



MY BOOK ABOUT THE WAR AND TERRORISM

**A Guided Activity Workbook for Children
Families and Teachers to Express Healthy
Expression, Learning and Coping**



MY BOOK ABOUT THE WAR AND TERRORISM

A GUIDED ACTIVITY WORKBOOK FOR CHILDREN,
FAMILIES AND TEACHERS

A SIMPLE AND STRAIGHTFORWARD GUIDE TO ENCOURAGE HEALTHY
EXPRESSION, LEARNING AND COPING.

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GUIDE FOR PARENTS AND TEACHERS

INTRODUCTION

This workbook is here to help parents, families and teachers help their children and students. If you are a teenager or a very good younger reader, you can use much of it by yourself. It will help children and adults to talk together about terrorism, war and peace and has instructions for use with children from preschool through high school ages.

The book's goals are for children to gain strength and learn more. They can gain control of facts, ideas and feelings about terrorism, war and peace. We want to help children to cope with their worries or fears, and help them think about ways to go about solving safety problems. Using this book can help in a stressful situation, so there can be constructive learning and coping. We offer a guide and physical structure to organize and encourage children's thinking about war, terror and the resolution of conflicts between peoples, with the help of their own families, teachers and classmates. The authors have had many years of professional and personal experience with national disasters, and children's reactions, beginning with the senior author's research on children's reactions to the assassination of President Kennedy (*Psychological Emergencies of Childhood*, Kliman, 1968; *Children and the Death of a President*, Wolfenstein and Kliman, 1965).

The guided activity workbook format is a simple and straightforward approach which uses an existing psychological self-help method which has been well-studied and found measurably helpful in other situations (Kliman, 1995). The activity workbook encourages children to learn more about the facts of terrorism, war and peace, as well as their own feelings and values. Designed to be used with children of varying developmental levels, it includes a guide for parents and teachers and one for children. It has a journal to record ideas and feelings; a scrapbook for articles and pictures; illustrations to color and discuss; a quiz about war and peace; suggestions for activities; a list of resources; a bibliography, and a children's mental health checklist to help identify those children needing more assistance. It can be used by children of various ages individually, with their families, in the classroom with groups of children, and by mental health professionals as part of

therapy.

GIVING CHILDREN PSYCHOLOGICAL "H.A.N.D.S" WITH WHICH TO WORK IN A CRISIS

The value of active coping is well known. During times of disaster or community upset like terrorism or war, children do better when they are given "H.A.N.D.S.": The term "giving children Hands" is an abbreviated way of saying children must be helped to "Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific manner." This workbook has been designed by parents and mental health professionals to promote a real sense for children of being in control of their own emotions and learning in the face of stress. The personal life history book approach (see www.cphc-sf.org) is a form of mentalizing (Fonagy, 1992, Kliman and Hope 2003) and narrative-building therapy which has been very effective when used with traumatized children in family crises, and is here adapted for use in the current national crisis. It is a method that has been used by the authors previously in large scale disasters: after the October, 1989 earthquake in the San Francisco Bay Area (My Earthquake Story); the Santa Barbara Fire of June 1990 and the East Bay Hills Fire of October 1991 (My Fire Story); the devastating tornadoes in the spring of 1990 in the Joliet, Illinois, area (My Tornado Story); the massive flooding in the Midwest in 1993 (My Flood Story); the recent Balkan War, 1999 (My Kosovo Story); and the World Trade Center and Pentagon disasters (My Book about the Attack on America, 2001).

Children do best in a network of helpers which this book tries to mobilize in a simple way, to give them strength to struggle with issues of terrorism, war and peace. The current acts of terrorism and war can serve as a developmental crisis for children, or as a catalyst stimulating learning and growth.

Terrorism and war occur when people and nations believe they can't solve their problems without violence. The survival of our world depends on all of us thinking about how people and countries can cooperate better and talk to each other instead of fighting. All of our futures may depend on whether we and our children struggle thoughtfully with these issues.

This workbook is carefully designed to give psychological first aid to both you and the children you know, love and teach. You are going through a great stress, just as your own children and students all through the nation are. Your idea in using this book is probably the same as ours. You want to try to help children change a possibly chaotic and traumatic situation into a structured learning and coping experience. Children's fears can be managed if you include shared adult and child activity, discussion, collecting, building and organizing of knowledge.

GETTING STARTED

1. Read the whole book yourself before your child or student does, if he or she is less than ten or eleven years of age.
2. Be sure to read the "Guide for Children and Teenagers" to children who can't read it themselves, and answer any questions they may have.
3. Point out to your child or student that this terrorism and war are important moments in history. It is a time the child's family and the whole world will remember. He or she can be part of history. He or she can help make a record of it with this workbook. Perhaps years later people will discover this workbook, and it will help them understand more about what happened.
4. Be flexible in your work with your child. Working on this book may take several weeks. The entire book does not have to be completed in order for the book to help. 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 and to stop using the book whenever he or she wants, even though it may not have been completed. It is usually best not to work on the book right before bedtime.
5. A child who cannot or will not work with you should have his resistance respected. See the Mental Health Checklist at the end of the book.
6. To Therapists: Our view is that severe stressors are best healed by gaining new or increased skills and broadening one's perspective, going on with life, and putting the events in a context. There should never be an insistence on endless review of the most painful memories. See the Children's Psychological Trauma Center Scientific Bulletin of February 2000 on www.cphc-sf.org for our senior author's Unifying New Theory of Posttraumatic Stress Disorder. Note how important it is to help stressed children see and remember their complex worlds broadly rather than narrowly, widely rather than only through the overly simple and stark perspective of repetitive traumatic memories.



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pictures and articles from newspapers and magazines. Help him paste them in to make the workbook into a scrapbook. Use the backs of pages for extra clippings.

At the very least, ask the child to help color in the illustrations, while you participate. Some children may work on the book on and off as they get stronger. Children very close to the disaster may take weeks and sometimes even months, and will be able to complete a difficult section only at a later date.

ELEVEN YEARS AND OLDER

Many children over age 11 will want to work on the book on their own, but it is part of a network approach for you to tactfully participate, pitch in with ideas and give your assistance at times. The older children can look up information and answers in the rear, find out about their own mental health by using the checklist, and might give you plenty of adult-sounding suggestions about how to help the community and them back to a normal life! Be available to serve as a sounding board and resource for your child or teenager, helping to find information and answering questions. Share your own reactions in words and with caring, protective actions. Try to avoid seeming incapable, numb, silent, unavailable or retreating emotionally. The whole network of caregivers can help children by being as energetic as possible in expressing thoughts, mentally processing rather than just taking actions or being frozen with anxiety.

IF YOU WERE BEREAVED, OR IF A FAMILY MEMBER WAS INJURED, OR IS MISSING

Studies show adults' example of strength will lead the way to children's recovery. Your children may benefit from brief preventive consultation. Help is available through support groups and mental health services. Services are listed under "Mental Health" or "Social Services" or under "State or County Health Services" listings in your local Yellow Pages. Also helpful may be your local Psychiatric Society, Psychological Association or Psychoanalytic Institute. Military families may receive help through their base family support or community service centers. Bereavement is a high mental health risk for all children, and even more serious for preschool children. See www.cphc-sf.org and www.aacap.org/publications and see our resource list at the back of this book for more help and information. Use

of a personal life history book method such as this book can help preserve the bereaved child's sense of continuity.

FOR ADULTS AND OLDER TEENAGERS

Even adults may find that using this book can help them understand better and cope better with their experiences. You can add your own questions as well as answering the questions asked of the children. You may also find that drawing or coloring the scenes may help you become calmer or help you to mentalize, remember your experiences and master them. Along with answers to "learning about the war" questions, the end of the book has a reading list for children and adolescents and a list of helpful resources. Relief efforts might be able to use your volunteer help, and that of your teenage children.

Finally, a Mental Health Checklist tells you what kind of behavior to be concerned about in your children or students during terrorism, war or other public stressor. Older children and teenagers as well become more clingy, dependent or angry if they have been overstressed by traumatic events. Try to tolerate but not completely accept such behavior. Affectionately state your expectations of future growth.

FOR USE AS A FAMILY

One very helpful way of using the book involves parents, brothers and sisters, and any other relatives frequently in the home- all working together. The sooner you begin to do this, the better.

Each child can individually work on the same questions (each from his own workbook or on separate blank paper). Add the pages all together in one family project "About the War and Terrorism." When many children all work on one book, contributing their own reactions, each should sign his or her own name to his entries. Engaging in a "shared thinking and remembering" with adult leadership can help your children feel stronger and safer as they work on a joint project under your direction. This can also help bring your family closer together.



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A social and family network approach helps children to have cognitive restructuring and reframing, learning new coping strategies in response to stressors.

USE OF ILLUSTRATIONS

The drawings throughout the book can be used by families, teachers, teenagers and children in a variety of ways to help strengthen normal coping.

Young children (ages 2-4), severely traumatized children, and learning-disabled or "learning specific" children (who may have a preference for visual as opposed to auditory communication) can color in the illustrations with an adult to aid in nonverbal mastery of their worries. The pictures can then be used as starting points for open-ended discussions about the events pictured.

Adults and children who are "overwhelmed" with sadness, flashbacks, memories, and anxiety, who startle easily, or have insomnia or nightmares may find the process of coloring in images of the experience helpful. We suggest they choose to start with the illustrations furthest from their own experience and gradually work up to those closest to their own experience.

Family members can sometimes all work on a drawing together, each coloring a portion. This may allow everyone to feel less distraught about the image before them and take control together, feel calmer and remember their feelings.

The illustrations can also be used as topics for early and middle childhood classroom discussion. This can be an aid in remembering and re-experiencing for those children who remain emotionally numb or have some trouble putting their fears into words. For example, a parent could ask about an illustration: "What is this child feeling?" or "What is happening?" Children often can respond by describing what someone else is feeling, when they can't talk about their own feelings. The illustrations can be used for mastery-promoting activity. Ask the child to draw a picture of what he and the family can do to make things better. Focus on benevolent aspects: what the scene will look like when there is peace again.

GUIDE FOR CHILDREN AND TEENAGERS

WHY LEARN ABOUT WAR?

Acts of terror and war have occurred throughout history and all over the world. Knowing about them can help you understand more and be safer. In terror attacks, wars and other disasters people can be helped by more knowledge and talking to others about their worries. Knowledge and social support can help you stay in control of your feelings. Your ideas may help people live in peace in the future.

ABOUT WARS

Even the youngest children should be taught that war is a terrible thing even when it is necessary. People get hurt and killed, and homes, schools and buildings destroyed. Pollution from wars, like oil spills, smoke from big fires or nuclear fallout can damage the Earth's future. Women and children can be harmed by crashes, explosions, bombs, missiles, bullets, poison gas, germs, radiation and other weapons. And many people can be frightened.

Sometimes the leaders of our country have to make a very hard choice. They may have to decide that our armed forces must fight a war, even though it is so terrible, because of some very important reasons. In March, 2003, President Bush had the job of deciding if those reasons were important enough to risk people's lives, and whether it would be even more dangerous not to have a war.

Many children and adults get frightened, sad or worried during a war. In the past 50 years, children in the countries of the United States, Afghanistan, Israel, Lebanon, Palestine, Kuwait, Rwanda, Somalia, Iran, Iraq and Ireland, have been very close to fighting or actually in wars. Some have seen and heard airplanes, missiles, explosions and gunfire. Children have heard air raid sirens and had to stay in shelters and wear gas masks. Some have had their homes or schools destroyed, or seen collapsed buildings. Many have family or friends who were injured or even killed, and many children have been hurt themselves. They may have had to leave their city or country. Some have had to leave family and friends behind. Many children have died because of war injuries. All through the world hundreds of millions of children have seen a tremendous amount of war on television, sometimes over and over.

Until the attacks of September 11, 2001, most children in America were never very personally close to war. They don't remember the attack on Pearl Harbor, Hawaii, which started our entry into World War II on December 7, 1941. But most children have seen pictures of the September 11, 2001 attacks, which were the beginnings of a major terrorist war. They saw and heard lots about it on TV, radio and read about it in the newspapers. They had their favorite TV shows interrupted with scary news bulletins and saw their parents get upset and worried. They saw and heard about tremendous buildings collapsing, saw the clouds of smoke and felt fear. They heard about ashes and people falling and fires continuing, of police and firemen killed. They know that thousands of office workers and airplane passengers died, were injured or are missing. It seemed close on TV even though the events were far away for children living outside of New York and Washington.

Many children know or even have a parent, family member or friend who may have died or been injured or is missing. These children may be very brave, but still worried and miss someone very much. Many children have trouble studying, sleeping, or have bad dreams during a disaster or war. They may be afraid to go to school, or have headaches or stomach aches because of their worries. They may have trouble paying attention at school and might not even know that their minds are thinking about the war instead of school work. They might feel sad and cry easily and want to be very close to their mom or dad. They might feel angry and get into trouble or fights because they are so worried. They may be scared that war would come over here even more, so they will feel very unsafe. They may miss someone they love and worry that something bad will happen to them. They may have been very sad about what did happen.

Some children might not even know that they are worried about terror attacks and wars. They may have trouble even thinking about what has happened. Other children may think about frightening things that they would rather not think about at all, especially when they are reminded by the news on the radio or TV or even when an airplane flies overhead.

But it is also normal for children not to get too upset. A lot of children do not get worried much at all and stay fairly happy.

ABOUT THE 1991 AND 2003 WARS WITH IRAQ

On January 16, 1991, forces from eight countries, the United States, Great Britain, France, Turkey, Syria, Egypt, Saudi Arabia and Kuwait, with the help of twenty-one other countries, attacked the army of Iraq. Iraq is a country in the Middle East over 6,000 miles away from the United States. It is on a part of the ocean called the Persian Gulf. That is why the 1991 war was called "The Gulf War." It was also called "Operation Desert Storm," because much of Iraq, Saudi Arabia, and Kuwait, where the war took place, is dry, hot desert. In 1991, nearly 400,000 military men and women from the United States assembled in Saudi Arabia, right next to Iraq. Also there were over 1,300 airplanes, 1,500 helicopters, 100 ships and 2,000 tanks - mainly from the United States. Other countries helping the U.S. also had many soldiers, airplanes, ships and tanks there.

The 2003 war started for many reasons. Things like war are not easy to understand. Iraq is a country which has been fighting with other countries a lot for decades. For a while it was friendly with the United States, but was in a big war with its neighbor country, Iran. Millions of people were killed in the war between Iraq and Iran, during the 1980's. It is sometimes hard for United States children to believe how angry the people of Iraq and Iran were with each other just 20 years ago.

Also, there have been five big wars between Israel and its neighbor countries in the Middle East. There is peace now between Israel and Egypt, but the Palestinians, Israelis and some other neighbors are still angry with each other.

Murderous events of World War II are still part of the today's problem. Adolph Hitler, who was the leader of Germany, killed millions of Jewish people in Europe, but some lived. The Japanese killed many people in Asia and attacked the United States. The U.S. fought Japan with atomic bombs and hundreds of thousands of Japanese people died. By that time Germany had also killed millions of Gypsies, Poles, gays, lesbians, Russians, people with handicaps and any German civilians who refused orders. After the War seemed to be over, the United Nations gave the Jewish survivors a home called Israel, in a land called Palestine, in the Middle East. Israel is where the Jewish people had their homes, many, many years ago in the days of the Bible. But many Palestinians Arabs, who lived there when Israel became a country, left or felt pushed out. They became very angry about their loss of

homes. Others Arabs did not welcome them, and also became very angry. Saddam Hussein, who is Iraq's leader, began to say he wanted to destroy Israel, and to kill everybody there. He wanted to be a hero to any Arab people who hated Israel.

Saddam Hussein also wanted very much to become the leader of all the Arabs in the Middle East and bring back the greatness and power of his people. Over 2,000 years ago, Iraq was called Mesopotamia, "the fertile crescent." It was one of the main places where civilization was started. Many important things were developed by the people in that region, like the alphabet, writing, the wheel, farming and irrigation, cities, kings and written laws. The Arabs from that area included remarkable geniuses who developed science, mathematics, algebra, medicine, astronomy, and one of the world's great religions, Islam. People who follow Islam believe in one God. They are called Moslems. Some of the ancient people of Mesopotamia and the Middle East glorified war. Fighting was a part of their lives and religion. That was also true of Jews and Christians.

After the Middle Ages, the Arab people lost much of their power. Western countries like England, France, Germany, the United States and Russia also made a glory out of war and became more powerful. Also, China and Japan became advanced and had big industries, too. After World War I, the Arab people were a great contrast to much of the civilized world. Instead of being industrial and great, they were very poor. The area that is now Iraq, Saudi Arabia, and Kuwait was controlled by England and the wealth of those Arab countries was exploited. Many Iraqis hated England and the Western nations. In 1932 Iraq became an independent country. Around this time several Arab nations became more and more important, again, because oil was discovered there. Oil was increasingly valuable as motorized vehicles spread through the world. Iraq, Kuwait, Saudi Arabia, Qatar and other countries along the Persian Gulf now own much of the oil in the world. All the rest of the world, especially the U.S. and Europe, as well as Japan, need oil to fuel their cars, planes, ships and machines. Saddam Hussein wanted to control this oil and use it to become powerful.

Saddam Hussein became dictator of Iraq, with the power to tell people in his country what they must do. If Iraqi people don't agree with him, he may kill them, torture them horribly, or put them in prison for years. Saddam Hussein has not only done all these things, he has even used poison gas against Iranians. He has killed thousands of Kurdish people in the northeast part of his own country. This

is a very great crime, against International Law.

Many people in Iraq probably don't want the wars Saddam Hussein has started, but they have no choice. They can't disagree and protest like people can in the United States, or they will be tortured or killed by guns or gas. They can't vote for a new leader. So you shouldn't hate Iraqi people, since they may have had no choice about wars. Many people there, especially the children, are also suffering a lot. Some of them blame the United States, thinking that we caused them to go hungry and not realizing how cruel their government is.

Things got very bad in Iraq when in August 1990, Saddam Hussein started to invade a tiny but rich neighbor country called Kuwait. Kuwait has a lot of oil which Saddam Hussein wanted for his own country. He didn't want to pay Kuwait for the oil. Also, he didn't want to pay Kuwait money he had already borrowed from Kuwait to fight the war with the Iran. This is all very complicated, but you see, this is a very complicated part of the world.

Then another terrible thing happened. In August, Saddam Hussein started to make prisoners out of thousands of men, women and children. He showed many of the prisoners, even children, on T.V. so the world could see he had prisoners. He finally let them go because the United Nations got so angry about what he was doing to people. But Saddam Hussein wouldn't let go of Kuwait. He even let his soldiers do terrible things to the people in Kuwait, killing and attacking people who were not soldiers.

The United Nations kept getting more and more upset about people being hurt and the International Laws Saddam Hussein and his soldiers were breaking. Here are some of the laws all countries are supposed to obey:

- You cannot steal another country's land
- You cannot torture or kill prisoners of war.
- You cannot use or spread weapons of mass destruction, like poison gas, atomic bombs, or deadly germs

After Saddam Hussein took over Kuwait, the United Nations tried to punish him. They tried to make him get out of Kuwait by stopping all ships, automobiles, trucks and airplanes from going in or out of Iraq. That way Iraq couldn't sell its oil or

anything. That way Iraq couldn't buy anything either, like more bombs or bullets or airplanes. It couldn't even get food for its army unless the food came from inside Iraq. But that didn't stop Saddam Hussein either. He kept doing terrible things to the people in Kuwait and his own country.

In 1991, just like in 2003, lots of people in the United Nations and the United States wanted to try to stop Saddam Hussein without fighting. They tried to stop letting oil be sold from his country and make him give up that way. They thought that that would be better than fighting because lots and lots of people might die from fighting. But instead Saddam Hussein wanted to fight. In 1991 he wouldn't give up the land he stole from Kuwait. Many countries believe he threatened to use poison gas, nuclear bombs, and other weapons that are against International Law. The United Nations and President George H Bush decide to fight him in 1991 with airplanes, ships and many, many thousands of soldiers.

In 2003 it really is very hard to know what is the best thing to do 12 years after the earlier war. The leaders of many countries believe that even though Saddam Hussein was defeated in 1991 he has still not fully given up his weapons of mass destruction. U.N. Inspectors found that he was supposed to give up long range missiles and did not. He had robot airplanes ("drones") he was not supposed to have. But what to do about him and the Iraq weapons? President George W. Bush reached a decision that we cannot wait in such a dangerous situation.

The United States is great partly because it is a free country. You can say what you think was the best thing to do. Whatever you think, you will know that your country has laws to protect its children's safety. The United States will also try hard not to bomb Iraqi homes, families and children unless military leaders are hiding there. Saddam has threatened to use innocent people as shields. We don't always know what is exactly the best way to protect everyone. Fighting isn't the only way, but it seems necessary right now in March 2003. Our government and our Armed Forces are doing the best they know how, with the help of 40 other countries. Please be sure to give us your ideas in this book. Maybe your ideas will help to find the best possible way to end the terrible troubles in the Middle East. Maybe your ideas will help people to learn how to live in peace in the future.

We hope you can grow up in peace, without ever having to worry about war again.

TERRORISTS AND THE 9/11/2001 ATTACK ON AMERICA

The U.S. government and most people believe that a terrorist named Osama bin Laden organized an attack on America. Osama Bin Laden is the leader of the terrorist organization called Al Qaeda. The attack killed 3,000 innocent people at the World Trade Center in New York, the Pentagon in Washington, and in the four airplanes that crashed on 9/11/2001. That day, President Bush declared the U.S. is at war with terrorism, Osama bin Laden and his followers.

Al Qaeda has branches or "cells" all over the world. Al Qaeda hates Western democracies that have political freedom and wants to attack them. Al Qaeda and their leader, Bin Laden, do not want women to be equal to men. They are upset about the religious and cultural values of the Western world, and especially hate free people in the United States of America and Israel. Terrorism is widespread in the world. Terrorists hide and then surprise and frighten people by using bombs or other ways of harming people. Instead of using uniformed soldiers to fight other country's soldiers they use fear as a weapon. It is hard to fight back against some terrorists because it is hard to know exactly who the enemy is, who caused the destruction and where their bases are. In World War II, we knew that the Japanese planes bombed Pearl Harbor, and we could declare War against Japan.

"Terror" means "fear and helplessness". Terrorists are people who try to make other people so scared that they will do what the terrorist wants. They are like bullies who try to hurt other kids to get their way. Usually terrorists have a reason for wanting to do this. The reason can be jealousy, revenge, or the wish to control the people they are frightening. They make people afraid by shooting into crowds, attacking people in buildings with bombs and crashing into them with trucks or airplanes. Osama Bin Laden is considered one of the most dangerous terrorists. He started schools in a country called Afghanistan, to train other terrorists. That is why President Bush had our Army go to Afghanistan after the 9/11/2001 attack on America. President Bush wants all Americans to fight back, and not let terrorists or the fears they cause us win. Now, in 2003, he has information that Iraq has helped terrorists, and that Iraq could give terrible weapons to terrorists.

After the World Trade Center and Pentagon were attacked by terrorists in 2001, President Bush has worried greatly about the safety of U.S. people. He believes that millions of Americans could be made sick or killed by weapons of mass destruction. Those weapons can be used for germ-warfare. They include poison gases and deadly chemicals, nuclear and radioactive bombs. President Bush believes that Iraq must be disarmed, and that United Nations inspectors failed to disarm Iraq promptly. Not all of the world agrees with President Bush. He was unable to get enough votes in the United Nations to authorize a new war against Iraq, but 40 nations agreed with him. He felt so strongly about the safety problem that on March 20, 2003 he started to disarm Iraq by force, helped by the 40 other countries. China, France, and Germany did not agree with President Bush, and the United Nations did not vote in favor of President Bush's decision. So the world is in a very difficult position because some of the best friends among nations are disagreeing about how to protect people against terrible dangers like the attacks on the World Trade Center and Pentagon.

BEING STRONG IN THE FACE OF TERROR

The U.S. has developed an Office of Homeland Security. We already have heroes who were very strong in the 9/11/2001 terror, which was like a war in New York City and Washington. Police and firefighters at the World Trade Center and Pentagon saved many people, though many died themselves. Some airline passengers on a hijacked plane fought the terrorists. They probably saved our President, George W. Bush, from being attacked. To be strong in the face of terror, certain things can help. It helps children to think and talk with grownups about the feelings and ideas they have about the news, war and peace. War happens when people and nations can't solve their problems without fighting. It would be helpful for children not only to deal with their fears but also to think about how people and countries can cooperate better and talk to each other instead of trying to frighten and fight with each other.

For example, a ten- year-old had an idea about disarming Iraq. She got the idea while talking with her family on March 19th, 2003. She emailed the President:

Dear President Bush --

Please try today to have a special emergency resolution passed at the Security Council. Try to get a vote to have the U.S. Army be asked by the U.N. to take the place of the unarmed U.N. Inspectors. Then, Mr. President, you could have the U.S. Army slowly and maybe peacefully march through the whole country of Iraq. They could do the inspection and disarming in the name of the United Nations. They would be representing the whole world.

Rebecca Elizabeth
Age 10 years, Fourth Grade

There are a lot of questions for children to think about and work on. Ending war, conquering fears, and gaining safety aren't quick or easy. Grownups and children must think hard together about being strong and getting lasting peace. That's the only way that our world will be a safer and more happy place.

ONE QUESTION AND THREE ANSWERS ABOUT TERROR ATTACKS:

QUESTION: Why did the 9/11/2001 airliner hijackings, World Trade Center and Pentagon crashes happen?

A short answer: The 9/11 terrorism comes from a group called Al Qaeda. The Al Qaeda are angry people with problems and hatreds left over from many other troubles and wars. They are led by Osama bin Laden.

A medium sized answer: Al Qaeda is one of several dangerous groups with hatreds left over from the 1991 Gulf War. Hatreds come from many other political, cultural, and religious problems. Earlier wars in Europe, Russia, Asia, Africa and The Middle East led to anger, unfairness, cruelty, hatreds and mass destruction between nations and religions. Christians, Muslims, and Jews for thousands of years, especially in the Middle East and Europe, have failed to solve many big problems. In the middle of problem solving, angry people encourage and allow terrorists try to take control of the answers, including religious beliefs. All religions and people of all nations are hurt by terrorists, who keep us from having peaceful answers to our world's problems and disagreements.

A Long answer: We don't know yet how many terrorist groups there are and what the terrorists wanted to accomplish by committing suicide and at the same time killing thousands of innocent American people on September 11, 2001. They may have been hoping to get us to do similar things to innocent people so we would look like bullies. There can be many reasons for this attack and terrorism against America. The Terrorist movement in the middle east is very old and in the 1950's was led by sayyid Qutb (pronounced " Kuh-tahb"), who was killed in Egypt. There are many people willing to die because they hate americans. Hate is left over from the Gulf War of 1991. Several leaders like qutb and bin laden, and their followers think their politics and religions are the only good ones. They hate the West. Some are afraid of U.S. support for science, democracy and religious freedom throughout the world, Many people in the Arab world are angry at Israel. and moderate Egyptian and Jordanian governments in the Middle East. Hatred and fear of our many forms of freedom is a very strong force in some fundamentalist religions. Some of the terrorists were unusually extreme fundamentalist Muslims. Some were very fearful of the influence of western culture and democracies on Arabs. They were fearful that millions of Arabs would like to see themselves have freer cultures and democracy. The terrorists could have been jealous about the progress of other nations, especially the scientific and engineering advances in modern countries. Many are upset by liberated songs, modern women, alcohol, romance and luxuries in democracies.

The first Gulf war happened twelve years ago, but for whatever the reasons, the war and terror in the world are far from over. As this book is being written on March 20, 2003, terrorism is a great worry and the war against Iraq has started over again!

Western nations need to fuel their cars, planes, ships and machines. Saddam Hussein wanted to control this oil and use it to become powerful. The terrorist leader, Osama bin Laden, became rich because of Middle Eastern oil.

In August, 1990, Saddam Hussein started to invade a tiny but rich neighbor country called Kuwait. Kuwait has a lot of oil which Saddam Hussein wanted for his own country. Saddam Hussein wouldn't let go of Kuwait. He even let his soldiers do terrible things to the people in Kuwait, killing and attacking people who were not soldiers. He said he wouldn't give up the country he stole. He threatened to use poison gas, nuclear bombs, and other weapons that are against International Law. And that's what made the United Nations and in 1991 President George H. Bush (our current President's father) decide to fight him with airplanes, ships and many, many thousands of soldiers.

The 1991 gulf war was terrible and left many hatreds. Many people died and were injured. Cities were destroyed. The air, sea, and land was polluted. People lived in fear. Finally, after 43 days, the United States and coalition forces won the war. Since the 1991 war, Saddam Hussein has not invaded any countries with his own army. But he has not fully disarmed and is not trusted by most nations. Our President found out that Osama Bin Laden was being given bases in the nation of Afghanistan. So our President occupied Afghanistan and made sure Osama Bin Laden had no bases there. Now our government believes Saddam Hussein supported terrorists in Iraq, who might make attacks on the U.S. with powerful weapons. So, our President and his advisors want our armies to take over in Iraq. They will try to make sure there are no weapons of mass destruction in Iraq. President Bush has now warned terrorists that they cannot have bases or weapons of mass destruction anywhere.



MY BOOK ABOUT THE WAR AND TERRORISM

**A Guided Activity Workbook for Children
Families and Teachers to Express Healthy
Expression, Learning and Coping**



TO ALL CHILDREN AND TEENAGERS: MORE ABOUT USING THIS BOOK

Talking to grownups and other kids about your feelings or worries and about what happened can help you feel better. It can also help you learn more about what to do to help others during a war. And maybe you can learn more about how to cooperate and solve problems without fighting.

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 feel stronger. You'll make your own personal record of what has happened.

If you can use this book by yourself, or with the help of a parent or a teacher, you can feel stronger and 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. Make a scrapbook out of this book by stapling in extra pages. Use extra pages to hold newspaper or magazine clippings and paste in any photographs of the war that you can find. Answer the quiz questions if you can. Take your time. You can skip anything that makes you upset. Come back to it another time. Definitely talk to a grownup if you become upset or worried. Share what you have learned. To learn more about terrorism, war, peace efforts, helping survivors, our armed forces, the United Nations, or the Middle East, go to your library and use the reading list at the end of this book.

MY BOOK ABOUT THE WAR AND TERRORISM

Here's a Photo or Drawing of Me:

MY BOOK ABOUT THE WAR AND TERRORISM

BY: _____ (My Name)

I started this book on: _____.

I finished this book on: _____.

_____ helped me to write this book.

WHO I AM

I am a _____ with _____ sisters and _____ brothers.

Usually I live at _____ in _____

The people who usually live with me are:

My address is: _____

My telephone number is: (____) _____ - _____

Some things I like to do are:

MORE INFORMATION

In case there is ever a big problem with using the phones or keeping records,
I'd like to keep this information handy:

MY MOTHER'S NAME : _____

HER ADDRESS: _____

HER TELEPHONE: (____) _____ - _____

MY FATHER'S NAME: _____

HIS ADDRESS: _____

HIS TELEPHONE: (____) _____ - _____

Another person I could call in case of emergency is:

NAME: _____

ADDRESS: _____

TELEPHONE: (____) _____ - _____

I am in the _____ grade and I go to _____
school.

My school's address is:

The phone number of my school is: (____) _____ - _____

HERE'S A DRAWING OR PHOTO OF MY FAMILY DOING SOMETHING:

My brother's and sister's names are:

NAME	AGE	ADDRESS	TELEPHONE
			() ____ - ____
			() ____ - ____
			() ____ - ____

My best friend's names are:

NAME	AGE	ADDRESS	TELEPHONE
			() ____ - ____
			() ____ - ____
			() ____ - ____

WHEN IT HAPPENED

On March 19, 2003 our country went to war.

Since I was born on _____, 19_____, at the time of the war

I was _____ years and _____ months old.

So that I can remember exactly when this war happened, I will write some of the other things that I can remember about that time.

The season was: _____.

Other important things that were happening around that time were:

I will never forget the war because:

MY PERSONAL STORY

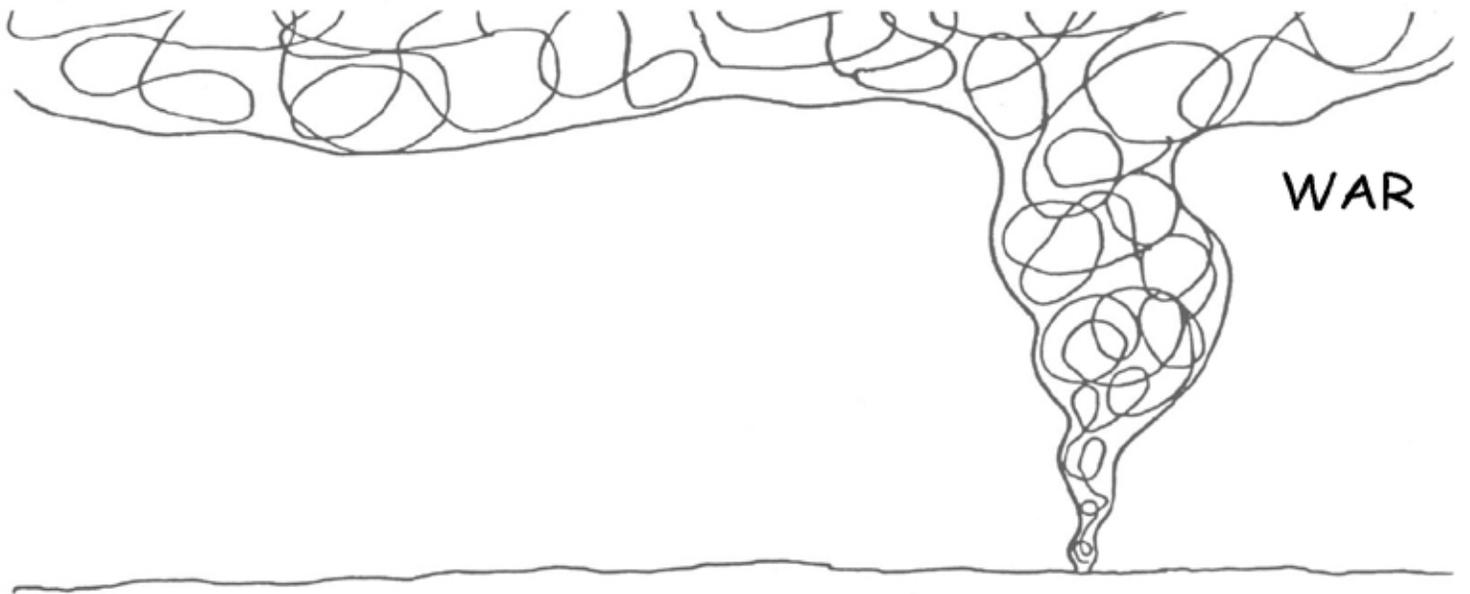
Now, here's my personal story, about things that I might be the only one to know about that happened during the war.

WHERE I WAS

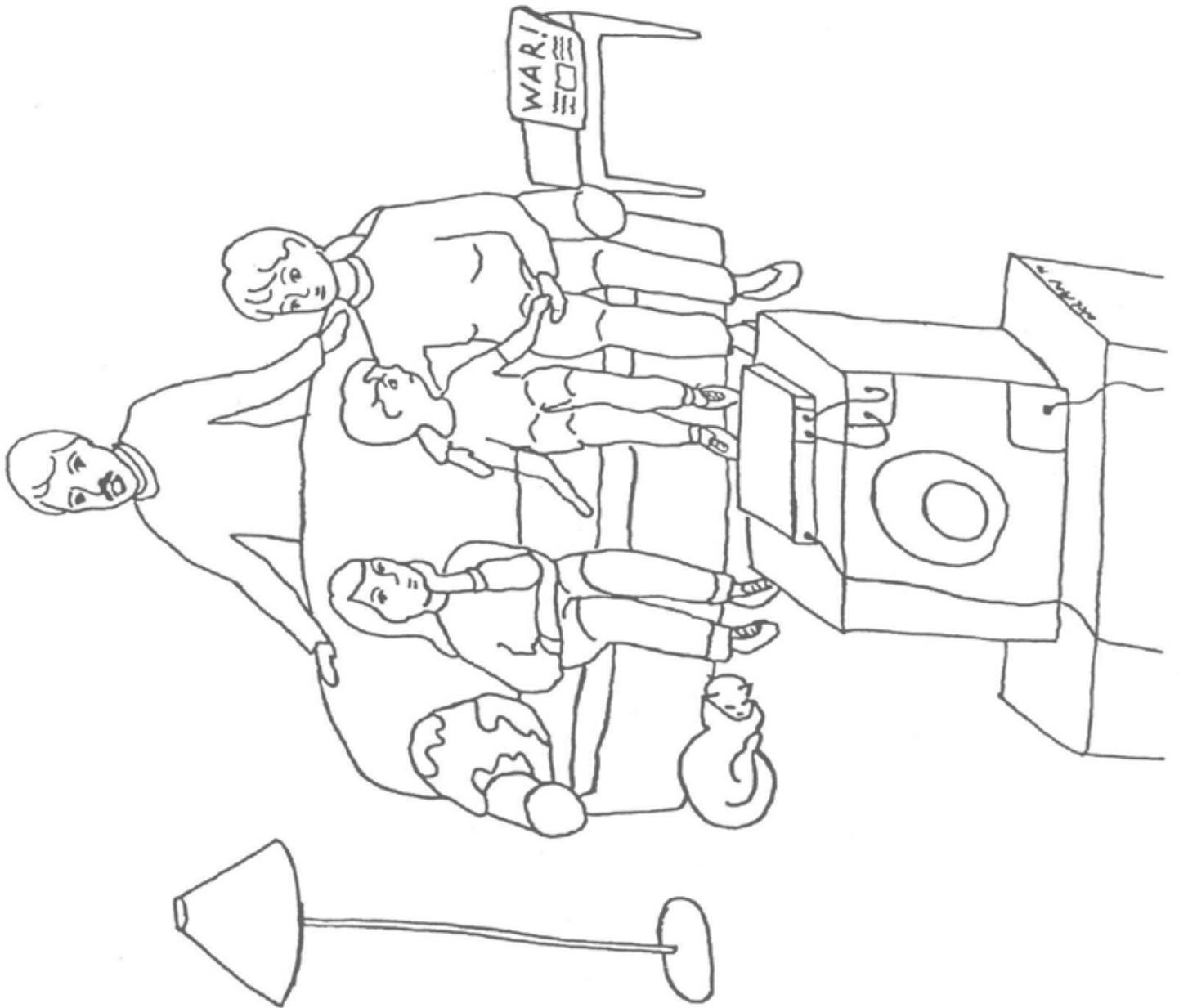
When I first heard about the war, I was _____

WHO I WAS WITH

I was with: _____



WATCHING THE NEWS



WHAT I WAS DOING

I was: _____

WHAT I FELT, HEARD, AND SAW

At first, I felt: _____

The first thing I heard about the war was: _____

The first thing I saw about the war was: _____

HERE IS A DRAWING OF THE MOST FRIGHTENING THING I SAW:

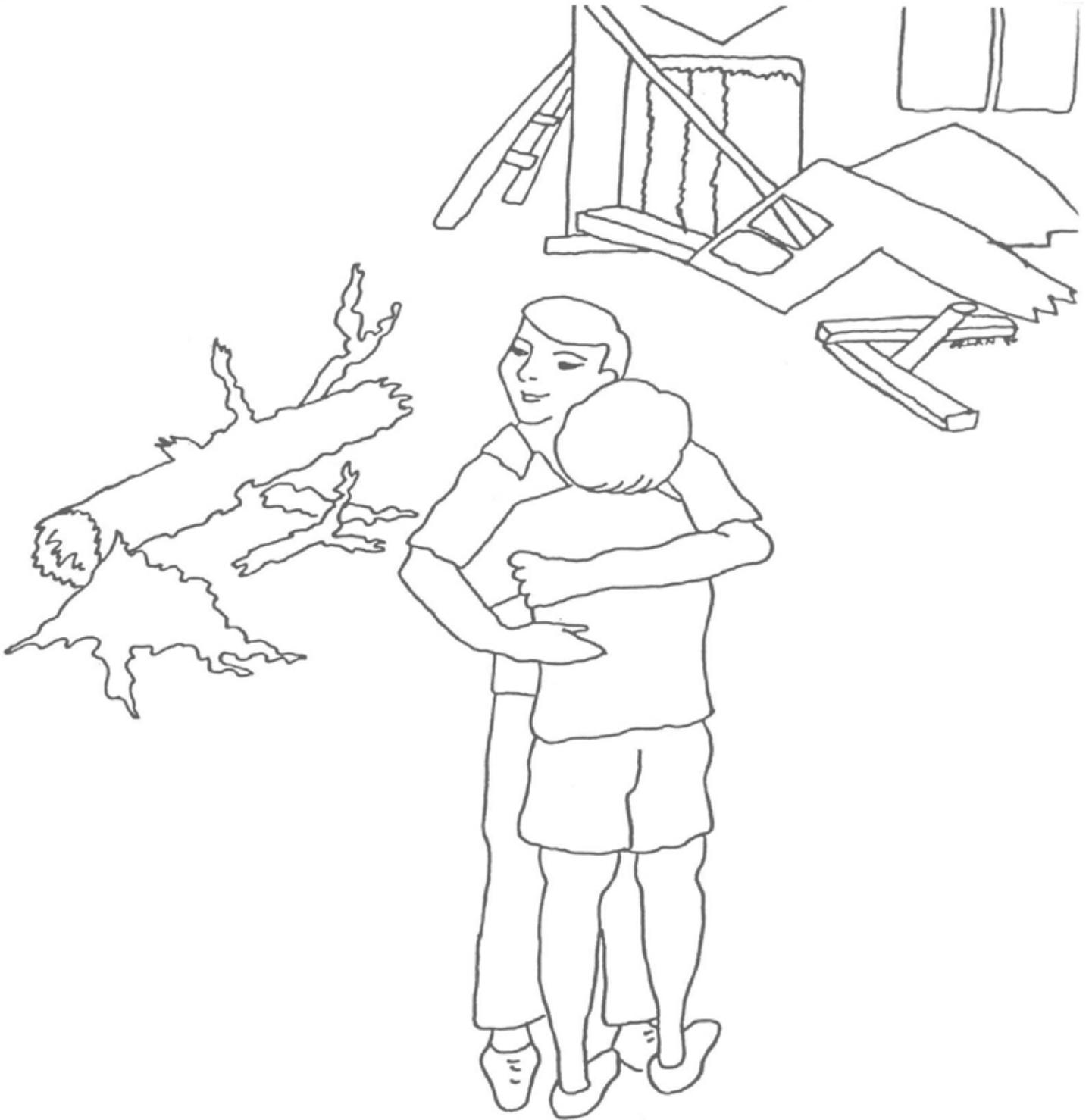
Then, I heard and saw: _____

The strangest thing I saw was: _____

The most frightening thing I saw was: _____

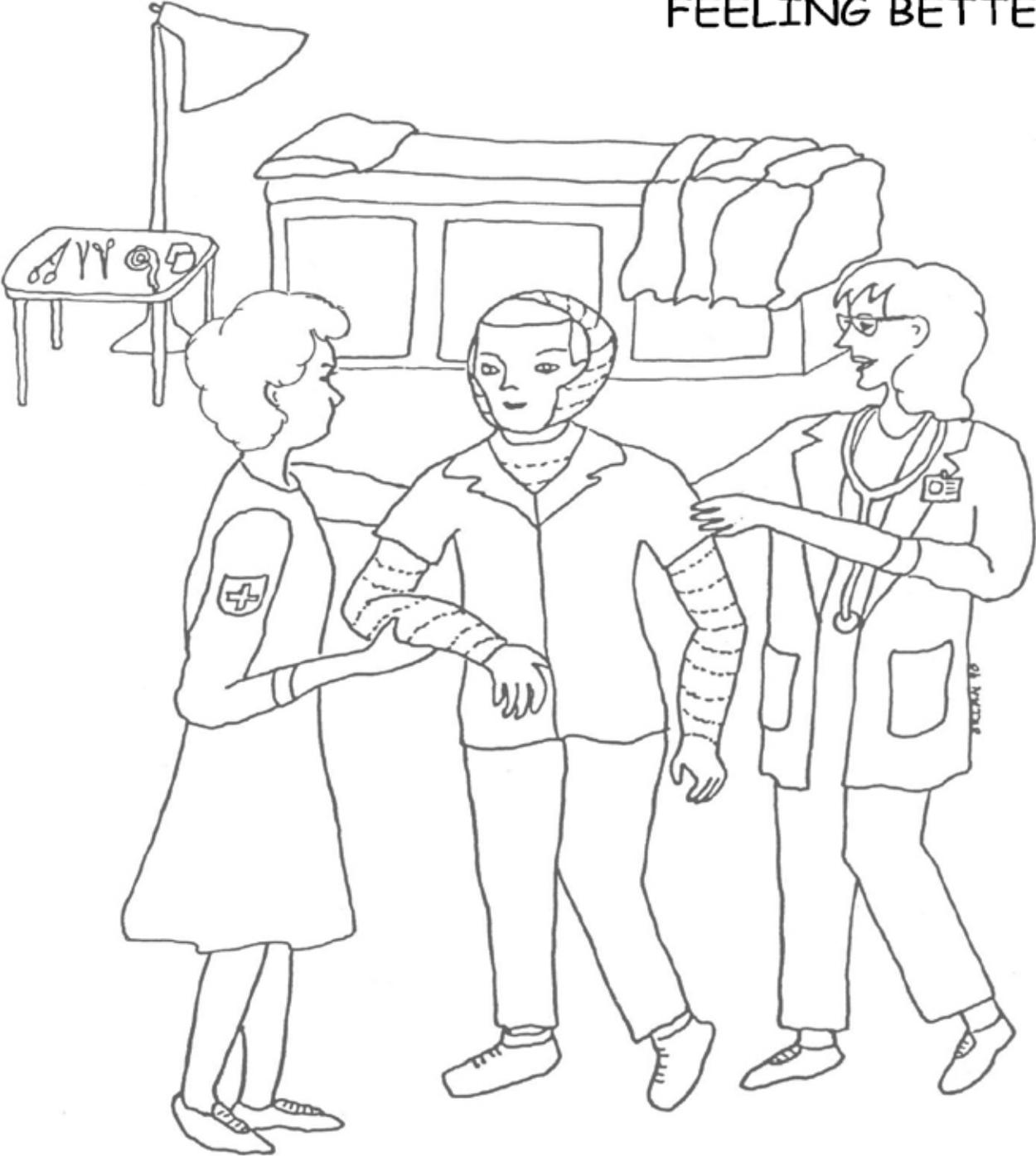
The saddest thing I saw was: _____

The best thing that happened was _____



GLAD TO BE ALIVE

FEELING BETTER



**HERE IS A PICTURE OF WHERE I WAS WHEN I FIRST SAW OR
HEARD ABOUT THE WAR:**

WHAT I HAVE BEEN THINKING ABOUT

Circle all the words that fit

When I first heard about the war I felt:

- | | | |
|---------|------------------------------|--------------------------|
| afraid | my heart beat hard | proud of the U.S. forces |
| numb | sick to my stomach | frightened |
| excited | I wanted to help the people | sad |
| angry | puzzled by why they did this | I wanted revenge |

At first, what I was worried about was: _____

After the war started, I saw some bad things. I saw: _____

_____ and I thought about: _____

Later I saw: _____
and I thought about: _____

HERE IS A DRAWING OF WHAT I WAS WORRIED ABOUT:

Sometimes moms and dads worry about the war. Some of the bad things that happened in my family because of the war are: _____

Some of the bad things that happened to other kids who are friends of mine or to grownups that I know are: _____

Some of the other bad things that happened that I heard about are:

Some adults were proud, some were scared, worried or angry about the war. How I felt about this was: _____

Now that it has been awhile since the war started, I feel:

(Circle all that are true)

sad	happy	lonely	angry at myself
afraid	bad	alert	angry at _____
relieved	sick	helpless	my heart beat fast
glad	numb	sweaty	sorry for others
mixed up	clear minded	sorry for myself	watching out for danger

SCARED FEELINGS



ABOUT MY DREAMS

Here is something only I know about, my own dreams. Before the war, my worst dream in my whole life was like this:

Today is _____, 20___. Since the war I have had ___
dreams I can remember. Here is the story of the worst one. I had it on or
about _____, 20__:

A CHILD DREAMING



HERE IS A DRAWING OF A SCENE FROM THE WORST DREAM:

Here is the story of the best dream I've had since the war started in
March, 2003. I had it on or about _____, 200__ :

HERE IS A DRAWING OF A SCENE FROM THE BEST DREAM:

Things that make me think about this are: _____

Things that I can do to help stop remembering for a while are: _____

The part I can't remember too well is: _____



MY BOOK ABOUT THE WAR AND TERRORISM

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SAYING GOODBYE

A CHILD CRYING



**HERE IS A DRAWING OF WHAT I MOST HATE TO THINK ABOUT
THE WAR:**

**Here is a drawing of what I most hate to think about
the terror attack:**

OTHER IMPORTANT NEWS I KNOW ABOUT

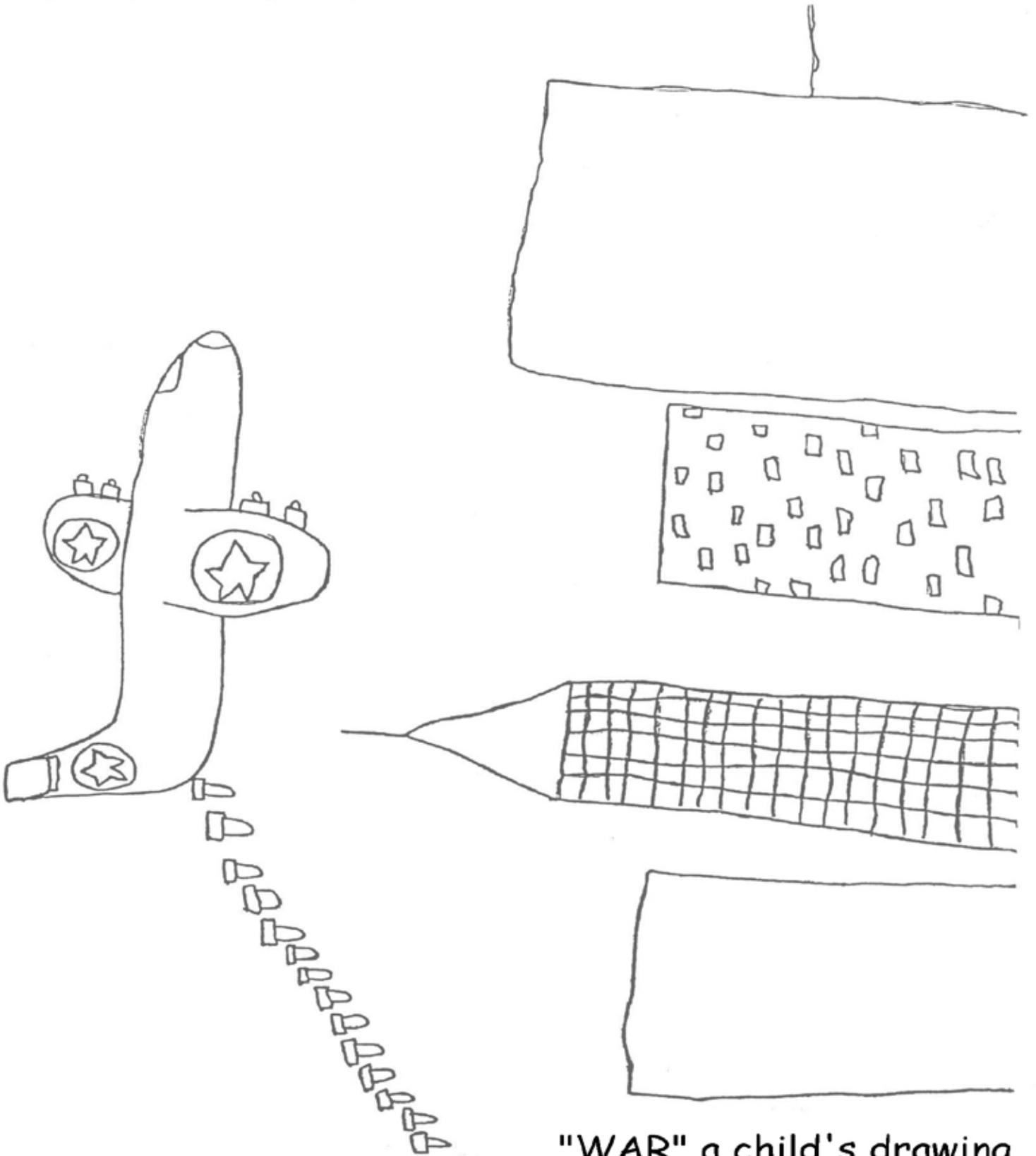
At first we didn't know all about what happened. Later, on television, I saw news about airplanes, missiles, bombs, poison gas, soldiers, ships, tanks, oil spills, President *George W. Bush*, and other things.

This is what I thought about some of those news stories: _____

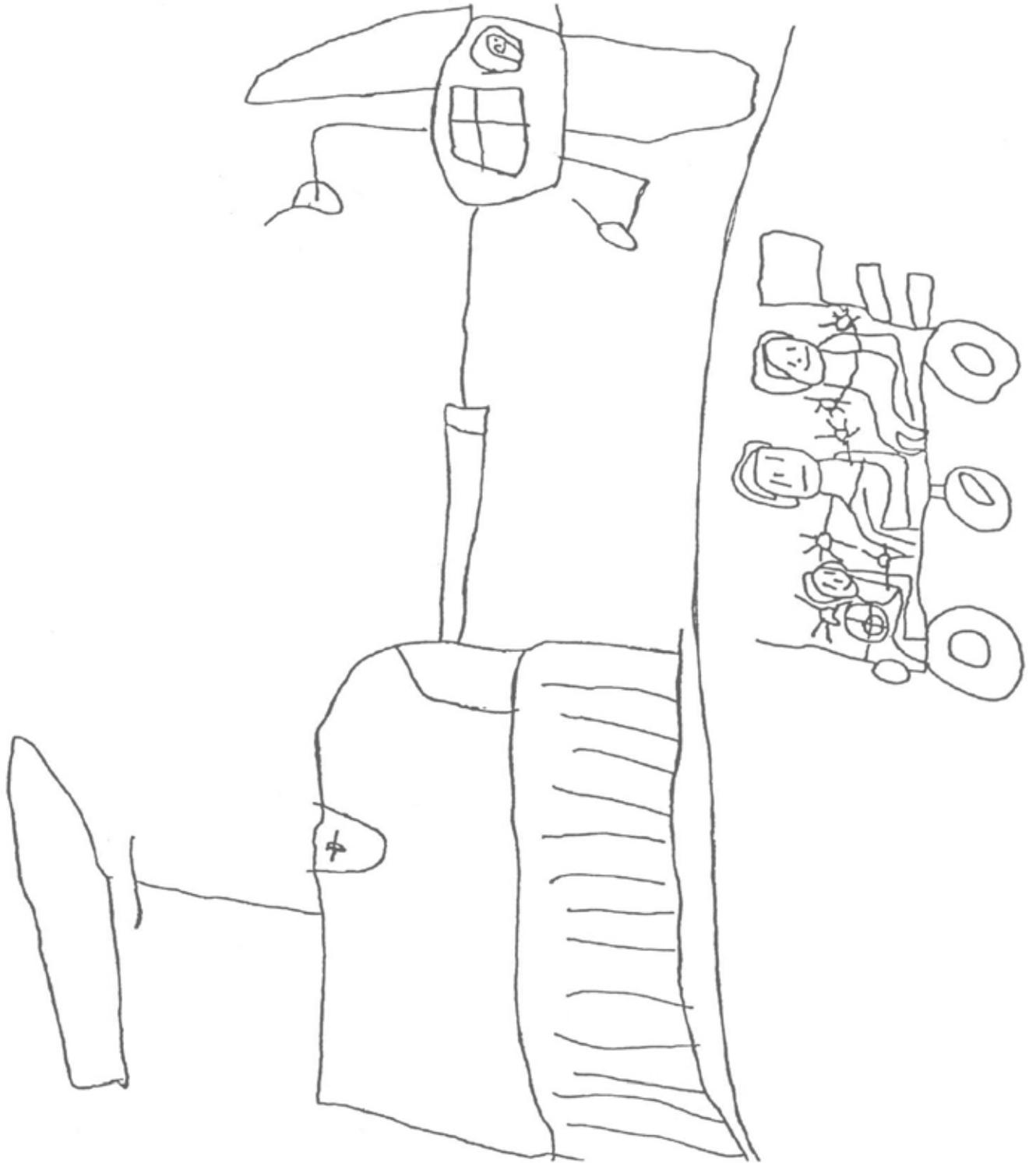
Here's a true story about some things I know that good people did to help each other during the war: _____

(Parents and older children, see rear of book for a list of helping agencies.

You can still volunteer to help.)

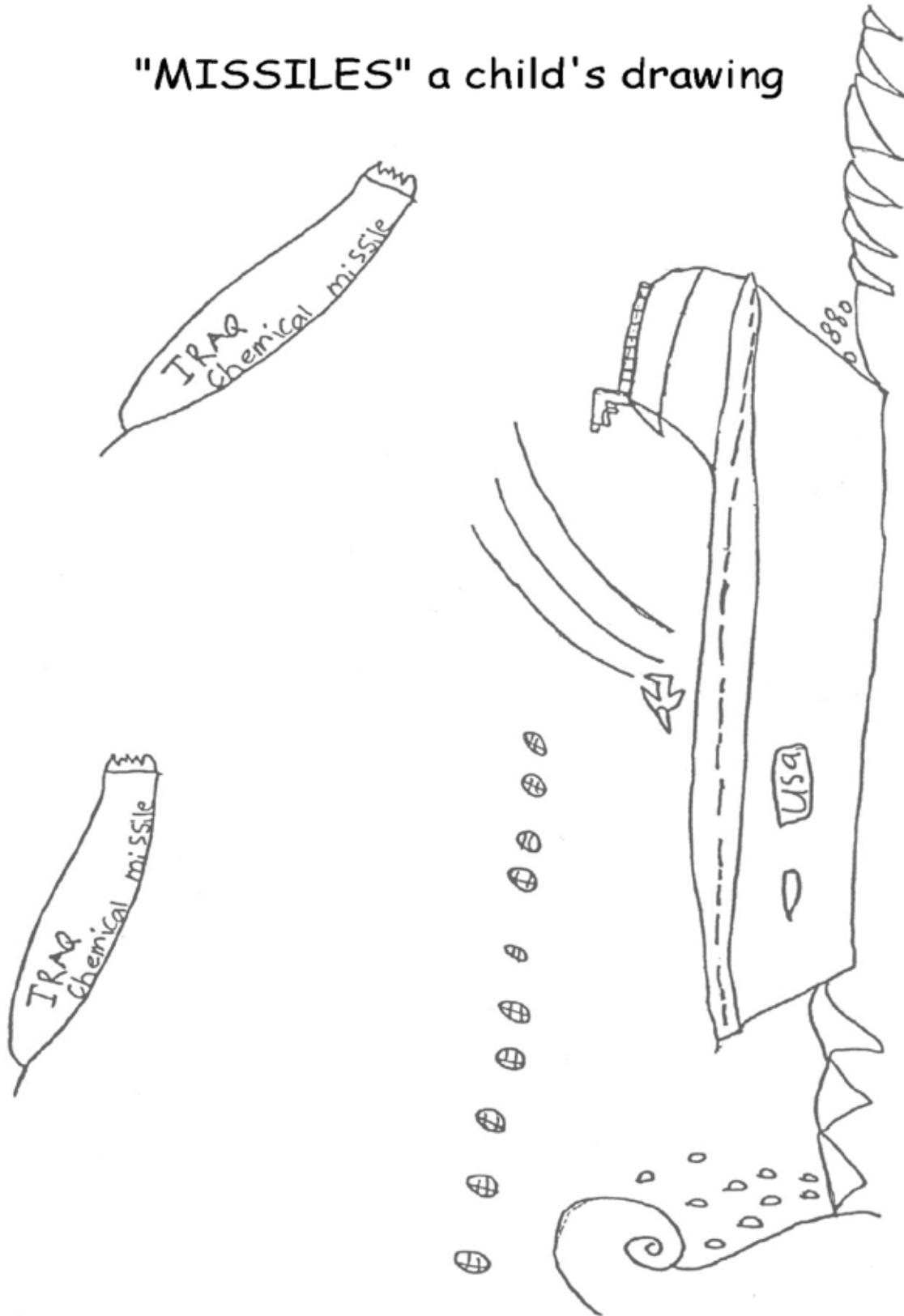


"WAR" a child's drawing



"ARMY" a child's drawing

"MISSILES" a child's drawing



When I first saw the pictures on TV, my feelings were: _____

The war has been dangerous. Many people have died and others have been injured. There was big trouble in a place called: _____

One thing I heard about that place was: _____

Here are some things I saw, heard or read about that happened in other places:

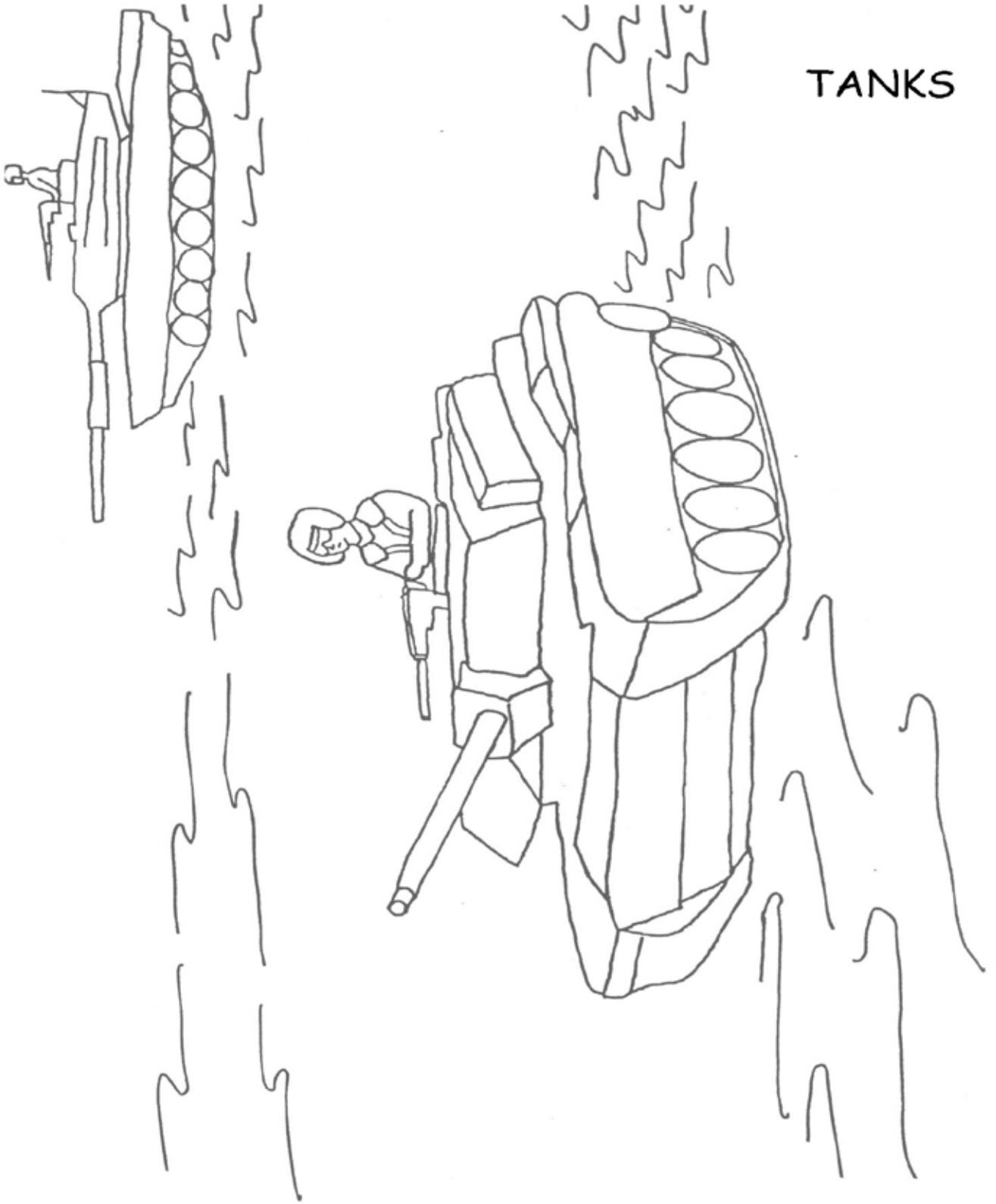
In _____

In _____

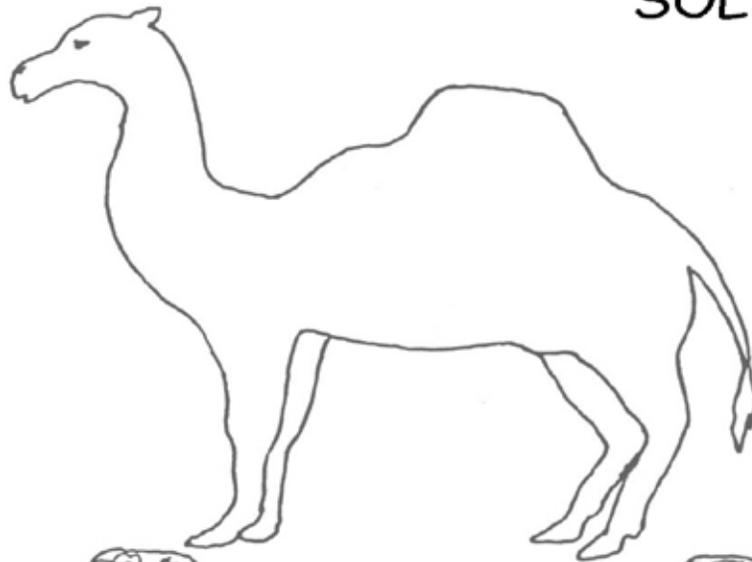
In _____

In _____

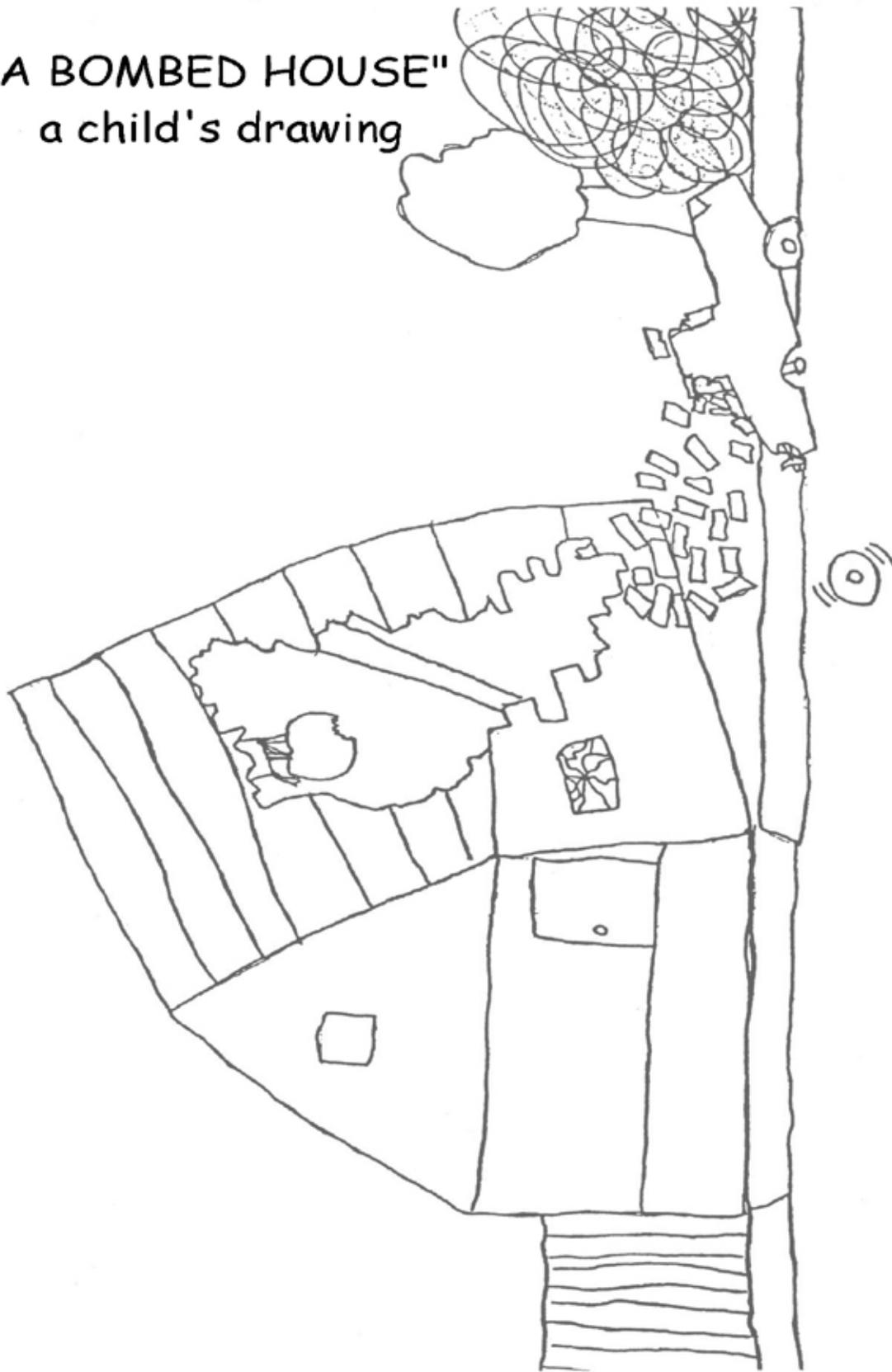
TANKS



SOLDIERS

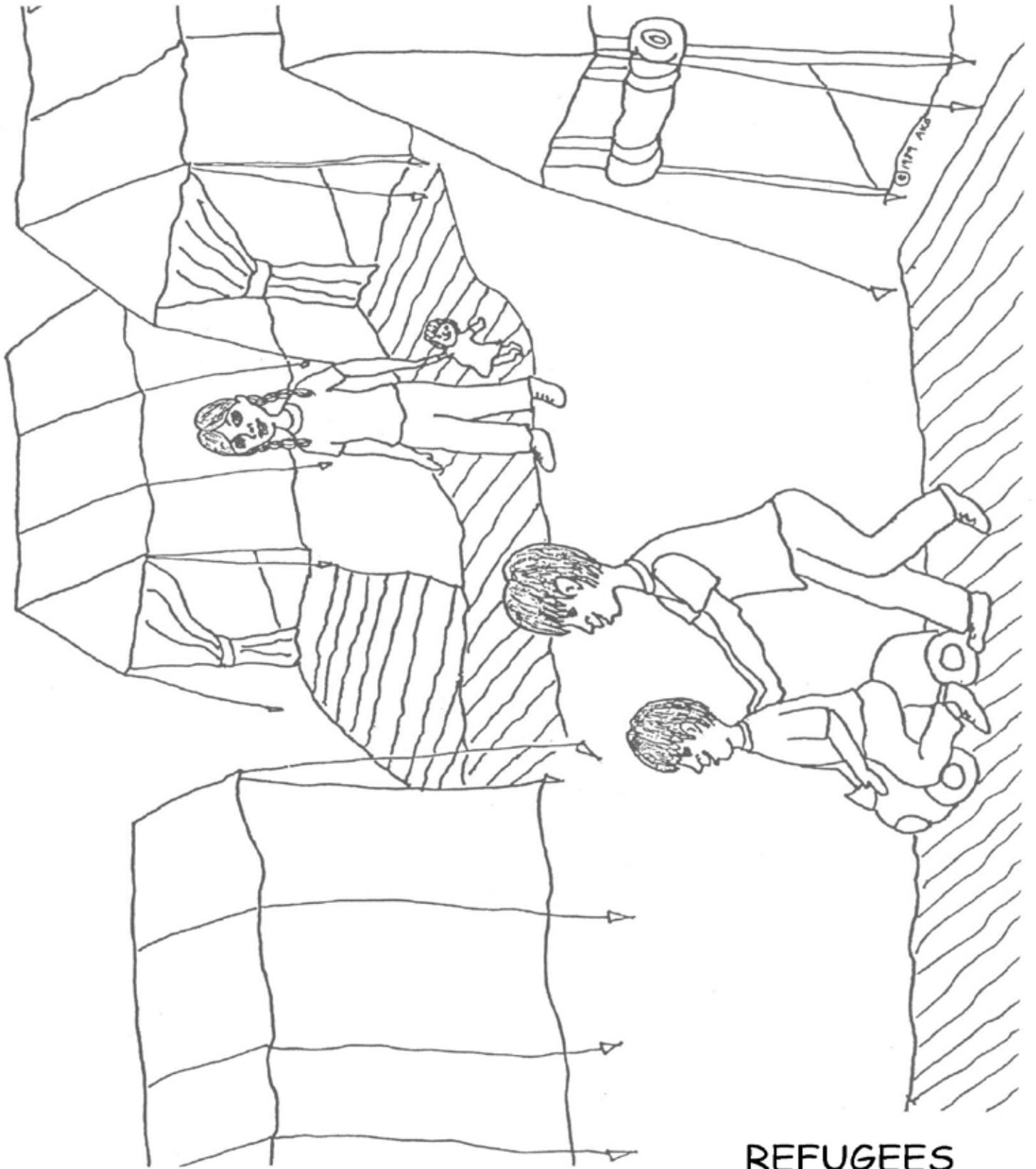


"A BOMBED HOUSE"
a child's drawing



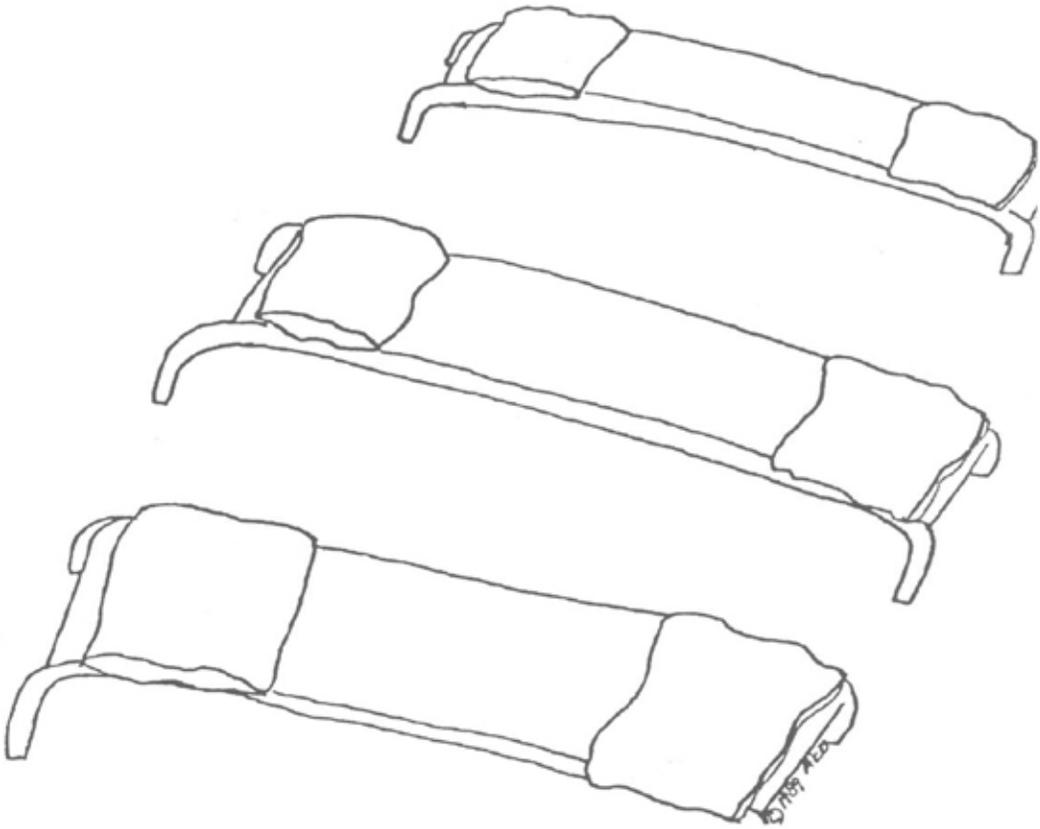
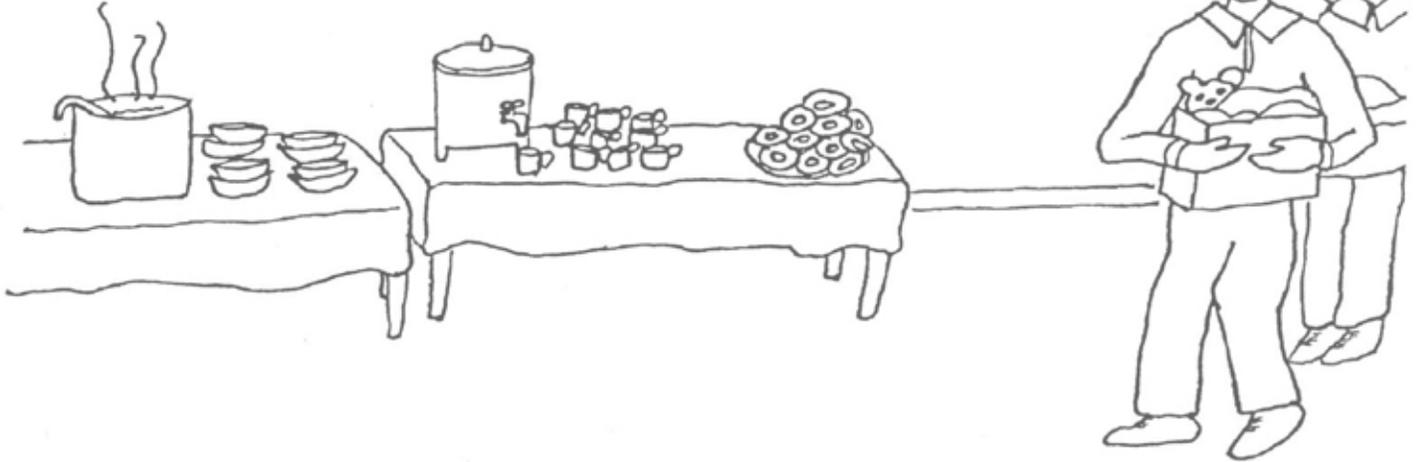
TAKING SHELTER





REFUGEES

RED + CROSS



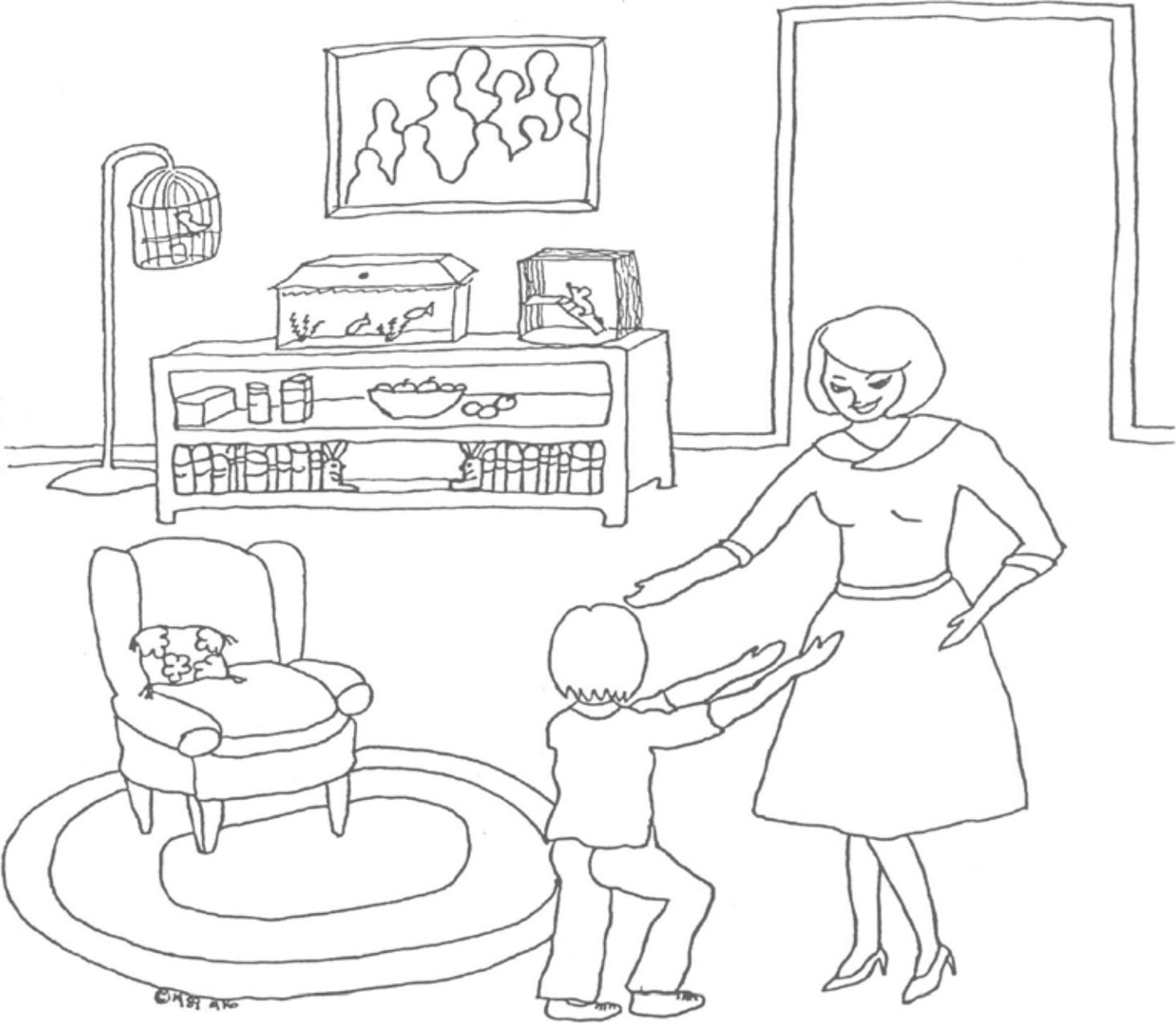
RED CROSS



WHAT DO YOU THINK?



ASKING FOR HELP



THE HARDEST PART FOR ME

For me the hardest thing about the war was: _____

Here's a story about someone who was hurt, killed or captured:

Here's a story about someone who did something very good for other people:

Here is a good thing that someone did for me when I was younger:

Here's a true story about someone whose mom, dad, brother, sister, or relative had to go to fight in the war: _____

This is how I found out about these things:

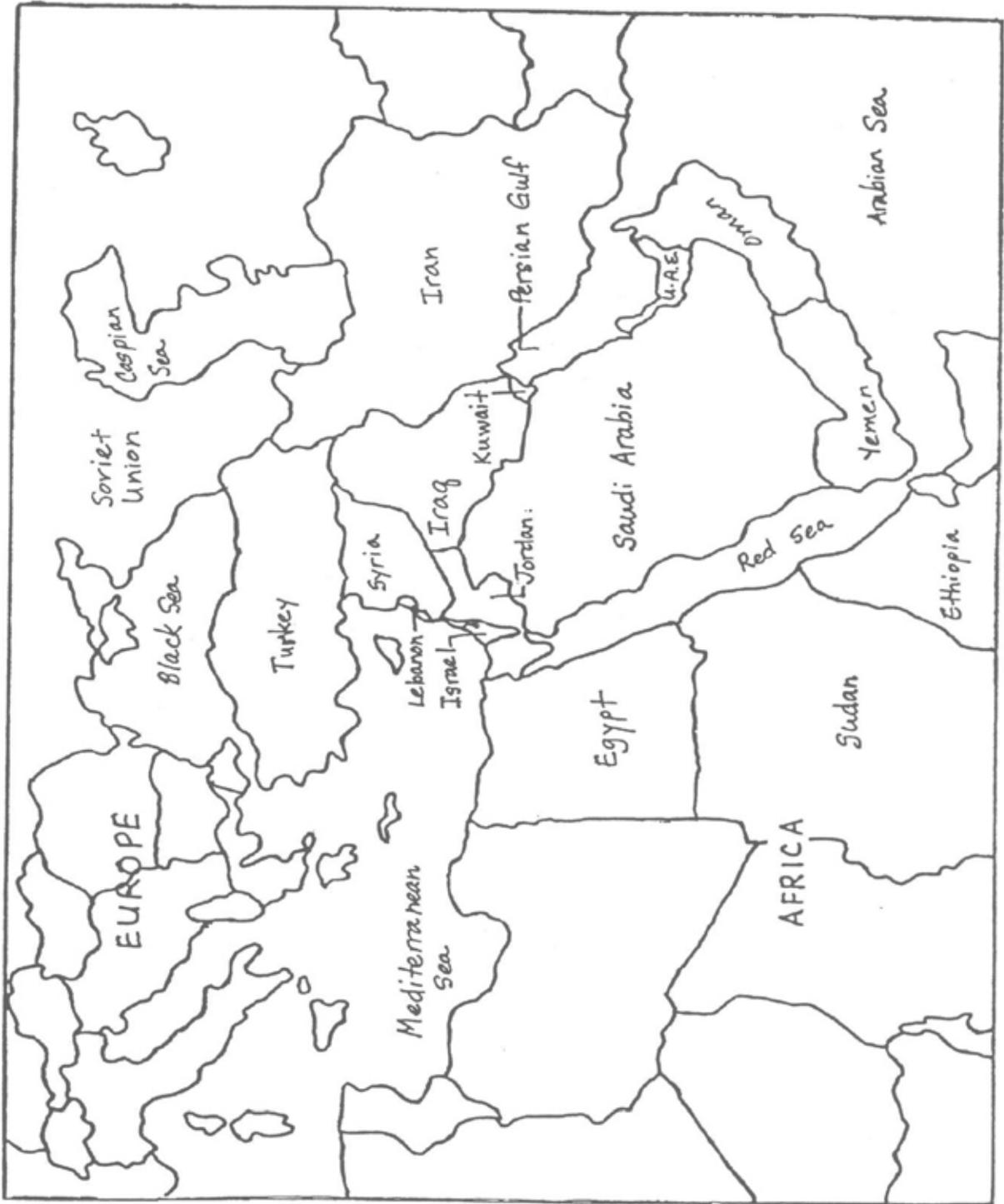
The best things that happened were:

MORE ABOUT PROBLEMS AND WORRIES

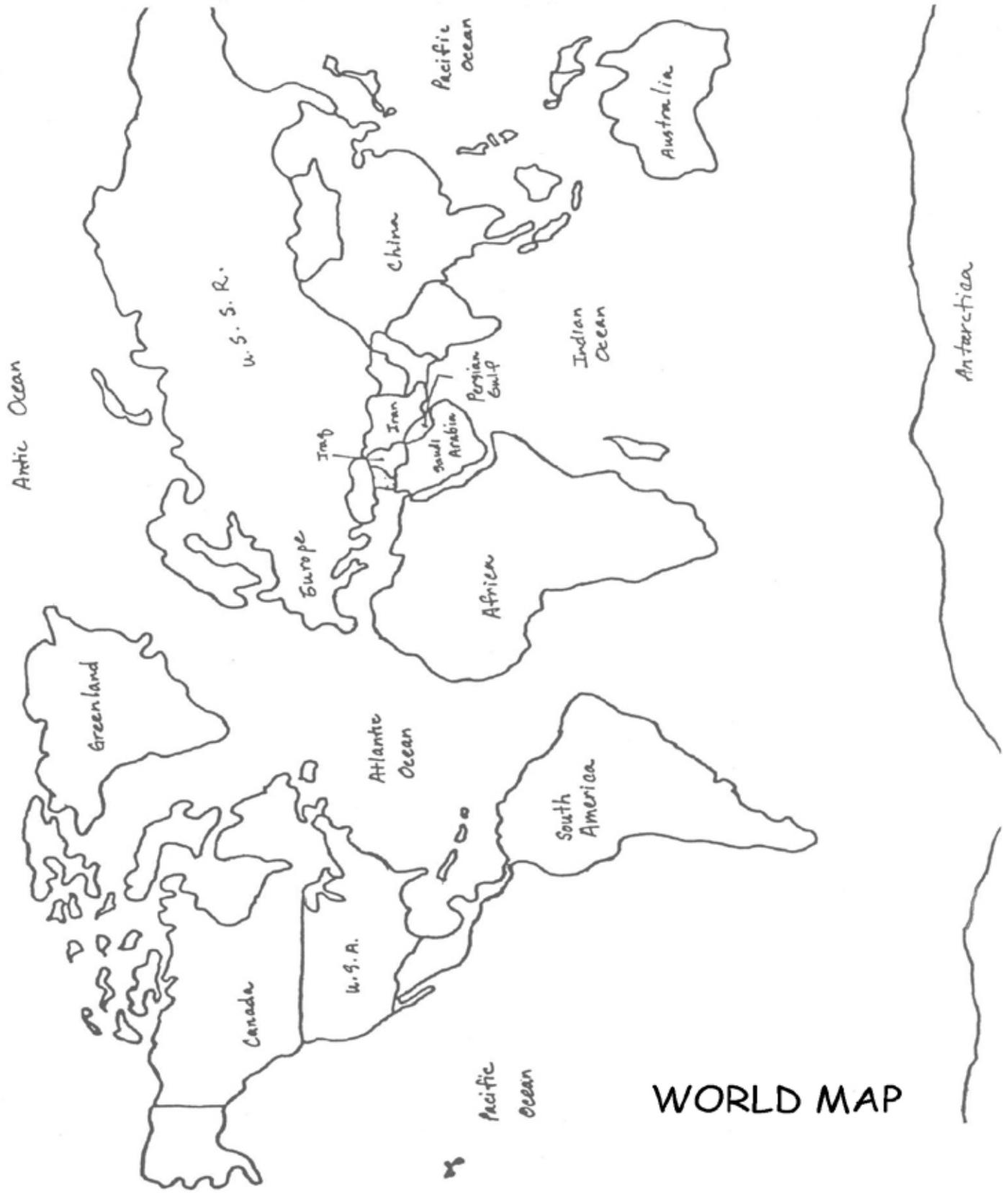
My biggest problems or worries now are: _____

Some people who I can talk to about these are:

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



PERSIAN GULF MAP



WORLD MAP

**HERE'S A DRAWING OF ME GOING TO SOMEONE FOR HELP OR
HELPING SOMEONE ELSE.**

MAGAZINE AND NEWSPAPER CLIPPINGS

Save some magazine and newspaper clippings about what has happened.

Suggestion: Use the next few pages to collect the articles. Staple in extra pages to make a bigger scrapbook out of this book.

WAR, TERROR ATTACKS AND THE FUTURE

Here are some of my ideas why terror attacks and wars happen:

(Turn to the quiz at the back of the book for some information about war and peace.)

My guess is that there will be a war or terrorist attack near my home:

(circle your answer)

in the next few days

never

in the next few months

not in my lifetime

in the next few years

Here are three things people can do to be safe or keep from getting hurt in a terrorist attack or war:

Here are some ideas about how to prevent terrorist attacks or wars:

This is one thing I think we should do today:

Here are some ways that I can solve problems in my own life without fighting: _____

Here are some things to do if a bully wants to take something that doesn't belong to him or her, or wants to fight: _____

Here are some ways I can learn to share better with my family and friends:

Here are two of my own questions about war and terror attacks:

HELPING PEOPLE WITH BIG TROUBLES

Here is what we can do right now to help people who are worried about a family member or friend who is in the war in Iraq: _____

Here are some ideas about what to do when you are very angry at someone:

Here are some ideas about what to do when someone is very angry with you and wants to fight: _____

THINGS WE CAN DO

Here is a list of things we can do at school about terrorism at home and the war in Iraq:

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

Here is a list of things we can do at home about terrorism at home and war in Iraq:

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

My Ideas for Other Things to Do

MORE THINGS TO DO

Besides working on this book, there are even more things you can do about terrorism and war. Here are a few:

1. You, your family and friends could write letters to families of the victims of terrorism and to men and women in fire or police departments and the armed forces. You could also send them gifts.
2. You could write your Congressman, Senator and the President about your ideas about terrorism and war.
3. If you are old enough, you could volunteer to help at a Red Cross Shelter or other relief agency. By helping others we can feel better.
4. You could paint a mural at home about the war with your family or friends, or in school with your teacher's permission.
5. You could have a fundraiser for our soldiers, their families or victims of terrorism. One example is an art show. Your friends could show your drawings about the war or about peace. Charge admission. Send the

money to the Red Cross.

6. You could write a report for school about terrorism or war, or hold a debate at school.
7. You could organize a meeting to support our troops in the armed forces or to protest against fighting, depending on what you think is right.
8. You could call the Arab-American Anti-Discrimination Committee to find out how you can support Arab-Americans in this country and Palestinians who are victims of discrimination or terror. Moslems, Middle Eastern and Arab-Americans are worried that some people falsely blame them for terrorism.
9. You could call the Jewish Community Council to find out how you can show support for freedom from terror in the Middle East. Tell people you know that Jewish people are worried about being falsely blamed for the war.
10. Besides completing this book, you could keep a diary to record your feelings about the war in Iraq and about what happened.

WATCHING T.V.

Television is an excellent way to gather information about these important events. It can also be too much -- overwhelming - especially for younger children watching without adults. Remember that you always have the choice to turn TV news off and go somewhere and do something else.

In the spaces below, list some of the things you can do instead of always watching T.V. Use this list when you turn off or walk away from the T.V.

<hr/>	<hr/>

T.V. - FACT, FICTION, OPINION, DECEPTION, EVEN LIES?

Not everything we see and hear on television is a fact, even in news reports. It is a blend of facts, guesses, opinions, and even lies. Iraq has used lying a lot under Saddam Hussein's rule. Probably other countries, even our own, have used lying at times for protection of our nation. If you pay close attention you will hear about things which have really happened and about the other things which might have happened or might happen in the future. It can be hard to tell the difference. Watch a TV news broadcast with your family or a friendly adult. Use the following sheet to judge the things that you hear and see on TV news. Share your page with your family or friendly adult and have a conversation about what you discovered.

TV NEWS ITEM	WHAT I THINK			
	IT'S A FACT	IT'S A GUESS	IT IS OPINION	IT'S A LIE
1.				
2.				
3.				
4.				
5.				

Things that we learned about TV news from this list:

EMPATHY

Empathy is your ability to imagine yourself "in another person's mind and shoes." What do you suppose child the same age as you in another part of the world is thinking about all this right now? Take a few moments and write your guesses below.

A CHILD IN NEW YORK CITY

A CHILD IN WASHINGTON, D.C.

A CHILD IN BAGHDAD - A BIG CITY IN IRAQ

A CHILD IN KABUL - A BIG CITY IN AFGHANISTAN

A CHILD IN CHINA

For information on what children from these and other places in the United States and the world think, check out the following website:

<http://www.timeforkids.com>

A QUIZ ABOUT THE WAR AND TERRORISM

1. March 22, 2003, how many soldiers, sailors and airmen did the United States and its allies have in or near Iraq?
 - ___a. Nearly 500,000, with more than 400,000 from the United States.
 - ___b. Over 2 million, with about 1 million from the U.S.
 - ___c. About 250,000 total, mostly from the U.S.

2. What does SCUD mean?
 - ___a. It's a type of skin disease that occurs in the desert.
 - ___b. It's a secret code used by the United States and its allies.
 - ___c. It's a type of missile, which has been fired by Iraq against Israel, Kuwait, Iran and Saudi Arabia.

3. When was the last terrorist attack on a city in the United States?
 - ___a. September 11, 2001.
 - ___b. October 17, 1989.
 - ___c. There has never been a terrorist attack within the U.S.

4. How far is Iraq from the U.S.?
 - ___a. About 10,000 miles from California and 7,000 miles from New York.
 - ___b. About 3,000 miles from Chicago.
 - ___c. About 1,000 miles from Kansas.

5. Which famous names are associated with Iraq?
 - ___a. Hamurabi.
 - ___b. Sinbad the Sailor.
 - ___c. Hanging Gardens of Babylon.
 - ___d. Garden of Eden.
 - ___e. Jonah and the Whale.
 - ___f. Tigris and Euphrates.
 - ___g. All of the above.
 - ___h. None of the above.

6. Why was Israel attacked by missiles from Iraq in 1991?
- a. Israel was getting ready to invade Iraq.
 - b. Saddam wanted to become a hero with those Arabs who hate Israel.
 - c. Saddam wanted to break the alliance of other Arab countries with the U.S.
 - d. All of the above.
 - e. a and c.
 - f. b and c.
7. What can I expect to feel during a big disaster like a war?
- a. Fear for my own safety and the safety of others.
 - b. Remembering fearful scenes when I don't want to.
 - c. Trouble sleeping.
 - d. Grouchiness.
 - e. Loss of confidence in the future.
 - f. Bad dreams.
 - g. Trouble paying attention at school.
 - h. Temporary babiness.
 - i. A strong desire to be helpful to other people.
 - j. A strong curiosity about how to stop war.
 - k. Any or all of the above.
8. Some ways to get over feeling bad during a disaster like a war include:
- a. Talk about your feelings to someone who you can count on to listen.
 - b. Help others.
 - c. Think of ways to end the war and write them down.
 - d. Try to remember what has happened that was good as well as bad during the time and write those things down or draw them in pictures.
 - e. Remember, write and draw about good people and good things that happened in your life at other times.
 - f. All of the above.
9. Endangered species threatened by the wartime oil spills in the 1991 Gulf

War included:

- a. Sea Turtle
- b. Shark
- c. Crocodile
- d. Sea Cow (Dugong)
- e. Albatross
- f. All of the above
- g. a, c and d
- h. b, d and e

10. The new Department of Home Security is here to protect against terrorists. The new Department is trying to stop terrorists who could use weapons in our own country, that would

- a. Spread radioactivity
- b. Break bridges
- c. Poison people with gas in subways
- d. Put poisons in water supplies
- e. None of the above.
- f. All of the above.
- g. Spread anthrax or small pox.

11. The Center for Disease Control is developing medicines to protect the United States citizens and others in the world from germ warfare, including the purposeful spread of natural diseases such as

- a. The disease called anthrax, which comes from sheep and cattle skins and is also in the ground.
- b. The disease called small pox, which spreads from persons to person
- c. Rabies, which sometimes comes from sick dogs.

12. Scientists are making new inventions to increase our safety at

- a. Airports

- b. Schools
 - c. Hospitals
13. Some ways for us to stop terrorists include to
- a. Be alert for packages and suitcases with no owners at airports
 - b. Join our President and leaders in showing respect for all people, all nations and all religions.
 - c. Value every human life.
 - d. Teach little children to love all people.
 - e. Spread kindness, shelter and food to all refugees.
 - f. Teach parents that child abuse is wrong everywhere in the world.
 - g. Keep a strong military force.
 - h. Capture and have trials for terrorists.
 - i. All of the above.
14. The name of a U.S. missile that intercepts other missiles is
- a. Patriot
 - b. Eagle
15. The latest United Nations resolution that demanded Iraq disclose and destroy its weapons of mass destruction.
- a. Resolution 1776
 - b. Resolution 1441.
16. The number of people living in Iraq
- a. 24,000,000
 - b. One billion
17. Two rivers in Iraq:
- a. Tigris and Euphrates
 - b. Nile and Volga
 - c. Tigris and Nile
18. Some diseases that have could be spread by terrorists on purpose:
- a. Small pox

- b. Anthrax
- c. West Nile Virus
- d. All of the above

19. The name of the person heading the U.S. Department of Homeland Security:

- a. Thomas Ridge
- b. Vice President Cheney

20. The name and location of the agency in charge of studying disease prevention and control in the United States:

- a. The Center for Disease Control, Atlanta
- b. The National Institute of Health, Washington, D.C.

21. If you are in class, the person you should get instructions from if there is worry about a terror attack.

- a. The teacher in the room you are in.
- b. Your gym teacher
- c. Your principal

Answers: 1 c, 2 c, 3 a, 4 a, 5 g, 6 f, 7 k, 8 f, 9 a, c and d, 10 a, b, c, d, g, 11 a and b, 12 a, b and c, 13 I, 14 a, 15 b, 16 a, 17 a, 18 d, 19 a, 20 a, 21 a

Make up your own questions and test your parents or friends:

Question: _____

a. _____

b. _____

c. _____

d. _____

Question: _____

a. _____

b. _____

c. _____

d. _____

Resources

HOTLINES:

Family Support Network of the American Legion (800) 786-0901.

MILITARY INFORMATION:

Army, general information: (703) 614-0739.

Air Force, general information: (800) 253-9276.

Navy, immediate family members: (800) 255-3808; general information: (800) 732-1206.

Marine Corps, immediate family members: (800) 523-2694.

Coast Guard, immediate family members: (800) 283-8724.

Pentagon Switchboard: (703) 545-6700.

State Department Office of Crisis Management: (202) 647-0900.

DISASTER RELIEF AGENCIES (IN THE UNITED STATES)

American Red Cross Disaster Relief (202) 737-8300

International Red Cross Headquarters (202) 639-3318

WHERE TO MAKE DONATIONS

American Red Cross, P.O. Box 37243, Washington, D.C. 20013

The Children's Psychological Health Center, 2105 Divisadero Street,
San Francisco, CA 94115.

(online donations at www.cphc-sf.org)

WRITING TO CONGRESS

The Honorable Senator (the lawmaker's name)

United States Senate

Washington, D.C. 20510

The Honorable Representative (the lawmaker's name)

House of Representatives

Washington, D.C. 20515

Congress: (202) 224-3121

WRITING TO THE PRESIDENT

President George W. Bush
The White House
Washington, D.C. 20500

White House Comment Office: (202) 456-1111

WRITING TO THE UNITED NATIONS

United Nations
New York, NY 10017

OTHER GROUPS

Arab-American Anti-Discrimination Committee, 4201 Connecticut Avenue NW, Washington, D.C. 20008 (202) 244-2990
Jewish Community Council of Greater Washington, 1522 K Street NW, Suite 920, Washington, D.C. 20005 (202) 347-4628

PEN PALS

World Pen Pals, 1694 Como Avenue, St. Paul, MN 55108 (612) 647-0191
International Pen Friends, P.O. Box 290065, Brooklyn, NY 11229 (718) 769-1785
International Friendship League Pen Pals, 55 Mount Vernon Street, Boston, MA 02108

PEACE ORGANIZATIONS

Beyond War Foundation, 222 High Street, Palo Alto, CA 94301 (415) 328-7756
Children as the Peacemakers (C.A.T.P), 950 Battery Street, 2nd Floor, San Francisco, CA 94111 (415) 981-0916
Children's Creative Response to Conflict (C.C.R.C.), P.O. Box 271, Nyack, NY 10960 (914)358-4601
Foundation for Peace (F.F.P.), P.O. Box 244, Arlington, VA 22210 (703) 764-6465
Center for War/Peace Studies, 218 East 18th Street, New York, NY 10003 (212) 475-1077
International Association of Educators for World *Peace*, P.O. Box 3282, Mastin Lake Station, Huntsville, AL 35810 (205) 534-5501
U.N. Association of the U.S.A. (Model U.N.), 485 Fifth Avenue, New

York, NY 10017 (212) 697-3232

RESOURCES ON THE WEB

INFORMATION

ESPECIALLY FOR CHILDREN

- ▶ Time Magazine for Kids
<http://www.timeforkids.com/TFK/>
- ▶ Excellent special section entitled: Coping with America's Tragedy
www.timeforkids.com/TFK/specials/0,6709,174727,00.html
- ▶ FEMA for Kids
<http://www.fema.gov/kids/>

FOR PARENTS AND EDUCATORS

- ▶ HELPING CHILDREN UNDERSTAND TERRORIST ATTACKS
U.S. Department of Education
<http://www.ed.gov/inits/september11/index.html>
 - ▶ Suggestions for Adults: Talking and Thinking with Children About Terrorist Attacks
<http://www.ed.gov/inits/september11/adults.html>
 - ▶ Suggestions for Educators: Meeting the Needs of Students
<http://www.ed.gov/inits/september11/educators.html>
- ▶ Time Magazine for Kids
<http://www.timeforkids.com/TFK/>
 - ▶ Excellent special section entitled: Coping with America's Tragedy
<http://www.timeforkids.com/TFK/specials/0,6709,174727,00.html>

- ▶ Coping with America's Tragedy -- Resources for Teachers
<http://www.timeforkids.com/TFK/teachers/classroom/storycover/0,6771,174710,00.html>
- ▶ American Academy of Child and Adolescent Psychiatry
<http://www.aacap.org/>
- ▶ Emergency Services and Disaster Relief Branch, Center for Mental Health
<http://www.mentalhealth.org/cmhs/emergencyservices/>
- ▶ Federal Emergency Management Agency (FEMA)
<http://www.fema.gov/>
- ▶ FEMA for Kids
<http://www.fema.gov/kids/>
- ▶ Helping Children and Adolescents Cope with Violence and Disasters
<http://www.nimh.nih.gov/publicat/violence.cfm>
- ▶ National Association of School Psychologists
<http://www.nasponline.org>
- ▶ National Center for Post-Traumatic Stress Disorder
http://www.ncptsd.org/what_is_new.html
- ▶ Post-Traumatic Stress Disorder (PTSD), Trauma, Disasters, and Violence
<http://www.nimh.nih.gov/anxiety/ptsdmenu.cfm>
- ▶ U.S. Government Information and Resources in Response to September 11th Events
<http://www.firstgov.gov/featured/usgresponse.html>

HELPING OUT

Evacuated families and emergency workers need food and shelter. The families of the victims need long-term care and support. To help them out, you and/or your class can raise money and send it to the following organizations.

- THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER
WWW.CPHC-SF.ORG.

Your contribution can help treat families and children, and can distribute of copies of this workbook.

- HELPING.ORG
WWW.HELPING.ORG

Helping.org is an easy-to-use, one-stop online resource designed to help people find volunteer and giving opportunities in their own communities and beyond. With customizable services and comprehensive information, it's never been easier-or more secure-to donate your time, services, or financial support.

- ◆ THE AMERICAN RED CROSS
WWW.REDCROSS.ORG

The American Red Cross provided lifesaving assistance in the form of immediate disaster mass care and blood to victims and emergency workers in New York, Washington, D.C. and Pennsylvania following the terror attacks of September 11. To help the victims of these and other disasters please support the American Red Cross Disaster Relief Fund.

- ◆ THE SALVATION ARMY
WWW.SALVATIONARMY.ORG

The Salvation Army's emergency food and aid vehicles and personnel went on-site at the World Trade Center area assisting victims and emergency personnel, along with hundreds of counselors and social workers throughout the north eastern United States and Canada, and

are often on call to serve victims, families, friends, and rescue workers 24 hours a day.

OTHER READING ABOUT ATTACKS ON THE UNITED STATES

Jones, Frances. *A Circle of Love : The Oklahoma City Bombing Through the Eyes of Our Children*. Feed the Children, May 1997.

Nicholson, Dorinda Makanaonalani. *Pearl Harbor Child : A Child's View of Pearl Harbor from Attack to Peace*. Woodson House, April, 2001.

CHILDREN'S MENTAL HEALTH SCREENING CHECKLIST

FOR PARENTS TO CONSIDER SEVERAL WEEKS AFTER THE WAR OR A TERRORISM ATTACK STARTED -- TO HELP DECIDE IF A CHILD IS IN NEED OF MENTAL HEALTH SERVICES

For each 'yes' answer circle the score

QUESTION	SCORE
1. Has the child had more than one major stress within a year before the war, such as a death in the family, a divorce, or a major physical illness?	+5
2. Does the child have a network of supportive, caring persons who continue to relate to him daily?	-10
3. Does the child have a family who was in the war zone?	+5
4. Is the child showing increasingly severe disobedience or delinquency?	+5
HAS THE CHILD SHOWN ANY OF THE FOLLOWING AS NEW BEHAVIORS FOR MORE THAN THREE WEEKS AFTER THE STRESSFUL WAR OR TERRORISM EVENTS BEGAN?	
5. nightly states of terror?	+5
6. waking from dreams confused or in a sweat?	+5
7. difficulty concentrating?	+5
8. extreme irritability?	+5
9. loss of previous achievements in toilet training or speech?	+5
10. onset of stuttering or lisping?	+5
11. persistent severe anxiety or phobias?	+5
12. obstinacy?	+5
13. new or exaggerated fears?	+5
14. rituals or compulsions?	+5

15. severe clinging to adults?	+5
16. inability to fall asleep or stay asleep?	+5
17. startling at any reminder of the stressful events?	+5
18. loss of ambition for the future?	+5
19. loss of pleasure in usual activities?	+5
20. loss of curiosity	+5
21. persistent sadness or crying?	+5
22. persistent headaches or stomach aches?	+5
23. hypochondria?	+5
24. Has anyone in the child's immediate family been killed, injured or injured during the war or terror attack?	+15
25. Has the child needed mental health service in the past?	+10
TOTAL	

HOW TO SCORE AND USE THE MENTAL HEALTH CHECKLIST:

Add the pluses and minuses for all questions that apply to your child. If your child scores more than 45, we suggest mental health consultation from your pediatrician or one of the services listed in the Mental Health Services section of your Yellow Pages. Take this book with you to the consultation.

A child who becomes preoccupied with death or is unusually accident prone, or who makes suicidal threats, should be taken for immediate consultation. We also recommend that any child who has lost a parent, sibling or caregiver by death in this war have a preventively oriented brief therapy.

READINGS FOR YOUNG CHILDREN

- Golenbock, Peter. *Teammates*. Harcourt Brace Janovich, 1990.
- Kliman, Gilbert, Ed Oklan and Harriet Wolfe. *My Book About the Attack on America. A Guided Activity Workbook for Children, Families and Teachers*. Children's Psychological Health Center, 2002.
- _____ *My Book about the War, A Guided Activity Workbook for Children, Families and Teachers*. Children's Psychological Health Center, 1991.
- Morris, Ann. *Bread, Bread, Bread*. Lothrop, Lee and Shepard Books, 1989.
- _____ *Hats, Hats, Hats*. Lothrop, Lee and Shepard Books, 1989.
- _____ *On the Go*. Lothrop, Lee and Shepard Books, 1990.
- _____ *Loving*. Lothrop, Lee and Shepard Books, 1990.
- Dr. Seuss. *The Butter Battle Book*. Random House, 1984.
- Swope, Sam. *The Araboolies of Liberty Street*. Potter, Books, 1989

READINGS FOR HIGH SCHOOL STUDENTS, PARENTS, TEACHERS AND MENTAL HEALTH COUNSELORS:

- Al-Abbas Hamzah, Jeff Stein, Khidhir Hamza. *Saddam's Bombmaker: The Terrifying Inside Story of the Iraqi Nuclear and Biological Weapons Agenda*. Simon and Schuster, 2002.
- Berman, Paul. *Sayyid Qutb - The Philosopher of Islamic Terror*. New York Times, Magazine Section, March 23, 2003.
- Carlsson-Paige, Nancy and Diane Levin. *Who's Calling the Shots? How to Respond Effectively to Children's Fascination With War Play and War Toys*. New Society Publishers, 1990.
- Cooley, John K. *Unholy Wars : Afghanistan, America and International Terrorism*, 2nd edition. Pluto Press, 2000.
- Fry-Miller, Kathleen and Judith Myers-Walls. *Young Peacemakers Project Book*. Brethren Press, 1988.
- _____. *Peace Works Young Peacemakers Project Book II*. Brethren Press, 1989.
- Judson, Barbara. *A Manual on Nonviolence and Children*. New Society Publishers, 1984.

- Kliman, Gilbert. *Psychological Emergencies of Childhood*. Chapter on Children in National Crisis. Grune and Stratton, 1964.
- Kliman, Gilbert. *A Unifying New Theory of Posttraumatic Stress Disorder*. Children's Psychological Health Center Scientific Bulletin of February 1999. www.cphc-sf.org 2003.
- Kliman, Gilbert and Rosenfeld, Albert. *Responsible Parenthood*. Chapter on Parents as Preventive Psychiatrists. Holt. Rinehart, Winson, 1980.
- Norval, Morgan. *Triumph of Disorder : Islamic Fundamentalism, the New Face of War*. April 1999.
- Pollock, Kenneth. *The Threatening Storm: The Case for Invading Iraq*. Random House/A Council on Foreign Relations Book, 2002.
- Reeve, Simon. *The New Jackals : Ramzi Yousef, Osama Bin Laden and the Future of Terrorism*. Northeastern University Press, 1999.

Who Wrote This Book?

The authors work at The Children's Psychological Trauma Center. That Center is a nonprofit agency, based in San Francisco, California. The Center has often assembled teams of child and adult specialists to create Guided Activity Workbooks following stressful crises involving large populations. For more information see www.cphc-sf.org. Our Other guided activity publications include My Personal Life History Book, My Fire Story, My Tornado Story, My Earthquake Story, My Flood Story, My Book about the War, and My Book About the Attack on America. Guided Activity Workbooks can be ordered online at www.cphc-sf.org. They are for children, families and teachers to help healthy expression, learning and coping.

Gilbert Kliman, M.D., is Founder and Director of The Children's Psychological Health Center. A Fellow of the American Academy of Child and Adolescent Psychiatry, he has 40 years of experience in psychological disaster response, beginning with his studies of interventions with children following the assassination of President Kennedy. He is the founder what is now the nation's largest personal and community psychological disaster facility, the Center for Preventive Psychiatry in White Plains, New York. Author of *Psychological Emergencies of Childhood*. He is recipient of over 40 service and research grants and founded *The Journal of Preventive Psychiatry*. Dr. Kliman also wrote a parenting book (with Life's Science Editor, Albert Rosenfeld) *Responsible Parenthood*, which won an international literary prize for being "world's best book concerning the well-being of children. He has given testimony concerning child trauma in many state and Federal courts. He has made numerous TV appearances concerning national disasters such as assassinations, wars, and shuttle explosions -- speaking on *The Barbara Walters Show*, *20/20*, *Straight Talk*, and numerous San Francisco stations. Dr. Kliman teaches at The San Francisco Psychoanalytic Institute. He founded and directed the Foster Care Study Unit at Columbia U. College of Medicine and Surgery, where he developed controlled studies on the effectiveness of The Personal Life History Book method. A full list of his publications is on www.cphc-sf.org.

Harriet L. Wolfe, M.D. worked on the original disaster workbook, *My Earthquake Story* and the current workbook. Dr. Wolfe is Associate Clinical Professor of Psychiatry at the University of California, San Francisco, a psychoanalyst in private

practice, and President of The San Francisco Psychoanalytic Institute and Society.

Edward Oklan, M.D., M.P.H., is Director of FAMILY DEVELOPMENT CONSULTANTS of San Anselmo, CA. A Board Certified child and family psychiatrist and Assistant Clinical Professor of Psychiatry at the University of California, San Francisco, he 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 has a busy forensic and clinical practice, specializing in work with children, adults, and families who have experienced psychological trauma, or suffer from mood , anxiety, and attention deficit disorders. He is also an expert in the use of SPECT neuro imaging scanning in the diagnosis of psychiatric disorders in adults and children.

Anne Kuniyuki Oklan, R.N., CPCC illustrator, is a psychiatric nurse and certified professional personal development and A.D.D. coach. Along with Edward Oklan, M.D., she co-founded and co-directed PREGNANCY TO PARENTHOOD. The authors and the Children's Psychological Health Center would also like to thank Dave Nettell for his contributions. Mr. Nettell is an educational consultant working primarily with schools in the areas of team-building and problem-solving. Thanks also to Edith Lee who assisted with word processing and production.

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