

MY OWN STORY ABOUT THE EARTHQUAKE IN HAITI

**A GUIDED ACTIVITY TEXTBOOK
FOR SCHOOLS, TEACHERS, CHILDREN, FAMILIES, AND CAREGIVERS**

**A simple and clear guide to encourage mental health, creative expression,
learning, and coping for children who have survived the earthquake.**

**Use it to help children, teenagers and families
overcome and go beyond bad memories and fears.**



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from
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Guide for Schools, Teachers, Parents, Grandparents, and other Adult Helpers

This book comes from evidence-based experience in helping strengthen the mental health of children, including disaster victims. Its 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 2010 earthquakes which have shaken Haiti create one of the greatest challenges in history for all its citizens. Responding to this challenge by having everyone who cares about each and every child work together for the welfare of children may do the most social good. As a helper of children, it is your privilege and responsibility to try to help them connect with each other and with you at a time of great importance in their lives. You may help change a terribly stressful and traumatic situation into a constructive learning and coping experience. Although children will always carry the sadness of loss as a result of the earthquake, they can grow up to be strong and healthy adults if we help them by promoting knowledge and emotional strength in the midst of disaster. Getting mentally active by putting painful memories in a bigger and positive perspective is important for moving forward after trauma. Our focus is to help children have strength for the future without their either overly dwelling on or forgetting the suffering. Both remembering and planning are needed to help build a better tomorrow.

This workbook is for giving children 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 friend or shelter worker helps connect and protect a child or any person from feeling helpless and overwhelmed at a time like this. 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 SUPPORT They Can Use in a Crisis

It is well known that it is important to find a way to cope after a crisis (this is often referred to as active coping). Feeling helpless can be one of the worst parts of some emergencies. During times of disaster or great community distress like the earthquake of 2010, children can do better when they are given psychological SUPPORT or SIPÒ, which in Haitian Creole is also an abbreviation for:

- Sipò (Support)
- Itilize (Use)
- Pwoblèm (Problem)
- Ouvè e Onèt (Open and Honest).

This means that adults can give children psychological support and use a caring social group that consists of many caring adults and other children to address psychological problems and difficult thoughts and feelings with open and honest conversations. This book will instruct you on how to work on children differently based on their development age.

We are taking lessons from history of disasters and efforts 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 showed better behavior and mental health than children in schools which avoided discussion of the tragedy.

Learning from research in that and later disasters in several different countries (including the U.S., China, Haiti, Honduras, Sri Lanka, Israel and Palestine), the Children's Psychological Health Center (www.childrenpsychological.org) in the U.S. has developed an adult-guided personal life history book approach for children. University researchers in several countries have tested the effectiveness of the kind of workbook you are using today and found that it helps children to feel safer, less sad and worried, and to behave better. Workbooks like this one have helped thousands of children in family crises as well as national crises and natural disasters, including: earthquakes, floods, storms, large fires, tornados, tropical storms and tsunamis, regional conflicts and wars.

Like other disasters, the Haitian earthquake, the aftershocks, and the medical and social crises that follow, while terrible for people to experience, can give children unexpected opportunities to learn, grow, and become emotionally stronger – if they have a chance to deal with their experiences with caring adults. Or it can be a totally negative experience, creating only fear and doubt. Children benefit from a network of organized and thoughtful helpers at such times 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

All adult helpers

After reading this book yourself, start with the child on page 12. If the child can read, instruct the child that he or she may skip any parts and come back to them later. Offer help in writing down the child's thoughts and encourage children to draw pictures. Do not persist with any section if the child becomes too distressed. It is better for the child to go at a pace that is not overwhelming, and better to do part of the workbook than to be overwhelmed by having to complete the entire workbook.

This book can be used for children of all ages, as it can simply be used for youngest children to color, draw in 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 over a few weeks or 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 or her desire to stop respected. Especially try to help the child face GOOD memories, consoling and loving times, not just frightening and sorrowful ones. Holding on to good memories, like of loved ones before they died, can help children to grow up strong and healthy, rather than only overwhelmed by loss and memory of the earthquake itself.

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. between short work sessions. If possible, 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.

If the child is too injured to draw him or herself, you can help by asking the child to tell you what to draw, and to follow the child's instructions exactly (even if you think your drawing ideas are better).

The Youngest Children

This book gives a valuable experience for babies and toddlers to be included in caring and honest relationships with people who care about them. This can help them to grow strong. Do not read the workbook directly to babies and toddlers. Instead of isolating babies and toddlers, keep them connected to their social world by letting them hear you reading it to older children and hearing their responses. Just as young children who hear multi-generation family discussions without understanding everything that is being said can still understand some of the feelings involved, the same can be true with listening to conversations about this workbook. Keep them around for brief periods during reading and work by older children. Do not expect children younger than three to say much.

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 their development is often a way babies and toddlers have of expressing their reactions to trauma.

Many children have witnessed and experienced terrible events during and after

Carefully save the book for the child in the earthquake. Do your best to protect young children from observing intense adult emotional reactions to those events, but do not pretend that everything is fine. If you can help it, try not to include them when older children or adults are talking about extremely upsetting and frightening things like how people, even loved ones, were violently killed or seriously maimed. But do not exclude them from **small** doses of emotionally upsetting conversation. 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 drawing and coloring. You may want to read much of the book to very young children even if it is above their understanding. You are leading the child to learn. Let the child choose some of the topics by reading the captions out loud. 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 or her answers to questions and sentences the child is asked to complete. Change the hard words into simpler words when you read. Act as an interested reporter trying to draw the child out while giving encouragement. Write down exactly what he or she has to say. Take your time and don't insist on the child answering every question. 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.

Limit their time and intensity of participation and emotion, just as you would give a small child only a small dose of medicine.

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 child to use extra pages to provide more space for drawings and writings. Extra pages can be attached to this book, which becomes a valuable scrap book. Very often, children may complete an emotionally difficult section at a later date.

Children eleven years old and older

Children over age 11 may want to work on a lot of the book on their own. But they benefit from a teacher, parent, older sibling, relative 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 pupils, children or teenagers, 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 or shelter-based network, a group of caring adult friends and relatives, children, 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 Drawing Can Help

The blank pages and drawings throughout the book can be used as a simple drawing and coloring book. They can help children, families, and even adults, to strengthen normal coping after trauma. A child who finds it easier to draw than to talk about his or her experience 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.

Story-telling, writing and drawing about their earthquake experiences may be more calming than just trying to forget the difficult things that occurred after the earthquake. This is true for adults and children who are still in the midst of a crisis like the aftermath of the earthquake. It is also true for children who, weeks and months later, are still overwhelmed with flashbacks and memories of the earthquake, as well as anxiety, insomnia, nightmares, and being easily startled. They might choose to start working on illustrations that are most different from their own actual experience, and gradually work up to those experiences that are most like their own.

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 upset about the image they are thinking about and drawing, so they can take control, feel calmer and remember their feelings without being overwhelmed by them. The illustrations that are 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 indirectly by describing what someone in a picture is feeling.

The illustrations can also be used as an activity to help children feel less powerless 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 got repaired. When it is appropriate, teachers or orphanage or shelter workers or relief workers can use *My Own Story About the Earthquake in Haiti*,

working individually or in small groups. This can be a very effective way to support group togetherness. Social support from a group helps children cope with catastrophes. Adult leadership in talking about children's experience and in offering social support has been shown to help children in catastrophes. The use of this kind of work book following the Hurricanes Katrina and Rita was visibly calming to school children and an independent scientific study showed it 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, injured, or bereaved in 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 them a way of helping children in a

structured manner, rather than having to invent a way. Helping children can help adults feel less powerless themselves.

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, anyone can be traumatized. But even the most traumatized people can grow through writing their history and through helping children.

A Note to Health and Mental Health Professionals

Therapists and other clinicians can use *My Own Story about the Earthquake in Haiti* 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.

Guide for Older Children and Young Adults

About Psychological Trauma

What is a psychological 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 again. Surviving an earthquake can cause trauma. Even when an event is very terrible and causes much pain, sometimes good changes come out of the experiences of living through 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 happen when one is displaced in a natural disaster like an earthquake, or has 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. It can come from family members being hurt or killed in violence in your community and from worrying that violence will happen again. It can happen when there is political fighting in your country. Some of the worst traumas are very personal, like abuse, severe beatings, scary fights, or severe illnesses. The list of causes could go on forever, but the some of the results of very different traumas are surprisingly similar. See the Reactions to the Earthquake Checklist (starting on page 89) for a list of problems and symptoms which may occur after a trauma.

Many persons get over a remarkably bad event with little or no emotional trouble. 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 like the earthquakes in Haiti?

All children need to be surrounded by loving adults and 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. Parents, grandparents, aunts, uncles, neighbors, cousins, siblings, teachers and therapists, members of your church, and even friends can make a difference in your surviving and thriving after terrible experiences. 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. Even if you have lost *many* family members, think about who else can help you.

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. That can help you 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 caring adult, 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 or gluing them to the back cover of the book, if you have access to supplies like that. If not, just draw in this workbook.

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, including with anyone you may have lost in the earthquake, as well as good events in 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 OWN STORY ABOUT THE EARTHQUAKE IN HAITI

MY NAME IS _____

HERE IS A DRAWING OR A PHOTO OF ME:



I STARTED THIS BOOK ON THIS DATE _____

I FINISHED THIS BOOK ON THIS DATE _____

I WAS HELPED TO WRITE THIS BOOK BY _____

WHO I AM

My birthday is _____. I am ____ years and ____ months old.

I am a boy _____ I am a girl _____.

I now live at _____.

I used to live _____.

The people who usually lived with me before the earthquake are: (write their names and their relationship to you) _____

_____.

My address is (or was) _____.

(If I have a phone) My telephone number is _____

Some things I like to do are _____

One thing I don't like is _____

I don't like it because _____

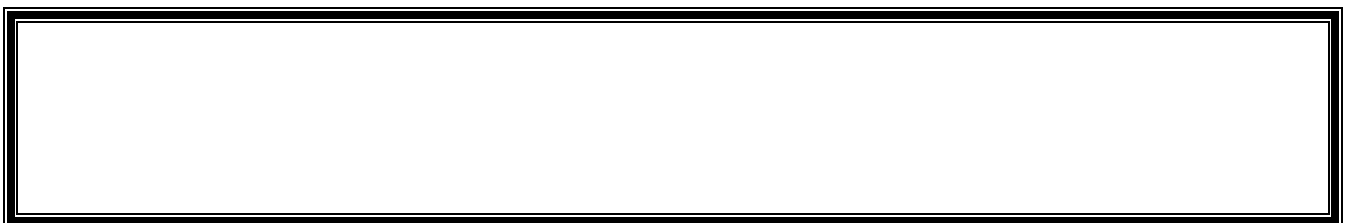
Something I am good at is _____

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, OR WHO USED TO LOVE AND TAKE CARE OF ME BEFORE THE EARTHQUAKE:



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:

THESE ARE THE PEOPLE WHO RAISED AND HELPED TAKE CARE OF ME:

(Check the correct box to say whether the person is living, has been missing since the earthquake, died in the earthquake, or had already died before the earthquake).

Name	Person's relationship to me	Person is alive	Person was hurt in the earthquake	Person is missing since earthquake	Person died in or after earthquake	Person died before earthquake

THE CONTACT INFORMATION FOR THE IMPORTANT PEOPLE IN MY LIFE IS:

Name	Relationship to me	Address	Telephone Number

INFORMATION ABOUT MY MOTHER

My Mother's Name is _____

One of the best things I know and love about my mother is _____

Her address is (or was) _____

One of the best things I remember and love about my mother is _____

HERE IS A PICTURE OF MY MOTHER AND ME:



INFORMATION ABOUT MY FATHER

My father's Name is _____

One of the best things I know and love about my father is _____

His address is (or was) _____

One of the best things I remember and love about my father is _____

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



THIS IS A LIST OF FUN THINGS I DID WITH MY PARENTS AND OTHER PEOPLE WHO HELPED TAKE CARE OF ME 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:

THIS IS HOW MANY GRANDPARENTS I HAVE:

My mother's mother ____ My mother's father ____

Other people my mother thinks of as parents _____

My father's mother ____ My father's father ____

Other people my father thinks of as parents _____

My stepmother's parents _____

My stepfather's parents _____

This is how many of my grandparents died before the earthquake _____

This is how many of my grandparents died during and after the earthquake _____

I still have _____ grandparents

THIS IS HOW TO REACH MY LIVING GRANDPARENTS

Name	Address	Telephone Number

A DRAWING OF MY GRANDPARENTS ON A GOOD DAY WITH ME:

HERE IS A LIST OF MY BROTHERS, SISTERS, HALF-BROTHERS, HALF-SISTERS, COUSINS, AND MY TWO BEST FRIENDS AND WHAT HAPPENED TO THEM IN THE EARTHQUAKE:

Name	Person's relationship	Person is alive	Person was hurt in the	Person is missing since	Person died in or after	Person died before
------	-----------------------	-----------------	------------------------	-------------------------	-------------------------	--------------------

	to me		earthquake	earthquake	earthquake	earthquake

HERE IS HOW TO REACH THEM, IF THEY ARE ALIVE

Name	Relationship to me	Address	Telephone Number

HERE IS A DRAWING OF ME WITH A VERY GOOD FRIEND



ABOUT SCHOOL

Before the earthquake, I went to school. yes _____ no _____

Before the earthquake, I never went to school. yes _____ no _____

Before the earthquake, I had already stopped going to school. yes ____ no ____

Circle the right answer:

My school survived the earthquake.

My school did not survive the earthquake

The Name of my school is (or was before the earthquake):

HERE IS A PICTURE OF A SCHOOL DURING THE EARTHQUAKE



A school during the earthquake

HERE ARE THE NAMES OF SOME OF MY TEACHERS:

Teacher's Name	What grade or subject the teacher taught me	Teacher is alive	Teacher was hurt in the earthquake	Teacher is missing since earthquake	Teacher died in or after earthquake	Teacher died before earthquake

Check One:

Since the earthquake I have gone back to school _____

Since the earthquake I have not been in school _____

My School's address is _____

My school's phone number is _____

What I like or used to like most about school is _____

HERE IS A DRAWING OF MY SCHOOL BEFORE THE EARTHQUAKE

THIS IS A PICTURE ABOUT SOMETHING I WANT TO DO WHEN I GROW UP.



THIS IS A DRAWING ABOUT MY FAVORITE SPORT OR SOMETHING ELSE I
DO FOR FUN:



SOME FACTS ABOUT HAITI BEFORE AND AFTER THE
EARTHQUAKE

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

In the years before the earthquake, Haiti had many hurricanes which damaged parts of the country. When Hurricane Jeanne came in 2004, thousands were killed. Later the same year, Haiti suffered terrible flash floods that killed thousands more people. Four years later in 2008, four hurricanes hit Haiti. These were Hurricanes Fay, Gustav, Hanna and Ike. Nearly one thousand people died and many were injured by these four hurricanes.

Many years ago, when Haiti belonged to France, French people took many other trees to make beautiful furniture to take back to Europe. More recently, many of the trees in our forests have been used for charcoal, so not many trees were left to protect us from floods and wind during these disasters. That has made our people more vulnerable to disasters.

Two years after the last hurricane, Haiti was struck by a major earthquake. This occurred on January 12, 2010 at about 5:00 in the afternoon. Many children had already come home from school. More than 230,000 people are estimated to have died in the earthquake and its aftermath. Many times, those who were died were left by the roadside for some time because of the chaos caused by the earthquake.

Many thousands more were also injured. Because many hospitals were destroyed, in many cases the people in need of medical services were treated on the streets. Quickly, supplies began to run out and many people who had actually survived the earthquake began dying from injuries. Many dead people were left on the streets for days and then buried in mass graves. Children who were living on the streets or walking to safety saw many dead bodies and many people with severe injuries. Some people with only minor injuries died later on because the injuries became infected without medical care or clean water.

In addition, about a million Haitians have lost their homes. The earthquake also destroyed many buildings such as schools and even important public buildings like the Presidential Palace. Many Haitians have had to live in public, outdoor places like soccer fields, parks, and even on the street for some time after the earthquake hit. Those who were fortunate were able to go live with relatives in areas that had not been as badly devastated by the earthquake. Many roads were damaged and food and water came but the process of getting these supplies to the people was sometimes slow and disorganized and not everyone got what they needed. Even the phone service was broken by the earthquake. Many times people were not able to communicate with family in other parts of the world for several days.

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

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 SOMETHING THE EMERGENCY WORKERS,
RELATIVES, FRIENDS, AND NEIGHBORS DID TO SAVE LIVES AND TO HELP
SURVIVORS GET WHAT THEY NEEDED AFTER THE EARTHQUAKE.



Rescue teams had a big job trying to help so many survivors get to safe places after the earthquake.

HERE IS A PICTURE OF MY IDEA OF A SAFE PLACE:



This is what makes the place I drew safe for people _____

Most people tried to help each other after the earthquake, and they especially tried to help children. But some people only tried to help themselves, even if that made things worse for others. Some examples I know about in which some people acted selfishly after the earthquake are:

This is how other people responded when a few people acted selfishly: _____

**HERE IS A PICTURE ABOUT SOMETHING I SAW OR HEARD ABOUT
THE EARTHQUAKE:**





MOURNING AND HONORING LOVED ONES WHO DIED

Mourning our dead loved ones after the earthquake has been very difficult. Many were uncertain for days if loved ones had survived the earthquake. Some lost multiple family members due to the earthquake. Children and adults in Haiti and around the world were saddened when thinking about all of the things that had happened. Some children lost one or both parents. Some lost brothers, sisters, or relatives. Some lost good friends. Everyone lost places and people they had known all their lives.

It is important to remember that after any major crisis, everyone will respond in his or her own unique way. It helps when parents and others who care for children can pay attention to how they are doing after the earthquake. Children do not always cry in response to the death of a loved person. Their way of mourning may be very different than adults and may take longer to become apparent. For instance, sometimes a child who has lost someone he or she loves very much won't seem upset by the death but will cry over something unimportant instead. Grownups can think the child is insensitive, but really, the child is feeling too overwhelmed to show his or her grief. This book can help children to do the emotional work of remembering and continuing to love their dead relatives and friends without overwhelming them. For instance, it can help children to treasure their memories and maintain respect for what was meaningful in their past, by drawing and writing about not only terrible memories but also happier times and hopes for the future.

HERE IS A PICTURE OF ONE CHILD CRYING AND ONE CHILD PLAYING SADLY

(You can color it in or ask a grownup to color it in if you have crayons.)



SOME FACTS ABOUT HAITIAN HISTORY

Haitians have endured many difficult times. Thanks to the leadership of two former black slaves Toussaint L'Overture and Jean-Jacques Dessalines, Haiti was victorious in freeing itself from the French colonizers in 1804. This made Haiti the world's first black nation to be free from slavery and the first nation in the western hemisphere to abolish slavery. This is a source of pride in the community.

Since then, the people in Haiti have sometimes experienced hard times. After the slave revolt, France and the United States placed an embargo on Haiti that made it difficult for it to do trade with other countries. Incredibly, after Haiti became free of France, France made the Haitian government pay the French government a lot of money, called reparations, because France lost money when slavery in Haiti ended. France also took many of Haiti's strongest trees, to make furniture for Europeans, beginning Haiti's deforestation. The embargos, reparations, and loss of natural resources to Europe meant that Haiti began its life as a very poor country. It has never recovered from that unfair beginning.

Haiti has also suffered under the leadership of corrupt leaders and has had numerous *coups d'états* in which groups of people tried to forcibly remove the current President from power. In addition, the United States sent Marines to occupy Haiti several times in the last hundred years.

It is often hard to be hopeful after so much difficulty and suffering. Working together after the disaster is one way we tried to get through our experiences of pain and shock after the earthquake. In Haiti, our motto has always been “there is strength in unity” (“*L' Union Fait La Force*”). We have always tried to help one another be strong when times are difficult. Many of us have also relied on our faith in God and our religions to help get through these difficult times.

THE EARTHQUAKE AND AFTERSHOCKS

The earthquake on January 12, 2010 was so big that it caused Haiti even more problems. All kinds of things got damaged or ruined by the earthquake right away.

One scary thing about the earthquake is that it did great harm to a big city. Another scary thing is it was so strong. According to experts, the earthquake was a 7.0 on the scale used to measure earthquake power. This measurement is called the Richter Scale. The movement was strongest near the place called the epicenter, which is the place where the earthquake began and was at its strongest. The epicenter of the earthquake was 10 miles southwest of the capital, Port-au-Prince. Many major buildings were destroyed or damaged, including The Presidential Palace, the main building of Parliament, the National Cathedral, the main building of the Haitian Archdiocese, where the archbishop, Monsignor Joseph Serge Miot, died in the quake, and the main building of Haitian offices of the United Nations. The loss of these public places, along with schools, hospitals, and even a prison, makes it even harder for Haitians to go back to normal life.

After the earthquake, there were dozens of aftershocks. Aftershocks are smaller earthquakes that follow a big one. People were worried because they did not know when the next aftershock would strike. Some people who lived in homes that had survived the earthquake decided to live on the street for some time for fear that the buildings might collapse due to an aftershock. Thousands of people would sleep in the middle of the street together, sometimes covered only by a thin sheet, or a light jacket. They would try to find food to eat and would try to keep injuries clean, but it was very hard for them to do that, without running water or electricity. Then suddenly on January 20th, about a week after the major earthquake hit, there was a large aftershock that was nearly as strong as the original earthquake. This aftershock affected Port-au-Prince and its surrounding areas. Children and adults were worried about when or if the next aftershock would occur. After a while, the big aftershocks stopped happening. This was a big relief to everyone.

YOUR STORY IS IMPORTANT

Historians are interested in the records of large earthquakes that happened in the past. One day, when you grow up, your children may be interested in knowing what happened in the big earthquake and this book can help you tell them about it. You are an eyewitness to a major earthquake. You had personal experience. Your written and drawn story and the story of what happened to your community is a historical record of a big event that has affected millions of people in Haiti and Haitians in many other countries. It has even affected many millions of people who are not Haitian.

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.

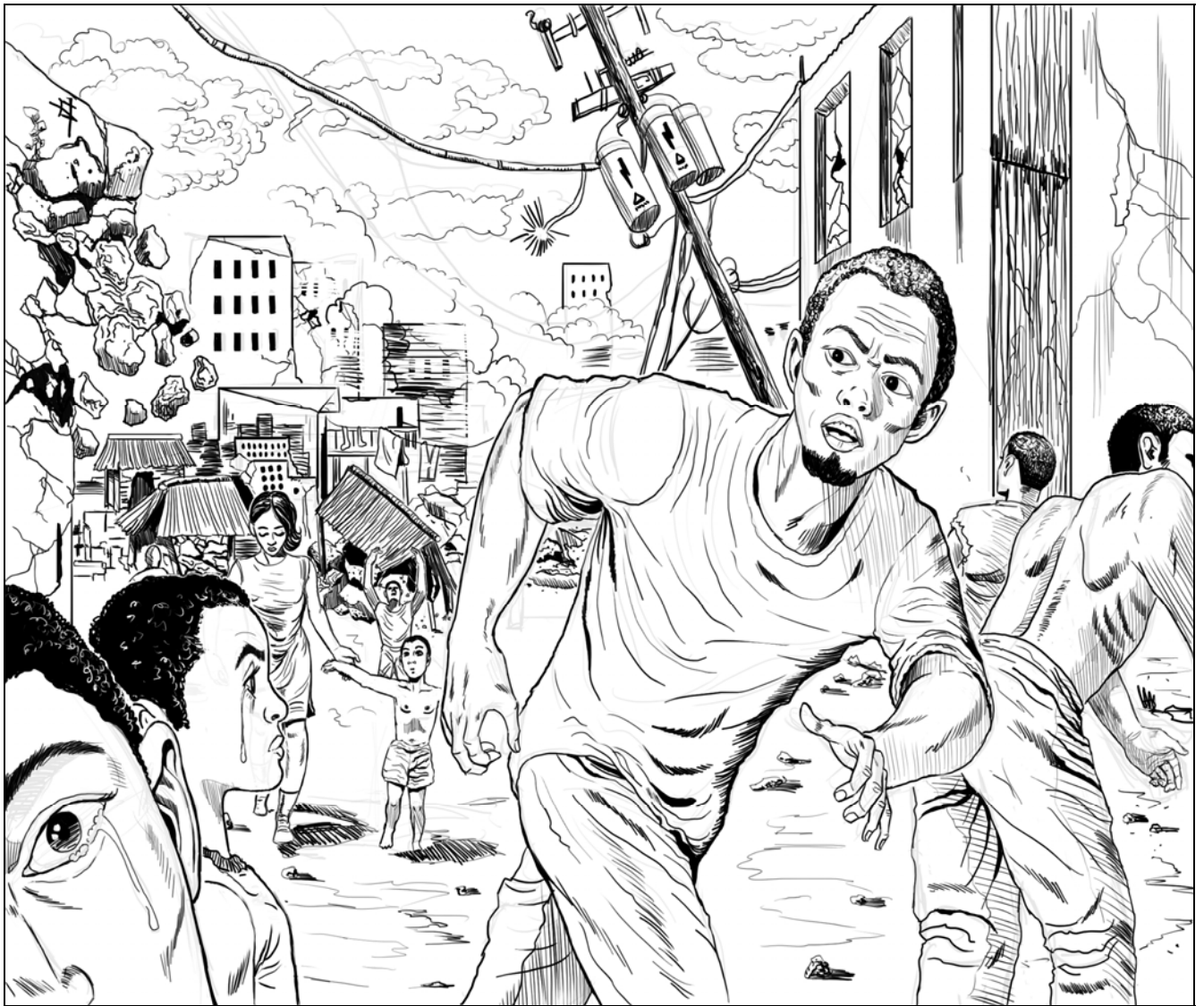
You may need more space to add new ideas, feelings, stories and drawings. You can put the next true story you find out about on another sheet of paper and later add it to this book. If possible, you can also add pages using staples or paper clips or glue, if you have them. If you don't have those supplies yet, just add pages and you can attach them later on, when you can.

Here is one true story I can tell about the earthquake and the aftershocks:

**HERE IS A PICTURE OF A GAME CHILDREN PLAYED BEFORE THE
EARTHQUAKE:**



HERE IS A PICTURE OF HOUSES SHAKING AND FALLING DOWN.
(You can color it if you have crayons)



MY PERSONAL STORY

Now, here's my personal story, about things that I might be the only one to know about what happened on January 12, 2010 when the earthquake happened in Haiti.

Where I was

At that minute, I was in _____

Who I was with

I was with _____

What I was doing

I was _____

*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 _____

The first thing I heard was _____

The first thing I saw was _____

Then, I felt, heard and saw was _____

The strangest thing I saw was _____

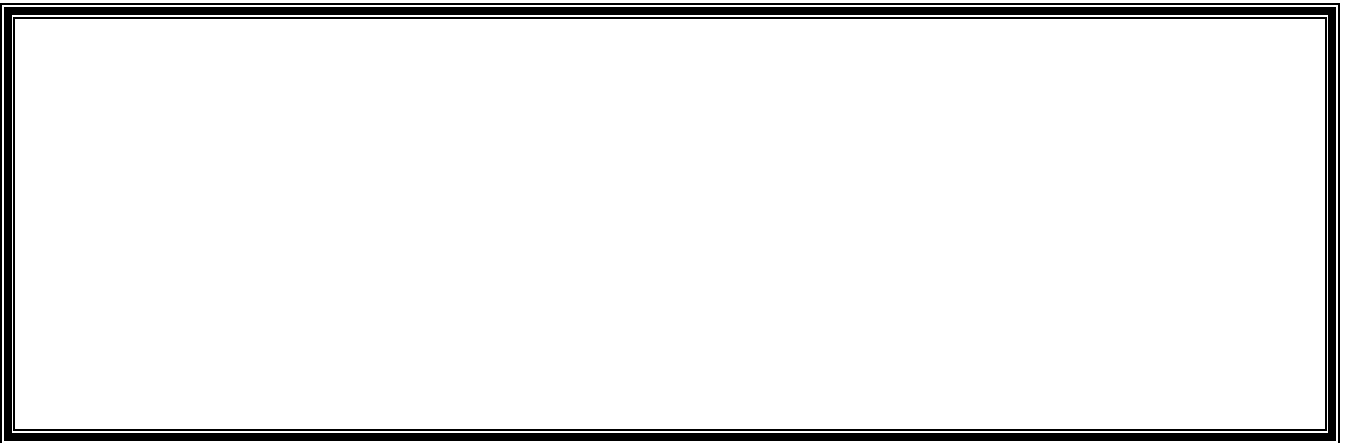
HERE IS A DRAWING OF THE STRANGEST THING I SAW



The most frightening thing I saw was _____

The saddest thing I saw was _____

HERE IS A DRAWING ABOUT THE SADDEST THING I SAW:



THE BEST THING THAT HAPPENED WAS _____

HERE IS A PICTURE ABOUT THE BEST THING THAT HAPPENED:



ONE GOOD THING THAT HAPPENED IS THAT MANY RELATIVES AND FRIENDS FOUND EACH OTHER AFTER THE EARTHQUAKE. HERE IS ONE REUNION OF FAMILY MEMBERS. YOU CAN COLOR IT IN IF YOU LIKE.



OTHER GOOD THINGS HAPPENED AND THIS IS ONE I LIKE TO REMEMBER.

Here's a true story about something that I saw myself or heard about in which someone did to help others after the earthquake:

***WHAT I WAS THINKING AND FEELING IN THE MINUTES
RIGHT AFTER THE EARTHQUAKE***

Circle all the words that describe what you were thinking and feeling.

Afraid	Nervous	Excited	Sad	Relieved
Happy	Upset	Frightened	Helpless	Dizzy
Guilty	Sweaty	Lonely	Sick	Hopeful
Numb I couldn't feel anything.		Worried		Shaky - a very strange feeling
(fill in your own word) _____		Alert		Bad
Confused		Sorry for myself		My heart was beating fast
Like I was in a dream		Tired		Angry at someone: (say who) _____
Angry at myself		Clear minded		Sorry for others
Grateful to God that I survived		(fill in your own word) _____		Hopeful that it will be okay
Overwhelmed		Abandoned		Angry at the government

RIGHT AFTER THE EARTHQUAKE

At first, what I was worried about was _____

After the ground and buildings stopped shaking, I saw _____

Then I thought about _____

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

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:

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

When I think about how long it sometimes took to take care of the biggest problems, I feel

***WHAT I HAVE BEEN THINKING AND FEELING IN THE TIME SINCE THE
EARTHQUAKE***

Circle all the words that describe what you have been thinking and feeling since the earthquake.

Afraid	Nervous	Excited	Sad	Relieved
Happy	Upset	Frightened	Helpless	Dizzy
Guilty	Sweaty	Lonely	Sick	Hopeful
Numb - I couldn't feel anything.		Worried	Shaky - a very strange feeling	
(fill in your own word) _____		Alert	Bad	
Confused		Sorry for myself	My heart was beating fast	
Like I was in a dream		Tired	Angry at someone: (say who) _____	
Angry at myself		Clear minded	Sorry for others	
Grateful to God that I survived		(fill in your own word) _____	Hopeful that it will be okay	
Overwhelmed		Abandoned	Angry at the government	

THE NIGHT OF THE EARTHQUAKE

Here is a drawing of a child waking up from a bad dream after the earthquake.



ABOUT MY DREAMS

Here is something only I know about my dreams.

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

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

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

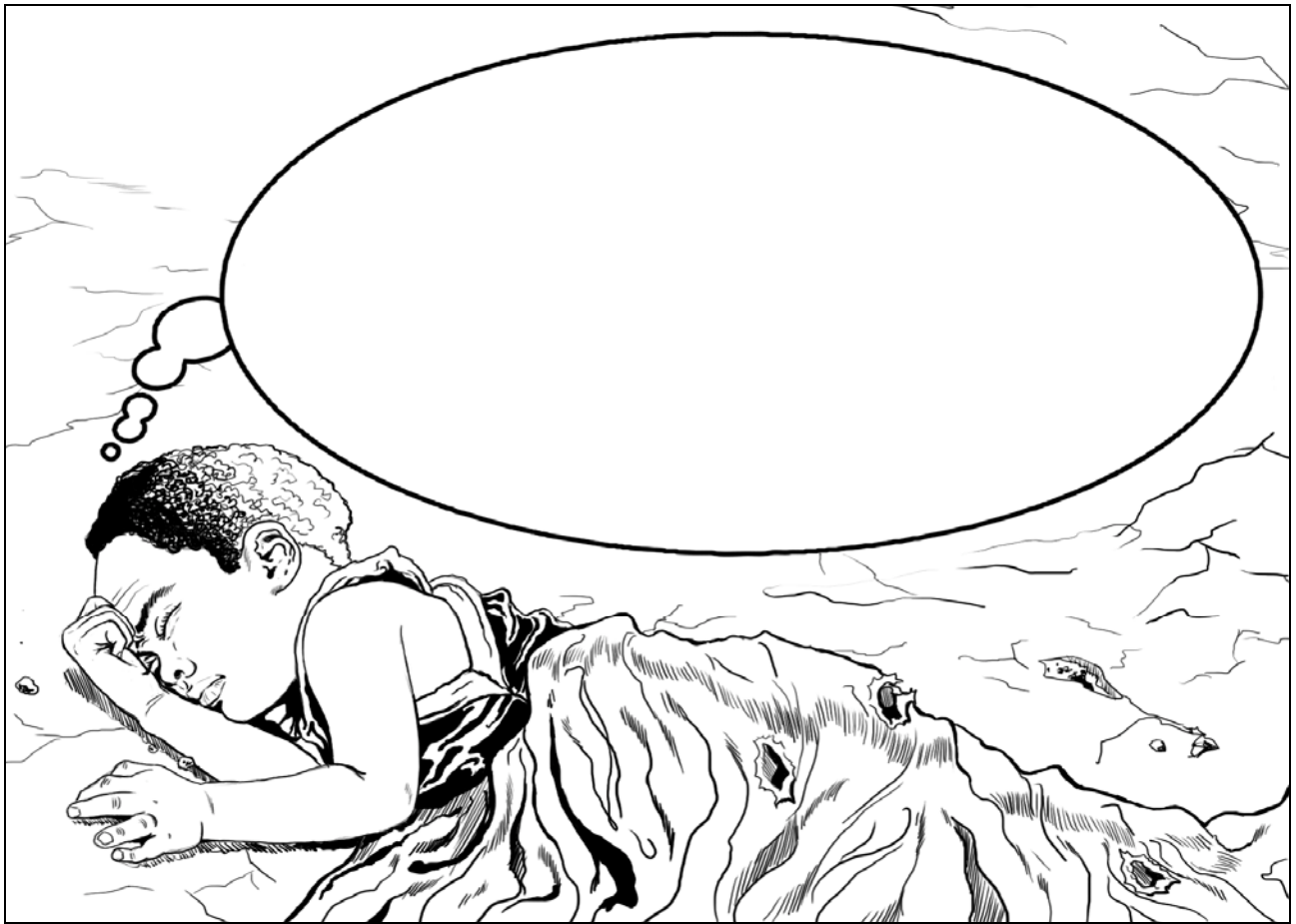
Since the earthquake I have had _____ dreams I can remember.

MY WORST DREAM SINCE THE EARTHQUAKE HAPPENED

Here is the worst dream I had after the earthquake. I think the date was about

Here is the story of the worst dream I've had so far since the earthquake.

**HERE IS A DRAWING OF A SCENE FROM MY WORST DREAM SO FAR SINCE
THE EARTHQUAKE:**



This is something I have heard about why people have good dreams and bad dreams:

MY BEST DREAM SINCE THE EARTHQUAKE

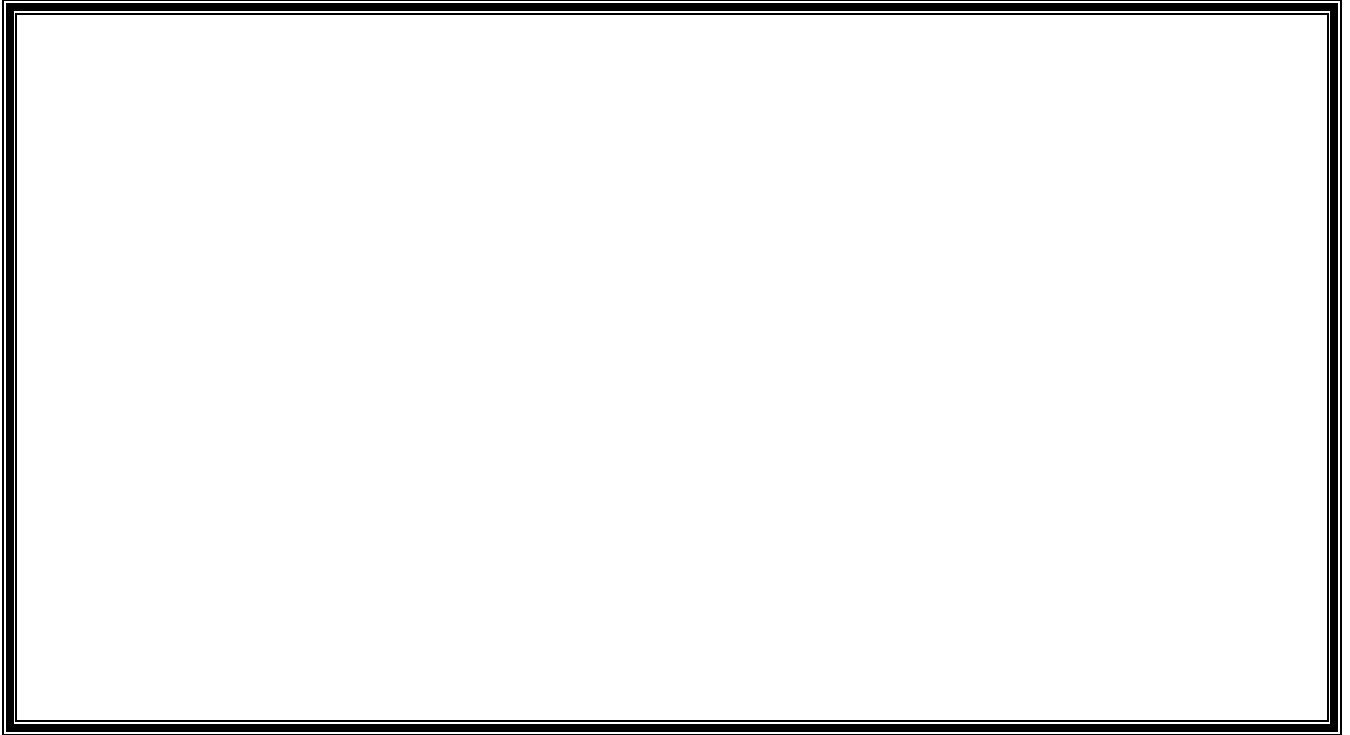
I had my best dream on or about this date: _____.

Here is the story of the BEST dream I've had so far since the earthquake.

HERE IS A DRAWING OF A SCENE FROM MY BEST DREAM SO FAR SINCE
THE EARTHQUAKE:



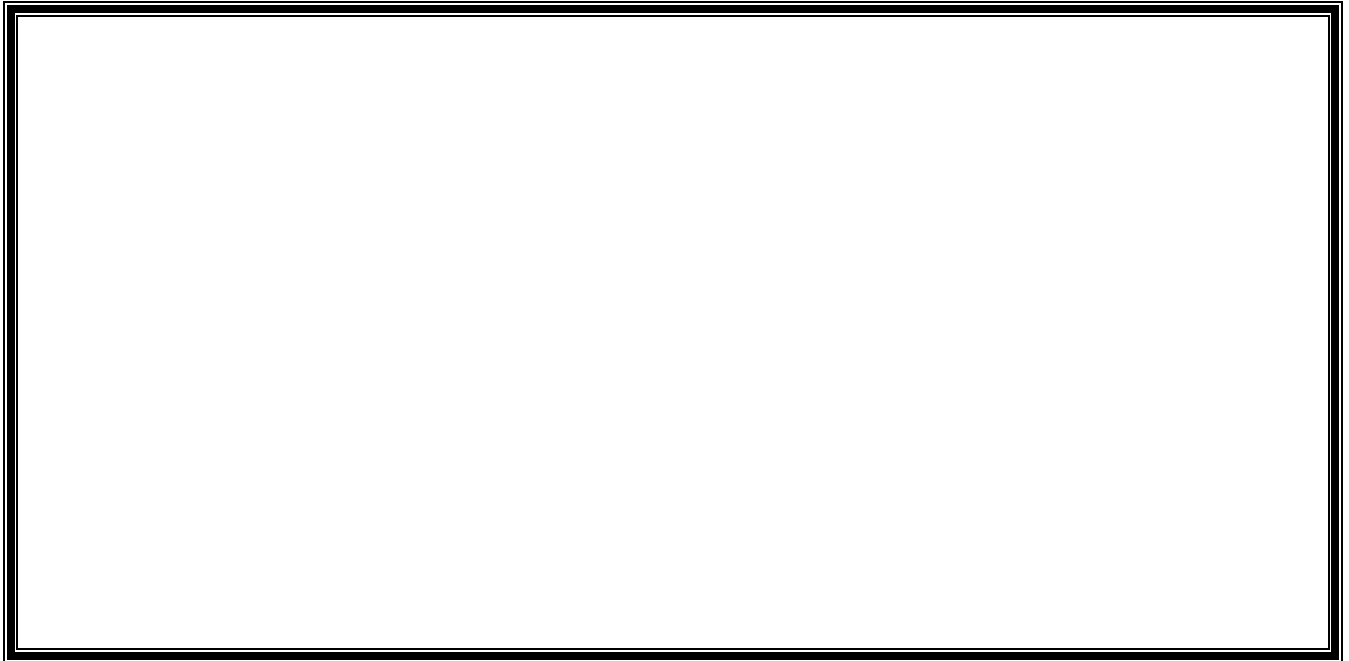
HERE IS A PICTURE ABOUT MY BEST HOPES FOR MY LIFE AFTER THE
EARTHQUAKE



HERE IS A PICTURE ABOUT MY BEST HOPES FOR MY FAMILY AFTER THE
EARTHQUAKE



HERE IS A PICTURE ABOUT MY BEST HOPES FOR MY COUNTRY AFTER THE
EARTHQUAKE



ABOUT MY HOME

HERE'S A DRAWING OF MY HOME THE WAY IT LOOKED BEFORE THE
EARTHQUAKE.



Two things that I liked about my home before the earthquake were:

HERE'S A DRAWING OF THE ROOM WHERE I USUALLY SLEPT BEFORE THE EARTHQUAKE.



Before the earthquake, I used to sleep in that room

Alone _____ or

With these people

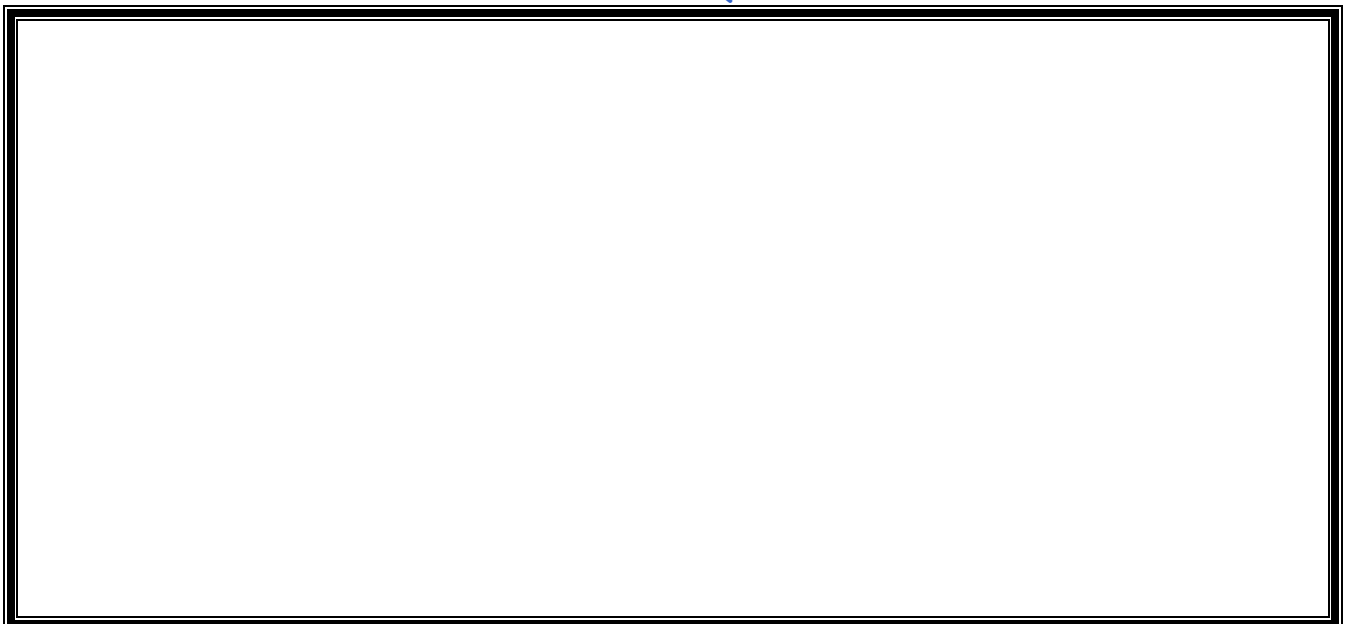
Some of my things that I miss the most that got damaged or lost in the earthquake were:

HERE IS A DRAWING OF MY HOME THE WAY IT LOOKS NOW, AFTER THE EARTHQUAKE

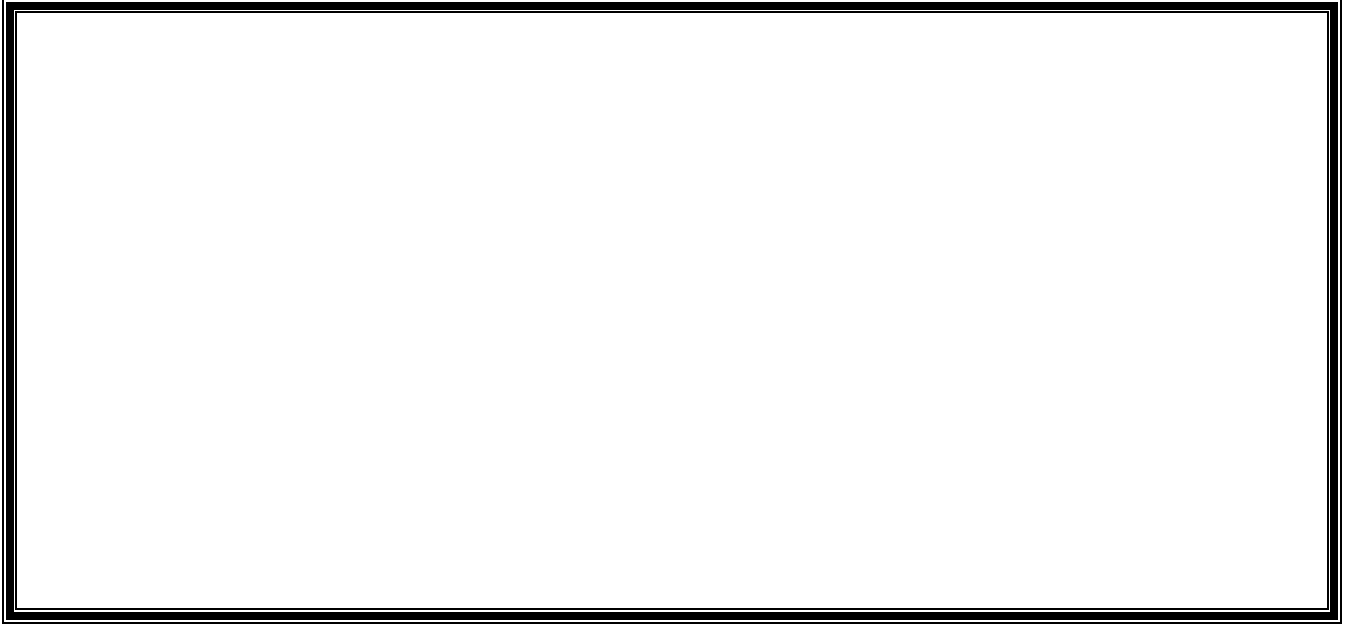


The difference the earthquake made was _____

HERE IS A DRAWING OF WHERE I HAVE BEEN LIVING OR SLEEPING SINCE THE EARTHQUAKE:



HERE IS A PICTURE OF THE KIND OF HOME I WOULD LIKE TO LIVE IN, A HOME THAT HAS STRONG WALLS AND CEILINGS, AND THAT WILL NOT FALL DOWN IF THERE IS EVER ANOTHER EARTHQUAKE.



This is what I would do to make the walls and ceilings strong and to make this a safe, nice place to live:

**PUT CHECKS NEXT TO THE THINGS THAT ARE TRUE
ABOUT YOUR PERSONAL STORY**

Some people in Haiti have lots of money and always have enough to eat, but other families are poor and sometimes have trouble making sure that everyone in the family has enough to eat. Poverty was already a big problem in Haiti and it has gotten a lot worse since the earthquake.

Before the earthquake happened, my home had (Check the one that describes your home):

Enough food for everyone in the house _____
Almost enough food for everyone in the house _____
Very little food _____

Since the earthquake, this is how much I have been able to eat and drink on most days:

Enough to eat and drink so that I feel full _____
Enough to be safe, but not enough to fill me up _____
Very little to eat or drink _____

Before the earthquake happened, my home had (Check the one that describes your home):

Electricity and running water _____
Electricity but no running water _____
Running water but no electricity _____
Neither electricity nor running water _____

Some people were lucky enough to be able to live in their homes after the earthquake, but many people were not.

Check which answer describes what happened to you:

After the earthquake, I was able to stay in my house. _____

After the earthquake, I had to leave my house. _____

After the earthquake, my house was destroyed. _____

This is what I felt when that happened to my house: _____

The place I had to go to was (describe if it was another house, or a shelter, or the street or a park, etc.) _____

This is how I got to that place (check the one that describes how you go there):

I ran or walked there by myself _____

I walked or ran there with people I knew _____

The name(s) of the person or people or organization who took me there is _____

The way I felt when I got there was _____

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

Now the way I feel about that place is _____

The worst thing about the place I went to was _____

One good thing about the place I went to was _____

MEMORIES

~~~~~  
**These pages are for children who find they remember terrible things without wanting to remember. It may also help those having trouble remembering very much at all about this time. Sometimes children remember too many things that upset them. Sometimes they can't remember much at all. You can finish this section when you feel ready to do that. If you don't feel ready or it feels too upsetting, you don't have to do it, or if you want, you can return to it at another time.**  
~~~~~

Today's date is _____, 20__.

The part I most hate to remember is about the earthquake is _____

One reason I most hate remembering this is that when I remember, I feel _____

And then I think _____

The time of day this memory usually comes to my mind is _____

What I am usually doing when this memory comes to mind is _____

Before the earthquake, what I usually did at that time of day was _____

_____.

Some things that remind me about something that happened in the earthquake that I most hate to remember are:

1. _____

2. _____

3. _____

When I need to stop remembering or thinking about the earthquake for a while, here are some things I can do:

1. _____

2. _____

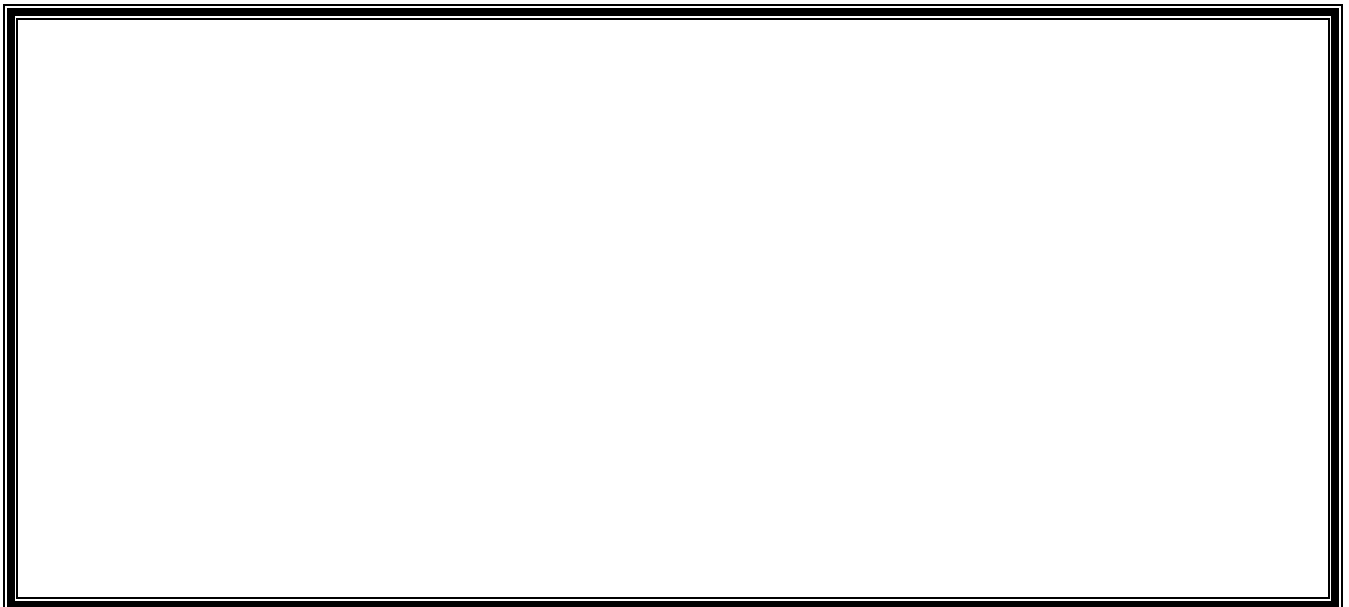
3. _____

**HERE IS A LIST OF THINGS THAT OTHER CHILDREN HAVE FOUND
HELPFUL WHEN THEY HAVE BAD MEMORIES THAT BOTHER THEM A LOT:**

Talk with a grownup or another kid about something else	Run as fast as I can until I feel better	Play a sport like soccer with friends	Help take care of the younger children	Think about something or someone I love
Write down the memory and put it somewhere	Sing happy songs or songs of praise	Pray, alone or with other people	Do something to help a family member or someone else	Think about what I will do when things get better
Dance and sing	Try to do school work	Take a walk or a swim (don't swim alone)	Ask someone older what they do with bad memories	Write a letter to someone I love, living or dead
Go to church or to a healer	Help with the repair work that has to be done	Ask a priest or other spiritual guide for advice	Breathe very slowly and deeply	Help someone else feel better
Draw the memory and put it away	Draw a picture of a safe place with strong walls that can't fall down	Have a good cry, and then do something else	Think about what your grandparents would tell you to do to feel better	Think about the hopes you have for your future

**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 to hold this memory it could help me not think about it so often.**

HERE IS A DRAWING OF WHAT I MOST HATE TO REMEMBER



HERE IS A DRAWING OF SOMETHING GOOD I WOULD
LIKE TO REMEMBER MORE OFTEN



I PERSONALLY SAW, HEARD ABOUT OR READ ABOUT SOME THINGS THAT
HAPPENED IN THESE CITIES, TOWNSHIPS AND VILLAGES.

Delmas

Grand Goâve

Jacmel

Léogane

Les Cayes

Petit Goâve

Port-au-Prince

The city, or village, or town where I live is called _____ and this is what I saw, heard, or read happened there. _____

This is how I felt when I found out or saw these things: _____

SOME OF THE SCARIEST THINGS ABOUT THE EARTHQUAKE

Many frightening and dangerous things happened to people during and after the earthquake. For instance, some people got hit on the head or got broken bones when building collapsed on them. Some people got very bad cuts from things falling on them. Some of those cuts got badly infected a few days later. Some people even had to have arms or legs cut off because of bad infections or injuries. Some people got buried under the debris of buildings and were unable to get out until people could move the heavy objects and free them. Some people saw their loved ones get badly injured or even killed. Some people have not been able to find people they love. Some people saw their home or their school or their church destroyed. Some people lost all their possessions. Some people went without food or water for days.

Here are some of the bad things that happened to me, personally, in the earthquake and afterwards: _____

Here are some of the bad things that happened to people I love or care about: _____

What was worst about the earthquake for me was_____

This is how I got injured, and what parts of my body got injured _____

When I first got hurt, my injuries hurt me this much of the time:

All the time. _____ a lot of the time. _____ some of the time. _____

A little of the time. _____ never. _____

This is the names of the members of my family got injured, how they got hurt, and what parts of their bodies got injured _____

Other people I personally know who were injured are:

Here are some of the ways that people I know were hurt

Thinking about their injuries bothers me

all the time. _____ a lot of the time. _____ sometimes. _____
a little of the time. _____ almost never. _____

Here are some people I know who were lucky enough not to be hurt at all _____

Here are some people I know who did a lot to try to help rescue other people _____

Here are some of the things people I know did to help each other _____

Here are some people I know who were rescued by other people _____

Here are some ways that I tried to help other people after the earthquake _____

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

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

The most scary feeling I had was _____

This is what was worst for some other people I know personally

[If you need more room to write, use extra pages which you can add to this book using staples or paper clips, if you have them.]

***SOME MORE THINGS I LEARNED AFTER THE EARTHQUAKE
AND HOW I FELT ABOUT THEM***

At first we couldn't tell what had happened to other people. Many of the phone lines were destroyed and for this many days _____ we could not communicate on cell phones. Later, mostly through word of mouth and phone calls we learned about smashed roads, and wrecked houses.

Some things I found out were _____

What I thought about some of those stories I heard was _____

Later I saw pictures of the collapsed Presidential Palace. What I felt was: _____

I also saw pictures of the collapsed National Cathedral. What I felt was _____

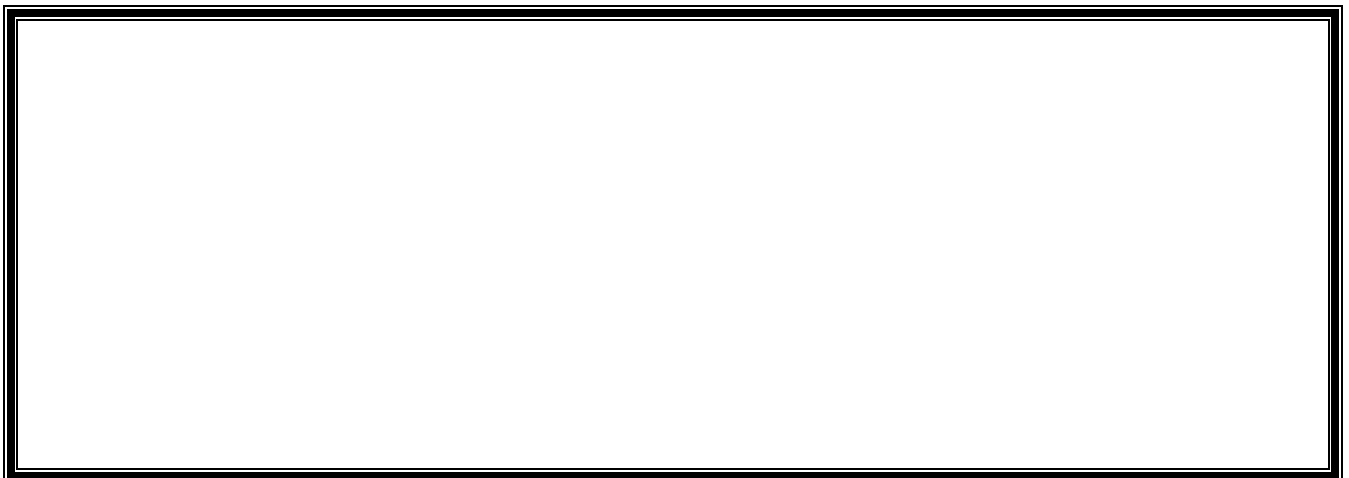
Other buildings collapsed too, even schools and hospitals. When I learned about the number of people who had died after the earthquake struck I felt _____

People were worried about going back inside buildings that did not collapse. When I looked around my city or town after the earthquake, and saw the damage, I felt

People from all over the world came to help us. When I heard of the stories of people from other nations helping us I felt _____

Many people survived in buildings for several days or over a week without food and water. A few people even lived for two weeks before being rescued. When rescue workers pulled them out of the debris I felt _____

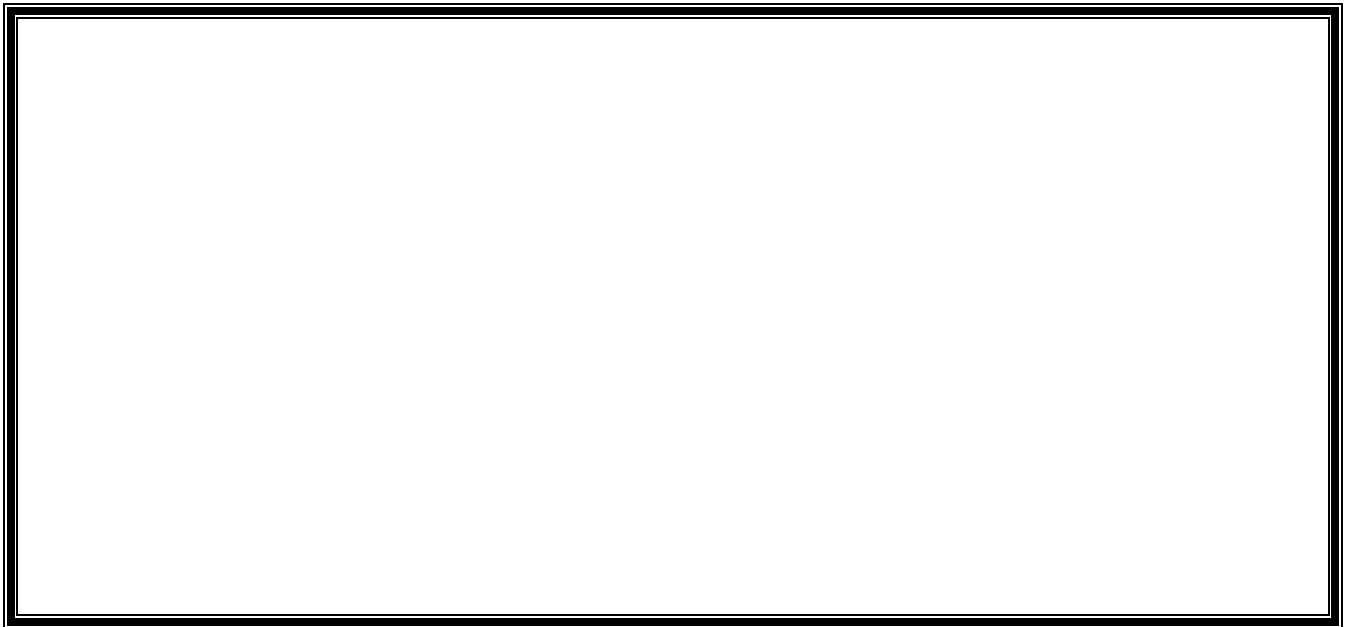
*HERE IS A PICTURE OF SOMETHING IMPORTANT I SAW DURING OR AFTER
THE EARTHQUAKE.*



Here's another true story about people helping people. _____

When I heard this story I felt _____

HERE IS MY DRAWING ABOUT THIS TRUE STORY:



GETTING HELP

Here are some things I personally know that people did to help themselves and others stay safe and get things they needed after the earthquake _____

HERE IS A DRAWING OF SOMEONE HELPING ME AFTER THE
EARTHQUAKE



I can ask for help. 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: _____

PROBLEMS AND WORRIES

My biggest problems or worries now are _____

Some people who I can talk to about these are _____

This is what I'd most like help with: _____

I got help after the earthquake, but I also helped other people, maybe in big ways or maybe in small ways. Here are some things I did to help other people: _____

After I helped other people, I felt: _____

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 myself safe:

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 TO FEEL SOMETIMES BECAUSE OF ALL THE FEAR AND SHOCK AND DIFFICULTIES OF SURVIVING THE EARTHQUAKE?

- ◇ I might remember scary things when I don't want to.
- ◇ Sometimes I might be afraid for my safety and other people's safety
- ◇ 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 the earthquake 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 or a younger child for a while.

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

- ◇ A strong desire to be helpful to other people.
- ◇ Curiosity about how to reduce the damage from trauma and help myself and other people be physically and emotionally strong after bad things happen.
- ◇ Respect and compassion for myself and others with difficult experiences.

- ◇ Knowing that *My Own Story about the Earthquake in Haiti* is only one of my true stories
- ◇ I can learn to be optimistic about my future.
- ◇ I know more about how to keep myself and other people safe in dangerous situations now.
- ◇ I learned that people can really help each other out in bad times.
- ◇ I discovered that I can deal with even very terrible things, if I have support and community.

MY HEALTH

(Take this information with you if you go to see a doctor or nurse.)

Which one of these is correct?

- BEFORE the earthquake I was healthy. _____
- BEFORE the earthquake, I had some troubles with my health. _____
- BEFORE the earthquake, I had a lot of troubles with my health. _____

This is a list of the problems I had with my health before the earthquake. This includes sicknesses and injuries. Write in the problems, if you had any (you may need a grownup's help with this) and check whether these problems are better, the same, or worse now than they were before the earthquake:

The kind of sickness or injury I had before the quake	The problem is better than before	The problem is the same as before	The problem is worse than before

Which one of these is correct?

- EVER SINCE the earthquake happened, I have been healthy and I have not had any injuries. _____
- EVER SINCE the earthquake happened, I had some troubles with my health - either illnesses or injuries. _____
- EVER SINCE the earthquake happened, I have had a lot of troubles with my health because of illnesses or injuries. _____

This is a list of the problems I had with my health BECAUSE OF THE EARTHQUAKE OR BECAUSE OF DIFFICULTIES AFTER THE EARTHQUAKE.

This includes sicknesses and injuries. Write in the problems, if you had any (you may need a grownup's help with this) and check whether these problems are getting better, the same, or worse now:

The kind of sickness or injury I got during or after the earthquake	The problem is getting better	The problem is the same as before	The problem is getting worse

If other people are worried about my health, it is because: _____

Compared to most other children my age, I am:

Taller _____ About the same as other children _____ Shorter _____

Since the earthquake, I have been:

gaining weight ____ losing weight ____ staying about the same ____.

I have seen a nurse or doctor for in the past year. YES ____ NO ____

If I have seen a nurse or a doctor, this is the name of the place where I went to see him or her. _____

FEELING SAFER AND MORE IN CONTROL

Taking action to help others helps you realize you have the power to make an important difference in people's lives and in your own. 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 help the grownups to take care of younger children if they need help.
- I can help with cleaning up the mess left by the earthquake so people can get back to living more normally
- If I am old enough, I can help earn enough money to rebuild our home.
- I can write letters to people or make drawings to encourage them. .
- If it is possible, 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 can share my possessions with people who might need them even more than I do.
- I can show my copy of *My Own Story about the Earthquake in Haiti* to other children or tell them about it if I want my book to be private. If they want help to write their own Haiti Earthquake Story book, I could help them.
- Here is something else I can do to help others: _____

SAFETY AWARENESS AND BEING PREPARED

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

- Learn the safest place to be right away if the building starts to shake badly.
- In big buildings, know where the exits and stairways are to get outside.

- Know where to gather with others outside the building.
- Know where there are flashlights and axes and crowbars for helping trapped people to escape.
- Find out how to reach emergency services like fire fighters, police, or medical help.
- Learn from parents and other grownups where to go to meet them if I get lost because of confusion in an earthquake.
- 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.
- I can make several copies of my list of relatives' and friends' names, addresses, phone numbers and even emails if they have them. I can keep a one copy of this list in my school book bag, wallet or purse. I can keep another copy with a relative. Then I will have this information in any emergency.

EXPRESSING YOUR THANKS FOR HELP FROM OTHERS

- I can write personal thank you notes to neighbors, relief workers, and soldiers for their heroic work to help everyone after the earthquake. Teachers can help me send these if I can go back to school.
- I can write a thank you note or a drawing to someone who helped my family or me personally after the earthquake or to people who are helping my family or me now.

MY IDEAS ABOUT OTHER THINGS I CAN DO:

LEARNING NEW THINGS AND THINKING ABOUT THE FUTURE

You can learn about jobs and training to help plan your future. Teachers, parents, and other grownups can answer your questions about how to learn what jobs will be especially needed and useful in Haiti 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. _____
4. _____

THINGS YOU CAN DO 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, other relatives, and teachers. Here are reminders and helpful ideas:

- 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 every day? A wheelchair? A backpack and luggage on wheels would be useful for carrying food and water. A wagon would be helpful.
- You and your family could plan and practice how to leave your home if there is a warning about an earthquake or a flood or tsunami, 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.
- 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.
- With permission, you could paint an earthquake story mural on a building that is undamaged.
- 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 nongovernmental agency for earthquake relief.
- If your house has electricity and running water, you could learn where the water, electrical and natural gas shut-off valves are located and how to use them.
- 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 in your wallet or purse at all times. Include email addresses if you have them, in case you are lucky enough to have a computer and internet available in a shelter, school or elsewhere.
- 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.
- When computers are running again, if you have access to the internet, you could learn more about earthquakes, seismographs, geology, faults, and tectonic plates. When libraries are working again, you can study these same subjects in books.

- Save this book for making an updated personal history of the disaster when you are older.

SOME EARTHQUAKE HISTORY TO LEARN

Geologists, seismologists and other scientists are very interested in facts about earthquakes. There is a history of earthquakes in Haiti, but the British Geological Survey estimates that the last one of this size was 250 years ago. There are around 50 earthquakes of this size somewhere in the world each year. There were major earthquakes in Haiti in 1618, 1673, 1684, 1751, 1761, 1770, and 1860. Unfortunately, Haiti does not currently have a system for monitoring and predicting earthquakes, even though it has had many earthquakes in its history. However, older students using this workbook may be able to get good detailed information about earthquakes from the U.S. Geological Survey at <http://earthquake.usgs.gov/>. This group monitors earthquake activity around the world, including in the Caribbean. These scientists are contributing a lot of information to the whole world about this field of study. Some of you may want to become scientists. Good students in Haiti may become the experts who help future generations understand more about and manage earthquakes better than we can today. That would be a good way to help Haitians be safer in the future. Other good students may want to become experts on how to build buildings that will be safe in earthquakes.

Here are two things I know about earthquakes:

One thing is:

Another thing is:

OPTIONAL QUIZ ABOUT EARTHQUAKES

Circle the correct answers:

1. Which are causes of earthquakes?

- Hurricanes with big onshore surges, and very heavy rain storms lasting for days and weeks.
- Dams overflowing.
- Big sheets of rock called tectonic plates that move on top of hot melted areas under the ground and bump into each other.
- Sunspots.
- 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 – it is different for different people.

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 and from pooled water outside is not safe to drink without boiling.
- d. Drainage is often poor, mosquitoes increase and can spread diseases.
- e. All of the above.

4. Things we can to keep another earthquake from harming us:

- 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 that will not fall down in earthquakes, or to become health care professionals who can help save lives in disasters or architects or regional planners who can help build safer communities.
- d. Learn more about conservation methods such as saving or replanting forests and grasslands, and preventing soil erosion, all of which can 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. Haiti
- d. India
- e. Turkey
- f. Portugal
- g. China
- h. Pakistan
- i. All of the above

7. An instrument for recording earthquake waves in the ground is called a:

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

Answers to the Quiz About Earthquakes:

1. (c); 2. (l); 3. (f); 4. (e); 5. (e); 6. (i); 7. (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:

Earthquake Reactions Checklist Instructions

INSTRUCTIONS TO THE ADULT WRITING ABOUT THE CHILD AND FILLING OUT THE CHECKLIST

An adult should be in charge of this section but should ask the child for help with answering the questions. An adult should supervise older children who try to answer about themselves. Add the pluses and minuses for all questions.

We suggest getting a medical or professional mental health opinion if the child:

- ◇ has lost one or more parents by death in the earthquake,
- ◇ has had a disfiguring injury such as loss of a limb or severe facial scarring,
- ◇ has thoughts about wanting to die
- ◇ the child's total score adds up to more than 100

Children who were already mentally ill, had developmental disorders such as autism, or were in psychiatric treatment for any reason before the earthquake are more likely to be disturbed after the earthquake than other children. Children who had already had traumatic losses, like the death of a parent or sibling, or the experience of abuse are more vulnerable to trauma and more likely to be disturbed after the earthquake.

IF YOU ARE WORRIED ABOUT THEM NOW, TAKE THEM TO THE NEAREST MEDICAL SERVICES. THEY MAY NEED SPECIAL TREATMENT.

CHILDREN SHOULD NOT USE THIS EARTHQUAKE REACTIONS CHECKLIST UNTIL THEY HAVE DRAWN OR WRITTEN IN THE WORKBOOK AT LEAST ONE TIME.

HOW TO COMPLETE THE EARTHQUAKE REACTIONS CHECKLIST:

Always ask the child for his or her answer to each item or statement in the Checklist. **An adult should always complete this Checklist if the child is under age eleven.** Fill out the *Earthquake Reaction Checklist* for only one person per checklist. (If possible, copy the blank checklist if you may need another Earthquake Reactions Checklist for someone else.)

EARTHQUAKE REACTIONS CHECKLIST

NAME OF PERSON FILLING OUT THE ANSWERS _____

RELATIONSHIP TO THE CHILD _____

PART 1		EVENTS BEFORE, DURING, AND IMMEDIATELY AFTER THE EARTHQUAKE	
NAME OF CHILD _____		TODAY'S DATE _____	
	ITEM If the item is false or does not apply to this child, put a ZERO (0) in Column B. If the item is true for this child, copy the number from Column A into Column B. Be sure to include the plus (+) or minus (-) sign.	Column A. ITEM SCORE	Column B. Child's Item Score
1	Before the earthquake, one parent of the child had died.	+15	
2.	Before the earthquake, the child already had no living parent.	+15	
3	In the year before the earthquake, there was a major accident in the child's family	+5	
4	In the year before the earthquake, the child had a major illness.	+5	
5	People who are close to the child are still available daily	-10	
6	The child had to move out of his or her house because of the earthquake.	+5	
7	The child had reliable housing again within one month after the earthquake.	-5	
8	A household member is now living with the child.	-5	
9	The child was severely injured in the earthquake.	+7	
10	A parent or the child's main caregiver was killed in the earthquake.	+35	
11	The child is the only survivor in his or her immediate family.	+35	
12	The child is one of very few child survivors in his community.	+15	
13	The child's school collapsed and killed other children.	+15	
14	The child was rescued from a collapsed building where other people were killed.	+15	
15	The child saw many dead or mutilated bodies.	+15	
16	The child lost part or all of a limb or suffered severe facial scarring, or had brain injury or part of his or her body was crushed	+20	
TOTAL SCORE FOR PART 1 (add all the scores in column B together)			

PART 2		FOR NEW PROBLEMS THE CHILD HAS DEVELOPED SINCE THE EARTHQUAKE, OR PROBLEMS THAT HAVE GOTTEN WORSE SINCE THE EARTHQUAKE	
NAME OF CHILD _____		TODAY'S DATE _____	
	ITEM If the item is false or does not apply to this child, put a ZERO (0) in Column B. If the item is true for this child, copy the number from Column A into Column B. Be sure to include the plus (+) or minus (-) sign.	Column A. ITEM SCORE	Column B. This Child's Item Score
17	Defiance or delinquent behavior.	+5	
18	Nightly states of terror	+5	
19	Wakes from dreams confused or in a sweat	+5	
20	Difficulty concentrating	+5	
21	Extreme irritability	+5	
22	Lost toilet training, speaks or acts younger than real age, sucks thumb	+5	
23	Stutters or lisps	+5	
24	Severe anxiety or phobias (severe fears)	+5	
25	Obstinacy	+5	
26	New or exaggerated fears	+5	
27	New rituals or compulsions	+5	
28	Severe clinging to adults	+5	
29	Unable to fall asleep or stay asleep	+5	
30	Startles or jumps at loud noises or reminders of the earthquake	+5	
31	Lost ambitions for the future.	+5	
32	Lost pleasure in usual activities	+5	
33	Lost curiosity	+5	
34	Persistently sad or crying	+5	
35	Persistent headaches or stomach aches	+5	
36	Excessively worried about his body or illnesses	+5	
37	Unusually preoccupied with thoughts of death	+20	
38	Unusually accident-prone	+15	
39	Expresses thoughts of wanting to hurt himself, or hoping to die	+35	
40	Expresses thoughts of wanting to kill himself	+35	
	TOTAL SCORE FOR PART 2 (add all the scores for Column B together)		
	COMBINED SCORES FOR PART 1 + PART 2 (Combine the total Column B scores for Part 1 + Part 2)** *** IF THE CHILD'S SCORE IS OVER 100, WE RECOMMEND GETTING HIM OR HER MEDICAL ATTENTION ***		

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 what was the nation's largest situational crisis facility, the non-profit Center for Preventive Psychiatry in White Plains, New York, which has helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornados, urban crimes and homelessness. He is author of *Psychological Emergencies of Childhood*, which pioneered the concept of "psychological immunization" by small doses of communication. He is the recipient of over 40 service and research grants and founding editor of *The Journal of Preventive Psychiatry*. In addition to over 70 scientific articles, Dr. Kliman coauthored *Responsible Parenthood*. That book won an international literary prize for "world's best book concerning the well-being and nurture of children." He developed Reflective Network Therapy for children in classroom groups, and a manual for carrying out that therapy, *The Guided Activity Workbook Method*. See www.childrenpsychological.org for a fuller description of his work and the agency he directs. He has authored and coauthored many therapeutic workbooks for children who have survived disaster or war.

Jodie Kliman, Ph.D. is on the core faculty of the Massachusetts School of Professional Psychology, in Boston, Massachusetts, where she teaches family therapy and working with refugees and displaced people, as well as narrative therapy and supervision. She is the co-author of two other workbooks for children, *My Personal Story about Hurricanes Katrina and Rita* and *My Personal Story about Living in Gaza*. She has published many other articles and chapters about family therapy, working with all the people in the lives of a family in crisis (network therapy). Her most recent publication is "Intersections of Social Privilege and Marginalization: A Visual Teaching Tool." She is a cofounder of the Boston Institute for Culturally Affirming Practices, as well as of the Artsbridge Institute, which brings Palestinian and Israeli teenagers together to engage in training in the arts, dialogue, and leadership. She is a psychologist who practices as a family and child therapist in the Boston area. She is the daughter of Gilbert Kliman and stepdaughter of Harriet Wolfe.

Dorothie Ferdinand, M.A. is a Haitian-American doctoral student in clinical psychology at the Massachusetts School of Professional Psychology. After earning a B.A. in clinical psychology at Tufts University, she went on to earn a M.A. in psychology at Boston University. She has experience providing therapy to children, adolescents and adults and has worked in hospitals and schools. She is a volunteer at the Cross-Town Enrichment Center a tutoring program for Haitian middle-school children. She coauthored this book, served as a cultural consultant, and translated this book into Creole with her mother, Antonine Ferdinand.

Caroline Hudicourt, M.Ed. translated this book into Haitian French, revised the Creole version, and created the book's bilingual Creole-French format. She is the pedagogical director (principal) of l'École Acacia, Pétiön-Ville (suburb of Port-au-Prince), Haiti. The school was closed for some time after the earthquake. In addition, Ms. Hudicourt taught educational technology at Quisqueya University in Haiti from 1998 until it was destroyed in the earthquake. She consults to Tipa Tipa (Step by Step), an organization devoted to encouraging children to engage in "hands-on" exploratory learning, which is sponsored by the Soros Foundation. She has a master's in education from Harvard University. She is the author of a children's book in Creole, French, and English, entitled *Une Mangué Pour Grandpere* (French), *Yon Mango Pou Granpapa* (Creole), or *A Mango for Grandpa* (English). She has also published *Tipa Tipa (Step By Step)*, a book to introduce young children to writing in Creole, which includes a CD with traditional Haitian songs and rhymes.

Antonine Ferdinand was born and raised in Haiti and journeyed to the United States in the 1980's. She studied business in Haiti. She currently works as a documentation coordinator for the Boston Scientific Corporation. She coauthored this book, served as a cultural consultant, and translated it into Creole and with her daughter, Dorothie Ferdinand.

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 after physical trauma, and practices individual and family therapy in San Francisco. She practices psychoanalysis and couples therapy.

Illustrations

Emmanuel Flint illustrated five of the pictures in this workbook. He is a freelance artist in Boston, Massachusetts and has been a dedicated visual communicator all his life. He has a bachelor's degree in Fine Arts Illustration from the Massachusetts College of Art and a master's degree in Computer Animation and Special Effects from the Graduate Program at Digital Media Arts College, where he was awarded Best of Show for his graduating class and graduated Summa Cum Laude. He has worked as a freelance storyboard and cover artist for independent comic book circles. In 2009, Emmanuel founded Digitalflint.com; this small independent company produces graphics and digital art for clients around the world. He is originally from Nigeria.

Anne Kuniyuki Oklan, R.N., the first illustrator 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.

Translators

Caroline Hudicourt, M.Ed. translated this book into Haitian French, revised and edited the Creole version, and created the book's bilingual Creole-French format. See her author description, above.

Antonine Ferdinand and Dorothie Ferdinand, M.A. translated this book into Haitian Creole. See their author descriptions, above.

HOW THIS BOOK WAS CREATED

The following agencies collaborated to help make this guided activity book available to Haitian children:

1. The Children's Psychological Health Center, Inc., (www.childrepspsychological.org), San Francisco, California. Gilbert Kliman, MD, Medical Director
2. The Massachusetts School of Professional Psychology (www.mspp.edu), Boston, Massachusetts. Nicholas Covino, Psy.D., President
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ABOUT THE COPYRIGHT HOLDER

THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, INC.
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The Children's Psychological Health Center, Inc. is a nonprofit organization which develops, studies and trains others in treatment methods for troubled children.

RELATED PUBLICATIONS: The Children's Psychological Health Center publishes other Guided Activity Workbooks similar to *My Sichuan Earthquake Story*. Other publications include *My Story About Being Homeless*, *My Story About My Shelter Home*, *My Fire Story*, *My Tornado Story*, *La Tormenta Stan*, *My Personal Story about Hurricanes Katrina and Rita*, *My Personal Life History Book (about being in foster care)*, *My Kosovo Refugee Story (English and Albanian)*, *My Tsunami Story*, *My Trauma Story* and *My Personal Story about the Earthquake (San Francisco)*. Individual hard copies can be purchased from www.amazon.com. This series of trauma related, guided activity workbooks is for children, families and teachers coping with severe stress. Single copies can be downloaded free.

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DONATIONS: Tax deductible donations can be mailed or made online at www.childrenspsychological.org. Funds are needed for trainings, research, and creation of disaster resources.