

MY OWN NORTH AMERICAN 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 live outside of Haiti but who have been affected by the earthquake there.

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



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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 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 – and for people of Haitian descent living outside of Haiti. 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.

Even though children and adolescents living outside of Haiti did not directly experience the injury and trauma of the earthquake, they are deeply affected by it. Many children of Haitian descent have loved ones in Haiti; some have lived in or visited Haiti. The majority have parents who grew up in Haiti and are deeply connected to their original country and community. Witnessing their parents' distress and highly disturbing TV, internet, newspaper, and radio reports about a country embedded in their hearts can cause vicarious traumatization. That is, children and adolescents may have psychological reactions very similar to those who were directly traumatized in the earthquake. They may also feel "guilt of the survivor," asking

themselves why they, but not their relatives, were spared.

Although children may 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 in Haiti in 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, the Children's Psychological Health Center (www.childrenpsychological.org) in San Francisco 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 and global challenges. The social and psychological welfare of the world depends in part 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.

Although children of Haitian descent who are not living in Haiti may be greatly upset by the Haitian earthquake and its aftermath, living through this “long-distance” disaster can be a strengthening opportunity for them. Children can benefit from the “psychological immunization” they experience when they encounter tragedy which is one or two steps removed. They can learn coping skills and a resilience that is based on supportive relationships when they can think and talk about their experience of the tragedy with trusted and caring adults. For children for whom the disaster is not long-distance, for instance, those who have lost close family members, a workbook such as this one can make the difference between developing serious post-traumatic problems and healthy coping with tragedy.

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 other caregivers 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 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.

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 11. 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. Carefully save the book for the child in 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.

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, even to their parents' distress over the loss of people the children do not themselves know.

Many children have witnessed and experienced terrible events during and after the earthquake, through TV, and through overhearing emotional phone calls and other conversations. Do your best to protect young children from observing intense adult emotional reactions to those events and the terrible details of relatives' and friends' injuries, but do not pretend that everything is fine. Children are good judges of when the adults who care for them are distressed, and they often hear and know more than we think they do about terrible events.

If you can help it, try not to include small children 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. This goes for what they get from the media as well. Try to protect them from graphic TV news about the earthquake. Very young children can mistake videotaped news footage from Haiti for something happening in the moment, close to home. They can also be confused into thinking that repeated video footage reflects a *new* event, not a revisiting of an old one.

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 or heard. 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, church, or Haitian community center 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 as much of the book as you think your child seems to 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- or church-based network, a group of caring adult friends and relatives, children, and teachers and other helpers interested in the children's lives and dealing with the shared stress of the earthquake.

DRAWING AND USING ILLUSTRATIONS AS A COLORING BOOK CAN HELP

The blank spaces 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 indirect 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 memories, worries, and even flashbacks, about 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 has happened. 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. Helpers can use ***MY OWN NORTH AMERICAN STORY ABOUT THE EARTHQUAKE IN HAITI***, 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 several different catastrophes in different countries was visibly calming to school children and an independent scientific study showed it improved their mental health.

Adult helpers can also benefit from workbooks like this one.

This workbook is an adaptation of those designed to help individuals and groups that have suffered trauma from being bereaved, injured, or displaced from their own homes, by a disaster. In this version, people who were physically at a distance from a disaster can be helped to cope with their strong reactions to a catastrophe happening to their beloved country of origin, family, and friends. The adult who is helping the child may also be indirectly traumatized by some of the same events that have affected the child. Adults who have been traumatized in this way 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.

As an adult, 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. Art and writing have long been known to help adults cope with tragedy. 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 NORTH AMERICAN 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. So can being far away when people you love are killed, injured or made homeless by an earthquake. Even when an event is very terrible and causes much pain, sometimes good changes can 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 local community, or in Haiti, 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 87) 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. Unwanted thoughts, shutting out memories, and increased anxiety are three categories of problems in posttraumatic stress disorder. These problems can happen even though you have not lived through a terrible event like an earthquake yourself, but because you know how upset the older people you love are or because you have seen frightening things on TV or heard frightening things at home or at school.

What are some things that help after a disaster like the earthquakes in Haiti?

All children and teenagers need to be surrounded by loving adults and peers. 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 NORTH AMERICAN 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 _____.

(Check the right answer)

I was born in ____Haiti ____Canada ____ the U.S. _____

Another country - that country is _____ .

The town I was born in is called _____.

I came to the U.S. when I was _____ years old. I am now _____ years old.

I have lived in the U.S. for _____all my life _____ for the past _____ years.

I have gone back and forth between the US and Haiti this many times _____.

My mother comes from (town)_____in (country)_____.

My father comes from (town)_____in (country)_____.

My brothers and sisters were born in:

(Town)_____ (country) _____

(Town)_____ (country) _____

(Town)_____ (country) _____

(Town)_____ (country) _____

(Town)_____ (country) _____

(Town)_____ (country) _____

Check every sentence that is true:

___ My family and relatives all moved here together from Haiti.

___ Some of my family and relatives came here first and others came later.

___ Some of my family and relatives came here from Haiti and some of my family and relatives were born here.

___ Some of my family and relatives still live in Haiti.

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

_____.

These are the people who came from Haiti to live with me after the earthquake:
(write their names and their relationship to you) _____

The person(s) who came to live with me because of the earthquake are named:

The person(s) who came to live with me for a different reason are named

And the reason they came is that _____.

If someone new came to live with me after the earthquake, this is how things are
different now in my home: _____

My address is _____.

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:*



Some Haitian children living outside of Haiti were only raised by their family who live with them now, but some were also raised by relatives who stayed in Haiti. Some children who live outside of Haiti had relatives who were visiting Haiti during the earthquake.

Some children were raised only by their mother and father, but other children have been raised by a number of different family members, in addition to their parents, or instead of their parents. Their relatives might be related to them through birth, adoption, friendship, or through a foster family.

**THESE ARE THE PEOPLE WHO RAISED AND HELPED TAKE CARE OF ME
AND WHERE THEY LIVE(D):**

Name	Relationship to me	Where person live(d)

**THIS IS WHAT HAPPENED TO SOME OF THESE PEOPLE,
IF THEY WERE IN THE EARTHQUAKE:**

(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 Relation to me	Person was in Haiti during the earthquake	Person is alive	Person was hurt in the earthquake	Person is missing since earthquake	Person died in or after earthquake	Person died before earthquake

**HERE IS A LIST OF MY BROTHERS, SISTERS, HALF-BROTHERS,
HALF-SISTERS, AND COUSINS, AND WHERE THEY LIVE(D):**

Name	Relationship to me	Where person live(d)

Name	Relationship to me	Where person live(d)

THIS IS WHAT HAPPENED TO MY BROTHERS, SISTERS, HALF-BROTHERS, HALF-SISTER, AND COUSINS, IF THEY WERE IN THE EARTHQUAKE:

(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 Relation to me	Person was in Haiti during the earthquake	Person is alive	Person was hurt in the earthquake	Person is missing since earthquake	Person died in or after earthquake	Person died before earthquake

HERE IS A DRAWING OF ME WITH ONE OR MORE
OF MY SIBLINGS OR COUSINS



HERE ARE SOME OTHER RELATIVES OF MINE AND WHERE THEY LIVE(D)

Name	Relationship to me	Where person live(d)

**THIS IS WHAT HAPPENED TO SOME OF THESE PEOPLE,
IF THEY WERE IN THE EARTHQUAKE:**

(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 Relation to me	Person was in Haiti during the earthquake	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, LIKE MY
FAMILY, RELATIVES, AND GOOD FRIENDS IS:**

Name	Relationship to me	Address	Telephone Number

**INFORMATION ABOUT MY MOTHER
OR SOMEONE WHO HAS BEEN LIKE A MOTHER TO ME**

My Mother's (or mothering person'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 (OR MOTHERING PERSON) AND ME:



**INFORMATION ABOUT MY FATHER OR SOMEONE WHO HAS
BEEN LIKE A FATHER TO ME**

My father's (or fathering person'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
(OR FATHERING PERSON) AND ME:



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

1. _____
2. _____
3. _____
4. _____

HERE IS A PICTURE OF SOMETHING WE LIKE TO DO AS A FAMILY



INFORMATION ABOUT MY GRANDPARENTS

HERE IS WHAT I LIKE TO REMEMBER ABOUT MY GRANDPARENTS:

THIS IS HOW MANY GRANDPARENTS I HAVE:

My mother's parents:

My mother's mother ____ who lives (or lived) in (town) _____
(country) _____

My mother's father ____ who lives (or lived) in (town) _____
(country) _____

Other people my mother thinks of as parents are:

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

My father's parents:

My father's mother ____ who lives (or lived) in (town) _____

(country) _____

My father's father ____ who lives (or lived) in (town) _____

(country) _____

Other people my father thinks of as parents are:

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

If I have stepparents, their parents are:

My stepmother's parents:

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

My stepfather's parents

Name: _____, who lives (or lived) in (town) _____

(country) _____

Name: _____, who lives (or lived) in (town) _____

(country) _____

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

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

I still have this many grandparents _____

**THIS IS HOW TO REACH MY LIVING GRANDPARENTS
AND PEOPLE LIKE GRANDPARENTS TO ME**

Name	Address	Telephone Number

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



Here are some of my best friends and where they live(d)

Name	Country where my friend live(d)

If I have any friends who live in Haiti or who were visiting Haiti during the earthquake, here are their names and what happened to them in the earthquake

Name	Person was in Haiti during the earthquake	Person is alive	Person was hurt in the earthquake	Person is missing since earthquake	Person died in or after earthquake	Person died before earthquake	I don't know what happened

HERE IS A DRAWING OF ME WITH A VERY GOOD FRIEND



ABOUT SCHOOL

When the earthquake happened in Haiti, I was in _____ grade.

Put a check next to the right answer:

_____ I have only gone to school in the country where I live now.

_____ I also went to school in Haiti

_____ I heard that my school in Haiti survived the earthquake.

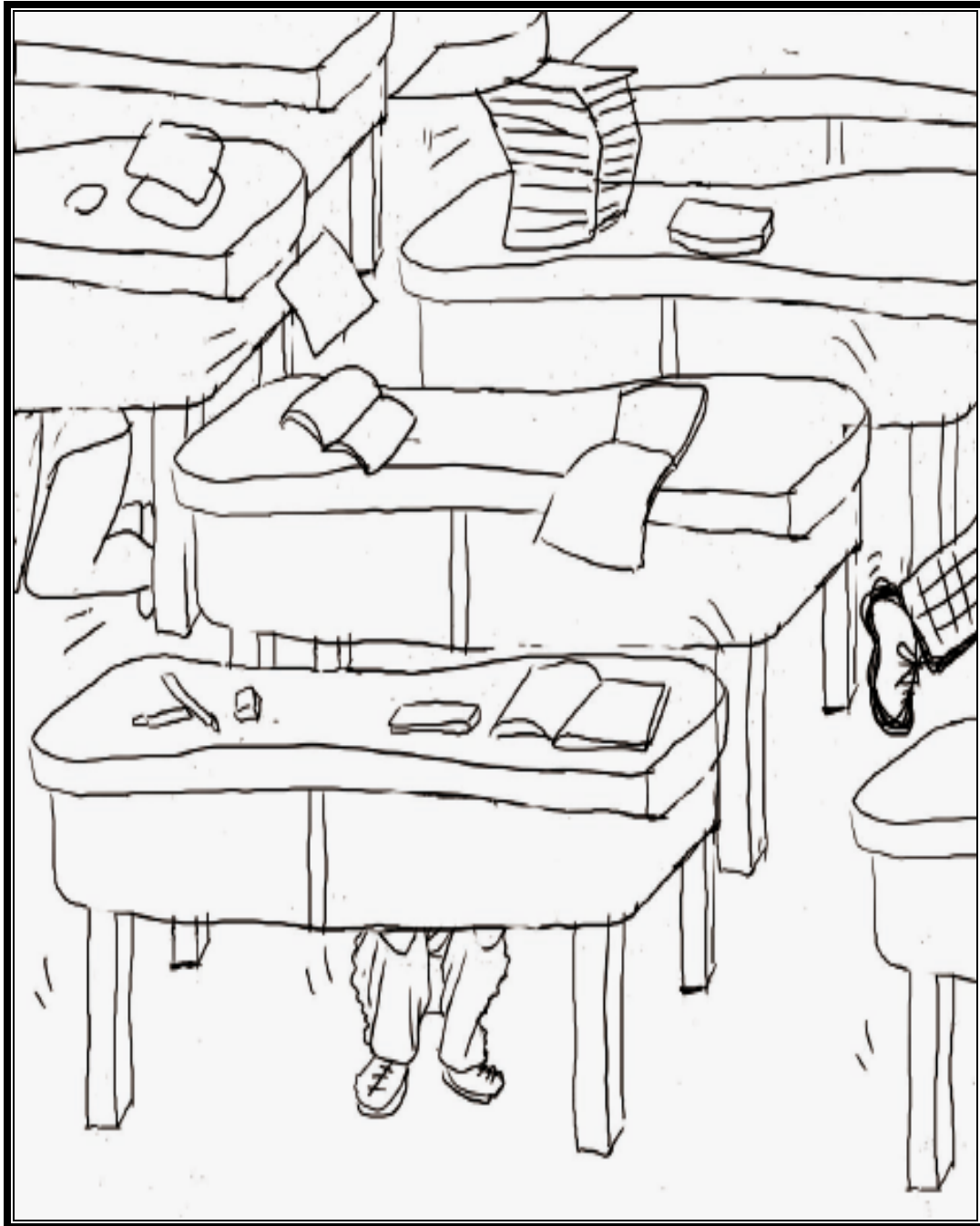
_____ I heard that my school in Haiti did not survive the earthquake

(If I ever went to school in Haiti) The name of my school in Haiti is (or was before the earthquake):

The name of my school's where I live now is: _____

This is something people at the school I go to now did to help the people in Haiti after the earthquake: _____

HERE IS A PICTURE OF A SCHOOL
DURING THE EARTHQUAKE



HERE ARE THE NAMES OF SOME OF MY TEACHERS NOW:

Teacher's Name	What grade or subject the teacher taught me

HERE ARE THE NAMES OF SOME OF THE TEACHERS I HAD IN HAITI:

Teacher's Name	Subject he or she taught	Teacher is alive	Teacher was hurt in earthquake	Teacher is missing	Teacher died from the earthquake	Teacher died before earthquake	I don't know what happened

Check One:

___ Since the earthquake I have been in 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 _____

Since the earthquake, this is about how many children have come to my school from Haiti ____

Here is a drawing of my school in Haiti, or
of the school of my friend or relative in Haiti, 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.

You are one of around two million Haitians who were living outside of Haiti before the earthquake hit in 2010. For a number of decades, Haitians have been moving to other countries to escape poverty, dictatorship, or political unrest. This emigration intensified during the years of the Duvalier regime of Papa Doc and Baby Doc in the 1960's. Haitians have moved to many countries, with the biggest numbers being the United States, the Dominican Republic, Canada, France, and a number of Caribbean countries, including the Bahamas. Guyana, and others. Even though they may be living outside of Haiti, most Haitians living abroad still feel very connected to their home country. Many still have family and friends in Haiti, some travel back and forth between Haiti and their new countries frequently, and some still own property in Haiti. Many Haitians send financial help to relatives back in Haiti. When the earthquake struck Haiti, hundreds of thousands of Haitians abroad were affected.

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.**

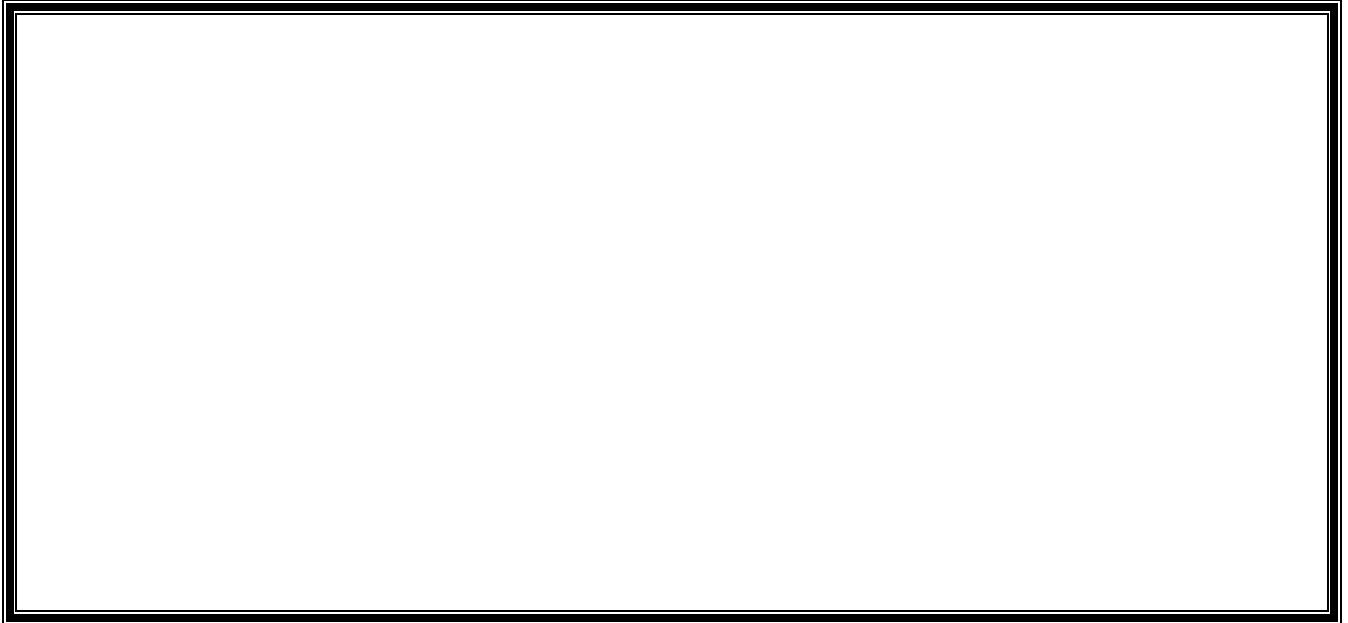
People like to help other people who need help whenever there is an earthquake or a fire or a flood.

Here is a picture of something that emergency workers, relatives, friends, and neighbors did in Haiti to save lives and help survivors after the earthquake.



Here is a true story about something that people in the country I live in, (write the name of your country) _____ did to help Haitians after the earthquake.

Here is a picture of people from the country I live in
helping people after the earthquake in Haiti:



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: _____

**Even though I was not in Haiti when the earthquake happened,
I learned a lot about the earthquake.**

This is the first thing I found out about the earthquake: _____

This is how I first found out about the earthquake: _____

This is how I learned different things about the earthquake:

- | | | |
|------------------------------|--------------------------|------------------------------|
| ____ From TV | ____ From the radio | ____ From the internet |
| ____ In the newspaper | ____ From my family here | ____ From my family in Haiti |
| ____ In phone calls | ____ In emails | ____ By twitter |
| ____ On facebook | ____ At school | ____ At church |
| ____ At community gatherings | | |

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 in Haiti lost places and people they had known all their lives.

Haitian children and their families outside of Haiti also lost people and places they loved. Some children lost people they themselves knew well and loved and other children didn't know people who died, but their parents and other relatives and friends were very sad and upset about people *they* knew and loved who had died or were missing or injured. Sometimes grownup family members who were upset talked about what was upsetting them, and sometimes they didn't. Sometimes the grownups got very busy trying to find out what was going on with people they love in Haiti and they didn't have time to explain what was going on to their children. They spent a lot of time trying to call or email loved ones and watching the news on TV to find out what was happening. Sometimes the grownups cried and even wailed or screamed. Sometimes they got angry, or very quiet. It is important to know that everyone has his or her own special way of reacting when something terrible has happened. There is no one right or wrong way to feel or act at times like that.

What did the grownups in your family do when they first found out about the earthquake and in the days and weeks afterwards? _____

Children had lots of strong reactions to the earthquake as well. Some children cried a lot. Some children worried about people that they love, or know about, in Haiti. Some children worried that an earthquake would happen to them, right where they lived. Some children worried that people living with them could get hurt or killed, just like in Haiti. Some children spent a lot of time watching TV news, where they saw very scary and terrible things. It was hard for some very young children to understand what was going on, but they knew it was bad. Some little children who watched the earthquake news over and over thought that the earthquake kept happening.

Some children acted like they did not really care, but secretly, they had feelings about the earthquake too. Sometimes, the grownups or older children misunderstood, and thought the children who acted like they didn't care had no feelings, but really, these children cared as much as anyone else – they just were scared to show such big feelings. It's important to know that children can react in many, many ways to terrible events like the earthquake, and there is no one right or wrong way to feel or act at times like that.

What did you do when you found out about the earthquake? _____

What did you feel when you found out about the earthquake? _____

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'Ouverture 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 that Haitians in Haiti and around the world 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, whether it is in our families, our churches, or in our communities. This is true for Haitians like my family who live outside of Haiti, and not just in Haiti itself.

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 a witness to a major earthquake, through your family and friends, and through TV, radio, newspapers, and the internet. You and your extended family and friends have had important personal experiences that happened because of the earthquake. Your written and drawn story and the story of what happened to your community in the country where you live, and perhaps also in the part of Haiti where your family comes from 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 can also write the stories of what happened to people you know, or people your family members know, in Haiti.

You may need more space to add new ideas, feelings, stories and drawings. If you want, you can also add news clippings and pictures from newspapers or the internet. 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:

If you have either lived in Haiti or visited there, you can write and draw about what you remember about your time there.

Here is a picture of a place in Haiti I really liked before the earthquake, or a picture of a place my parents have told me a lot about:



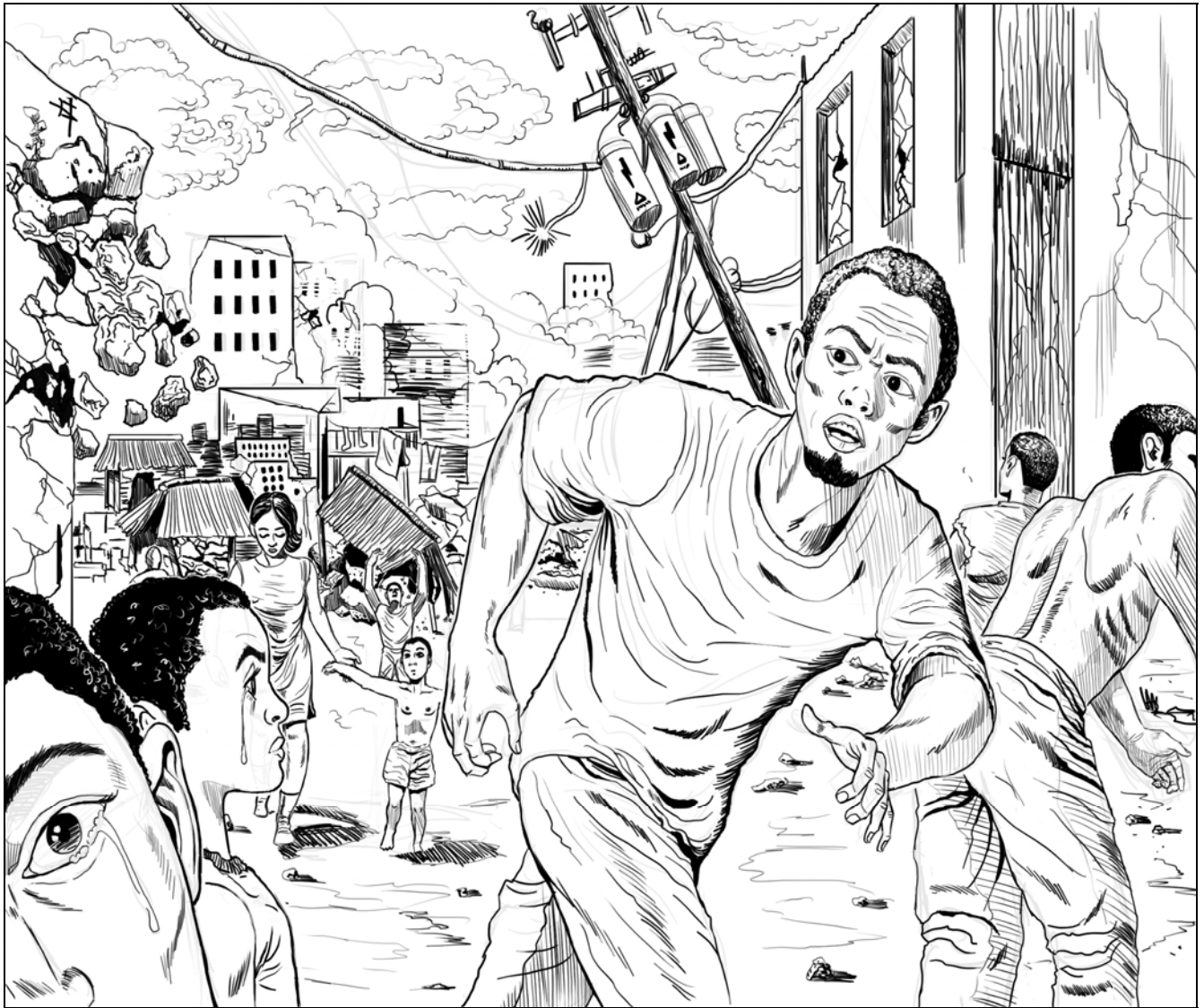
This is what I liked about this place, and why I liked it. _____

If you know, say what happened to that place during the earthquake (Check the correct answer):

- | | |
|---|---|
| <input type="checkbox"/> It is safe | <input type="checkbox"/> It was damaged, but it still is there or it got repaired |
| <input type="checkbox"/> It was destroyed | <input type="checkbox"/> I don't know |

Here is a picture of houses shaking and falling down in Haiti.

(You can color with crayons, colored pencils, or markers)



MY PERSONAL STORY ABOUT HOW THE EARTHQUAKE AFFECTED MY LIFE

Now, here's my personal story, about things what it was like for me on January 12, 2010 when the earthquake happened in Haiti.

Where I was when I found out about the earthquake:

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 found out about the earthquake:*



This is what I heard, saw and felt when I found out:

The first thing I heard was _____

The first thing I saw was _____

Then, what I felt, heard and saw was _____

At first, I felt _____

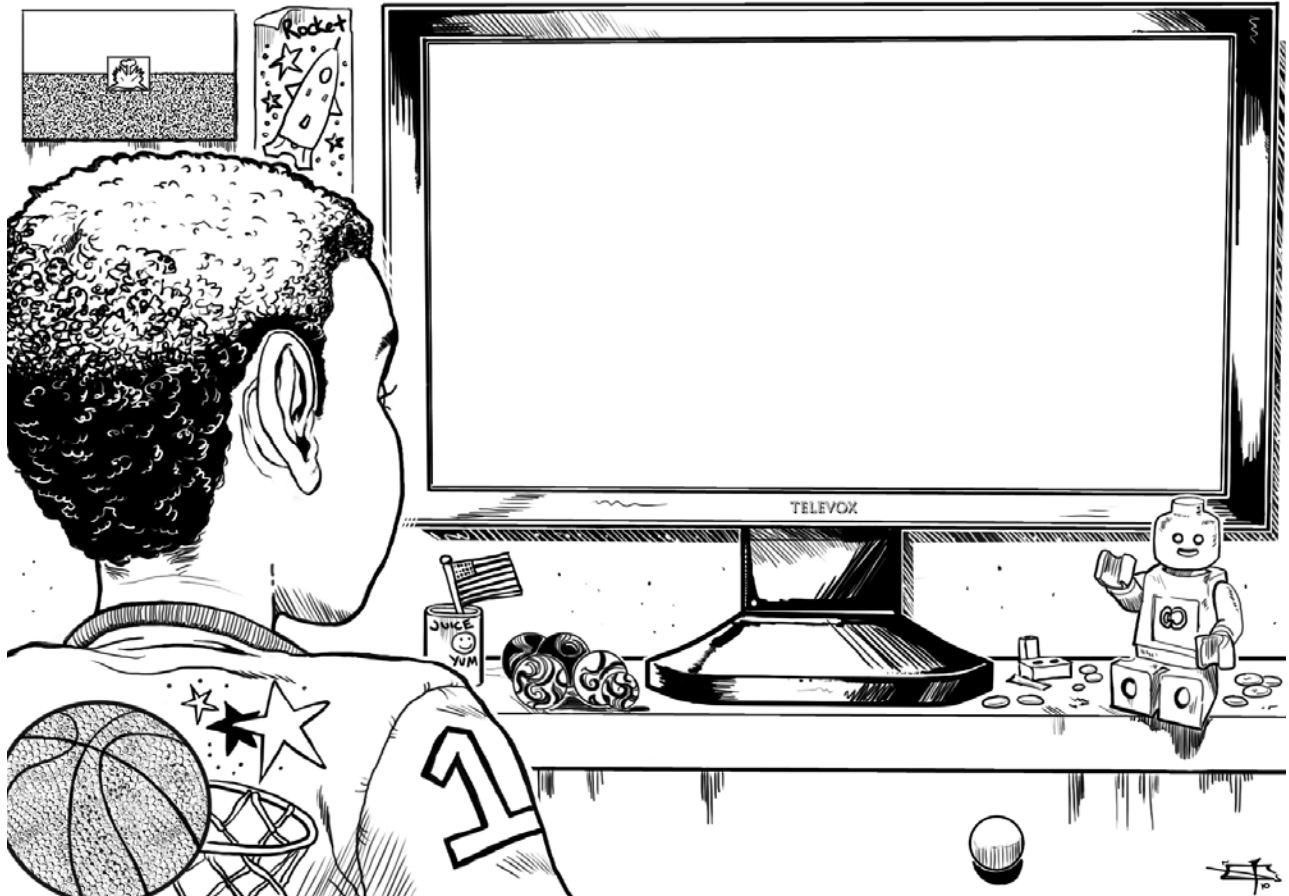
The strangest thing I saw about the earthquake on TV was _____

Sometimes things children see on TV about the earthquake in Haiti, and other tragedies, can be upsetting to them. Sometimes what is on TV is also upsetting to parents and other adults.

One thing about Haiti on TV that upset a grownup in my family was this:

**This is a picture of a Haitian boy who lives outside of Haiti.
He is watching TV about the earthquake in Haiti**

(You can draw what he is seeing about the earthquake on the TV and color in the picture.)



I think this boy lives in a country called: _____

This boy is probably thinking and feeling some things while he finds out more about the earthquake on TV. This is what he might be thinking:

This is what he might be worried about: _____

And this is what he might be hoping will happen: _____

And this is what else he might be feeling: _____

Here Is a Drawing Of The Strangest Thing I Saw On TV



The most frightening thing I saw was _____

The saddest thing I saw was _____

HERE IS A DRAWING ABOUT THE SADDEST THING I SAW:



The most scary feelings and thoughts I had after the earthquake were

***WHAT I HAVE BEEN THINKING AND FEELING SINCE SEEING AND
HEARING THESE THINGS ABOUT THE EARTHQUAKE***

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

Afraid	Nervous	Excited	Sad	Relieved that my family and friends are okay
Happy	Upset	Frightened	Helpless	Dizzy
Guilty	Wishing more people would pay attention to what is happening in Haiti	Lonely	Sick	Hopeful
Numb I can't feel anything.		Worried		Shaky - a very strange feeling
(fill in your own word) _____		Alert		Bad
Confused		I can't believe it		My heart beats fast
Like I am in a dream		Tired		Angry at someone: (say who) _____
Wishing everyone wouldn't ask me about the earthquake because I am Haitian		Worried that the earthquake would happen here		Sorry for people in Haiti and wishing I could help them
Grateful that I was not in the earthquake		(fill in your own word) _____		Hopeful that it will be okay
Overwhelmed		Scared for my family or my friends in Haiti		Sad that family or friends died or were hurt

THE BEST THING THAT HAPPENED SINCE THE EARTHQUAKE WAS THAT:

*HERE IS A PICTURE ABOUT THE BEST THING THAT HAPPENED
AFTER THE EARTHQUAKE:*



ONE GOOD THING THAT HAPPENED IS THAT MANY RELATIVES AND FRIENDS FOUND EACH OTHER AFTER THE EARTHQUAKE. HERE IS A PICTURE OF 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 on TV or the newspaper or heard about in which someone did to help others after the earthquake:

Grownups don't always know that children hear them talking about very upsetting things, or that the children work hard to understand anything that is upsetting to their parents. Sometimes children really do understand what their parents and other adults are upset, sad, or worried about. Sometimes, children do not understand and they can get confused, angry, or very scared when that happens. It helps when adults explain what is going on so children understand enough, but don't get overwhelmed with too much scary information at once.

**A picture of a little girl overhearing her mother crying
when relatives call with bad news from Haiti
(You can color this in if you want.)**



RIGHT AFTER I FOUND OUT ABOUT THE EARTHQUAKE

At first, what I was worried about was _____

Then I thought about _____

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

Some bad things that happened to children and grownups my family and friends know:

When I think about what happened to these people, it makes me feel:

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

_____ I did not see any adults who were scared, worried or angry about what has been happening in Haiti.

_____ I did see adults who were scared, worried or angry about what has been happening in Haiti.

The way I felt about this was:

WHAT I HAVE BEEN THINKING AND FEELING ABOUT THE REACTIONS THE GROWNUPS IN MY LIFE HAVE BEEN HAVING SINCE THE EARTHQUAKE

**Circle all the words that describe what you have been thinking and feeling since the earthquake. Circle all the words that describe what you were thinking and feeling.
(This list of feelings is on two pages)**

Afraid	Nervous	Sick	Excited	Relieved that my family and friends are okay
Happy	Upset	Frightened	Helpless	Dizzy
Guilty	Wishing I could make my parents feel better	Lonely	Sad that my family and/or friends were hurt or killed	Hopeful
Numb I can't feel anything.		Worried about my parents and other grownups		Shaky - a very strange feeling
(fill in your own word) _____		Alert		Bad
Confused		I can't believe it		My heart beats fast
Like I am in a dream		Wishing the grownups in my family would pay more attention to me and less to the problems in Haiti		Thinking that my parents or other relatives are being too emotional and need to calm down.
Sorry for people in Haiti and wishing I could help them		Worried that the earthquake would happen here		Angry at the grownups for only thinking about Haiti
Grateful that I was not in the earthquake		(fill in your own word) _____		Wishing we could talk about something besides Haiti
Overwhelmed		Scared for my family or my friends in Haiti		Tired

Some of the things I have heard my parents and other grownups say they are sad, or worried, or angry about are: _____

Some of the things I have heard my parents and other adults say about how long it has been taking to fix problems in Haiti since the earthquake and how long it is taking to fix them are: _____

THE NIGHT OF THE EARTHQUAKE

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

You can color it in if you like.



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

MY WORST DREAM SINCE THE EARTHQUAKE HAPPENED

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

Here is a drawing of a child in Haiti having a scary dream after the earthquake:

You can draw a picture of this boy's dream, over his head, if you like.



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

MY BEST DREAM SINCE THE EARTHQUAKE

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

Here is a drawing of my best dream so far since the earthquake:



Here is a picture about my best hopes for my
relatives and friends who are still in Haiti after the earthquake:



Here is a picture about my best hopes for the lives of everyone
in Haiti after the earthquake



Here is a picture about my best hopes for the country
of Haiti after the earthquake:



Some children whose families are from Haiti lived in Haiti themselves when they were younger. Some children have grown up in other countries but have visited Haiti and gotten to know relatives and family friends there. Other children of Haitian descent have never been to Haiti, but their relatives have been there.

The next few pages are for children who have been in Haiti themselves.

ABOUT MY FAMILY'S HOME IN HAITI

Here's a drawing of my family's or friend's home in Haiti,
the way it looked before the earthquake.



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

Here's a drawing of the room where I have slept in Haiti:



This is what happened to this room that I slept in: (check one answer):

- ☐ This room was destroyed in the earthquake
- ☐ This room was damaged but not destroyed in the earthquake
- ☐ This room is the same as before the earthquake
- ☐ I don't know what happened to it

Before the earthquake, I slept in that room (check one):

- ☐ Alone
- ☐ With these people: _____

Some of the things that I or my relatives used to use or own in Haiti that got damaged or lost in the earthquake were:

The things I feel saddest about being lost or ruined are _____

**Here is a drawing of my family's or friend's home in Haiti
the way it looks now, after the earthquake**

(Use your imagination if you have not seen the home since the earthquake):



The difference the earthquake made to the house was

Here is a drawing of where I live now:



Here is a picture of the kind of home I would like everyone in Haiti and other countries with earthquakes 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 many families are poor and can have trouble giving everyone enough to eat. Poverty is a big problem in Haiti and has gotten worse since the earthquake.

Answer this question about whether you have lived in or visited Haiti:

- ☐ I have lived in Haiti before
- ☐ I have not lived in Haiti but I have visited there
- ☐ I haven't been in Haiti but other people in my family come from there

Answer this question if you lived in Haiti or visited there:

**When I was in Haiti, my home (or my relatives' 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

In the days and weeks right after the earthquake, this is what I have heard that my relatives and friends were able to eat and drink on most days:

- ☐ Enough to eat and drink so that they feel full
- ☐ Enough to be safe, but not enough to fill them up
- ☐ Very little to eat or drink

This is what I have heard that my relatives and friends have been able to eat and drink on most days in the last few months:

- ☐ Enough to eat and drink so that they feel full
- ☐ Enough to be safe, but not enough to fill them up
- ☐ Very little to eat or drink

Before the earthquake happened, my home (or my relative's home) had (Check the one that describes your relatives' home in Haiti):

- ☐ 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.

Please say how many of the people you and your family know in Haiti had these different things happen to them:

___ After the earthquake, this many people my family and I know were able to stay in their homes.

___ After the earthquake, this many people my family and I know had to leave their homes.

___ After the earthquake, the houses of this many people my family and I know were destroyed.

This is what I felt when I found out that these things happened to people my family and I know: _____

The places that the people my family and I know had to go to when their homes were damaged or destroyed were:

(list all the places they went, for instance, another house, or a shelter, or the street or a park, etc.)

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 keep thinking about too many upsetting things that happened to them or happened to somebody else. Sometimes they have a picture in their heads of what happened to them or to someone else and it is hard to stop seeing it. 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 or think about the earthquake is _____.

One reason I most hate remembering or thinking about this is that when I do, I feel

And then I think _____

The time of day this memory or thought or image usually comes to my mind is

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

Some things that remind me about something that happened in the earthquake that I most hate to remember or think about or see in my mind 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:

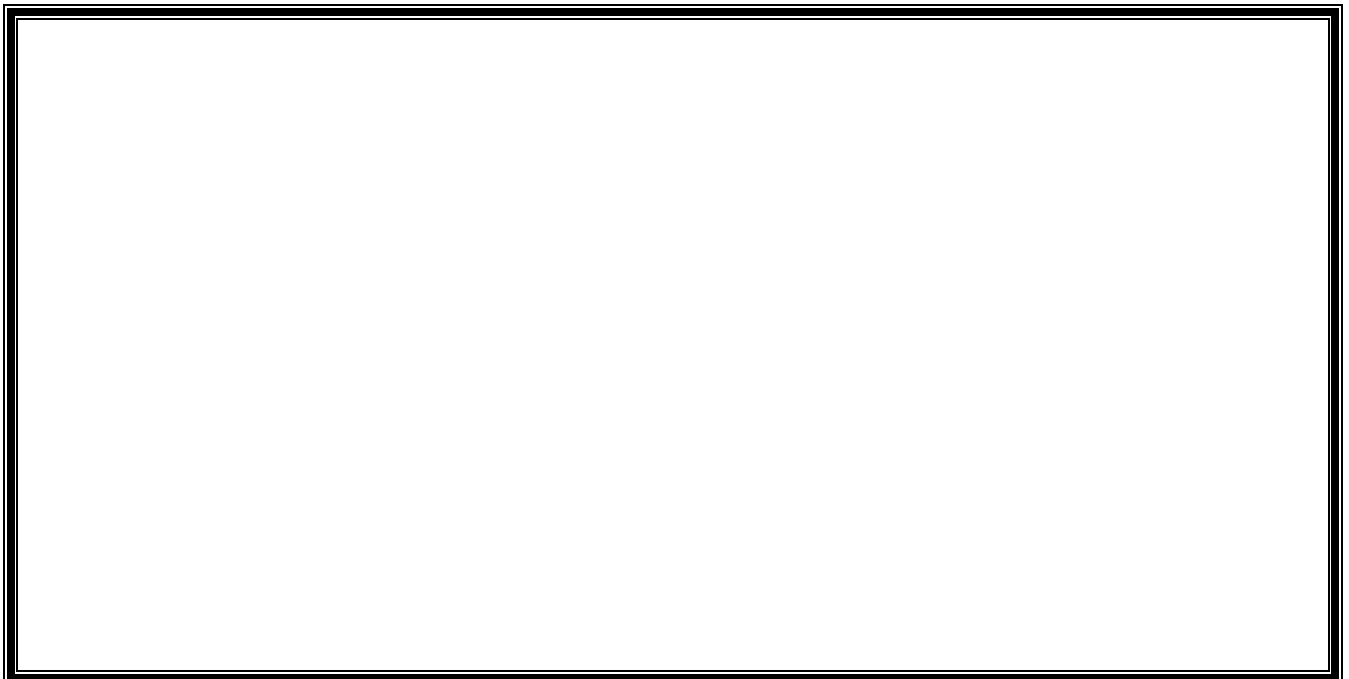
1. _____
2. _____
3. _____

**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	Dance or 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
Talk to a parent or teacher or counselor or other adult about your feelings	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 in Haiti, living or dead
Go to church	Volunteer to help people in Haiti	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 house that can't fall down in an earthquake and draw the people you love inside.	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 and for Haiti's future

When I am ready, I can make a drawing in this book about a memory that I do not want to keep. 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

These are names of the cities, or villages, or towns where my family and I know people:

This is what I saw, heard, or read happened there: _____

This is how I found out about these things _____

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 or medicine for days.

Here are some of the bad things that happened to people I know personally, in the earthquake and afterwards:

Here are some of the bad things that happened to people whom members of my family love or care about:

What was worst about the earthquake for me was_____

What was worst about the earthquake for other members of my family was:

These are the names of the members of my family who got injured, how they got hurt, and what parts of their bodies got injured _____

Other people I personally know who were injured are:

This is how they got hurt, and what parts of their bodies got injured _____

Members of my family also personally know these other people who were injured:

Here are some of the ways that those people were hurt:

Thinking about their injuries bothers me (choose one):

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

Here are some people my family and 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: _____

This is one thing I know that one of my relatives or family friends did to help people they love and other people after the earthquake:

When I found out what that person did to help, this is how I felt: _____

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

Sometimes you can help people even from far away. 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 (this can be someone you know, or you can just make up a story):

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

This is what was worst for people I don't know, but whose stories I heard about:

(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 in Haiti 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: _____

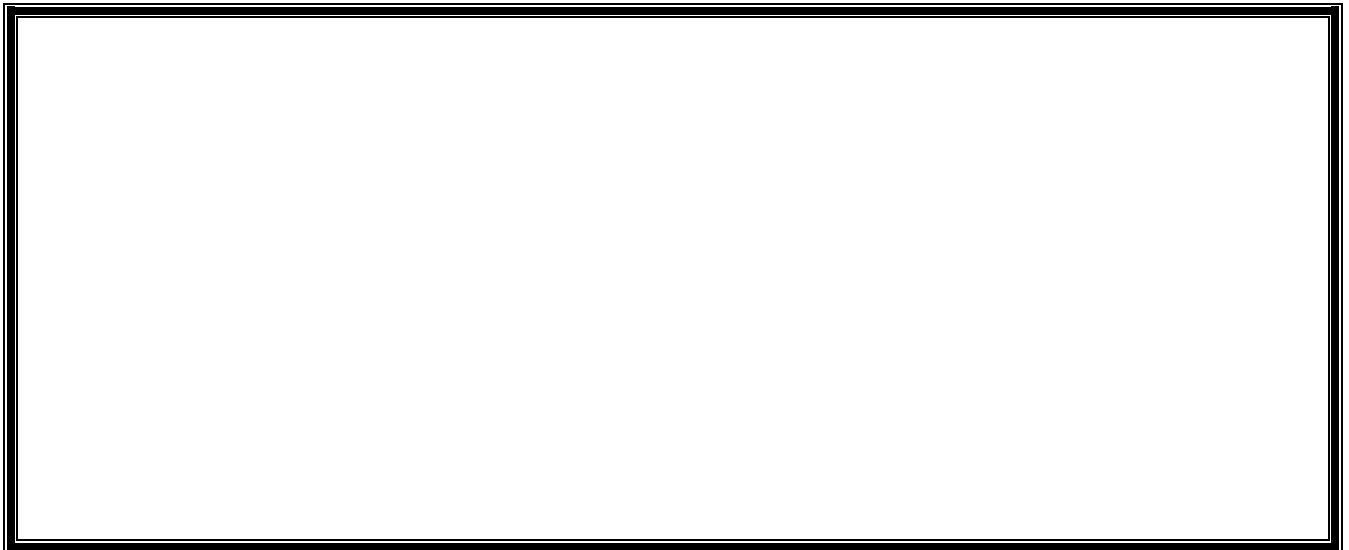
Other buildings collapsed too, even schools and hospitals. When I learned about the number of people who had died after the earthquake struck I felt: _____

People were worried about going back inside buildings that did not collapse. When I heard about what happened to my city or town after the earthquake, and saw the damage on TV and the internet or heard about it from my family, I felt: _____

People from all over the world came to help earthquake survivors. When I heard of the stories of people from other nations helping people in Haiti 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 I heard or saw news about rescue workers pulling them out of the debris I felt: _____

*HERE IS A PICTURE OF SOMETHING IMPORTANT I SAW
ON TV OR THE INTERNET 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 know that people did to help themselves and others stay safe and get things they needed after the earthquake:

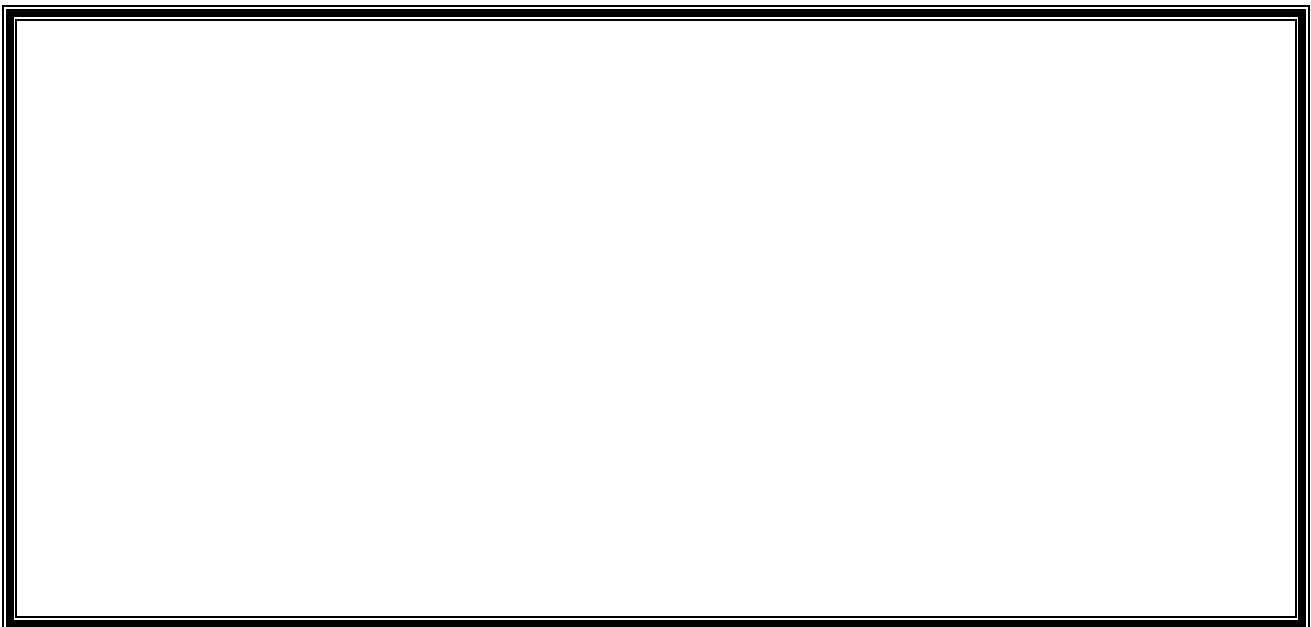
HERE IS A DRAWING OF SOMEONE HELPING SOMEONE ELSE
AFTER THE EARTHQUAKE



People who were hurt in the earthquake had to ask for help. It's important to be able to ask for help when you need it.

When I need it, I can ask for help too. Here is one thing I need help with sometimes: _____

*HERE IS A PICTURE OF ME ASKING FOR HELP
AND GETTING THE HELP I NEED*



This is what happens when I ask for help: _____

I have heard about some different ways that people in this country reacted to what happened in Haiti. Most people here were sad and worried about the terrible things that were happening there, but some people did not care very much because it wasn't happening to people they knew and cared about. Some people even said things that sounded thoughtless or even mean or prejudiced. I think they don't know much about the strengths of Haitian people or about Haitian culture if they think those things.

Here are some of the things I have heard from non-Haitian people I know in this country, or on TV, or radio, or on the internet, about the earthquake and about the people of Haiti:

This is what I think about hearing these things:

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: _____

During the earthquake children as well as grownups helped other people. Here are some things I have done to help other people: _____

After I helped other people, I felt: _____

If I were ever in an emergency like an earthquake, this is what I would want to do to help other people: _____

This is what I would like to do now to help people in Haiti: _____

People don't only need help in Haiti. Some people who live near me also need help. This is what I would like to do to help them: _____

Here is a picture of me helping someone else
(You can draw yourself helping someone who lives near you,
or you can draw what you would like to do to help people in Haiti).



MY LIST OF THINGS THAT MAKE ME FEEL BETTER

Here is a list of ways I thought of to keep myself safe during emergencies:

1. _____
2. _____
3. _____
4. _____

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

1. _____
2. _____
3. _____
4. _____

Here are some things I am really good at:

1. _____
2. _____
3. _____
4. _____
5. _____

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

1. _____
2. _____
3. _____
4. _____
5. _____

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

1. _____
2. _____
3. _____
4. _____
5. _____

WHAT CAN I EXPECT TO FEEL SOMETIMES BECAUSE OF ALL THE SHOCK AND WORRY AFTER THE EARTHQUAKE?

- ◇ I might remember or think about 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 in Haiti.
- ◇ I might worry about being in an earthquake myself.
- ◇ Sometimes I might have bad dreams about the earthquake.
- ◇ Sometimes I might have trouble concentrating.
- ◇ Sometimes I might act like a baby or a younger child.

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 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 NORTH AMERICAN 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 the support of the people around me.

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 in my family to take care of younger children so the grownups can make phone calls to Haiti and do things to help people in Haiti.
- I can send some money I have earned or that I get for allowance or that are from presents to help people in Haiti. .
- I can write letters to people in Haiti or make drawings to encourage them.
- I can organize children and teachers at my school or my church to write letters, draw pictures or send money or presents to children and teenagers in Haiti. .
- I can send things I own, like clothes and food to people in Haiti, who need them more than I do.
- When children and families start to come here from Haiti after the earthquake, I can make friends with them and introduce them to my friends.
- When children and families start to come here from Haiti after the earthquake, I can ask my parents or grandparents to help them get settled in our town.
- I can share some of my things with them if they need them, because they could not take much with them from Haiti.
- I can show my copy of *MY OWN NORTH AMERICAN 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 workbook, I could help them.
- Here is something else I can do to help others: _____

SAFETY AWARENESS AND BEING PREPARED

Earthquakes don't only happen in Haiti, although they are more common there than in some other parts of the world. 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 to 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 agencies that help in disasters, like the Red Cross or UNICEF for their hard work to help everyone after the earthquake. My teachers or parents can help me send these notes.
- I can write a thank you note or a drawing to someone who helped my relatives after the earthquake or to people who are helping my family 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 either in the country where you live or in Haiti when you are grown up. Some examples of jobs that would make a real difference would be: architects and engineers who know how to build earthquake-safe houses and buildings, doctors, nurses, physical therapists, x-ray technicians, ambulance workers, firefighters, and police officers who work to keep people safe after a disaster. Teachers are also important because the more people know, the better off they are in a disaster. Maybe you can think of other kinds of jobs that would be helpful.

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 a disaster 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 car would be helpful.
- You and your family could plan and practice how to leave your home if there is a disaster, and choose a safe place to meet if one happens..
- 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.

- You could have a fundraiser for disaster relief or for people left homeless by disaster. 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 disaster relief.
- You could learn where the water, electrical and natural gas shut-off valves are located in your house or building and how to use them if they need to be shut off in a disaster.
- 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 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.
- You could learn more about earthquakes, seismographs, geology, faults, and tectonic plates so you can understand how the earthquake happened in Haiti.
- Save this book for making an updated personal history of the disaster when you are older.

SOME HAITIAN 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 who help future generations understand more about and manage earthquakes better than we can today. That would be a good way to help people in Haiti and around the world 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?

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

3. When earthquake damage is widespread in developing countries with limited infrastructure and human bodies are still not found, the following health problems can occur, especially in hot, humid climates:

- 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 people:

- 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 college, 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 in deforested areas, to prevent soil erosion and 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)

MY HEALTH

(Take this information with you if you go to see a doctor or nurse.
Ask a grownup to help you fill this section out)

Sometimes people notice they have more health problems or worries after bad things have happened in their lives, or in the lives of people they love. Grownups like parents, doctors, nurses, and other health professionals like mental health workers, and clergy can help children with these problems.

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 more injuries than usual.
- ☐ 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 NEW problems I had with my health SINCE 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 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. _____

MY 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, or who has a family member with such an injury
- 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 and who were particularly upset about 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 THE CHILD NOW, TAKE HIM OR HER FOR MEDICAL OR MENTAL HEALTH SERVICES. THE CHILD 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<br><br>If the item is false or does not apply to this child, put a ZERO (0) in Column B.<br><br>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.<br>ITEM SCORE                                     | Column B.<br>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                                                                   | Relatives or friends have moved into his or her household because of the earthquake.                                                                                                                                                     | +5                                                          |                                 |
| 7                                                                   | A family member is now living with the child.                                                                                                                                                                                            | -5                                                          |                                 |
| 8                                                                   | A parent or the child's main caregiver was killed in the earthquake.                                                                                                                                                                     | +35                                                         |                                 |
| 9                                                                   | A close relative was killed or severely injured in the earthquake                                                                                                                                                                        | +15                                                         |                                 |
| 10                                                                  | Multiple close relatives and friends died or were severely injured in the earthquake.                                                                                                                                                    | +25                                                         |                                 |
| 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 or her original community in Haiti.                                                                                                                                                  | +15                                                         |                                 |
| 13                                                                  | A school in Haiti the child once attended collapsed and killed other children.                                                                                                                                                           | +15                                                         |                                 |
| 14                                                                  | The child has been able to be helpful to family members since the earthquake                                                                                                                                                             | - 5                                                         |                                 |
| 15                                                                  | The child has watched a great deal of TV or internet news about Haiti and seen graphic views of injuries and deaths                                                                                                                      | +5                                                          |                                 |
| TOTAL SCORE FOR PART 1<br>(add all the scores in column B together) |                                                                                                                                                                                                                                          |                                                             |                                 |

|                     |                                                                                                                                                                                                                                                          |                                                                                                                               |                                                    |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>PART 2</b>       |                                                                                                                                                                                                                                                          | <b>FOR NEW PROBLEMS THE CHILD HAS DEVELOPED SINCE THE EARTHQUAKE, OR PROBLEMS THAT HAVE GOTTEN WORSE SINCE THE EARTHQUAKE</b> |                                                    |
| NAME OF CHILD _____ |                                                                                                                                                                                                                                                          | TODAY'S DATE _____                                                                                                            |                                                    |
|                     | <b>ITEM</b><br>If the item is false or does not apply to this child, put a ZERO (0) in Column B.<br>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.                  | <b>Column A.</b><br><b>ITEM SCORE</b>                                                                                         | <b>Column B.</b><br><b>This Child's Item Score</b> |
| 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 or her body or illnesses                                                                                                                                                                                                   | +5                                                                                                                            |                                                    |
| 37                  | Unusually preoccupied with thoughts of death                                                                                                                                                                                                             | +20                                                                                                                           |                                                    |
| 38                  | Unusually accident-prone                                                                                                                                                                                                                                 | +15                                                                                                                           |                                                    |
| 39                  | Expresses thoughts of wanting to hurt him or herself, or hoping to die                                                                                                                                                                                   | +35                                                                                                                           |                                                    |
|                     | <b>TOTAL SCORE FOR PART 2</b><br>(add all the scores for Column B together)                                                                                                                                                                              |                                                                                                                               |                                                    |
|                     | <b>COMBINED SCORES FOR PART 1 + PART 2</b><br>(Combine the total Column B scores for Part 1 + Part 2)**<br>***<br><b>IF THE CHILD'S SCORE IS OVER 100,</b><br><b>WE RECOMMEND GETTING HIM OR HER</b><br><b>MEDICAL OR MENTAL HEALTH ATTENTION</b><br>*** |                                                                                                                               |                                                    |

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.childrenspsychological.org](http://www.childrenspsychological.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 the Haiti version of this book, *My Own Story about the Earthquake in Haiti*, into Creole with her mother, Antonine Ferdinand.

**Caroline Hudicourt, M.Ed.** translated the original Haitian version of this book, *My Own Story about the Earthquake in Haiti*, into Haitian French and created the bilingual Haitian Creole-French format for the workbook used in Haiti. She is the pedagogical director (principal) of L'École Acacia à Port-au-Prince, Petion-Ville, Haïti. 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 Mangue 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 the original Haitian version of this book, *My Own Story about the Earthquake in Haiti*, served as a cultural consultant, and translated it into Haitian Creole 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 seven of the pictures in this workbook, including five that were in the original Haitian version, *My Own Story about the Earthquake in Haiti*. 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.

## 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.childrenspsychological.org](http://www.childrenspsychological.org)), San Francisco, California. Gilbert Kliman, MD, Medical Director
2. The Massachusetts School of Professional Psychology ([www.mspp.edu](http://www.mspp.edu)), Boston, Massachusetts. Nicholas Covino, Psy.D., President
3. L'École Acacia à Port-au-Prince, Petion-Ville, Haïti.

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**Jean Frejuste**, Classroom Support Technician, Massachusetts School of Professional Psychology, Boston, Massachusetts (US), who found our illustrator, Emmanuel Flint.

**Daphne Sajous-Brady, M.A.**, Learning Specialist and Doctoral Candidate in the Communication Sciences & Disorders Department of Northwestern University, Evanston, Illinois (US), for connecting the other authors to coauthor Caroline Hudicourt, whose editing, French translation, and pedagogical suggestions, including the decision to make the original Haitian version of this workbook, *My Own Story about the Earthquake in Haiti*, bilingual in Creole and French.

## ABOUT THE COPYRIGHT HOLDER

**THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, INC.**  
2105 Divisadero Street, San Francisco, CA 94115, USA  
[www.childrenspsychological.org](http://www.childrenspsychological.org)

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](http://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](http://www.childrenspsychological.org). Funds are needed for trainings, research, and creation of disaster resources.