

MY FIRE STORY:

A GUIDED ACTIVITY WORKBOOK FOR CHILDREN, FAMILIES AND TEACHERS

A simple and straightforward guide that encourages healthy expression, learning and coping. Use it to help children, teenagers and families overcome bad memories and fears.

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a non-profit 501(c)3 agency.
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Guide for Parents and Teachers

This workbook is meant to give psychological first aid to both you and the children you know, love and teach.

You have been through a great stress, just as your own children and students have.

Your idea is probably the same as ours. You want to try to help children change a possibly traumatic situation into a constructive learning and coping experience.

Getting Started

1. Read the whole book yourself before your child or student does, if he or she is under 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 the fire was a time that his family and the whole community will remember. He or she can be part of an important happening and can help make a record of it with this workbook. Perhaps years later people will discover his workbook, and it will be part of history.
4. Be flexible in your work with your child. Working on this book may take several months. 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.
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.

The Youngest Children:

You cannot expect complicated verbal participation in the use of this workbook with children younger than three. But two and three year olds can color in picture sections with some help. Try to let babies and toddlers be present while older children work with you.

A sense of family caring and unity is a help to babies and toddlers in stressful times.

Please see the section on use of illustrations with young children for further guidance.

Preschool and Kindergarten Children

If your child is between ages 3 and 6, let him or her do a lot of coloring. You may want to read much of the book to him. Let the child choose some of the topics by reading the captions and asking which part he or she wants to work on first. Stop at the quiz, which is too advanced intellectually.

You can often help a preschool or kindergarten child do the drawings and write down his answers to questions and lead-on sentences. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write down exactly what he or she has to say.

Take your time. Don't insist on the child answering. It may be enough for him to know that you think the topic can be shared.

Middle Childhood

If your child is between the ages of 6 and 11, try using as much of the book as you think your child can understand — allowing him to set the pace. Gently try to work through all of the sections, but let the child direct which sections to work on first. Don't insist on reading any sections a child of any age does not want to read. Encourage clipping pictures and articles from newspapers and magazines, adding them to make the workbook into a scrapbook. Use the backs of pages for extra clippings.

At the very least, ask the child to color in the illustrations, while you are present to offer support.

Children often work on the book on and off as they are able, over weeks and sometimes even months, and very often are able to complete a difficult section at a later date.

Eleven Years and Older

Most children over age 11 will want to work on the book pretty much on their own, but may need your assistance at times. They 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 resource for your child or teenager, helping to find information and answering questions.

If You Were Bereaved, or If You Were Made Homeless for a While or Permanently

Your children may benefit from brief preventive consultation. Help is available through the mental health services listed at the end of this book under "Relief and Mental Health Services."

For You, the Adults

Remember, even adults may find that using this book can help them understand better and cope better with their experiences during fires. You may 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 remember your experiences and master them. Along with answers to "learning about fires" questions, the end of the book has a reading list for children and adolescents and a list of helpful relief services. Relief efforts might be able to use your volunteer help, and that of your teen-age children.

Finally, a Mental Health Checklist tells you what kind of behavior to be concerned about in your children or pupils following a disaster such as the recent fire, and where to get help when you or a child needs to be emotionally fortified.

Even older children may become more clingy or dependent if they have been traumatized. So be patient.

For Use as a Family

One very helpful way of using the book involves working together on it as a family. You may each individually work on the same questions (from several workbooks or on separate paper) and add them all together in one "*Family Fire Story*". Or you may all work on one book, contributing your own reactions. You should sign your own name to your entry, if you share the use of one book. Engaging in a "shared remembering" may help your children feel safer as they work on a joint project under your direction. This may also help bring your family closer together.

Use of Illustrations

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

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 nonverbally reexperiencing and remembering the fire. The pictures can then be used as starting points for open-ended discussions about the events pictured.

Adults and children who are “overwhelmed” with flashbacks, memories, anxiety, who startle easily, or have insomnia or nightmares may find the process of coloring in images of the experience calming. They might 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 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 discussion. This can be an *aid in remembering and reexperiencing* for those children who remain emotionally numb or have some trouble remembering what they experienced. 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 themselves.

The illustrations can also be used as a *mastery-promoting activity* by asking the child to draw a picture showing what the child or family can do, or what the building, or car, etc. would look like repaired.

Use by Teachers

Teachers can use *My Fire Story* in a classroom setting, with children working on the project individually or in small groups with teachers’ assistance. This could be a very effective way to support group togetherness, something that has been shown to help children and adults cope with catastrophes. If you plan to use the book in order to help identify children who need additional assistance, consultation is available to schools by calling the agencies listed at the end of this book under “Mental Health Services,” your local Mental Health Association, Psychiatric Society or Psychological Association, or Family Development Consultants at (415) 453-1797.

Use by Mental Health Professionals

Therapists can use *My Fire Story* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder or Adjustment Disorders due to the fire. Assistance for mental health professionals and agencies in the use of this book is available from Family Development Consultants in Kentfield, California.

Guide For Children And Teenagers

About Fires

Fire can be our friend. The use of fire was one of the greatest inventions of human history. We use fire to cook our food, keep us warm, and give us light. Millions of people make helpful fires everyday when they turn on a stove, switch on a heater, or use a match carefully. The world would be a much colder and darker place without fire.

But when we are not careful, or when fire gets out of control, it can be very dangerous and frightening. Dangerous fires can happen when children play with matches, or when other hot things like stoves and heaters are not used safely. Sometimes, old or broken electric wires can cause sparks and start a fire. When forests or grasslands are dry, especially in the hot summer or autumn, fires can be started by lightning or sparks from cars, power lines, cigarettes or campfires. Sometimes people who are very angry or mentally ill start fires on purpose. This is very dangerous. Never play with matches or fire.

Fire can burn forests, brush, tall grass, houses, cars and buildings. Power can be cut off and all the lights can go out. Lots of smoke can make it hard to see and hard to breathe. People and animals can be burned by the hot flames. They can even be killed.

Sometimes children and adults get frightened, upset or worried after a fire. They may have smelled and seen the smoke and felt the heat and hot winds. They could have seen the flames and the dark or strangely colored sky. Maybe they worried that the fire would travel fast and burn them and their homes. They could have heard loud crashes and explosions. Ashes could have fallen on them. Maybe they saw houses burned to the ground. They may have had their own homes or schools damaged and may have had to move out of their homes. They may have had to run for their lives or jump from buildings to escape the fire. They may know of others who were hurt or had to leave their homes, or they may only have heard about the fire or seen pictures in the newspaper or on television.

Sometimes children have trouble sleeping or have bad dreams after fires. 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 the fire and what it did. 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 whenever they see smoke or a fire or have other special fears. But it is also normal not to get too upset, and many children might not get worried.

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 be safer if another fire comes along some time.

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 happened.

If you can use this book by yourself, or with the help of a parent or a teacher, maybe 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. You can also 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 fires or fire damage you take or can find. Answer the quiz questions if you are able to. Take your time. You can skip anything that makes you too upset and come back to it another time. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned. To learn even more about fires, go to your local library and use the reading list at the end of this book.

Why Learn About Fire?

Fires occur throughout the world. Knowing more about them can help prevent them and save lives.

Starting on October 26, 1993, many tremendous wildfires burned out of control in the dry coastal hills of Southern California. Hot, dry Santa Ana winds, blowing up to 100 miles per hour through narrow mountain passes and canyons caused terrible firestorms. People for miles around could see the dark smoke and flames and the strange colored sky. They could smell the smoke. Ash fell from the sky. At times the fire traveled so fast that people had to run for their lives and leave their homes and all their things behind.

Thirteen big fires and many smaller ones burned for almost two weeks, from Ventura County to the Mexican border. Thousand Oaks/Green Meadows, Altadena, Laguna Beach, Winchester/Hemet, Ortega, Repplier, Villa Park, Guejito and Topanga Canyon/Malibu were the names of some of the biggest fires. Over 1,000 homes were destroyed and 25,000 people were made homeless. Over 200,000 acres of land were burned. Three people died and

many others were injured. Over 6,000 firefighters from all over California, and as far away as Montana, fought the fires.

Some of the fires were caused by sparks from power lines, and from embers blown by the wind from other fires. The Altadena fire was caused by the carelessness of a man who built a campfire. It is very sad that at least three of the biggest fires—Malibu, Laguna Beach and Thousand Oaks/Green Meadows—were started by people on purpose. This is called “Arson” and is a very dangerous crime. People who set fires on purpose are usually very angry or mentally ill.

But most people helped each other during the fires. Instead of panicking, almost everybody cooperated and kept calm. That is why more people were not injured. That is the biggest lesson of fires—and other disasters—that lives can be saved by people helping each other and thinking a minute before running, and by staying in control of their fear.

MY FIRE STORY

Here's a Photo or Drawing of Me:

My Fire Story

BY: _____ (My Name)

DATE I STARTED THIS BOOK: _____

DATE I FINISHED THIS BOOK: _____

I WAS HELPED TO WRITE THIS BOOK

BY _____

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 a big problem with using the phones or keeping records during another disaster, I'd like to keep this information handy:

MY MOTHER'S NAME: _____

HER ADDRESS: _____

HER TELEPHONE: _____

MY FATHER'S NAME: _____

ADDRESS: _____

HIS TELEPHONE: _____

Another person I could call in case of emergency is:

NAME: _____

ADDRESS: _____

TELEPHONE: _____

I am in the _____ grade and 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:
(Use the back of this page.)

My brother's and sister's names are:

| Name | Age | Address | Telephone |
|------|-----|---------|-----------|
|------|-----|---------|-----------|

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

My best friend's names are:

| Name | Age | Address | Telephone |
|------|-----|---------|-----------|
|------|-----|---------|-----------|

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Here is a drawing of my best friend:
(Use the back of this page)

When It Happened

On _____ at _____ o'clock a tremendous fire started near my home.

This fire lasted until _____. Since I was born on _____,

19____, at the time of the fire I was _____ years and _____ months old.

So that I can remember exactly when this fire happened, I will list some of the other things that I can remember about that time. The season was

_____. The weather before the fire was _____.

Other important things that were happening around that time

were _____,

and _____.

I will never forget because:

My Personal Story

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

Where I Was

At that time, I was in _____

Who I Was With

I was with: _____

What I Was Doing

I was: _____

What I Felt, Heard, And Saw

At first, I felt: _____

The first thing I heard was: _____

The first thing I saw was: _____

Here is a drawing about the most frightening thing I saw:
(Use the back of this page.)

Then, I felt, heard and saw: _____

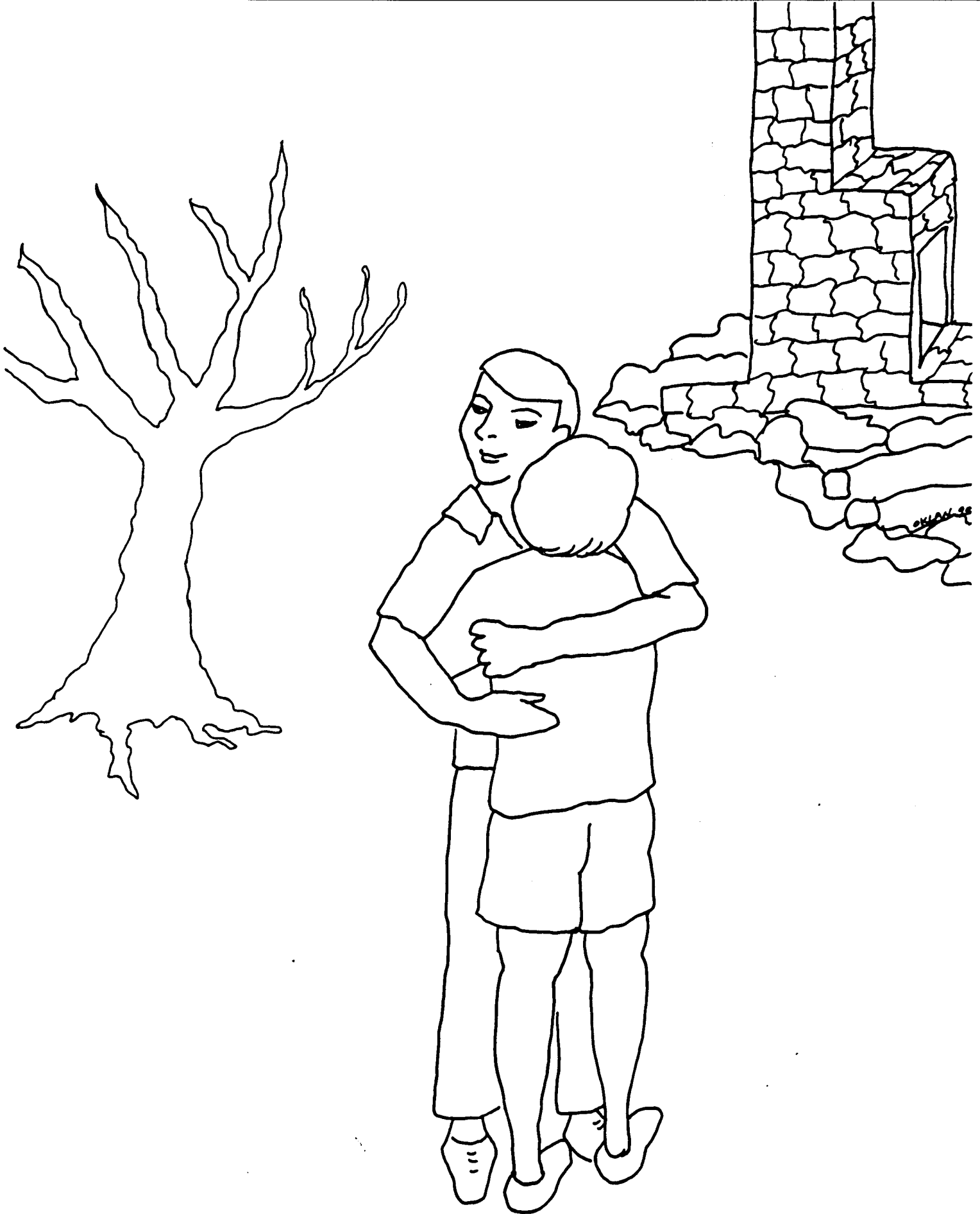
The strangest thing I saw was: _____

The most frightening thing I saw was: _____

The saddest thing I saw was: _____

The best thing that happened was _____

**Here is a picture of where I was
when I first saw the fire and smoke:**
(Use the back of this page.)



What I Was Thinking in the First Minutes

Circle all the words that fit

I felt:

afraid numb excited frightened

my heart beat hard relieved happy

At first, what I was worried about was: _____

After the fire started, I first saw: _____

_____ and I thought about: _____

Later I saw: _____ and I

thought about: _____

Here is a drawing of what I was worried about:

(Use the back of this page.)

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

friends of mine are:

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

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

I did/did not (cross out what is not true) see any adults who were scared,
worried or angry.

How I felt about this was: _____

Right after the fire was under control I felt:

(Circle all that are true)

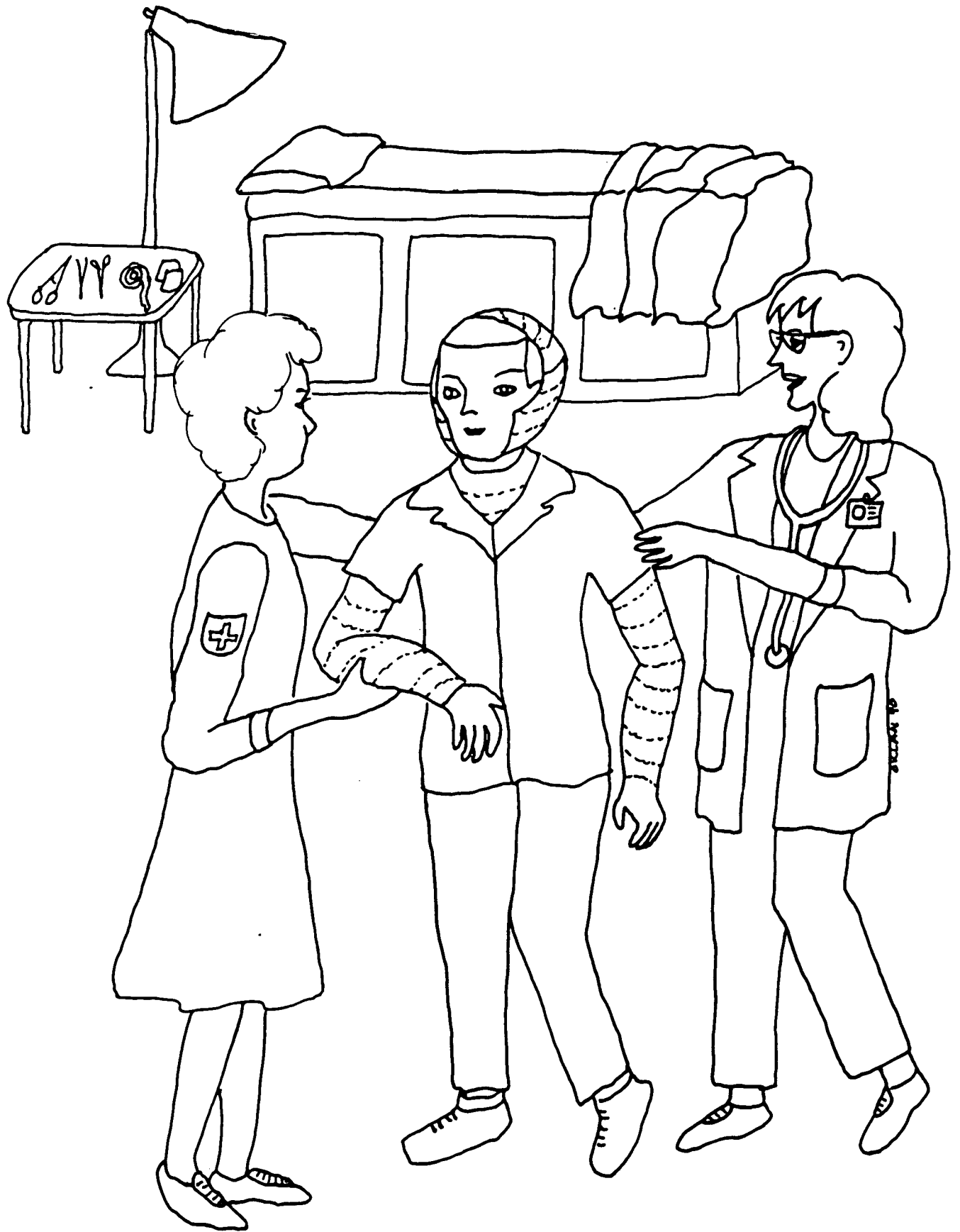
sad afraid relieved glad happy

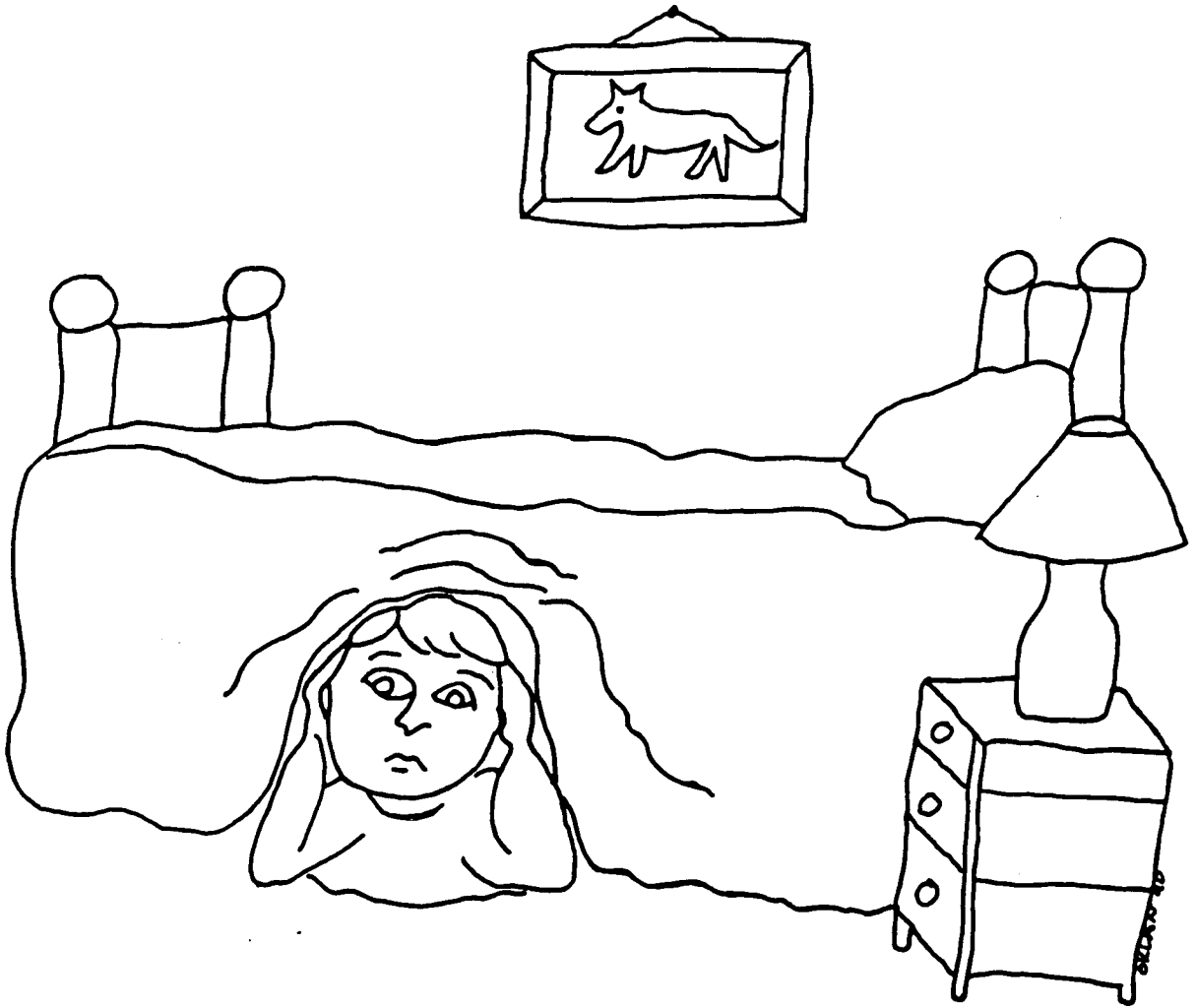
bad sick numb lonely angry at myself

angry at _____ my heart beat alert

helpless sorry for others sorry for myself

sweaty mixed-up clear-minded





About My Dreams

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

Today is _____, 19___. Since the fire came I have had ___ dreams I can remember. Here is the story of the worst one. I had it on or about _____, 19__:

Here is a drawing of a scene from the worst dream:
(Use the back of this page.)

Here is the story of the best dream I've had since the fire. I had it on or about

_____, 19__:

Here is a drawing of a scene from the best dream:

(Use the back of this page.)

MEMORIES

These pages are for children and teenagers who find themselves remembering things about the fire, without wanting to remember. It may also help children who are having trouble remembering much at all about this time. Sometimes children remember things that upset them. Sometimes they can't remember much at all.

Today's date is _____, 19_____.

The part I most hate to remember about the fire is:

The time of day it usually comes to my mind is:

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:

**Here is a drawing of what I most hate
to remember about the fire:**

(Use the back of this page.)





Other Important Fire News I Know About

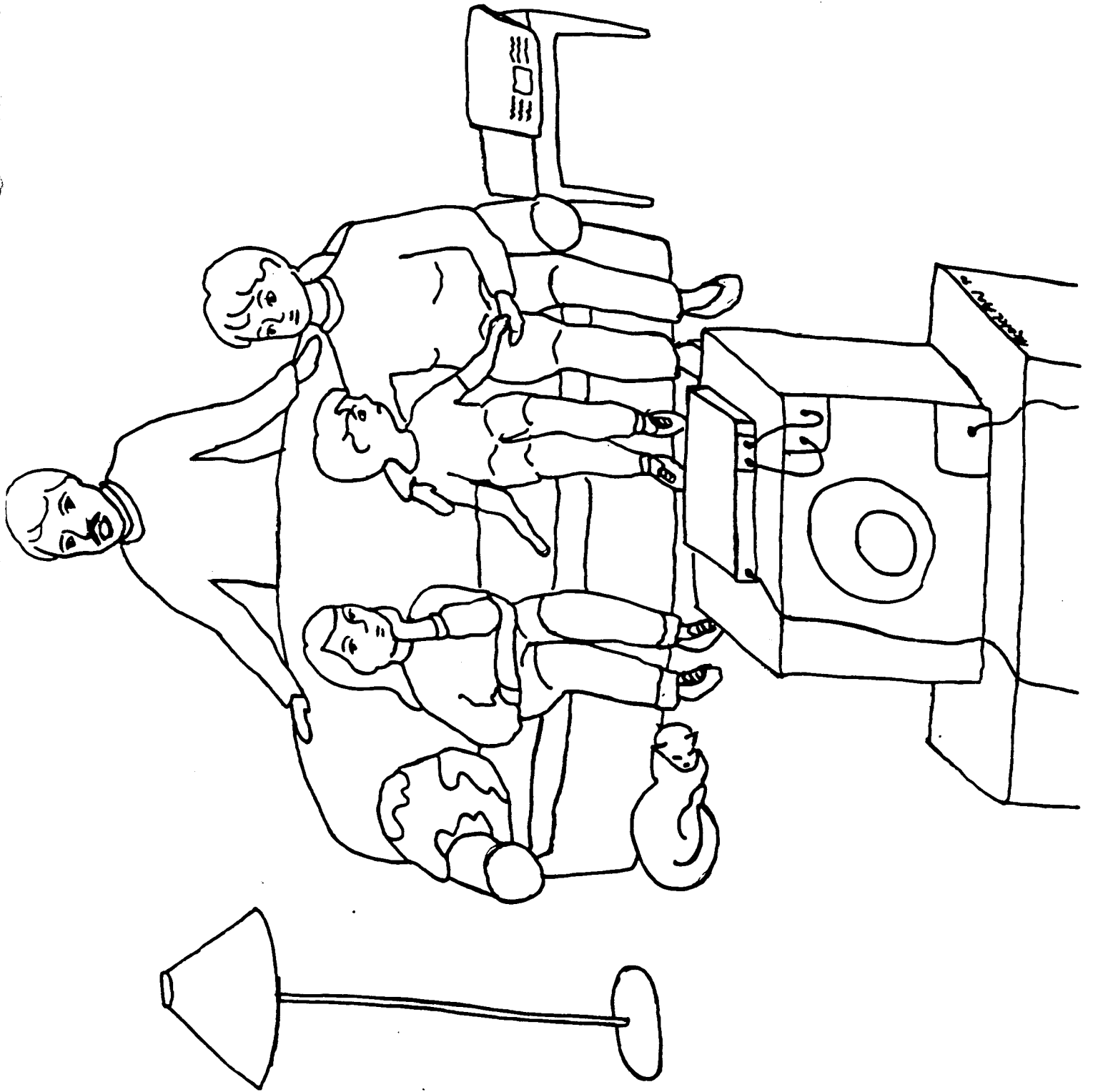
At first we didn't know all about what happened. Later, on

television, I saw news about burned buildings, houses and cars.

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

Here's a true story about some things I personally know that people did to help each other:

(Parents and older children, see rear of book for a list of helping agencies. You can still volunteer to help.)



Benage 10



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

The fire burned lots of houses, buildings, cars and trees. Three people died and many others were injured. There was big trouble in a place called:

One thing I heard about that place was:

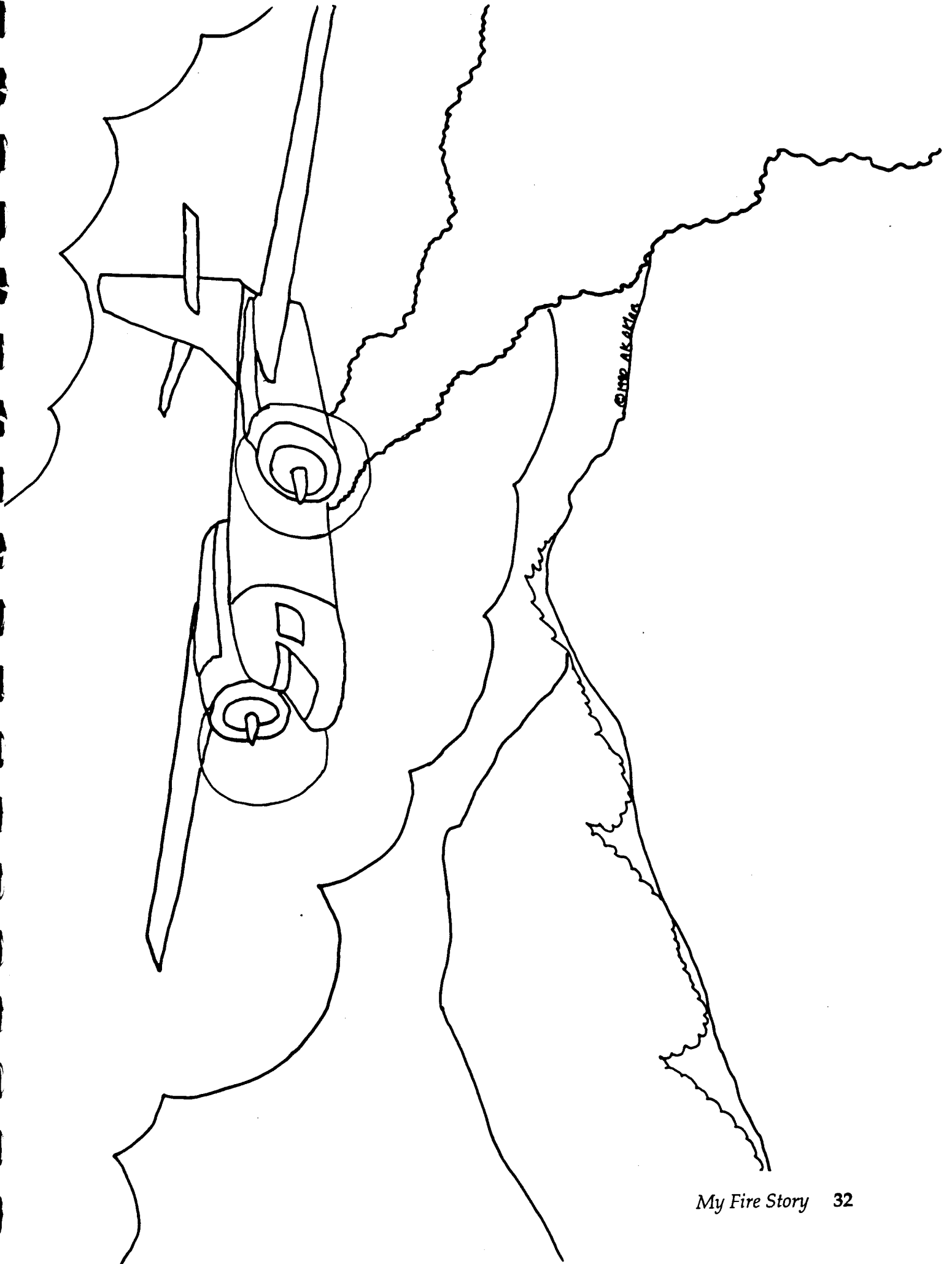
Here are some things I saw, heard or read about that happened in other places:

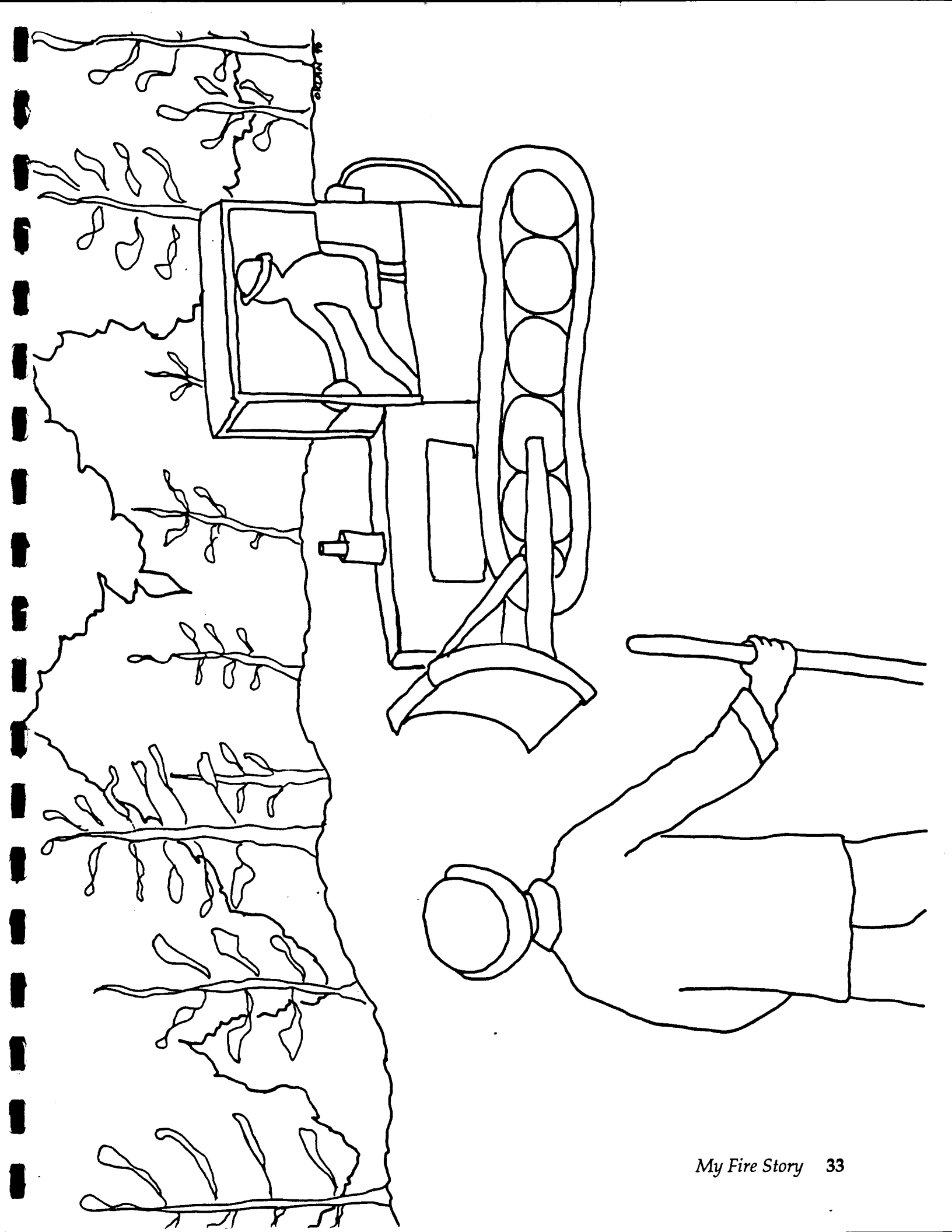
In _____

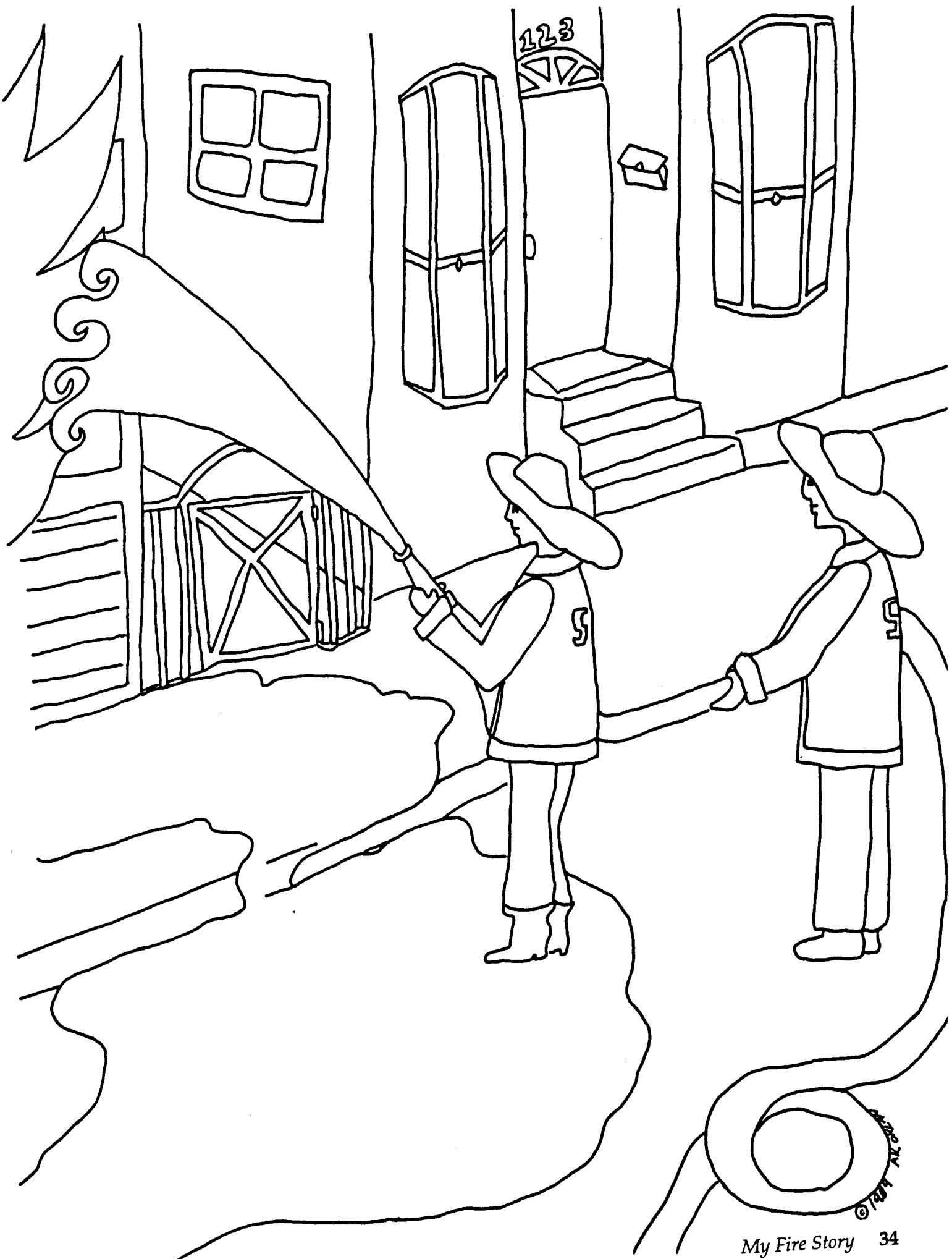
In _____

In _____

(Use the back of this page for more space.)

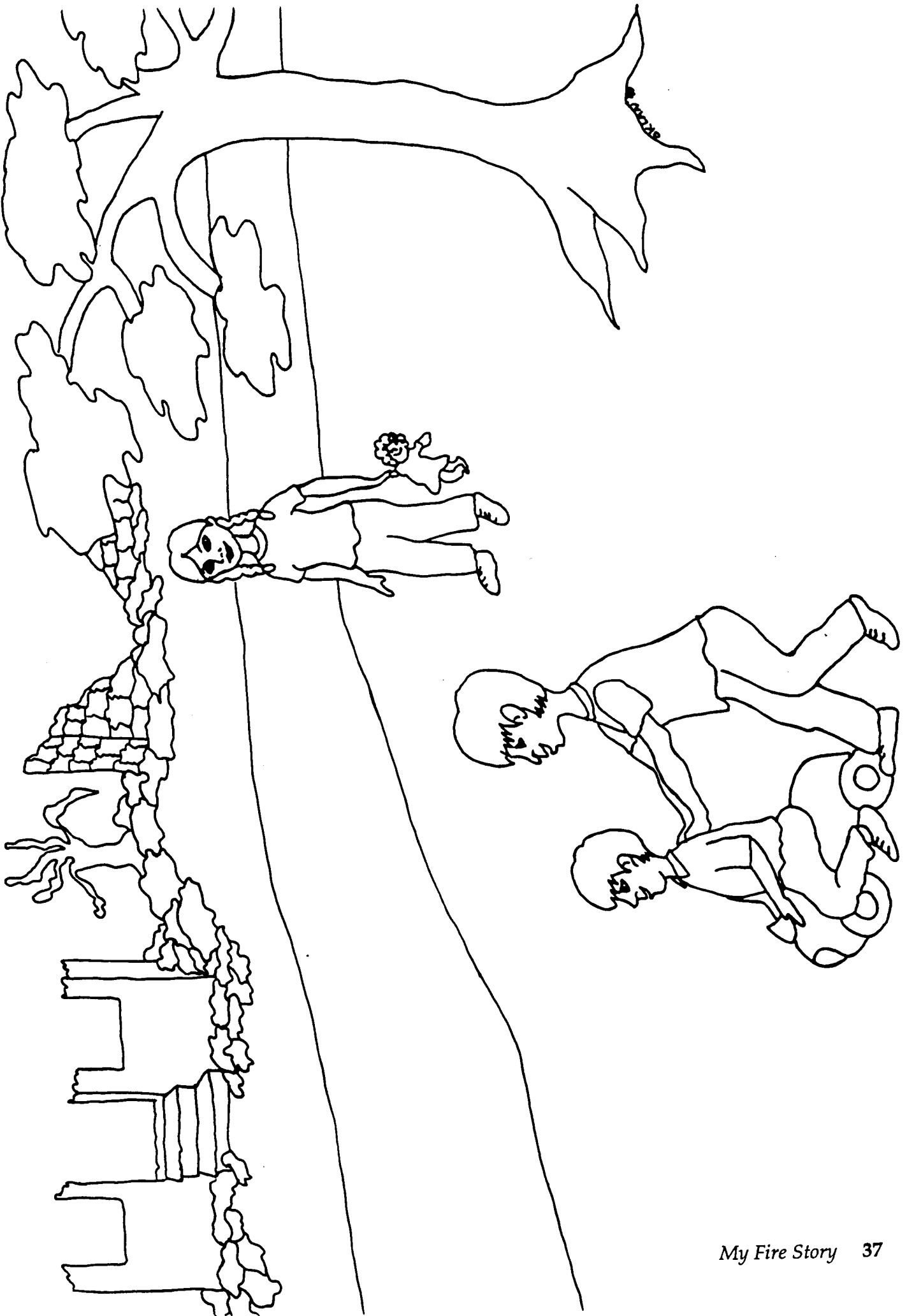


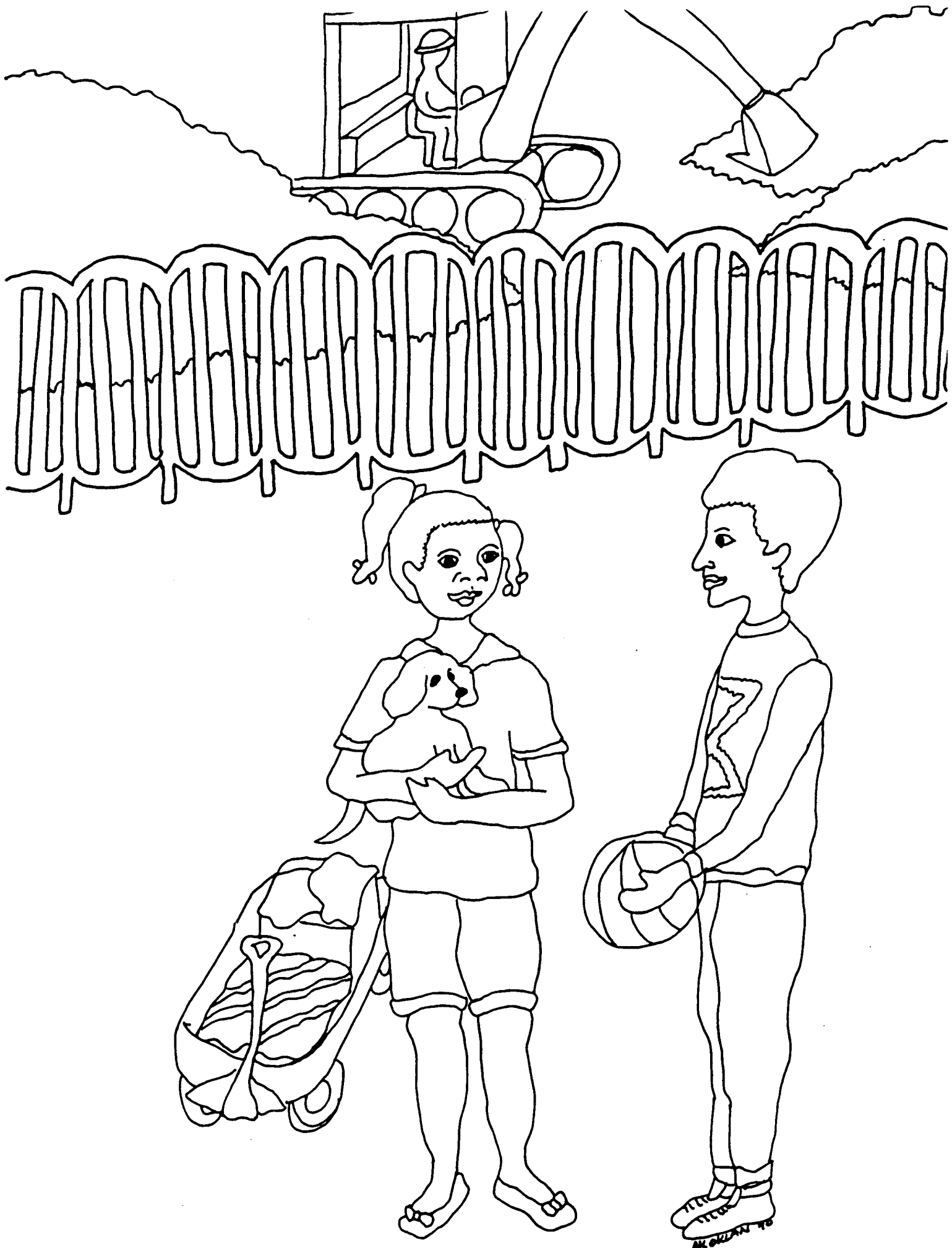




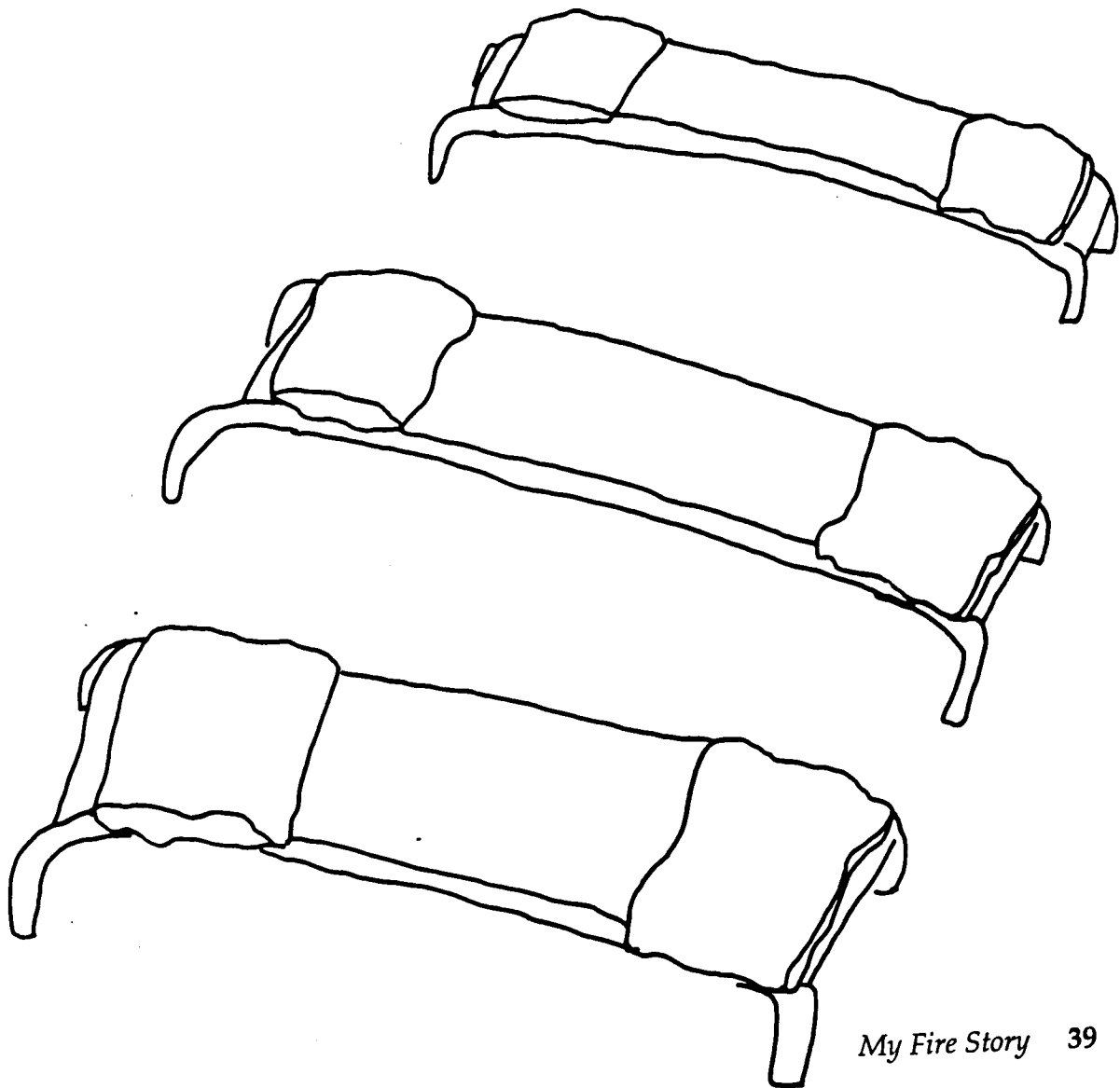
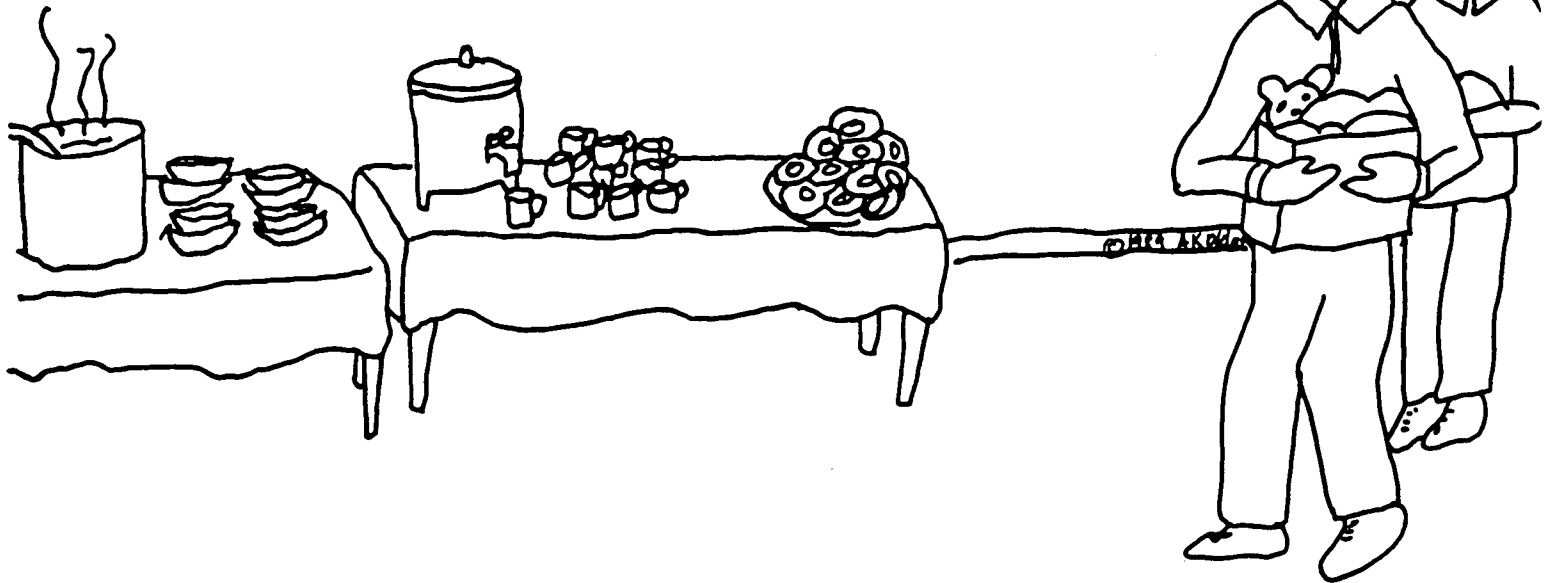




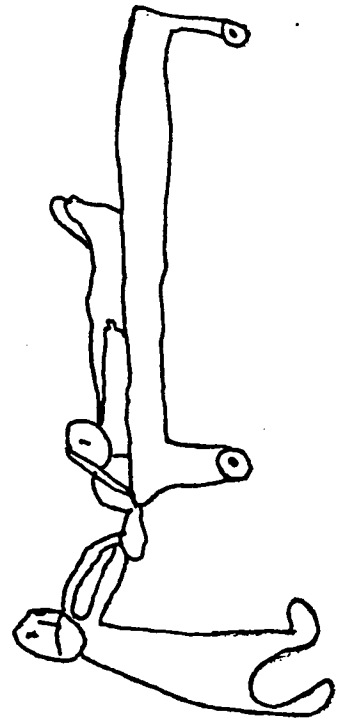
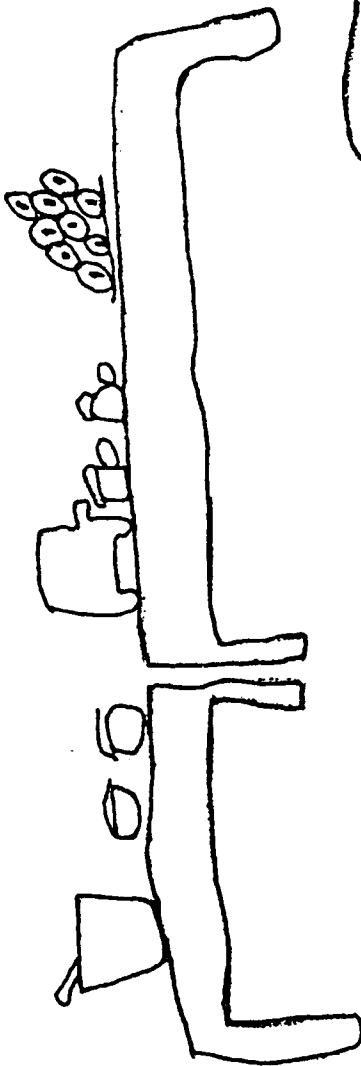
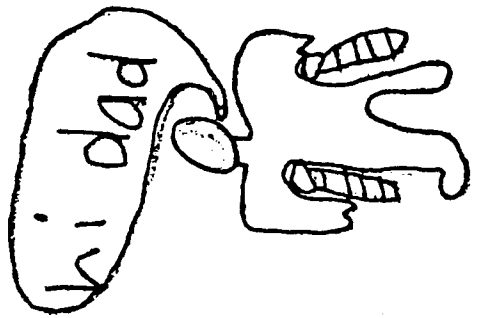




RED + CROSS



Red + cross



The Awful Part For Me

For me the worst thing about the fire was:

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

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

his or her house:

This is how I found out about these things:

The worst feeling I had was:

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

About My Home

**Here's a photo or drawing of my room,
where I usually slept before the fire:**

(Use the back of this page.)

The difference the fire made was: _____

Some of my things that got damaged or lost in the fire were:

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

(Use the back of this page.)

Cross Out What Is Not True

I was able to stay in my house and felt:

I had to leave my house and felt:

The name of the place I had to go to is the:

at

_____ took me there.

The way I got there was: _____

The way I felt when I got there was:

Some of the people who were with me there are:

Name

Address

Now the way I feel about that place is:

The worst thing about the place I went to was:

The best thing about the place I went to was:

I do not get to go home yet because:

Here's a drawing of the place I stayed:

(Use the back of this page.)

About My School

This is what happened to my school: (If nothing happened, write that!)

I will go back to school on: _____

Here's a true story about my school:

Here's a drawing or photo of my school:
(Use the back of this page.)

More About Problems and Worries

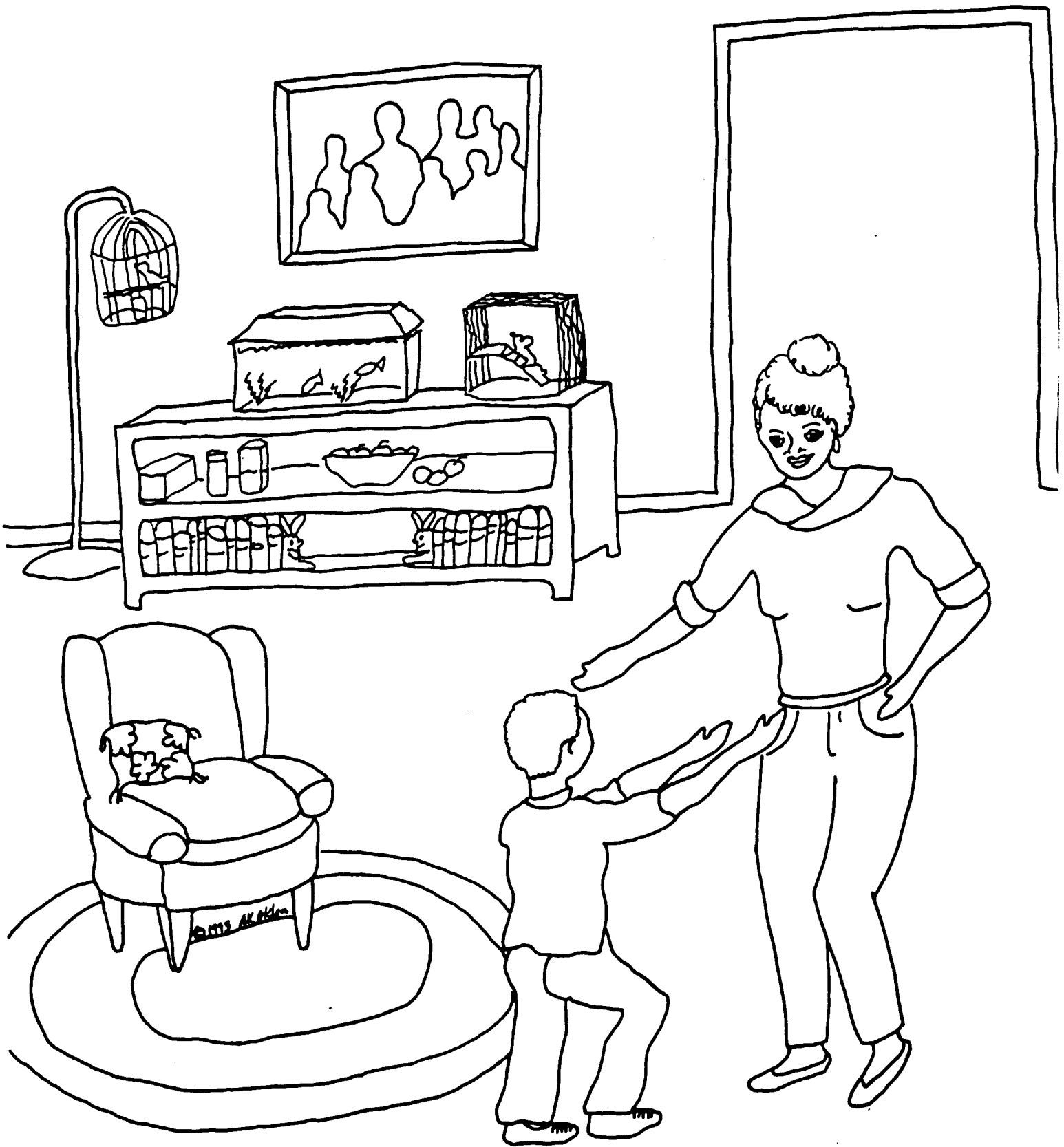
My biggest problems or worries now are:

Some people who I can talk to about these are:

This is what I'd most like help with:

**Here's a drawing of me going to someone for help
or helping someone else.**

(Use the back of this page.)



Newspaper Clippings

Save some newspaper clippings about places where the fire was, and some other news about what happened. Suggestion: Use the empty backs of pages.

Staple in extra pages to make a bigger scrapbook out of this book.

Fires And The Future

Here's my idea of what makes a dangerous fire:

(You can turn to the quiz at the back of the book for some scientific ideas about the causes of fires.)

My guess is that there will be a big fire near my home:

(circle your answer)

in the next few days

in the next few months

in the next few years

not in my lifetime

Here are some things people can do to keep from getting hurt:

If another fire hits, some things might not work for a long time, such as:

Some of the things that didn't work where I live were:

Helping People with Big Troubles

Here is what we can do right now to help people who got hurt or whose houses were damaged or who had a friend or family member hurt:

Fire Drills

Here is a list of things we should in our school to prepare for a fire:

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

Here is a list of things we can do at our house to prepare for a fire:

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

My Ideas for Other Things to Do

More Things to Do

Besides working on this book, there are other things you can do about your fire thoughts and feelings. Here are a few:

1. You can visit a firehouse to learn more about fires and safety. Call first for information.
2. You and your family could make a list of supplies you might need if another fire happened. Then you could collect these things in one place. Also list what you will need to take with you if you have to leave home in a hurry. Don't forget your pets.
3. You and your family could plan and practice how to leave your home if there is a fire and where to meet. You could learn the safest ways out of your neighborhood by road and by foot. You could use this "disaster plan" for earthquakes, mud slides and fires.
4. 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. Hospitals usually want you to be 14 years old before you can volunteer.
5. You could paint a fire mural with your family or friends.
6. You could have a fundraiser for fire relief or the homeless. One example is an art show. Your friends could show drawings about the fire. You could charge admission and send the money to the The United Way, The American Red Cross, The Salvation Army or to other fire relief efforts.
7. If you are old enough you could learn where the water, electrical and natural gas shut-offs are and how to use them.
8. You could consider how to make your neighborhood home and yard more fire resistant.
9. You could plan which out-of-town friends and family you will all contact if you are separated by transportation or telephone problems. Then you won't have to worry so much about losing touch with each other.
10. The Salvation Army is collecting household goods, clothing and other things for fire victims at any local office. You and your family and friends could collect these things to donate in your neighborhood.

A Quiz About Fires

1. What are some common causes of dangerous fires?
 - a. children playing with matches and adults smoking in bed.
 - b. lightning or sparks falling on very dry brush or grass.
 - c. old or damaged electrical wiring and heaters.
 - d. arson (people starting fires on purpose).
 - e. sunspots
 - f. all of the above.
2. Which are types of fire extinguishers?
 - a. dry chemical
 - b. CO₂
 - c. soda
 - d. water
 - e. foam
 - f. vaporizing liquid
 - g. ammonia
 - h. all of the above
3. Which of the following are not true about the 1993 Southern California wildfires?
 - a. The first fire was reported on Tuesday afternoon, October 26, near the 16th tee of a golf course in Thousand Oaks, north of Malibu.
 - b. The second major fire began in the Angeles National Forest and burned hundreds of homes in Altadena.
 - c. The Topanga Canyon/Malibu fire was the last major fire to be controlled.
 - d. Of the 26 major fires, 20 are thought to have been the result of arson.
 - e. At one point over 100 fires burned in California.
 - f. Astronauts aboard the space shuttle Columbia, 172 miles above the Earth, reported that they were not able to detect the smoke from the fires.
 - g. Helicopters dropping tremendous buckets of water and airplanes dropping water and clouds of pink fire retardant were important weapons in fighting the fire.

- h. The Pulaski is a type of helmet worn by fire fighters.
 - i. The shifting winds were very dangerous for fire fighters.
4. 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. All of the above.
5. Firemen fighting forest and brush fires use which of the following methods:
- a. Dropping water and chemical fire retardant from airplanes.
 - b. Clearing firebreaks and building fire lines.
 - c. Setting backfires to burn up fuel before the main fire reaches the area.
 - d. Dropping firefighters from helicopters and by parachute.
 - e. Setting up magnetic fields to draw fire away from buildings.
 - f. Water from hoses carried by ground crews.
 - g. All of the above.
6. Things we can do to keep future fires from harming people in this part of the country include which of the following?
- a. Develop a "disaster evacuation plan."
 - b. Plant fire retardant landscaping.
 - c. Clear a 100 to 300 foot buffer zone around your subdivision and a 20-100 foot zone around your home.
 - d. Use fireproof roofing materials.

- e. Make sure your home address is visible and clearly marked so firefighters can find it.
 - f. Have a dependable extra water supply and pump.
 - g. Don't panic if a fire happens. Think before you act.
 - h. All of the above.
7. Some ways to get over feeling bad after a big disaster like a fire 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.
8. During which season is the risk of forest and brush fires greatest in the Northern Hemisphere?
- a. Summer
 - b. Winter
 - c. Spring
 - d. Fall
9. During a big fire, if you are not directly in danger, you should
- a. Stay at home.
 - b. Keep from using water needlessly.
 - c. Stay off the telephone.
 - d. Unplug computers and other household appliances susceptible to power surges.
 - e. Keep a can of automobile gas in the house.
 - f. All of the above.
10. Which of the following are true about the 1993 wildfires in Southern California?
- a. Was fought by over 6,000 firefighters from all over Northern California and other western states.
 - b. Occurred at the end of fire season.
 - c. Were started by arson, sparks from power lines, and a campfire.

- d. Destroyed over 1,000 homes; caused \$1 billion in damages; burned over 200,000 acres; injured over 200 people and caused three deaths.
- e. Were partly caused by six years of drought leaving large amounts of fuel to burn, such as dried dead trees and brush.
- f. Were partly caused by heavy rains last winter, leading to heavy growth of grasses, which dried out in the summer.
- g. Were spread by hot, dry Santa Ana winds which passed across the Mojave Desert, over coastal hills, and through narrow mountain passes and canyons at up to 100 miles per hour.
- h. Included many small fires and 13 major ones throughout Los Angeles, Ventura, Orange, Riverside and San Diego Counties.
- i. The Altadena, Laguna Beach, and Topanga Canyon/Malibu fires were the most destructive.
- j. All of the above.

Answers To Quiz

1. a, b, c, and d. 2. a, b, c, d, e, and f. 3. f, h. 4. l. 5. a, b, c, d, and f. 6. h. 7. e.
8. a. 9. a, b, c, and d. 10. j.

Suggested Reading List

Want to know more about fires and fire fighting and prevention? Below is a list of suggested books and articles. See also *The Encyclopedia Britannica* or *World Book Encyclopedia* articles on fire, firefighting, fire prevention and control, and forests. Check the card catalog of your school or public library under the subject of fire. You could also read any of the books listed below. Ask your local librarian for help in finding them, if you can't.

Blair, William. *Fire! Survival and Prevention*. Barnes and Noble, 1983.

Feldman, Anne. *Fire Fighters*. New York: David McKay Co., Inc., 1979.

Fire Protection Handbook. Edited by Gordon P. McKinnson and others. 16th ed., National Fire Protection Association, 1986.

Goodenauch, S. *Fire!* New Jersey: Chartwell Books, Inc., 1978.

Maas, Robert. *Fire Fighters*. New York: Scholastic, Inc., 1989.

Parker, M.J. *Nightfire*. New York: Scholastic, 1989.

Pyne, Stephen J. *Fire in America: A Cultural History of Wildland and Rural Fires*. Princeton, 1982.

White, Robb. *Fire Storm*. New York: Doubleday & Co., Garden City, 1979.

Wolf, Bernard. *Firehouse*. New York: William Morrow & Co., 1983.

For the Younger Child:

Bruna, Dick. *Snuffy and the Fire*. New York: Two Continents/Methuen, 1969.

Gibbons, Gail. *Fire! Fire!* New York: Thomas Y. Growell, 1984.

McMillan, Bruce. *Fire Engine Shapes*. New York: William Morrow & Co., Inc. 1988.

Rockwell, Anne. *Fire Engines*. New York: E.P. Dutton, 1986.

Watson, Jane Werner. *The True Story of Smokey the Bear*. New York: Golden Press, 1955.

Relief and Mental Health Services

See the survival guide in the Pacific Bell white pages for emergency information. In addition to the listings below, you may find psychotherapists listed in the local Yellow Pages under Physicians (Psychiatrists), Psychologists, Marriage Counselors and Social Workers or call the Mental Health Association, Psychiatric Society or Psychological Association. List the phone numbers of your local agencies here.

DISASTER RELIEF AGENCIES

Red Cross Disaster Information
Hot Lines

The Salvation Army

Federal Emergency Management Agency (FEMA)

(For counseling, temporary housing assistance, loans for rebuilding homes, and reimbursements for cars, tools or other essential personal property, individual family grants and low interest loans program.)

California Insurance Commission
Hot Line

United Way

Employment Development Department

LOCAL MENTAL HEALTH AGENCIES

Children's Mental Health Checklist

FOR PARENTS TO CONSIDER WHEN DECIDING IF A CHILD IS IN NEED OF MENTAL HEALTH SERVICES FOLLOWING A DISASTER

Circle the numbers to the right of each answer:

1. Has the child had more than one major stress within a year before this disaster, such as a death in the family, a molestation, or a major physical illness?

If YES, + 5

2. Does the child have a network of supportive, caring persons who continue to relate to him daily after the disaster?

If YES, - 10

3. Has the child had to move out of his house because of the disaster?

If YES, + 5

4. Was there reliable housing within one week of the disaster, with the usual household members living together?

If YES, - 10

5. Is the child showing severe disobedience or delinquency?

If YES, + 5

HAS THE CHILD SHOWN ANY OF THE FOLLOWING AS NEW BEHAVIORS FOR MORE THAN THREE WEEKS AFTER THE DISASTER?

6. nightly states of terror? + 5

7. waking from dreams confused or in a sweat? + 5

8. difficulty concentrating? + 5

9. extreme irritability? + 5

10. loss of previous achievements in toilet training or speech? + 5

11. onset of stuttering or lisping? + 5

12. persistent severe anxiety or phobias? + 5

13. obstinacy? + 5

14. new or exaggerated fears? + 5

15. rituals or compulsions? + 5

- | | |
|---|-----|
| 16. severe clinging to adults? | + 5 |
| 17. inability to fall asleep or stay asleep? | + 5 |
| 18. startling at any reminder of the disaster? | + 5 |
| 19. loss of ambition for the future? | + 5 |
| 20. loss of pleasure in usual activities? | + 5 |
| 21. loss of curiosity | + 5 |
| 22. persistent sadness or crying? | + 5 |
| 23. persistent headaches or stomach aches? | + 5 |
| 24. hypochondria? | + 5 |
| 25. Has anyone in the child's immediate family been killed or severely injured in the disaster (include severe injury to the child)? | |

If YES, + 15

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 35, we suggest mental health consultation from your pediatrician or one of the services listed in the Mental Health Services section of this book. 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 been seriously injured or who has lost a parent, sibling or caregiver by death in this disaster have a preventively oriented psychological evaluation and/or brief therapy.

Who Wrote This Book?

THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, INC. based in San Francisco, CA has assembled a team of child and adult specialists to help you help your children following a disaster. For more information contact: THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, 2105 Divisadero Street, San Francisco, CA 94115. Phone (415)292-7119; Fax (415) 749-2802. Other publications include *My Fire Story*, *My Tornado Story*, *My Earthquake Story* and a series of trauma related, guided activity workbooks for children, families and teachers coping with severe stress. We welcome your comments about this book.

Edward Oklan, M.D., M.P.H., is Director of **FAMILY DEVELOPMENT CONSULTANTS**. 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 specializes in preventive psychiatry and works with children, adults and families who have experienced severe psychological trauma.

Gilbert Kliman, M.D., is Director of The Psychological Trauma Center. He has 25 years of experience in psychological disaster response. He is the founder and former director of the nation's largest personal and community psychological disaster facility, the Center for Preventive Psychiatry in White Plains, New York. He is author of *Psychological Emergencies of Childhood*. Recipient of over 40 service and research grants and Editor of *The Journal of Preventive Psychiatry*, Dr. Kliman also wrote (with Life's Science Editor, Albert Rosenfeld) *Responsible Parenthood* which won an international literary prize for "world's best book concerning the well-being of children."

Anne Kuniyuki Oklan, R.N., illustrator, is a nurse as well as a parent-child and family therapist. 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, who contributed illustrations to this book.

Acknowledgement:

Family Development Consultants wishes to thank Harriet L. Wolfe, M.D. for her important contribution to the original disaster workbook, *My Earthquake Story*. Dr. Wolfe is Associate Clinical Professor of Psychiatry at the University of California, San Francisco. She is principal investigator on a Center for Disease Control project on psychological adaptation of physical trauma, and practices individual and family therapy in San Francisco.

