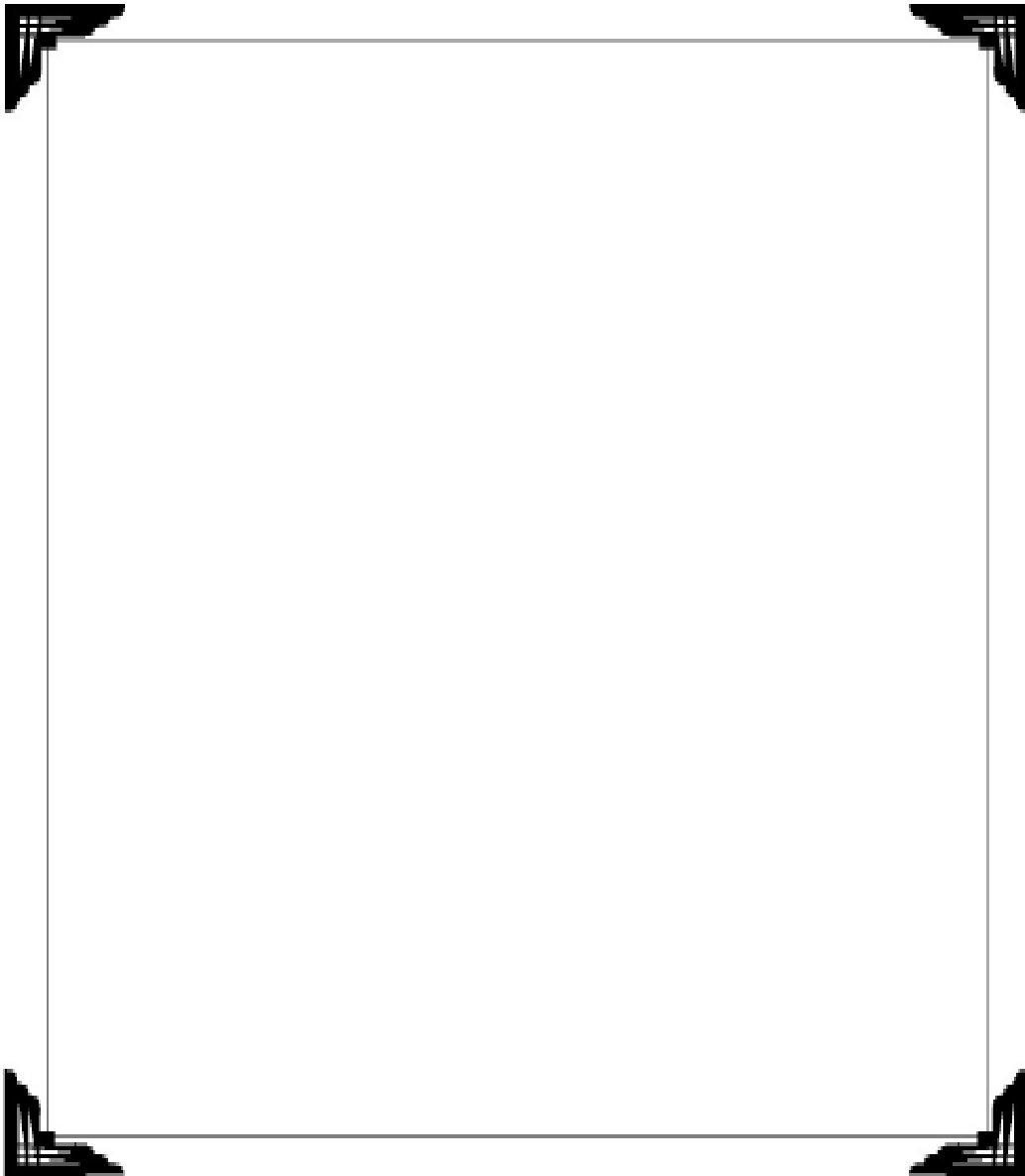
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*GETTING HELP*

**Here is a picture of me helping someone else.**



## MY LIST OF THINGS THAT MAKE ME FEEL BETTER

Here is a list of ways I thought of to keep bad things from happening:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Here are some things I can do to make myself feel better when I am upset:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Here are some things I am really good at:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Here are some things I want to learn to do better:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Here are some reasons why people like me or things that are special about me:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## WHAT CAN I EXPECT?

### WHAT CAN I EXPECT TO FEEL SOMETIMES BECAUSE OF ALL THE FEAR AND SHOCK AND DIFFICULTIES OF SURVIVING THE EARTHQUAKE?

- ◇ I might remember fearful things when I don't want to.
- ◇ Sometimes I have fear for my life and other people's lives.
- ◇ I might have trouble sleeping.
- ◇ I might be more grouchy sometimes.
- ◇ I could have a loss of confidence in the future.
- ◇ I might worry about it happening again.
- ◇ Sometimes I might have bad dreams about the earthquake.
- ◇ Sometimes I might have trouble concentrating.
- ◇ I might feel like acting like a baby for a while.

### WHAT STRENGTHS AND GOOD THINGS CAN I EXPECT AS I LEARN TO DEAL WITH MY TROUBLES?



1. A strong desire to be helpful to other people.
2. A strong curiosity to learn about how to reduce the damage from trauma.
3. Respect and compassion for myself and others who suffer from difficult experiences.
4. Knowing that My Personal Story about Surviving the Earthquake is only one of my true stories
5. I can learn to have a healthy level of confidence in the future.

## MY HEALTH

Circle the right answer

1. I do have some troubles with my health.
2. I don't have any troubles with my health.

If you do have any health troubles, write them here: My health troubles are:

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Circle the right answer (better, worse or the same):

1. Mostly, these troubles are now: **better /worse** than they were a year ago.
2. The way these troubles are now **the same** as they were a year ago.

Circle the right answer:

1. I am about as tall as other children my age: YES NO
2. I am (circle the answer) gaining / losing weight.
3. I have seen a nurse or doctor for a checkup in the past year. YES NO

Other people are worried about my health because: \_\_\_\_\_

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Who usually takes me to the nurse or doctor is \_\_\_\_\_

My nurse or doctor's name is: \_\_\_\_\_

My nurse or doctor's address is: \_\_\_\_\_

The last time I went to the Dentist was \_\_\_\_\_

My Dentist's name and address is: \_\_\_\_\_

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If other people are worried about my health it is because \_\_\_\_\_

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## ***GAINING CONTROL OVER MY INNER LIFE AND FEELING SAFE***

Taking action to help others helps you realize you have power to make an important difference. Learning about how to stay safe helps everyone.

### **HELPING OTHER PEOPLE**

Here are some things I can do to help people who got hurt, whose houses were damaged or who had a friend or family member die or get badly hurt:

- I can write letters or make drawings to encourage other people and give them to as many people as I can.
- When I meet other people who are in temporary housing because of the earthquake, I can take their names and addresses of their relatives in homes that are still standing, and promise to write to them.
- I might be able to share my possessions with very needy people.
- I can show My Earthquake book to other children or tell them about it if I want my book to be private. If they want help to write their own Earthquake Story book, I could help them.
- I can make an *Earthquake Newsletter*. (See page 74 )
- Here is something else I can do to help others:  

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### **SAFETY AWARENESS AND BEING PREPARED**

**Here are some earthquake safety practices and other ideas about how to be prepared and stay safe:**

1. Learn the safest place to be right away if the building starts to shake badly.
2. Know where the exits and stairways are to get outside.
3. Know where to gather with others outside the building.
4. Know where there are flashlights and axes and crowbars for helping trapped people to escape.
5. Know where to telephone for help.
6. Learn from parents and other grown ups where to go to meet them if I get lost because of confusion in an earthquake.
7. Help my family keep emergency supplies and know where they are, such as a supply of boiled or fresh water for several days, dry food, pots and matches.
8. I can make several photocopies or hand written copies of my list relatives' and friends' names, addresses, phone numbers and emails. I can keep a one copy of this list in my school book bag, wallet or purse . Then I will have this information in any emergency.



**EXPRESSING YOUR APPRECIATION FOR HELP FROM OTHERS**

1. You might want to write personal thank you notes to soldiers in the People’s Liberation Army for their heroic work to help everyone after the earthquake. Teachers can help you send these.
2. You and other children might want to write your own letter to the President and to the Premier to thank them for visiting your area so quickly after the earthquake. This could be a school project. Ask your teacher or another grown up for help to send your expressions of appreciation. You might want to send drawings too.
3. You can write a thank you note or a drawing to someone who helped you personally after the earthquake or to people who are helping you now.

**MY IDEAS ABOUT OTHER THINGS I CAN DO:**

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**LEARNING NEW THINGS AND THINKING ABOUT THE FUTURE**

You can learn about jobs and training to help plan your future. Teachers and other grown ups can answer your questions about how to learn what jobs will be especially needed and useful in China when you are grown up.

How many ways can you think of to learn more about the job you would like to have when you grow up?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**ACTIONS MIDDLE AND HIGH SCHOOL STUDENTS CAN TAKE  
TO BE HELPFUL AND GROW STRONGER**

**Besides working on this book, there are other things you can do about your earthquake thoughts and feelings. You have already learned many of these things from your parents and teachers. Here are reminders and helpful ideas:**

1. You can use a library to learn more about earthquakes, seismographs, geology, faults, and tectonic plates. Learn about related sciences and what Universities in China teach such sciences.
2. You and your family could make a list of supplies you might need if another earthquake or flood happens. You could help collect these things in one place. Separate what you will need to take with you if you have to leave home in a hurry. Does a member of your family need medicine, like insulin or heart pills? Portable oxygen? A wheelchair? Copies of medical records? Your pets may need portable cages and supplies. A backpack and luggage on wheels would be useful for carrying food and water. A wagon would be helpful.
3. You and your family could plan and practice how to leave your home if there is a warning about an earthquake or a related flood, and choose a safe place to meet. Think about how some parts of your family plan for earthquakes could be adapted for fires, dangerous mudslides and other situations.
4. If you are old enough, you might be able to volunteer to help at a school, shelter or relief agency. By helping others we can feel better. Hospitals usually want you to be 14 years old before you can volunteer.
5. With permission, you could paint an earthquake story mural.
6. You could have a fundraiser for disaster relief or the homeless people. One example is an art show. Your friends could show drawings about the disaster. You could charge admission and send the money to a charity or the People's Republic government for earthquake relief.
7. You could learn where the home or building water, electrical and natural gas shut-off valves are located and how to use them.
8. You could plan which out-of-town friends and family you will contact if you are separated by transportation or telephone problems. Cell phones might work when other phones don't. Remember to keep a list of friends and relatives contact information in your wallet or purse with in your wallet or purse at all times. Include email addresses for a few in case you are lucky enough to have a computer and internet available in a shelter, school or elsewhere.
9. Get help looking for friends and family. Write down names and home towns of people you want to find. Write down where to find and call an adult who is taking care of you right now. Ask an adult caregiver to help you get emails, calls and letters from friends and relatives who may be trying to find you.
10. With permission, you could make a CHILDREN'S EARTHQUAKE NEWSLETTER. Use some of your true stories and those of other children who make a book like this. Get their permission and that of their caregivers. If you are permitted, send a copy of your *Newsletter* to shelters and agencies caring for lots of people. Ask an adult with a scanner to scan your *Newsletter* and send it by email to the other agencies.
11. Save this book for making an updated personal history of the disaster when you are older.

## OPTIONAL QUIZ ABOUT EARTHQUAKES

### **Circle the correct answers:**

#### **1. Which are causes of earthquakes?**

- a. Hurricanes with big onshore surges, and very heavy rain storms lasting for days and weeks.
- b. Dams overflowing.
- c. Big plates moving on melted hot areas under the ground, bumping into each other.
- d. Sunspots.
- e. Stalled weather systems.

#### **2. What can I expect to feel when I am in a big disaster?**

- a. Fear for my life and other people's lives.
- b. Remembering fearful scenes when I don't want to.
- c. Trouble sleeping.
- d. Grouchiness.
- e. Loss of confidence in the future
- f. Worry about it happening again
- g. Bad dreams
- h. Trouble concentrating.
- i. Temporary babyishness.
- j. A strong desire to be helpful to other people.
- k. A strong curiosity about how to reduce the damage.
- l. Any, all, or none of the above.

#### **3. When earthquake damage is widespread and human bodies are still not found, the following health problems can occur:**

- a. The sewage system is damaged which lets raw human waste mix into the water system.
- b. Bacteria in the water and sewage and can cause disease, such as cholera, typhoid, dysentery, hepatitis, and tetanus.
- c. Water from broken pipes in houses and other buildings is not safe to drink without boiling.
- d. Drainage is often poor, mosquitoes increase and can spread diseases.
- e. There are oil, pesticides and chemicals from refineries, factories and left in the broken buildings.
- f. All of the above.

#### **4. Things we can do to keep future earthquakes from harming people include which of the following:**

- a. Make sure all families, schools, and workplaces have a week's supply of medicines that are needed every day, safe food and water, flashlights and battery operated radios.
- b. Make sure every community, school, workplace and household has a plan for what to do if a disaster like an earthquake hurricane or flood occurs.
- c. Encourage children to go to University, and learn to be scientists (geologists, seismologists, engineers) to learn about earthquakes and the science of building strong structures.
- d. Learn more about conservation methods such as saving forests and grasslands, and preventing soil erosion which help in flood control.
- e. All of the above.

**5. Some ways to get over feeling bad after a big disaster include:**

- a. Talk about your feelings to someone who you can count on to listen.
- b. Help others.
- c. Think of ways to make your home and community safer and write them down.
- d. Try to remember what happened and write it down or draw pictures.
- e. All of the above.

**6. Countries which have had great earthquakes which killed many people include:**

- a. The United States
- b. Indonesia
- c. China
- d. India
- e. Turkey
- f. Portugal
- g. All of the above

**7. A scale for measuring earthquake power is:**

- a. The Richter Scale.
- b. The Hebei Scale
- c. The Nanking Scale.

**8. An instrument for recording earthquake waves in the ground is a:**

- a. barometer
- b. anemometer
- c. seismograph

Answers to the Quiz About Earthquakes:

1. c 2. 1 3. f 4. 3 5. e 6. g 7. a 8. c

**MEDICAL INFORMATION**

This information should be written here by my Parent or another Adult, if they can.

The child's blood type is: \_\_\_\_\_

Special medical needs are: \_\_\_\_\_

Medications the child regularly takes are: (give the dose of each medicine if known,  
and how many times a day) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Immunization Record, if available. Paste a copy or write it in this space:

## MENTAL HEALTH CHECKLIST

### INSTRUCTIONS TO THE ADULT DOING THE SCORING

Add the pluses and minuses for all questions. If the child has lost one or more parents by death, or has had a disfiguring injury such as loss of a limb or severe facial scarring, or if the child is suicidal or the total score is more than 70, we suggest professional mental health consultation. Take this entire book or a photocopy of it with the child and you to the mental health consultation.

Children who were already mentally ill, had developmental disorders such as autism, or were in psychiatric treatment for any reason before the Sichuan earthquake are usually more likely to be disturbed than other children. They are more vulnerable to trauma than emotionally healthy and normally developing children. We suggest their treatment be resumed as promptly as social conditions permit.

### NOTES ABOUT COMPLETING THE CHECKLIST

- Answer these questions for only one person per checklist. (Copy the blank checklist if you may need another Mental Health Checklist for someone else.)
- Always ask the child for his or her answer to each question.
- An adult should always complete this Checklist if the child is under age eleven.
- If the answer is YES, Circle YES and the numbers to the right of each answer.
- This check list is divided in two parts. ITEMS 1 – 11 are known mental health risk factors and should be filled out as soon as possible. Items 12 - 35 are symptom factors and usually should not be filled out until a month after the earthquake.

THIS CHECKLIST IS FOR \_\_\_\_\_  
(NAME)

PERSON FILLING OUT THE ANSWERS \_\_\_\_\_

RELATIONSHIP TO THE CHILD \_\_\_\_\_

(Circle "SELF" here, if you are completing this checklist for yourself.)

TODAY'S DATE \_\_\_\_\_

THIS CHECKLIST IS ABOUT THE CHILD'S REACTIONS TO A STRESSFUL EVENT:

The Earthquake of May 12, 2008

1. **If there has been more than one major stress within a year before this latest stress, circle all that apply in the child's family:**  
death molestation rape domestic violence major accident jailing major physical illness

Score +5 for each circled item except for death of a parent, which is scored as +15  
**Please give appropriate detail here if any of the above events were circled:**

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2. **Is there is a network of previously well known, supportive, caring persons, who continue to relate daily after the trauma?** If YES, -10
3. **Has the person had to move out of his/her house because of the earthquake?** If YES, + 5
4. **Was there reliable housing again within one month of the disaster, with a household member living in the same building as this person?** If YES, -10
5. **Has the child been injured or anyone in the child's immediate family been killed or severely injured in the event?** If YES, + 15
6. **Is the child the sole survivor of his or her family?** If YES, +35
7. **Is the child one of very few child survivors of a community's children?** If YES, +15
8. **Did the child attend a school which collapsed and killed other children?** If YES, +15
9. **Was the child pulled out of a building whose collapse killed other persons?** If YES, +15
10. **Has the child seen multiple dead bodies as part of the disaster?** If YES, +15
11. **Has the child lost part or all of a limb or suffered severe facial scarring?** If YES, +20

**HAS THE CHILD SHOWN OR EXPERIENCED ANY OF THE FOLLOWING FOR MORE THAN FOUR WEEKS SINCE THE EARTHQUAKE?**

12. **Is the child showing severe defiance, delinquent or criminal behavior since the earthquake?** If YES, + 5
13. **Nightly states of terror?** If YES, + 5
14. **Waking from dreams confused or in a sweat?** If YES, +5
15. **Difficulty concentrating?** If YES, + 5
16. **Extreme irritability?** If YES, + 5
17. **Loss of previous achievements in toilet training or speech, or return of thumb sucking or return of needing to sleep with a grownup?** If YES, +5
18. **Onset of stuttering or lisping?** If YES, + 5
19. **Persistent severe anxiety or phobias?** If YES, +5
20. **Obstinacy?** If YES, + 5

21. **New or exaggerated fears?** If YES, + 5
22. **New rituals or compulsions?** If YES, + 5
23. **Severe clinging to adults?** If YES, +5
24. **Inability to fall asleep or stay asleep?** If YES, +5
25. **Startle or jump at any loud noise or reminder of the stressful event?** If YES, + 5
26. **Loss of ambition for the future?** If YES, +5
27. **Loss of pleasure in usual activities?** If YES, +5
28. **Loss of curiosity** If YES, + 5
29. **Persistent sadness or crying?** If YES, + 5
30. **Persistent headaches or stomach aches?** If YES, + 5
31. **Hypochondria (excessive worries about his or her body) ?** If YES, +5
32. **Is the child unusually occupied with thoughts of death?** If YES, +20
33. **Is the child unusually accident-prone?** If YES, +15
34. **Is the child expressing thoughts of wanting to hurt himself, or die?** If YES, +35
35. **Is the child expressing thoughts of wanting to kill himself?** If YES, +35



## WHO WROTE THIS BOOK?

**Gilbert Kliman, M.D.**, is Director of The Children's Psychological Health Center in San Francisco, California. He has 45 years of experience in psychological disaster response. He is the founder and former director of the nation's largest situational crisis facility, the non-profit Center for Preventive Psychiatry in White Plains, New York. He and that Center's staff have helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornadoes, urban crimes and homelessness. He is author of Psychological Emergencies of Childhood, which pioneered the concept of "psychological immunization" by small doses of communication.. Recipient of over 40 service and research grants and Editor of The Journal of Preventive Psychiatry, in addition to over 70 scientific articles, Dr. Kliman wrote Responsible Parenthood with Albert Rosenfeld. That book won an international literary prize for "world's best book concerning the well-being and nurture of children." He is the inventor of Reflective Network Therapy for children in classroom groups, and the creator of manuals for carrying out that therapy and its short form called The Guided Activity Workbook Method. See [www.childrenspsychological.org](http://www.childrenspsychological.org) for a fuller description of his work and that of the agency he directs.

**Anne Kuniyuki Oklan, R.N.**, the first illustrator of much of the original My Earthquake Story workbook, is a nurse as well as a parent-child and family therapist and psychological Coach. Along with Edward Oklan, M.D., she co-founded and co-directed PREGNANCY TO PARENTHOOD and served as its Infant Developmental Specialist. She and Edward Oklan are the parents of three children.

**Edward Oklan, M.D., M.P.H.**, A child and family psychiatrist and Assistant Clinical Professor of Psychiatry at the University of California, San Francisco, Dr. Oklan founded the PREGNANCY TO PARENTHOOD FAMILY CENTER, a model non-profit program offering preventive mental health services to childbearing families and young children under stress. He specializes in work with children, adults and families who have experienced severe psychological trauma.

**Harriet L. Wolfe, M.D.** Dr. Wolfe was recently President of The San Francisco Center for Psychoanalysis, formerly Director of Education for the Department of Psychiatry at San Francisco General Hospital, and Associate Clinical Professor of Psychiatry at the University of California, San Francisco. She was principal investigator on a Center for Disease Control project on psychological adaptation of physical trauma, and practices individual and family therapy in San Francisco. She practices psychoanalysis and couples therapy.

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## OTHER PUBLICATIONS

The Children's Psychological Health Center publishes other Guided Activity Workbooks similar to *My Earthquake Story*. Other publications include *My Story About Being Homeless*, *My Story About My Shelter Home*, *My Fire Story*, *My Tornado Story*, *Tormenta del Stan*, and *My Personal Story about Hurricanes Katrina and Rita*. This is a series of trauma related, guided activity workbooks for children, families and teachers coping with severe stress. Individual hard copies can be purchased from [www.amazon.com](http://www.amazon.com). Licenses for mass copying are available to governments and nonprofit agencies from [www.childrenspsychological.org](http://www.childrenspsychological.org).

See the **Disaster Relief** section of our agency's website to learn more. Tax deductible contributions welcomed and sorely needed for children's disaster relief resources:

**[www.childrenspsychological.org](http://www.childrenspsychological.org)**.