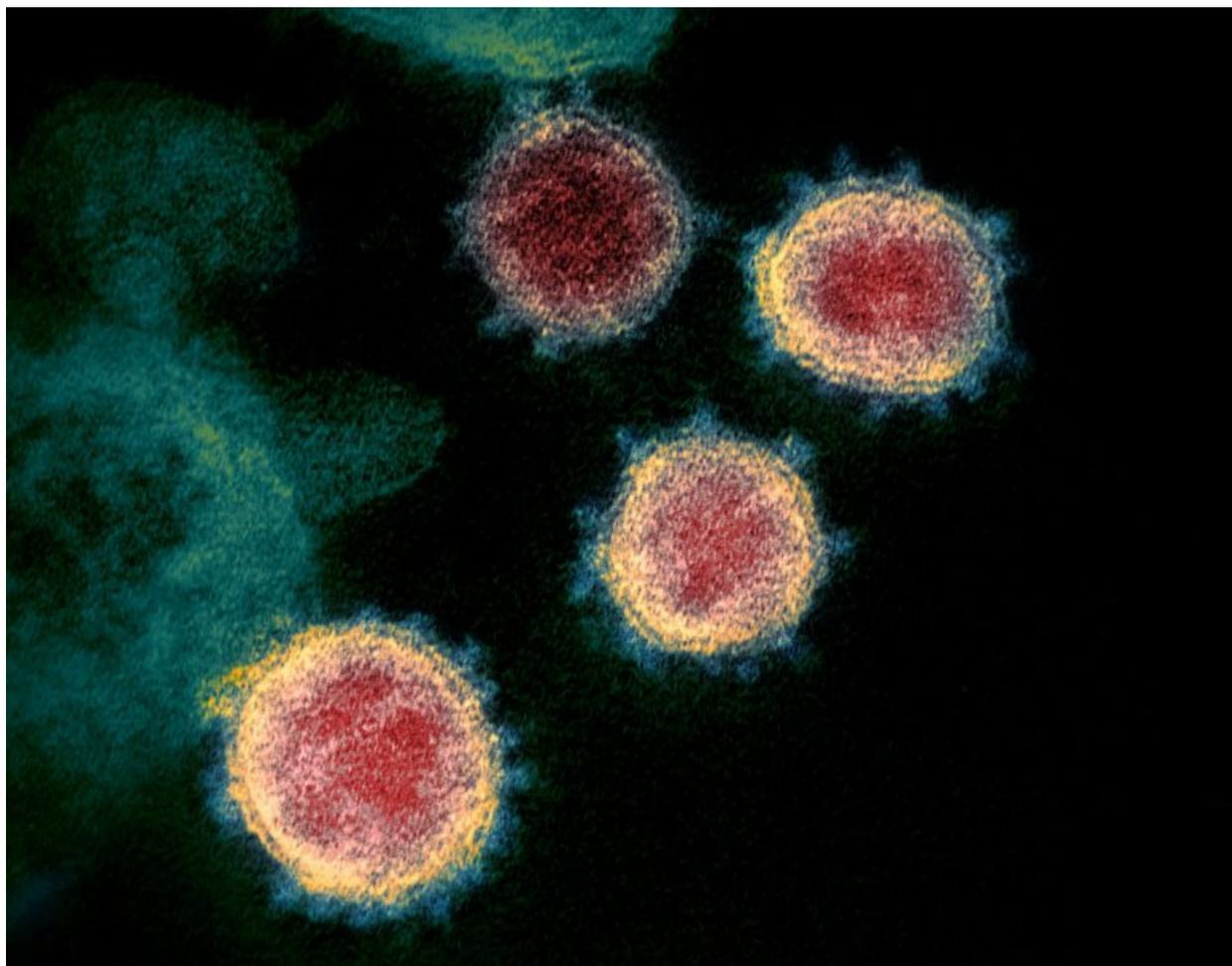


MY PANDEMIC STORY
A GUIDED ACTIVITY WORKBOOK
FOR THE WORLD'S CHILDREN, FAMILIES,
TEACHERS AND CAREGIVERS

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



[Electron microscope picture showing the crown-like spikes of the COVID-19 Virus. Photo from U.S. Centers for Disease Control]

**Gilbert Kliman, M.D., Edward Oklan, M.D., Harriet
Wolfe, M.D.**

The Children's Psychological Health Center

There is a culturally modified separate Mandarin Edition by China
American Psychoanalytic Alliance, Elise Snyder, M.D., You Chen, M.D.,
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Editions in over ten other languages are being prepared

Single copy use of this World edition by download at no charge.
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Preface:

Children, families, and whole populations in over 100 nations are facing mental health challenges in the Covid-19 pandemic. Scientific knowledge and adult leadership is required to reduce maladaptive responses by children. This guided activity workbook is a small step in that preventive direction.

While the world's scientists search for better tests, cures and vaccines, parents, teachers and caregivers everywhere have the opportunity to improve their children's mental health through the use of this workbook. Please note that HONESTY is needed. We need HONESTY and the spread of truth from government, school and family sources in order to inspire trust in children. HONESTY is also needed for all of us who used to be children. Children will usually be the least sickened by the new virus. We hope they will rise to the challenge of becoming mentally active, curious, and educated. By mastering this stress, children can grow up to lead the world into scientific and medical progress. We will need their help and world-wide cooperation to overcome our planet's problems.

Gilbert Kliman, M.D., Medical Director, The Children's Psychological Health Center, Inc.

Where the Pandemic was on March 25, 2020

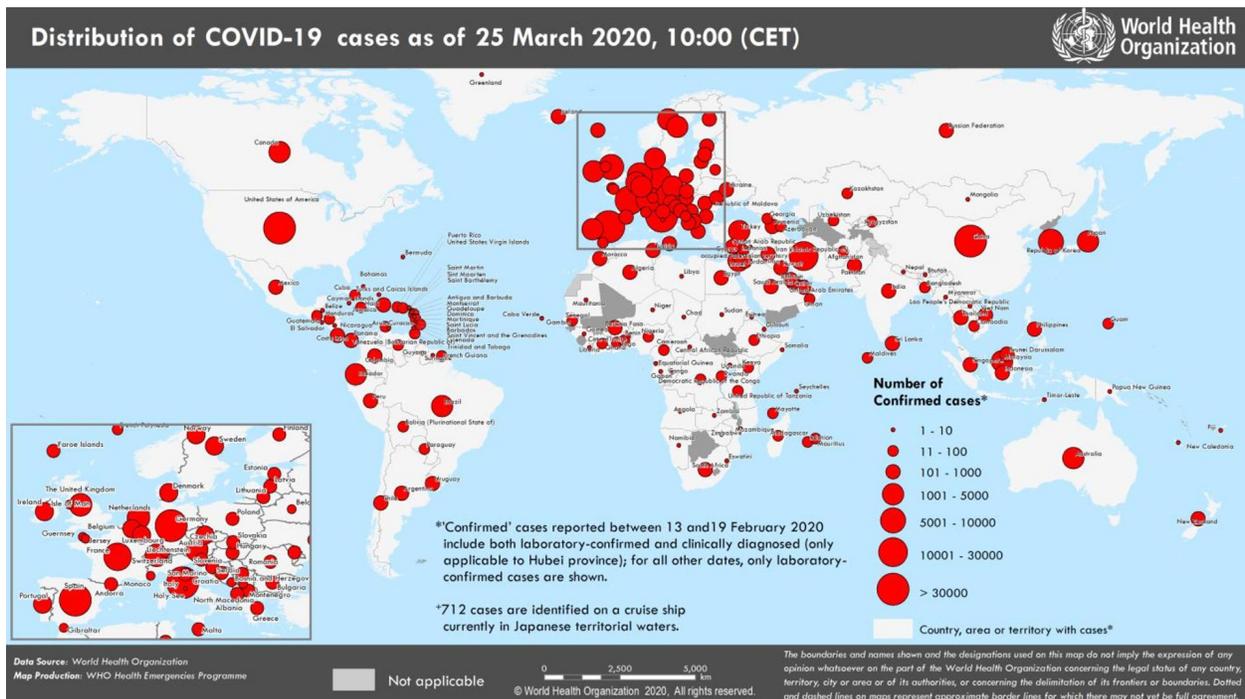


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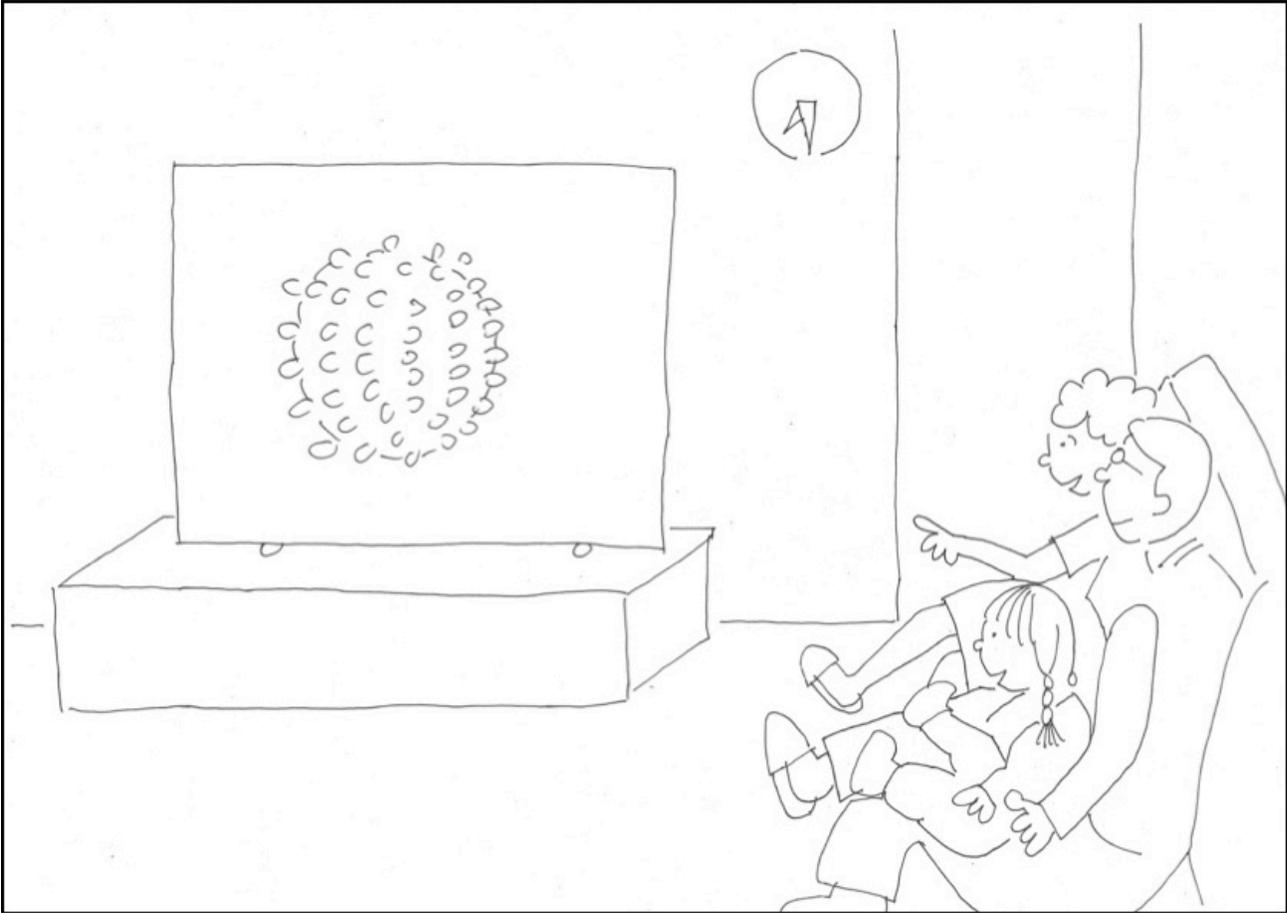
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Guide for Parents, Grandparents, Teachers and Other Caregivers

This book derives from evidence-based experience helping strengthen the mental health of children, including disaster victims. Its purpose is to give networks of adult helpers ways to guide children’s mental and emotional strength, promoting children’s healthy, active coping with stress.

You are part of a world, a nation and society which cares greatly about its children, its families, and those who work to help children. Many of you are sheltering in place to stop the spread of illness and deaths. The 2020 pandemic caused by the novel corona virus (COVID-19) has created one of the greatest challenges in history for all people on the planet. Responding to this challenge by working together as a network for children may do lasting social good. As a helper of children, it is your privilege to try to help them connect together with you at a time of great importance in their lives. You may help change a stressful, possibly traumatic situation into a constructive learning and coping experience, promoting knowledge and emotional strength in the midst of disaster. Getting mentally active by going past painful facts and memories, putting them in a bigger and positive perspective is an important step. Our focus is to build strength for the future without either dwelling on or forgetting the suffering. Remembering, curiosity, learning and planning are needed for children to help build a better tomorrow.

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

Giving Children Psychological “Hands” With Which to Work in a Crisis

The value of active coping is well known. Helplessness is one of the worst parts of some emergencies. During times of disaster or community distress like earthquakes, floods and, children do better when they are given psychological “H.A.N.D.S.”. The term “giving

children psychological hands” is a short way of saying children must be helped to “Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific way.” This workbook has been designed by parents and mental health professionals to help children have “hands”, to develop a sense of being in some control of their own safety, emotions and learning in the face of a large crisis.

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

Like other disasters, the novel corona virus pneumonia (officially called “COVID-19) pandemic can become a positive developmental event for children, stimulating learning and growth. Or it can be a totally negative experience, creating only fear and doubt. Children benefit from a network of organized and thoughtful helpers at this time to give them strength to meet their personal, family and even national challenges. The nation and much of the world depend on all of us thinking about how children, families, agencies, and governments can cooperate in this and other large crises. All of our futures improve when we and our children work thoughtfully together with these issues. The pandemic is an opportunity for the world to cooperate on behalf of future generations. This workbook is designed to help organize thoughts and emotions, and strengthen both you and the children you know, love and help.

Getting Started

This book can be used for children of all ages. For youngest children, it can simply be used for coloring and listening to parts of it. It will help you support the child’s use of this book if you read the whole book yourself before presenting it to the child or student, especially if he or she is under ten or eleven years of age. If a child can already read a good deal, try to have the child finish working on the

book during a few months. But never force a child to face a section of the book against his or her will. Allow each child to select which parts of the book to work with first. Stop using the book for a time whenever he or she wants, even though it may not have been completed. A child who cannot or will not work with you on some parts of the story book should have his resistance respected. Especially try to help the child face GOOD memories, consoling and loving times, not just frightening and sorrowful ones.

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

The Youngest Children

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

Preschool and Kindergarten Children

If the child is between ages 3 and 6, have him or her do a lot of coloring. You may choose to read some of the book to him even though it is above his understanding. You are leading the child to learn. Allow the child to choose some of the topics by reading the captions to him. Ask which part he or she wants to work on first. You can often help a preschool or kindergarten child do the drawings and write down his answers to questions and lead-on sentences. Change the hard words into simpler words when you read. Act as an interested reporter-secretary, trying to draw the child out while giving encouragement. Write down exactly what he or she has to say. Take your time. Don't insist on the child answering. It may be enough for the child to know that you think the topic can be useful to think about and share. If you are in a school or shelter with children of many ages, do not exclude these young children from the work older children do on this book. Keep their time and dose of participation and emotion small, just as a medicine's dose should be small for a small child.

Children between the Ages of 6 and 11

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

Children Ten Years Old and Older

Many children over age 10 will often want to work on the book on their own. But they benefit from a teacher, parent, aunt, grandparent or other caring adult tuning in, getting interested in how they are thinking and feeling about the work in this book. Older children should be regularly offered adult assistance. Be available to serve as a resource for your pupil, child or teenager, and to help them find any information and answers. Try hard to keep them in touch with a network of persons who know them or create a school-based network of kids and teachers interested in the children's lives and dealing with the shared stress of

the pandemic.

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

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

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

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

The illustrations can also be used as a mastery-promoting activity by asking the child to draw a picture showing what the child or family can do, or what the picture would look like when the pandemic is over. Teachers can use *My Pandemic Story* in a classroom setting, with children working individually or in small groups. This was found to be a very effective way to support group togetherness and reduce school children's anxieties after hurricanes and long periods of displacement. Social support from a group helps children *and* adults cope with catastrophes. The absence of adult leadership, absence of adult initiation of discussion and absence of social support has been shown to be harmful in catastrophes. This kind of workbook following displacements after the Hurricanes Katrina and Rita was calming to school children and measurably improved their mental health.

Adult Helpers Can Benefit from This Book

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

Use by Mental Health Professionals

Therapists can use *My Pandemic Story* during individual, family or group sessions to supplement other treatment for depressive, anxious or Post Traumatic Stress Disorder patients when the condition is due to a pandemic, quarantine, or displacement of a child's living arrangements. More information is online at <http://www.childrenspsychologicalhealthcenter.org/> Regarding intensive treatment of preschoolers with special needs or disorders, there is another solution. Therapy of preschool children in classroom groups can add a highly systematic and evidence-based method for which a manual and instructional video are available. It is called "Reflective Network Therapy" or "The Cornerstone Method" and has very good effects on learning, IQ and mental health of children ages three to seven years. Children with developmental disorders can be helped by this method. A video of a recovered patient is online, and many tables of data. Use of a special guided activity workbook with children displaced into foster care has been found very helpful. Called "My Personal Life History Book", it has a downloadable manual and workbook on the same web site.

About Trauma

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

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

What are some things that help after a disaster such as Covid-19 pandemic?

A caring social network is vital for all children. It helps to know there are people who can help. Even though you may have lost loved ones, other caring adults can help. The network may be parents, grandparents, aunts, uncles, neighbors, teachers and

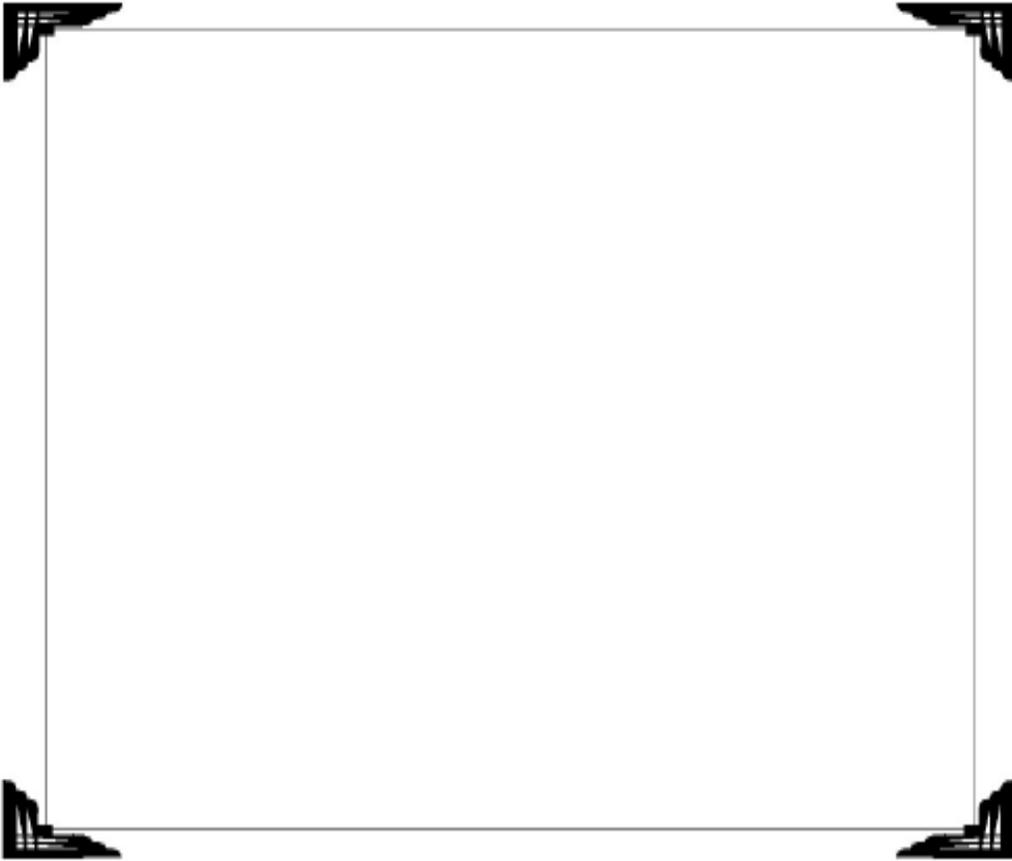
therapists, even friends. Talking to trusted helpers and friends and writing about your feelings can help you feel better. Reading can also help you learn more about what to do to be safe.

Using this book may help you to talk to others, and it may help you in other ways. By writing down or drawing pictures about what you remember, what you think about and what your feelings are, you can be a witness to history. You will feel and become mentally stronger. You'll make your own personal record of what happened. If you can use this book by yourself, or with the help of a parent or a teacher, maybe you can keep on learning more. And maybe you could help others, too, if you share what you learn. Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can use more paper in your book if you need extra room for photos or drawings or if you need more room to write. Add extra pages to the book by stapling or clipping them to the back cover of the book. You can make a scrapbook out of this book by stapling, clipping or gluing in extra pages. Take your time. If you want, you can skip or change sections. Come back at another time to anything that makes you too upset. There may be parts that do not exactly apply to you. Don't just dwell on upsetting parts. Keep in mind that the happy memories of the past and good events of the present and future are very important to write about. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned.

MY PANDEMIC STORY

MY NAME _____

HERE IS A DRAWING OR A PHOTO OF ME:



DATE I STARTED THIS BOOK _____

DATE I FINISHED THIS BOOK _____

I WAS HELPED TO WRITE THIS BOOK BY _____

WHO I AM

My birthday is _____. I am ___ years and _____ months old. I am a

_____.

I live at _____ in _____.

The people who usually live with me are _____.

My address is _____.

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

Some things I like to do are _____

One thing I don't like is _____

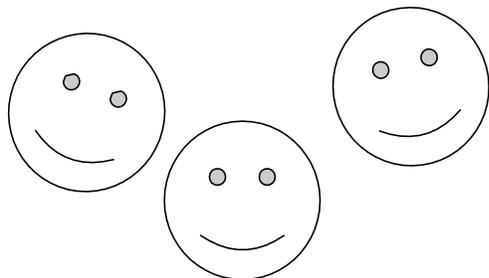
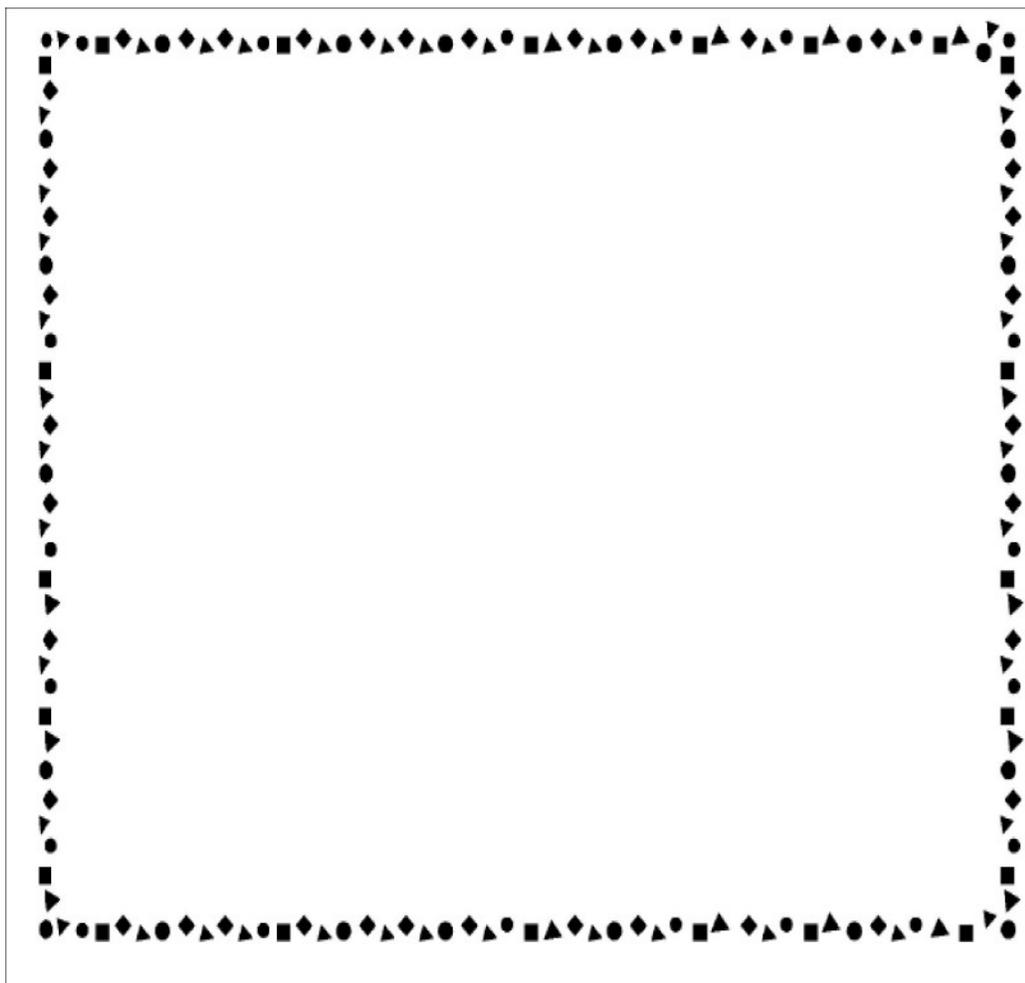
Something I am good at is _____

Something I want to learn more about is _____

When I grow up, I think I would like to be _____

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

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



INFORMATION ABOUT MY OTHER CAREGIVERS AND MY FATHER

MY OTHER CAREGIVER OR MY FATHER'S NAME _____

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

<p>____MY FATHER IS ALIVE.</p> <p>If his health was harmed in the pandemic, put a check mark here: _____</p>
--

His address is _____

His telephone number is _____

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

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

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

HERE'S A PICTURE OR DRAWING OF ME AND MY OTHER CAREGIVER OR FATHER



HERE ARE SOME MORE GOOD THINGS I DID WITH MY PARENTS OR CAREGIVERS BEFORE THE PANDEMIC:

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

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



INFORMATION ABOUT MY GRANDPARENTS

HERE IS WHAT I LIKE TO REMEMBER ABOUT MY GRANDPARENTS:

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



MY GRANDMOTHER'S NAME _____

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

<input type="checkbox"/> Grandmother died.	<input type="checkbox"/> She died in the pandemic.
<input type="checkbox"/> Grandmother is alive.	<input type="checkbox"/> Her health was harmed in the pandemic.

Address: _____ Phone _____

MY GRANDFATHER'S NAME _____

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

<input type="checkbox"/> Grandfather died.	<input type="checkbox"/> He died in the pandemic.
<input type="checkbox"/> Grandfather is alive.	<input type="checkbox"/> His health was harmed injured in the pandemic.

Address: _____ Phone _____

MY GRANDMOTHER'S NAME _____

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

<input type="checkbox"/> Grandmother died.	<input type="checkbox"/> She died in the pandemic.
<input type="checkbox"/> Grandmother is alive.	<input type="checkbox"/> Her health was harmed in the pandemic.

Address: _____ Phone _____

MY GRANDFATHER'S NAME _____

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

<input type="checkbox"/> Grandfather died.	<input type="checkbox"/> He died in the pandemic.
<input type="checkbox"/> Grandfather is alive.	<input type="checkbox"/> His health was harmed in the pandemic.

INFORMATION ABOUT OTHER IMPORTANT PEOPLE IN MY LIFE

Another grown up person who helps me is:

Name _____

Address _____

Phone _____

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

Name _____

Address _____

Phone _____

The name of my very good friend is _____

My friend's address is _____

My friend's telephone number is _____

Here is a drawing of me with a very good friend



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

Name _____

Address _____

Phone _____

Name _____

Address _____

Phone _____

Name _____

Address _____

Phone _____

ABOUT MY SCHOOL

Circle the right answer:

MY SCHOOL DID / DID NOT STOP CLASSES DURING THE PANDEMIC
MY SCHOOL DID / DID NOT SWITCH TO ONLINE CLASSES DURING
THE PANDEMIC

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

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

MY SCHOOL'S ADDRESS NOW IS _____

MY SCHOOL'S PHONE NUMBER IS _____

WHAT I LIKE MOST ABOUT SCHOOL IS _____

HERE IS A PICTURE OF MY SCHOOL BEFORE THE PANDEMIC



If you are back in school, draw a circle around the words that are true:

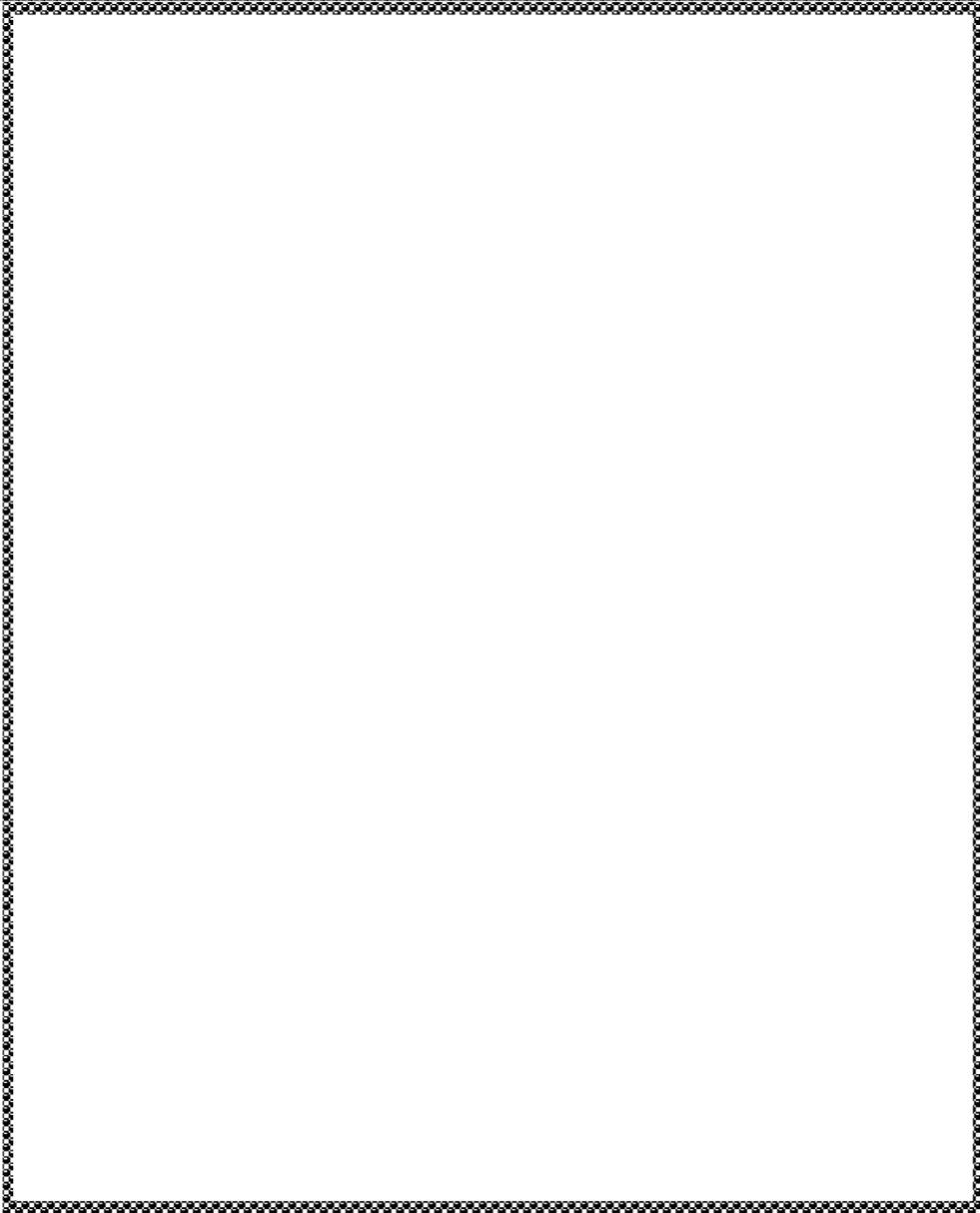
Since the pandemic happened, sometimes when I go to classes I feel like this:

Worried	Safe	Not Safe	Calm	Sad
Nervous	Tired	Afraid	Relieved	Lucky

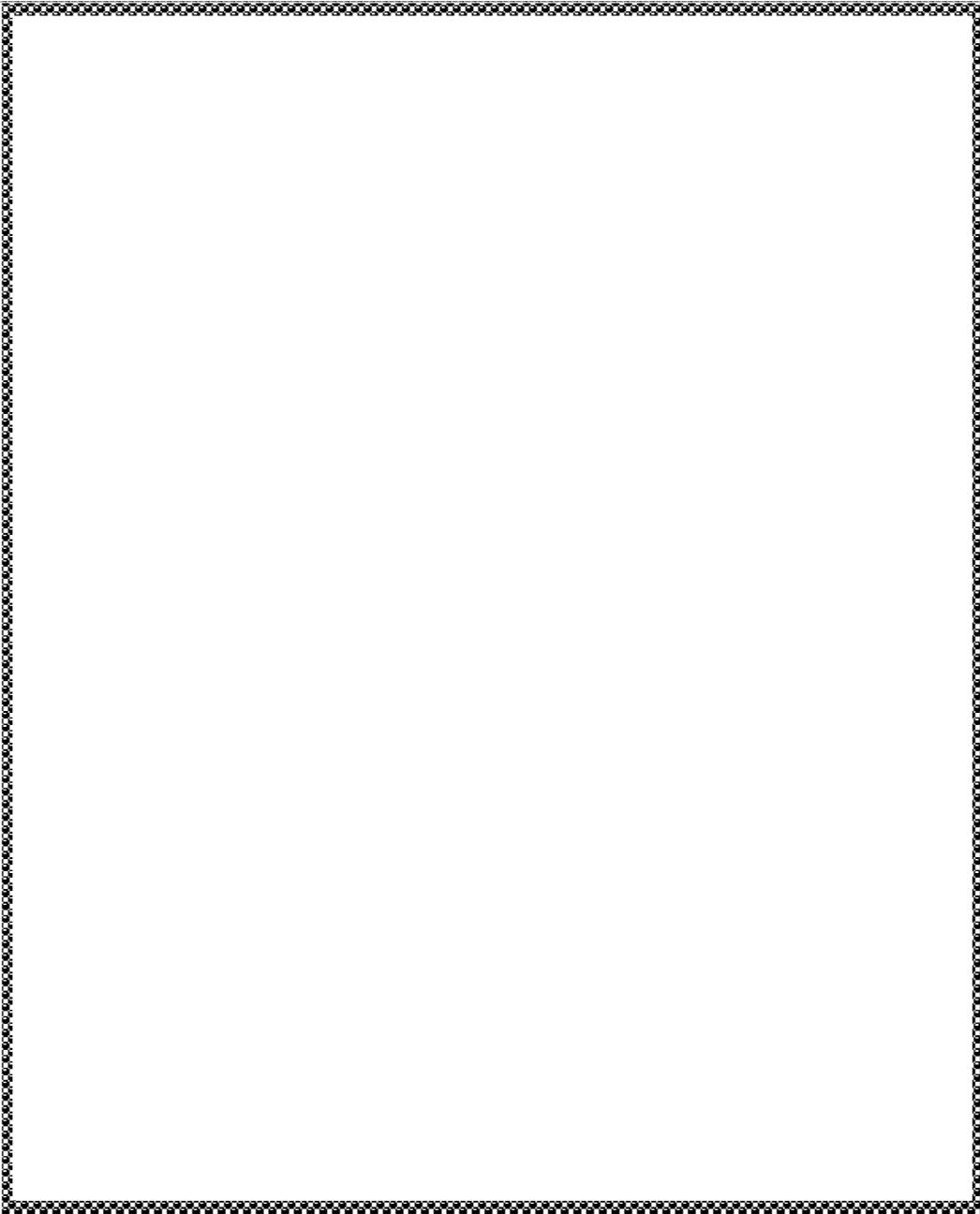
HERE IS A DRAWING ABOUT SOMETHING I LEARNED IN SCHOOL.



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



This is a picture of the sports or hobby I like most:



SOME FACTS ABOUT THE PANDEMIC

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

In December 2019, an outbreak of COVID-19 occurred in Wuhan, Hubei Province, China and later spread to other provinces and cities in China. It then spread to other countries around the world. Within three months from the start of the pandemic, more than five hundred thousand people had gotten sick. Much smaller numbers died. A large number of people went to hospitals for treatment. Local hospitals in China, Japan, Iran, South Korea, Italy and other countries became overcrowded with patients who had difficulty breathing. By March 25, 2020 there were over 1100 Covid-19 patients in the United States. Many patients have had to choose self-care and self-isolation. New hospitals are rapidly being built and others are being expanded all over the world. Many health workers are suddenly overburdened with the risk of infection because they do not have adequate protection.

The pandemic has disrupted many nations and millions of people's daily life in many ways: quarantine, splitting up families, shortage of supplies, traffic control, suspension of work and school activities, shortage of masks and panic about the disease. There are constant news reports about the increasing spread, the number of infected cases and the increasing number of deaths. Many have lost loved ones and friends. Daily life has been made difficult by home isolation, as people wait for the outbreak to pass.

Travel was restricted. Many schools have closed. Many universities have begun to teach classes on Zoom. Sports events have been cancelled world-wide or are being held without fans in the stadiums.

There may be shortages of many things. All of these changes will be difficult to deal with, and we will be able to deal with them only with help from families, friends, teachers and local and national governments.

Hopefully, scientists will take the lead and advise the world's governments about how to reduce the spread, how to develop vaccines and treatments, and how to use the world's resources wisely to prevent deaths and financial hardships. Children can study a lot and prepare for their futures.

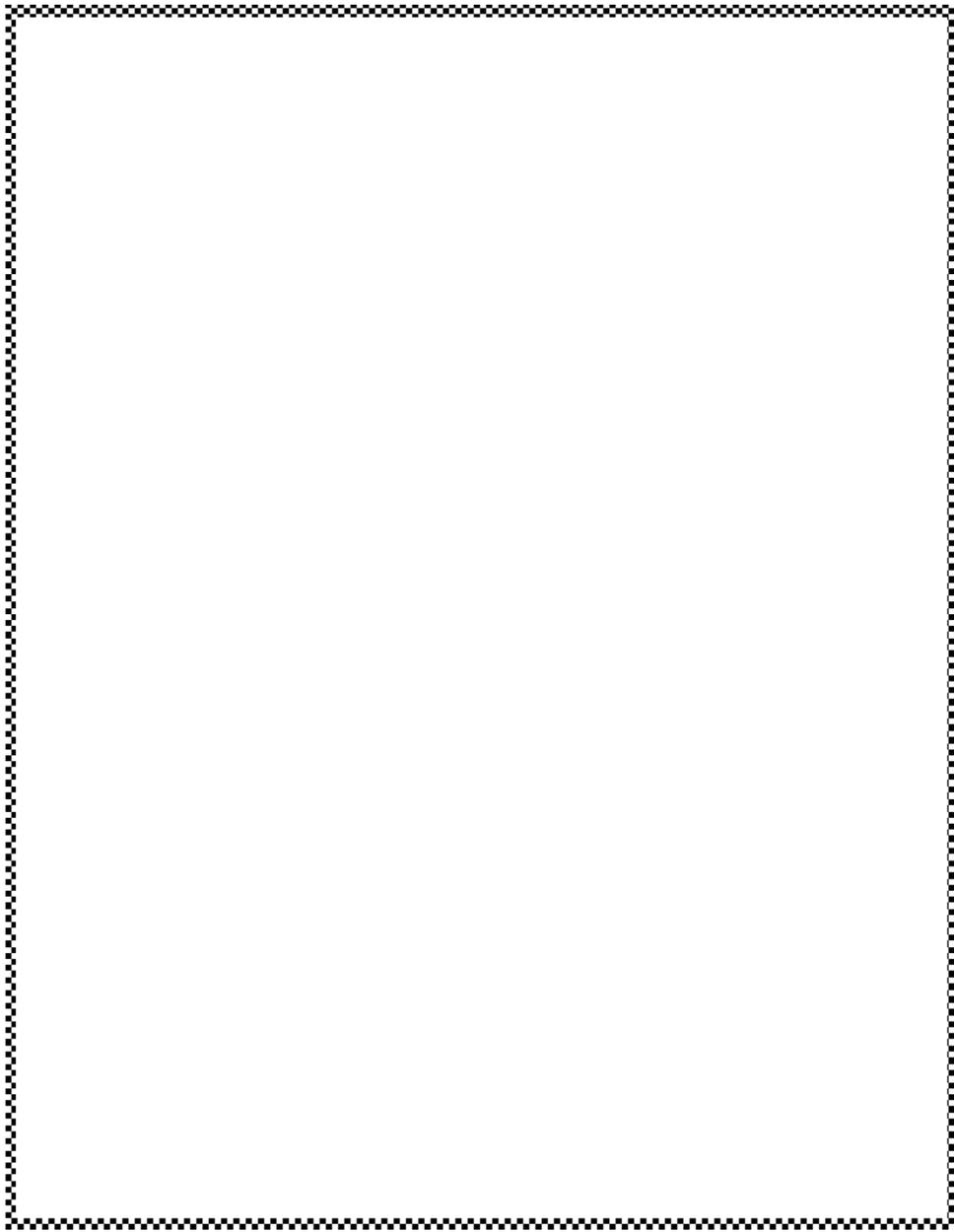
This pandemic is one of the most serious challenges in world history. Our young people must become educated and part of the solution to this challenge. Fortunately, the youngest people are likely to be the most healthy even if the virus reaches them. They have to be very careful not to spread the virus to their older family members and neighbors. It is the very oldest people and those who are already sick with other diseases who likely to need medical care and most likely to die. People over age 70 years are the most vulnerable to this pandemic. Nursing homes and senior centers are places where many people have died.

Tens of thousands of medical workers have volunteered to help during what is now a pandemic. Their motto was, "No matter life or death, or any reward", they went to highly infected areas to provide medical treatment, assessment, prevention and control. Medical personnel are working hard and long hours, because many people need help. Drivers, construction workers, electricians and engineers threw themselves into the construction of new hospitals and enlarging existing hospitals. Civil servants, community workers, neighborhood committees, police, teachers, psychological counselors and therapists, volunteers and others have all given a helping hand to provide services for those affected by the pandemic and to provide the daily necessities of the affected people.

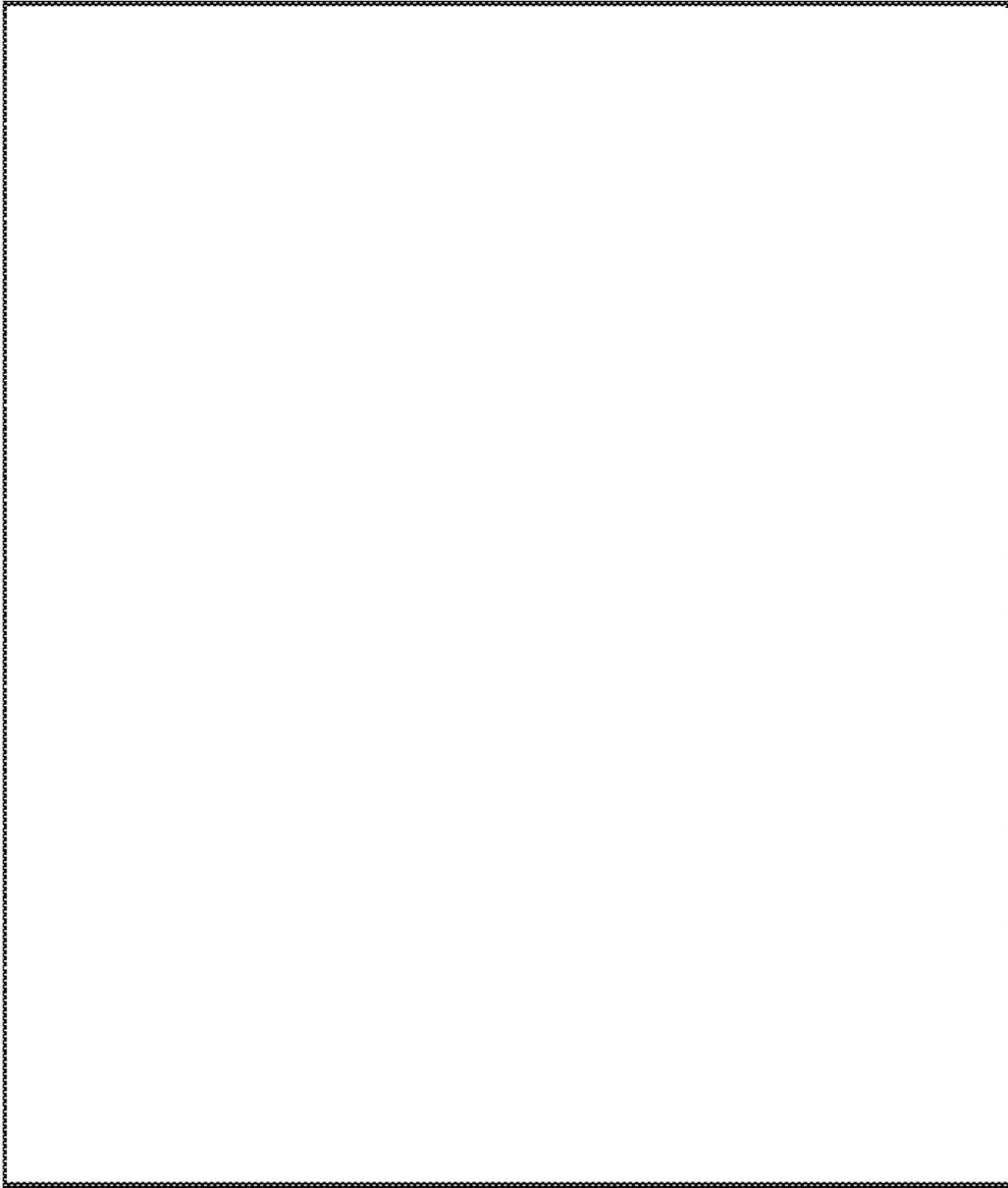
Many people from all over world donate money, goods and medical aid supplies for the infected areas. Some companies directly sent helicopters to deliver huge quantities of medical supplies to the most needed. It is an enormous collaboration among different peoples. The World Health Organization (WHO) gave credit to China's great efforts to control the outbreak. People abroad learned about it from television, radio, newspaper of the pandemic. A lot of people around the world hope to do something for patients and quarantined persons. Many people have found ways to help. Help is also pouring into other countries affected by the pandemic. The problem is an international one. Countries around the world have patients with the disease. Good news: it appears that the number of new cases in China is falling which shows the success of the quarantine.

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

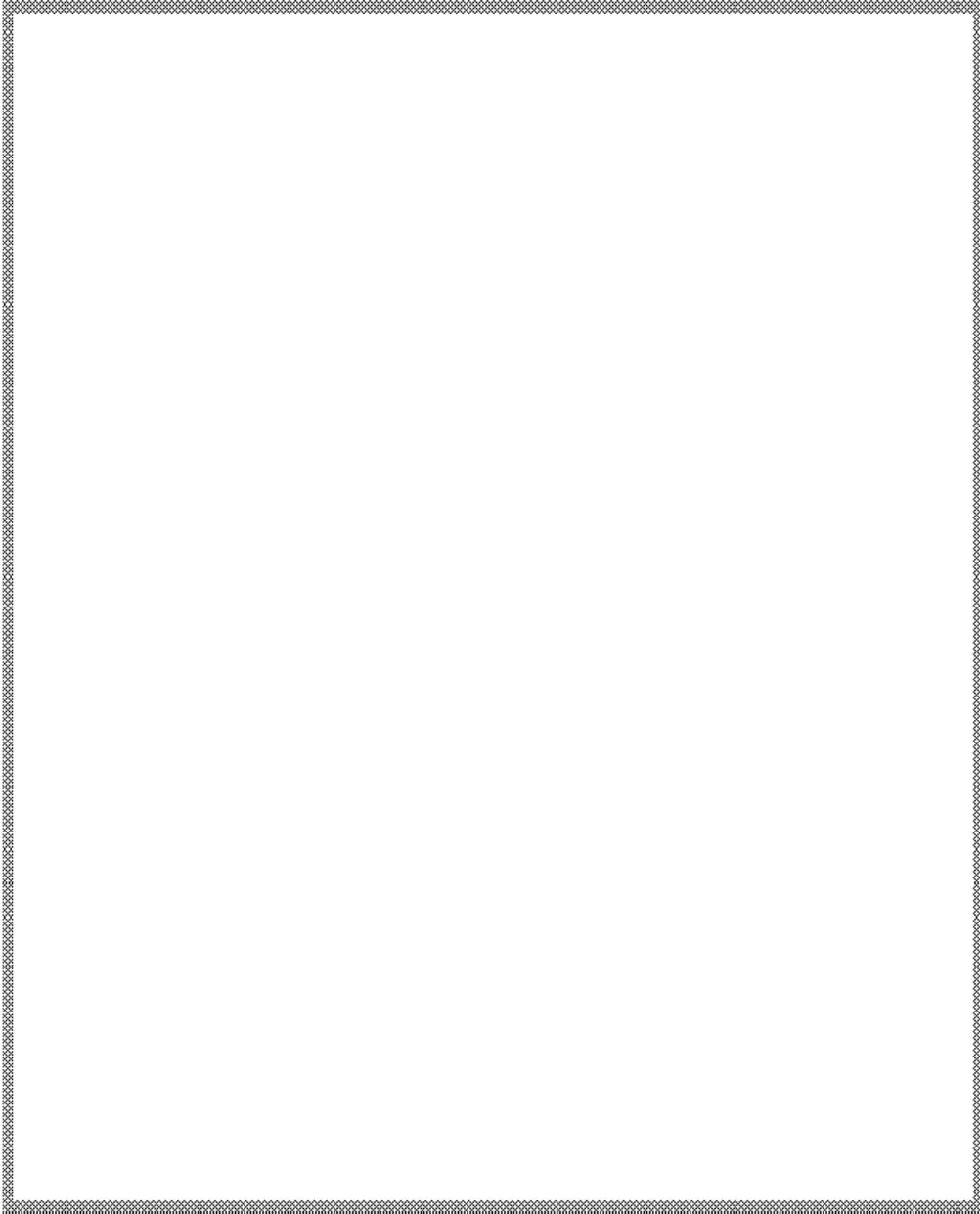
Here is a picture of something emergency workers did to save lives.



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



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



MOURNING AND HONORING LOVED ONES WHO DIED

When responding to the needs of children who have lost loved ones, it is important to respect their delayed grieving. Children do not always cry when a loved one dies. A child's grief and mourning often comes later than that of an adult and is age-related. This workbook can be used to help children draw pictures of their parents and other family members, to reflect on the good times they had with their loved ones, to cherish the good memories of the past, and to express their hopes for a better future.

A Child Crying



WORRY AND SADNESS

The pandemic caused illness in thousands of people. It is a threat to the whole world. Medical and other support were first directed to the most severe cases and areas. People became very worried when they and their family members became ill. But they usually felt better when they saw all the doctors and nurses doing their best to rescue and take care of every sick patient. Not everyone who got the virus was very sick. More than 80% of people who got the Covid-19 virus felt like they had a bad cold or flu or even did not feel sick at all. One problem was that they could make other people sick even though they were not very sick themselves. The biggest danger was to older people and to people who already had other illnesses that made them weak.

The outbreak continues to interrupt work life, schools, travel, recreation, the economy and the development of countries all over the world. Many people's daily life and work are being severely changed. People feel very worried and sad. Usually, it is hard for people to feel hopeful immediately after experiencing a huge loss. They need some time to recover. Afterwards, people feel it easier to be hopeful.

IN A HOSPITAL



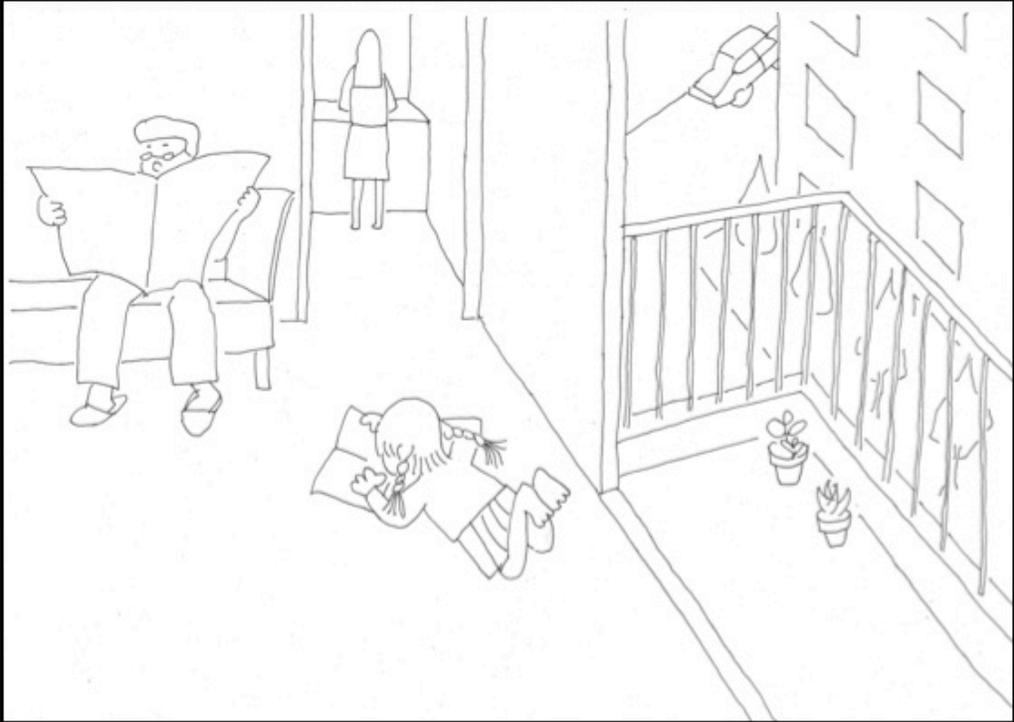
QUARANTINE

The most worrisome aspect of Covid-19 virus is the great contagiousness of the virus. People catch it from each other. There is a silent period. Infected people may not show any symptoms for one or two weeks. Most virus carriers do not know that they have the virus, but meanwhile they can pass the virus to other people. As the number of infected cases increases, so does people's anxiety. The most common way to prevent the spread of the virus is quarantine. Quarantine is the way to separate virus carriers from other people. Quarantine is effective in stopping the spread of the illness. People in homes or locations being quarantined do not have physical contact with the outside world until the end of the incubation period--- at least two weeks.

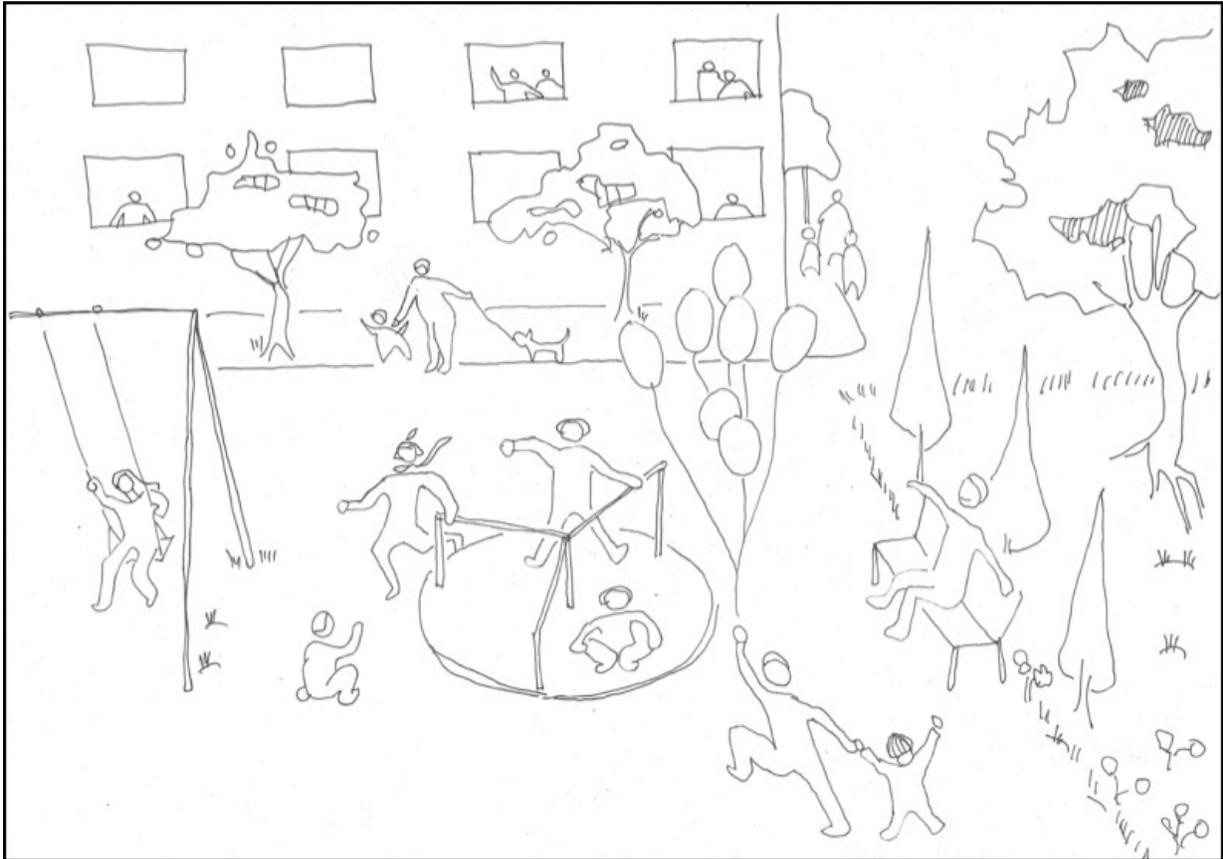
Adults understand that the purpose of quarantine is to prevent spread of the pandemic. Adults and children can try to prepare themselves for quarantine. They can get ready with equipment, food, medicines and they can prepare psychologically for the quarantine. Everyone quarantined must try hard to avoid going outdoors. If they must go out, they must wear masks, and wash their hands carefully before and after leaving. This way, the risk of infection will be reduced. Usually, it is difficult for children to understand why they aren't allowed to go out during the time of quarantine. They may be scared because the quarantine reminds them of ongoing danger in the outside world. It is important that adults accept and respond to their children's feelings and help their children know that adults know and understand their fears.

When people of any age have been at home for a long time, they sometimes feel agitated, depressed, or bored. Children sometimes throw tantrums. Outside, when the sun is shining, and flowers and trees are colorful who does not want to take a walk and have fun? It is a big challenge for children who cannot go out and play with friends. Adults can discuss with their children how to spend time together during the quarantine. They can brainstorm and write down all kinds of ways and choose the best ways to improve their moods. For many children, it may be fun staying at home, because parents are there for them. They can also talk to their friends over the phone and the internet.

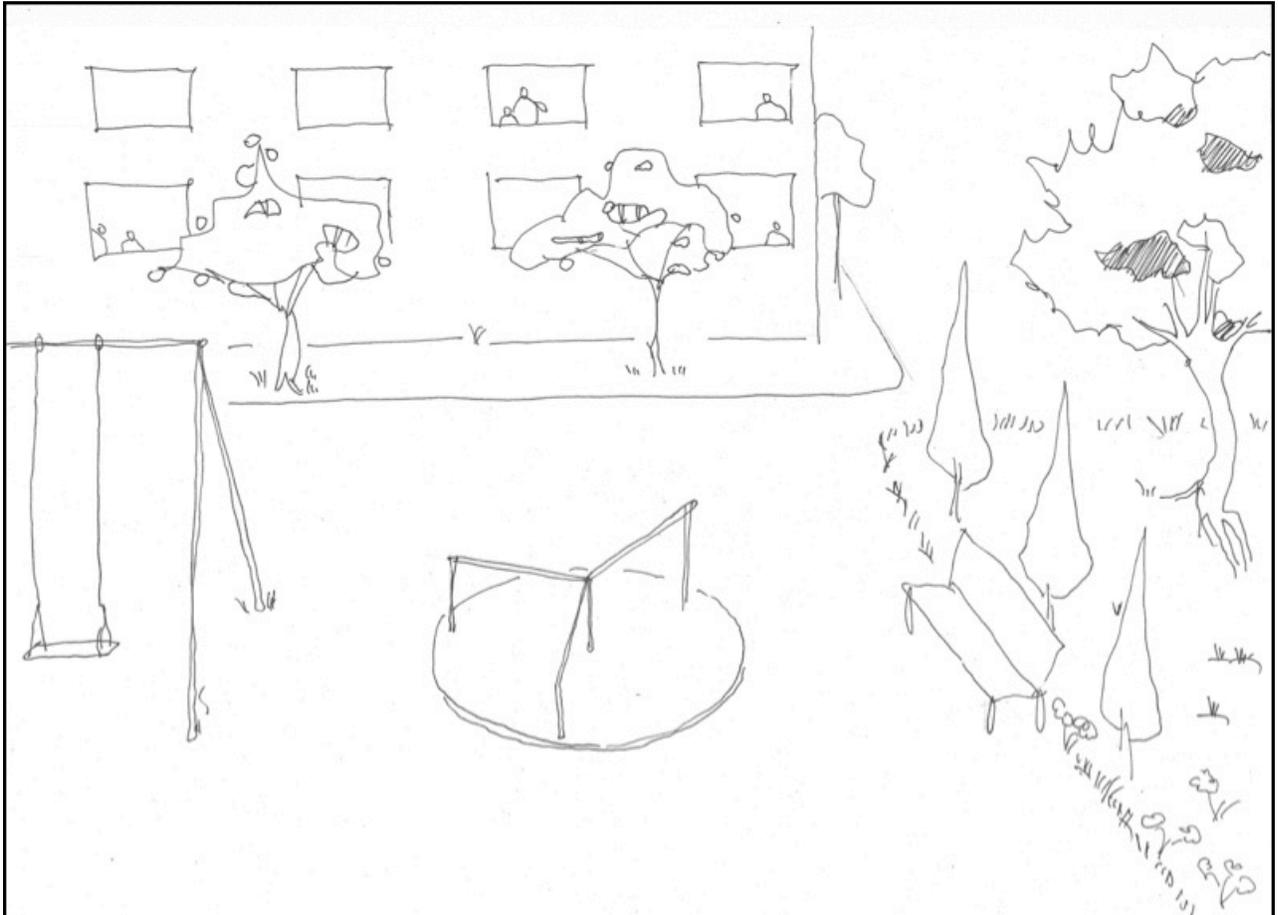
Quarantine at Home



A Garden before the Pandemic



A Garden During the Quarantine



MY PERSONAL STORY

Now, here's my personal story, about things I might be the only one to know:

How I found out:

I heard of the pandemic from _____

Here are some things I learned about the pandemic:

I learned that COVID-19 causes _____

I know how to prevent getting sick from COVID -19 virus:

Ways to prevent infection, I _____

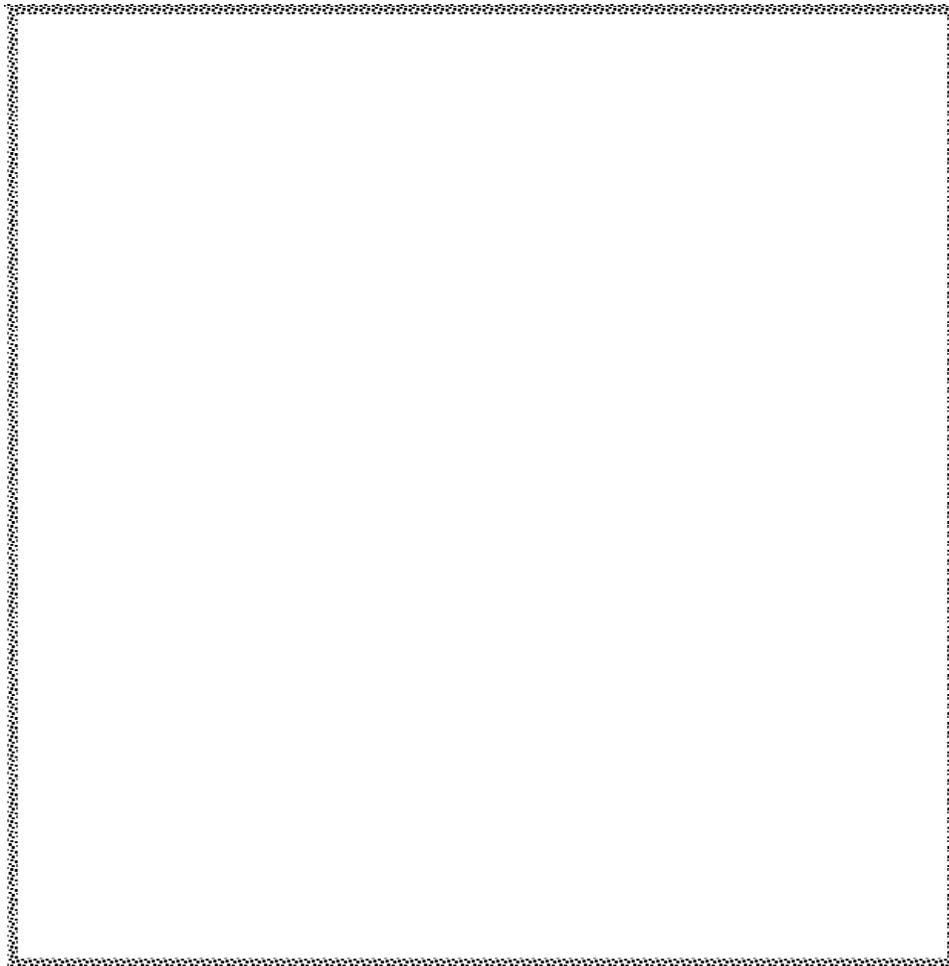
Who I was with when I first learned about the pandemic:

I was together with _____

What I did

I _____

Here is a drawing about what I did with my family during the pandemic:



WHAT I FELT, HEARD, AND SAW

At first, I felt _____

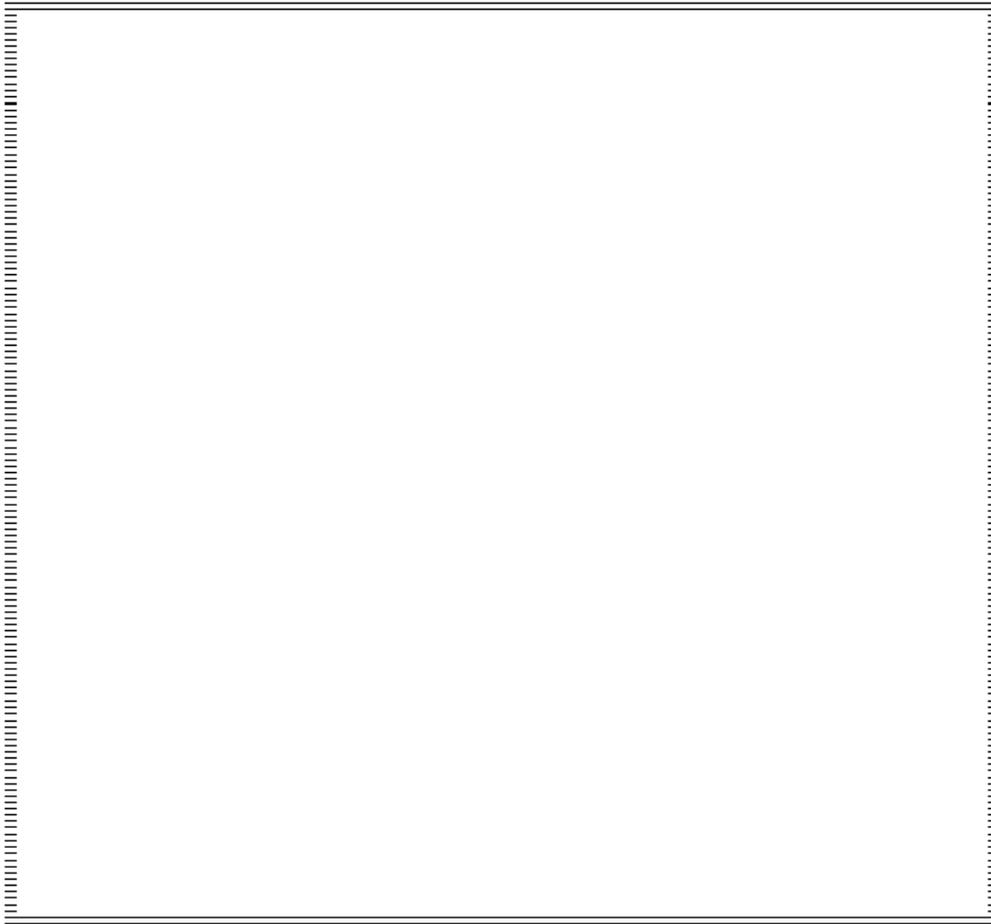
The first thing I heard was _____

The first thing I saw was _____

Then, what I felt, heard and saw was _____

The strangest thing I heard or saw was _____

HERE IS A DRAWING OF THE STRANGEST THING I SAW



The most frightening thing I heard about or saw was _____

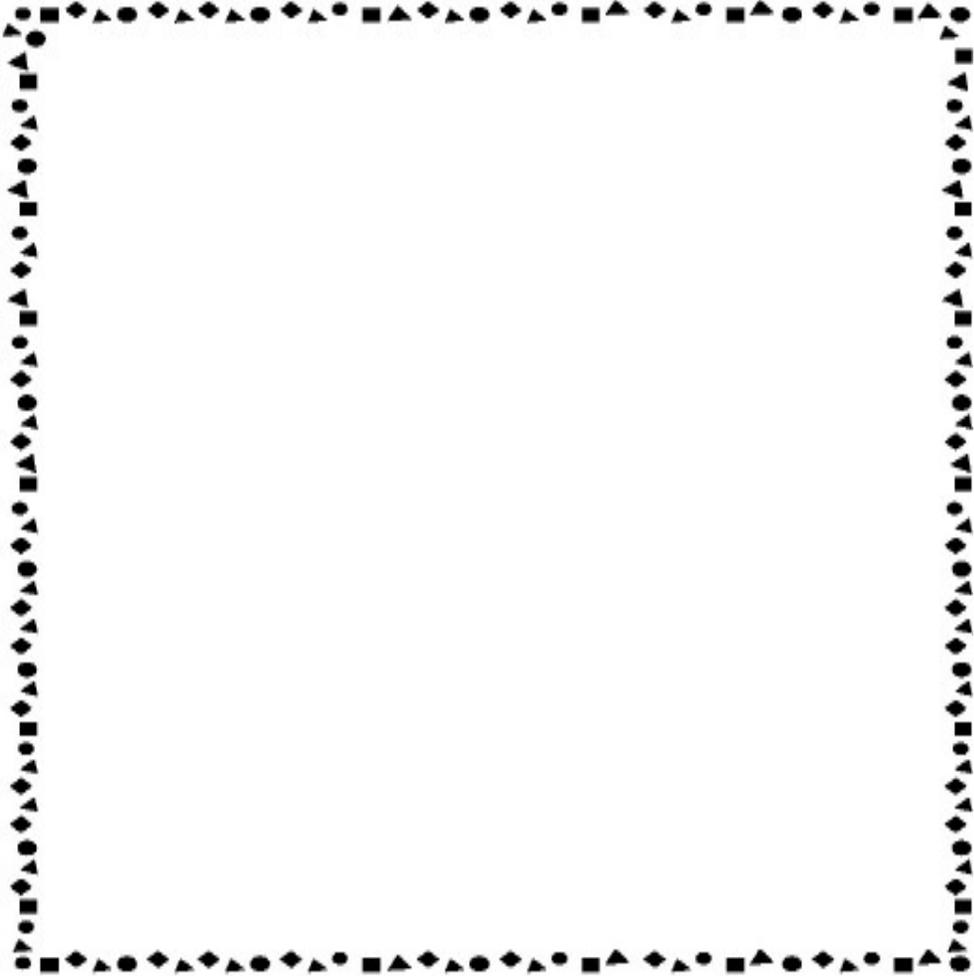
The saddest thing I heard about or saw was _____

HERE IS A DRAWING ABOUT THE SADDEST THING I HEARD ABOUT OR SAW



THE BEST THING THAT HAPPENED WAS _____

Here is a picture about the best thing that happened:



WHAT I WAS THINKING AT THE BEGINNING OF THE PANDEMIC

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

Right after I learned about the pandemic, I felt:

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

**RIGHT AFTER I LEARNED ABOUT THE
PANDEMIC**

At first I was worried about _____

I saw _____

Then I thought about _____

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

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

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

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

The way I felt about the adults was:

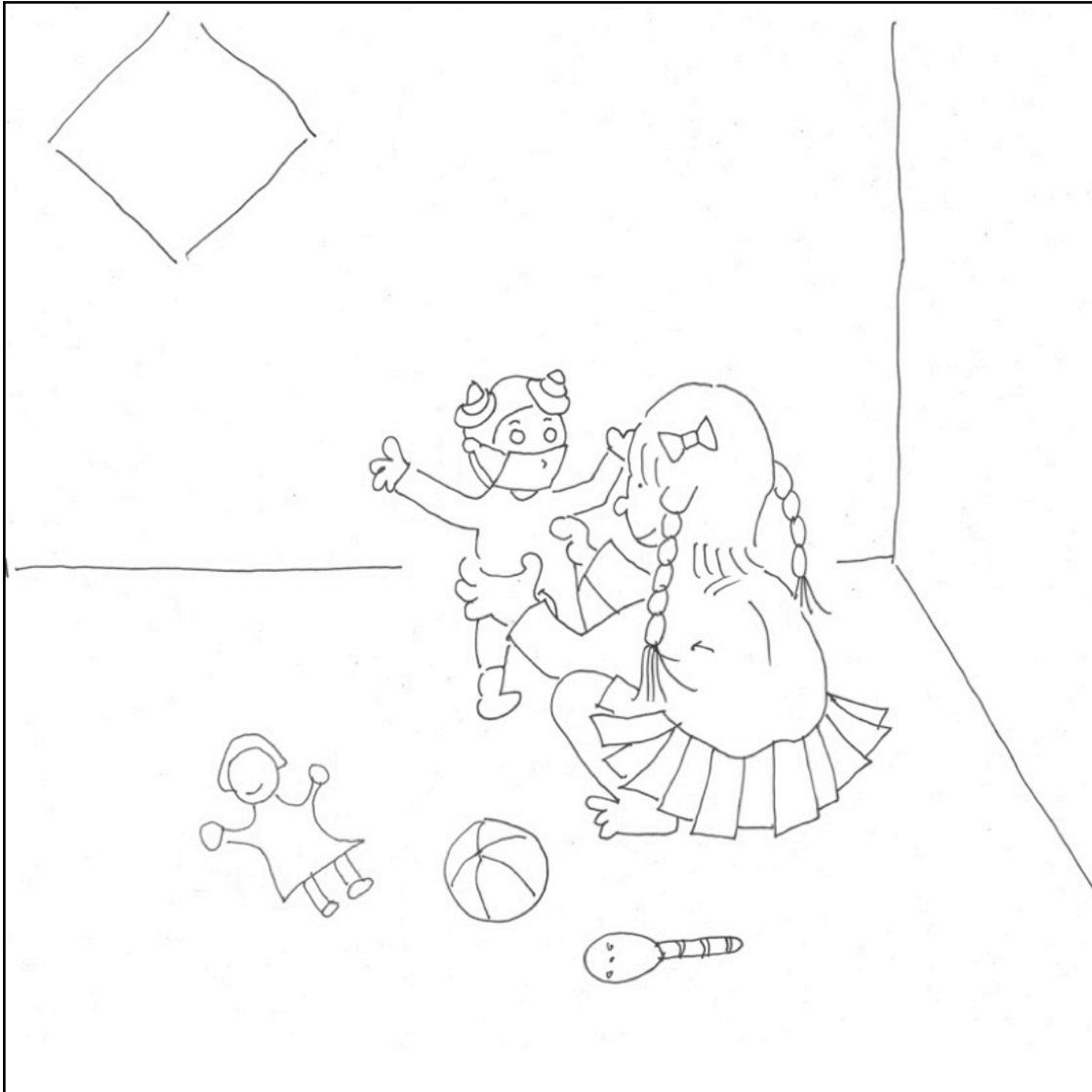
Some of the bad things that happened to other kids who are friends of mine are:

Many people feel hopeful when their government is trying to control the pandemic, and sending medical equipment to areas that are severely affected.

Sometimes I think the government is working very fast and I feel _____

Sometimes I think the government is NOT working fast enough and I feel _____

Learning to Protect My Self



ABOUT MY DREAMS

Here is something only I know about: My dreams

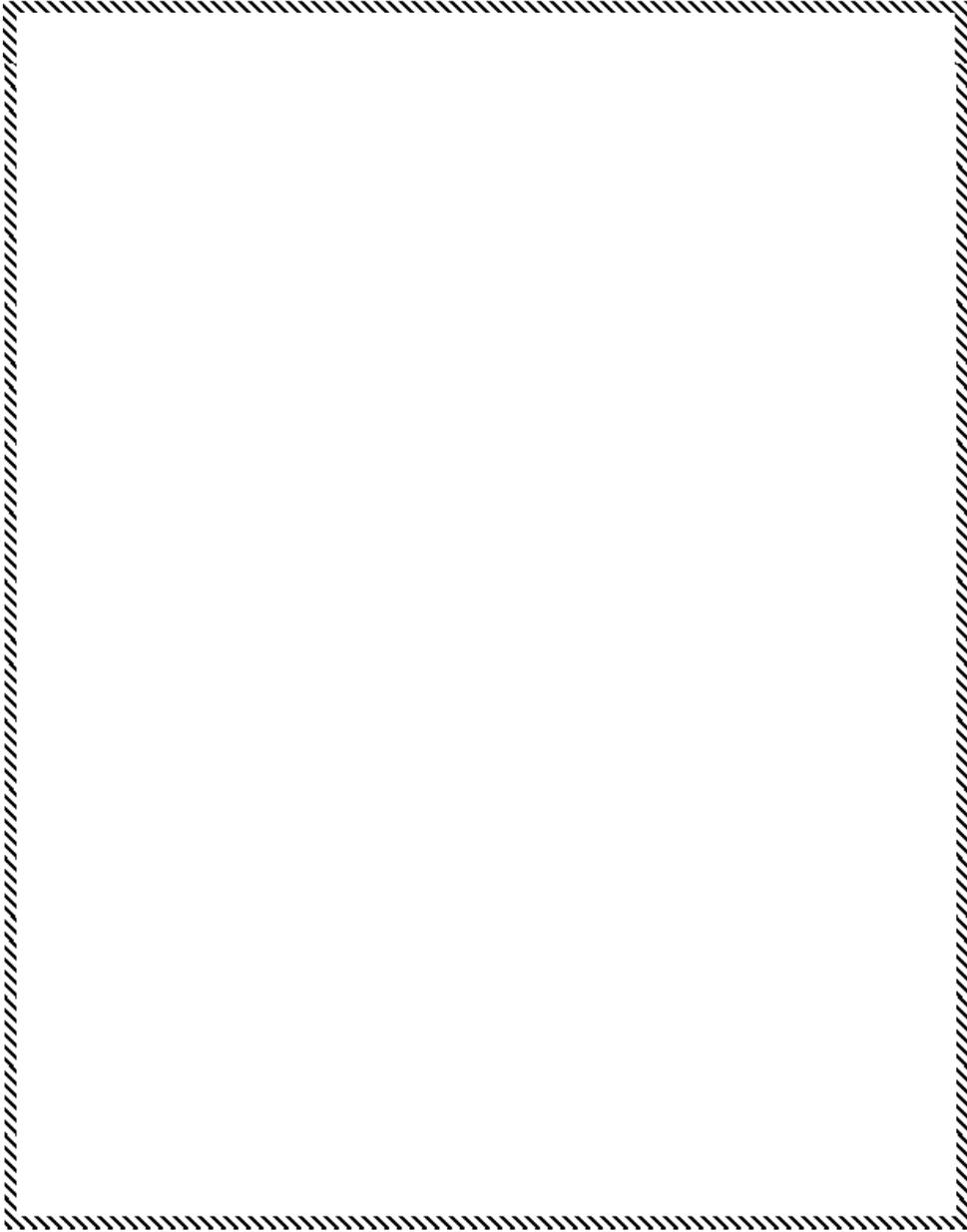
Before the outbreak, the WORST dream in my whole life was this dream:

Before the outbreak, the BEST dream in my whole life was this dream:

This is the story of the first dream I remember having since the pandemic began:

Since the outbreak, I have had _____ dreams I can remember.

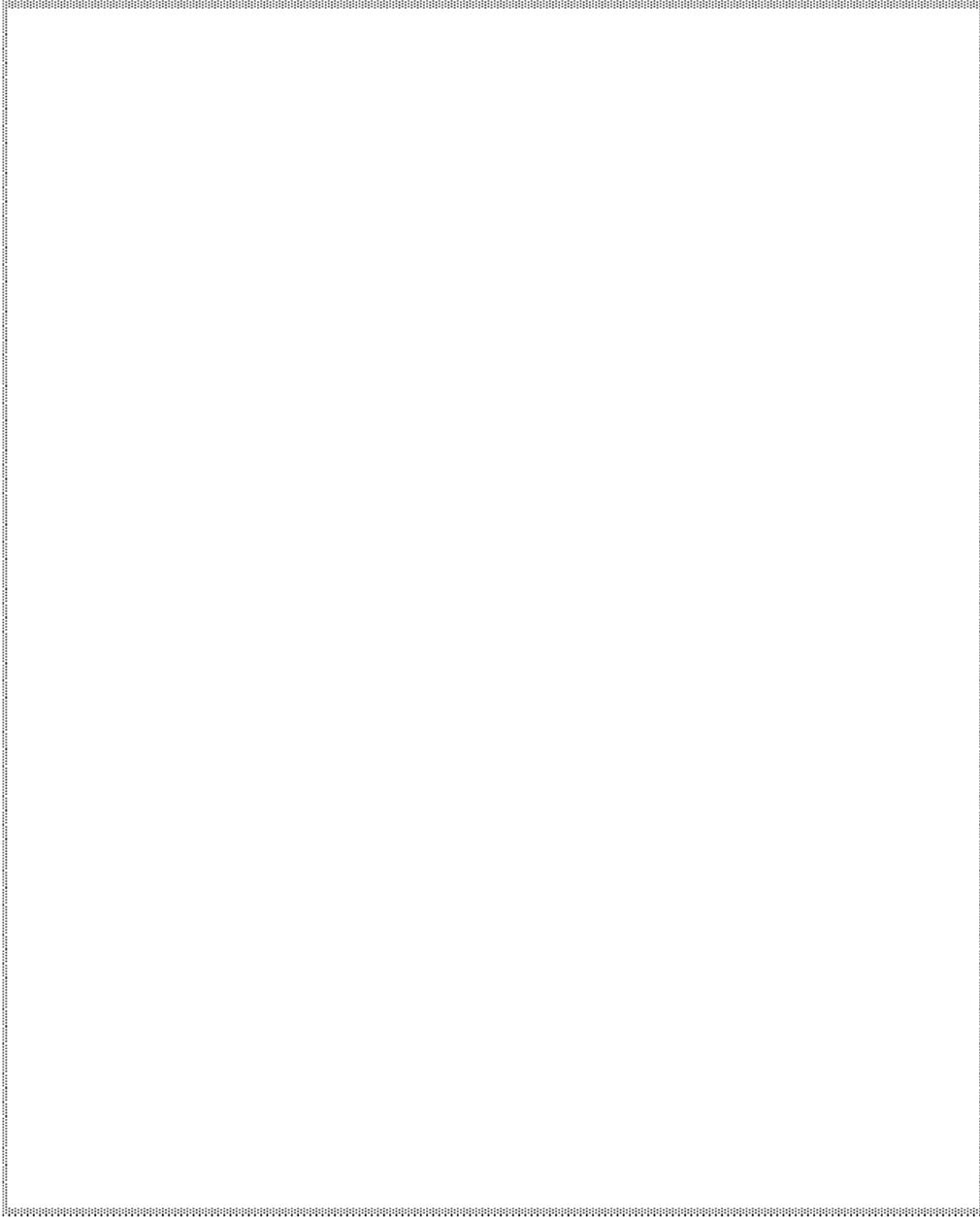
Here is a drawing of a scene from my WORST dream so far since the pandemic:



A Child's Dream

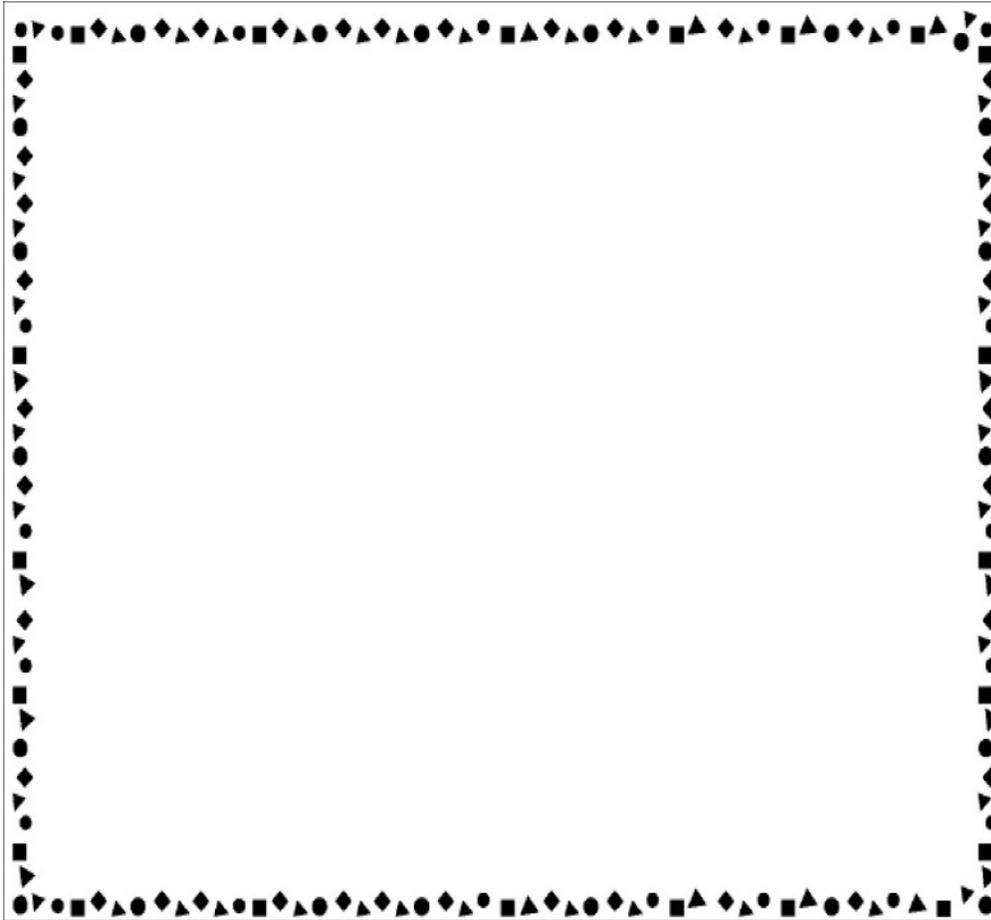


Here is a drawing of a scene from my BEST dream so far since the pandemic:



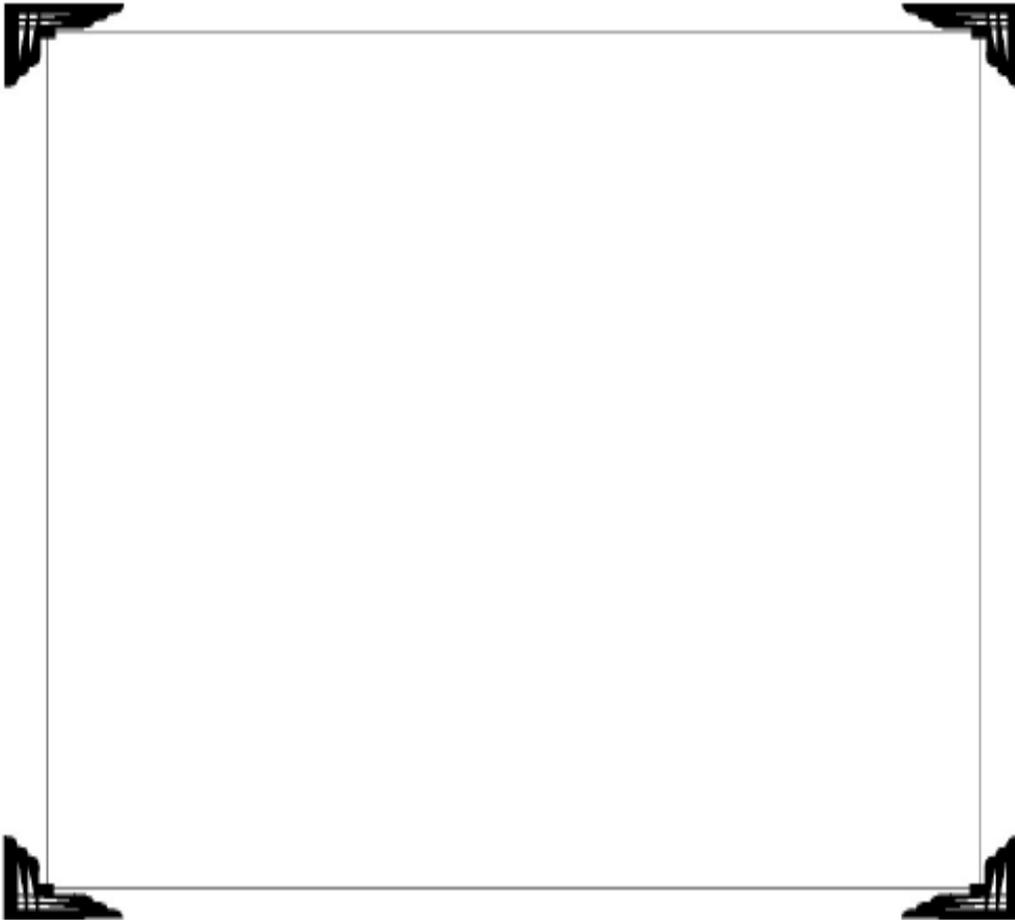
ABOUT MY HOME

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



The difference the pandemic made was _____

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



Some of the changes in my room during the pandemic were:

FILL IN THE ITEM THAT IS TRUE ABOUT YOUR PERSONAL STORY

Since the pandemic began, I was able to stay in my own house and I felt

Since the pandemic began, I had to leave my own house and I felt

The name of the place I had to go to was the _____

_____ at _____

and _____ took me there.

The way I got there was _____

The way I felt when I got there was _____

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

Names

Address

Names	Address
_____	_____
_____	_____
_____	_____
_____	_____

Now the way I feel about that place is _____

The worst thing about the place I went to was _____

MEMORIES

The Memories section is optional page for children and teenagers who find themselves remembering things about the pandemic without wanting to remember, and for those who have trouble remembering much about this time.



Today's date is _____, 20__.

The part I most hate to remember about the pandemic is _____.

I hate remembering this because I feel _____

And then I think _____

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

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

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

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

When I am ready, I can make a drawing in this book about a memory that I do not want. If I use this book as my Memory Keeper, that could help me not think about it so often.

HERE IS A DRAWING OF WHAT I MOST HATE TO REMEMBER



MORE THINGS I FOUND OUT AND HOW THAT MADE ME FEEL

I personally saw, or heard, or read about some things that happened elsewhere

THE MOST AWFUL THINGS ABOUT THE PANDEMIC

For me the worst thing about the pandemic was _____

People I personally know who were made sick by COVID-19 are _____

People I personally know who got over the virus are _____

People I personally know who died due to the pandemic are _____

These are true stories of people that I know during the pandemic _____

The worst feeling I had was _____

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

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

HOW I FOUND OUT ABOUT THESE THINGS

At first, I didn't know what happened to other people. Later, on television, on the internet, in newspapers, radio or on our cell phones, I learned more about the outbreak: increasing numbers of infected people being treated by doctors and nurses in hospitals, people dying of the virus, shortages of masks and disinfectants. I learned that scientists all over the world are working on medicines and vaccines to fight the pandemic.

Some things I found out because _____

What I thought about some of those news stories was _____

When I saw TV news of doctors treating sick people, I felt

I saw many people feeling panicky and purchasing masks and disinfectants. When I saw that news, I felt

When my parents told me to wear a mask when we went out, I felt _____

When my parents told me to wash my hands, I felt _____

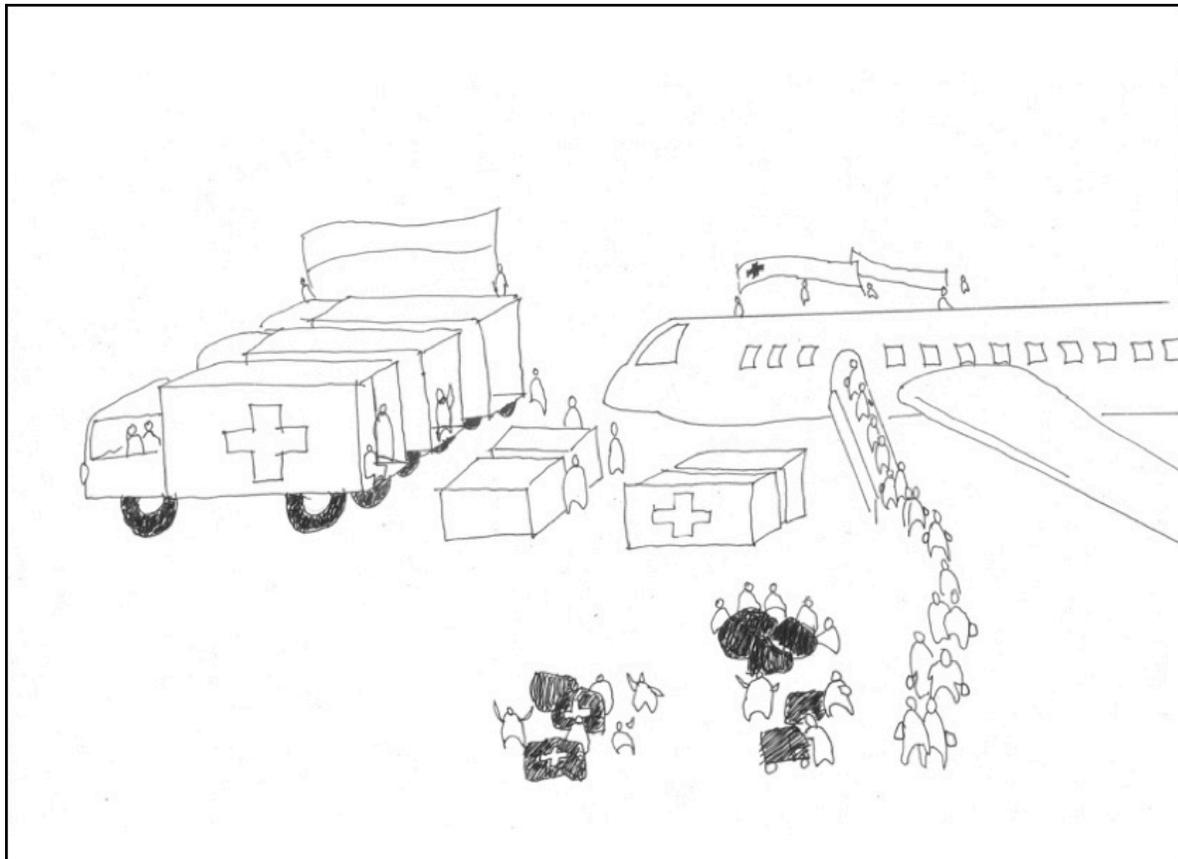
Most of the time I needed to stay at home and I felt _____

I heard news that some sick people had died. I felt _____

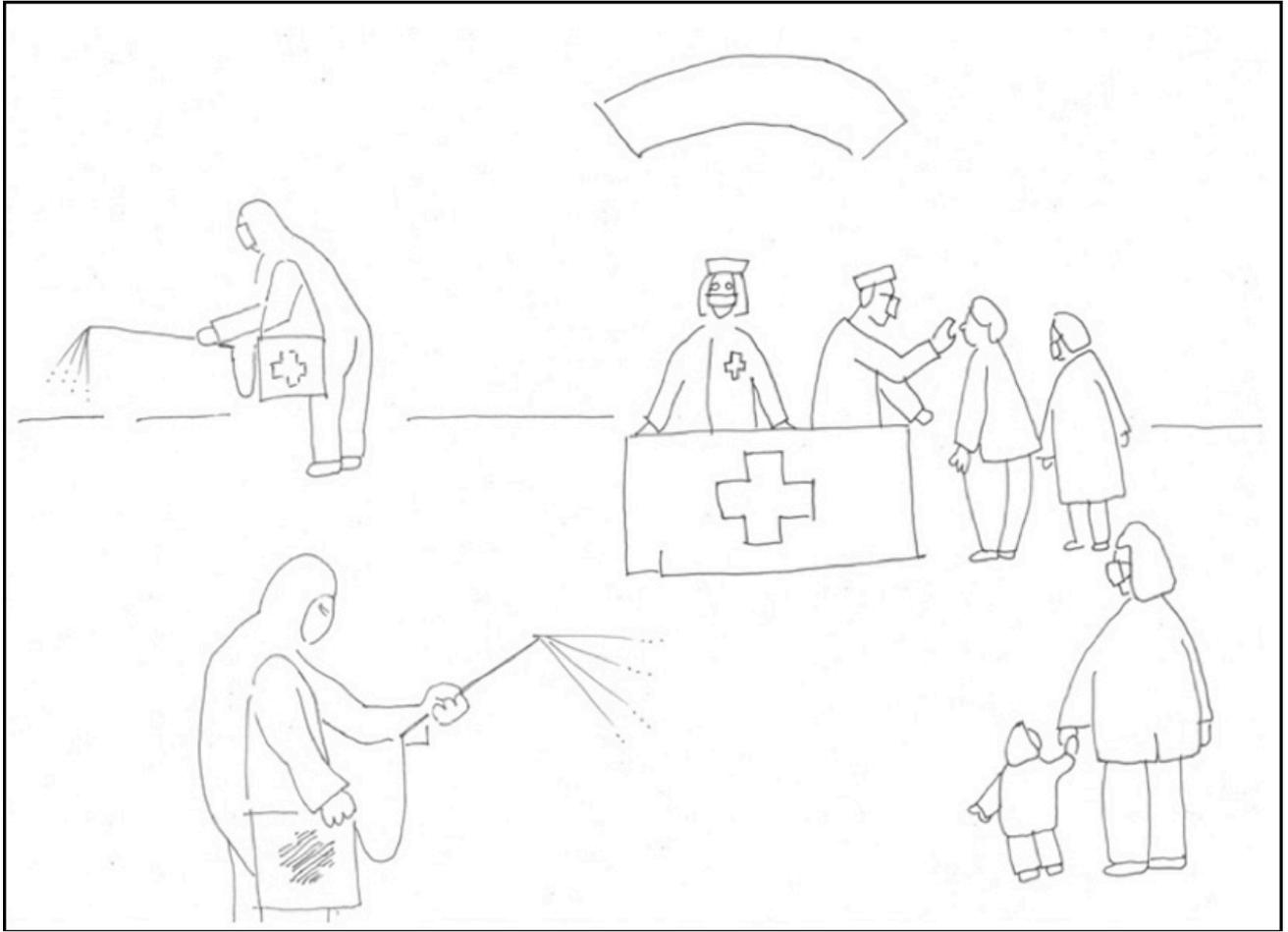
I heard news that many sick people had recovered. I felt _____

My school made new ways to continue our classes. I felt _____

More Medical Support



Preventive Measures that were used in China:



This picture makes me think about _____

**FOR CHILDREN TEN YEARS AND OLDER:
MORE FACTS ABOUT THE PANDEMIC OF 2019-2020**

It is a serious world-wide danger. We have to learn a lot about it and find ways to prevent or cure the COVID-19 illness. It is now in more than 100 countries throughout the world. The pandemic started in December 2019. COVID-19 makes people sick in their whole bodies but especially in their lungs. It makes it hard for people to breathe.

The virus may have started in animals and jumped to human beings. So far human beings, not animals, infected with COVID-19 are the main source of the spread of the virus. People without symptoms or what seems like just a cold or mild flu may also become the source of infection. Droplets from sneezing and coughing spread the virus from person to person.

The virus is quiet for a while in each person. That is called “the incubation period” The incubation period is 1-14 days, mostly 3-7 days. Based on the cases under treatment, most patients get well. Only a few get very sick. Probably 100 persons die among 1,000 people who get sick. The ones who die are usually elderly and those who already are sick, like with diabetes or cancer. Children usually stay well, but they can carry the virus to other people.

In January, February and March 2020, governments all over the world gradually responded by asking people not to travel and to stay at home if they became sick.

Only severe cases needed oxygen and special breathing machines. But hospitals are short of those machines and short of beds and protective equipment for the medical workers. That is a big problem.

Many public events were stopped all over the world, and many sports games were played while watched on TV, without people in the stadiums. People were asked not to go to work or school if they were sick. Many schools were closed for weeks at a time. This is still happening and in some places getting worse and more widespread as we write in March 2020.

YOUR STORY IS IMPORTANT

Historians as well as scientists are interested in the records of great pandemics that happened in the past. You are an eyewitness to a great pandemic. You had first-hand experience. Your personal story is part of the shared experience of your whole community and nation about what happened in the 2019-2020 pandemic. Your story is a historical record of a big event that affected millions of people. Your true story and the stories of others make history.

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

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

SOME PANDEMIC HISTORY OLDER CHILDREN SHOULD LEARN ABOUT

Infectious diseases are diseases people get from other people. They are caused by germs and viruses that can be transmitted from person to person, animal to a person, or person to animal. Animals can start spreading diseases. Pet dogs and cats do not spread the diseases.

In history, infectious diseases have caused large outbreaks among humans. The following table provides a brief record of several pandemics in history and within recent decades.

Time	Place and Event	Casualty
430B.C.-427B.C.	The great plague of Athens	One third of the population of Athens got sick and died.
541A.D.-542A.D.	The Justinian plague of the Mediterranean	The Byzantine empire lost roughly 20-25% of its population.
1347A.D.-1351A.D.	Second plague pandemic (black death)	Nearly a third of the European population died.
1918A.D.-1919A.D.	Spanish flu	About 1 billion people worldwide were infected, and between 25 and 40 millions of people were killed. Its global average fatality rate was about 2.5-5%. This was caused by a corona virus, which is related to COVID-19 but is not exactly the same.
2003A.D.	SARS corona virus influenza	349 cases of death
2009A.D.	The Influenza A,H1N1 virus	About 18,500 people died worldwide.
2018A.D.-2020A.D.	Ebola pandemic of The Democratic Republic of the Congo	By the end of 2019, the pandemic caused more than 2000 deaths.

Middle and high school students who use this workbook can access more detailed information on the Internet. The U.S. Centers for Disease Control is an important source. The World Health Organization is collecting information world-wide. Scientists of many nations have contributed useful information to the world in this field. Among the children reading this book are future scientists, epidemiologists, doctors and nurses who will do research in the fields of infectious diseases, public health, and medical care. You will be able to help our future generations to understand diseases and prevent them in a better way, so that they can live in a safer home and a safer planet.

WAYS OF HELPING AND GETTING HELP

HERE'S ANOTHER TRUE STORY ABOUT PEOPLE HELPING PEOPLE.

When I heard this story I felt _____

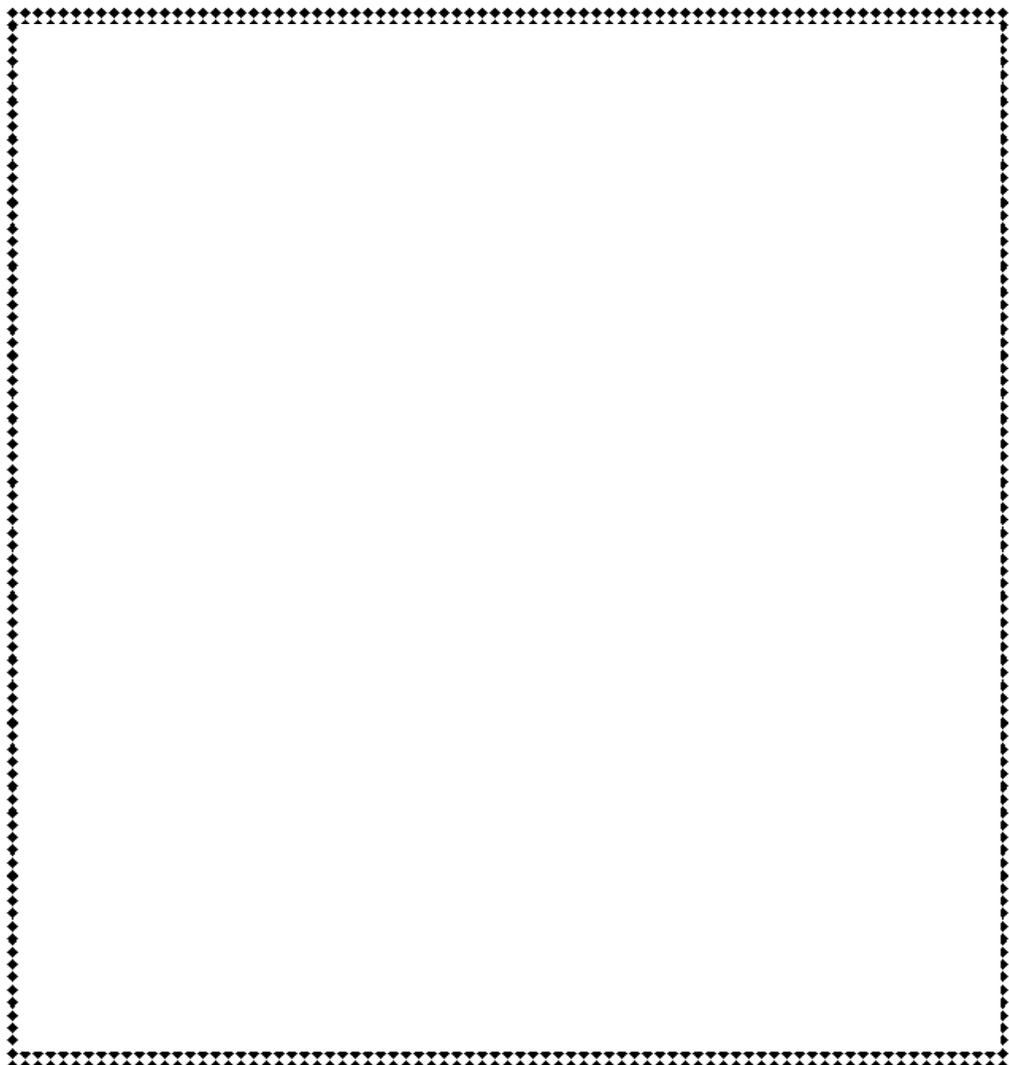
HERE IS MY DRAWING ABOUT THIS TRUE STORY



GETTING HELP

Here are some things I personally know that people did to get help or make themselves safer and get things they needed during the pandemic _____

HERE IS A DRAWING OF SOMEONE HELPING ME DURING THE PANDEMIC:



GETTING HELP

I can ask for help. One day after the outbreak started, I needed help:

HERE IS A PICTURE OF ME ASKING FOR HELP



This is what I needed help with: _____

This is what happened when I asked for help: _____

GETTING HELP

PROBLEMS AND WORRIES

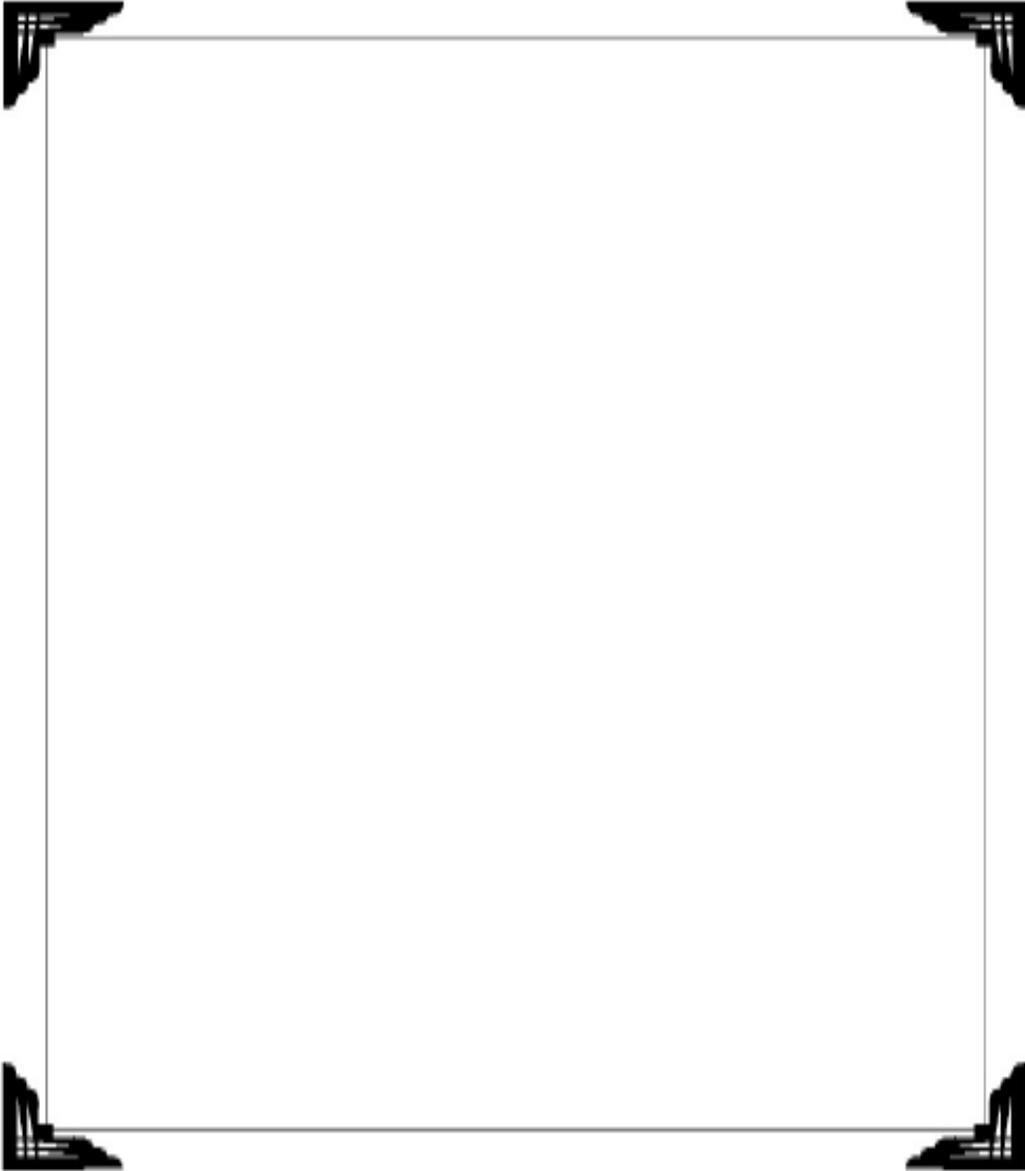
My biggest problems or worries now are _____

Some people who I can talk to about these are _____

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

GETTING HELP

Here is a picture of me helping someone else.



MY LIST OF THINGS THAT MAKE ME FEEL BETTER

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

Here are some things I am really good at:

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

WHAT CAN I EXPECT?

WHAT CAN I EXPECT TO FEEL SOMETIMES BECAUSE OF FEAR ABOUT THE PANDEMIC ?

- ◇ I might remember fearful things when I don't want to remember them.
- ◇ Sometimes I may be afraid for my life and other people's lives.
- ◇ I might have trouble sleeping.
- ◇ I might be grouchier sometimes.
- ◇ I could have a loss of confidence in the future.
- ◇ I might worry about it happening again.
- ◇ Sometimes I might have bad dreams about the pandemic.
- ◇ Sometimes I might have trouble concentrating.
- ◇ I might feel like acting younger than I am for awhile.

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



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

MY HEALTH

Circle the correct answer

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

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

My health troubles are:

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

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

Circle the right answer:

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

Other people are worried about my health because: _____

The person who usually takes me to a nurse or doctor is _____

My nurse or doctor's name is: _____

My nurse or doctor's address is: _____

The last time I went to the Dentist was _____

My Dentist's name and address is: _____

GAINING CONTROL OVER MY INNER LIFE AND FEELING SAFE

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

HELPING OTHER PEOPLE

Here are some things I can do to help people who got sick, or who had a friend or family member die or get very sick:

- ✓ I can write letters or make drawings to encourage other people and give them to as many people as I can.
- ✓ When I meet other people, who are in need of help because of the pandemic, I can take their names and addresses of their relatives and promise to write to them.
- ✓ I might be able to share my possessions with very needy people.
- ✓ I can show My Pandemic Story to other children or tell them about it if I want my book to be private. If they want help to write their own Pandemic Story book, I could help them.
- ✓ I can make a pandemic *Newsletter*.
- ✓ Here is something else I can do to help others:

SAFETY AWARENESS AND BEING PREPARED NOW THAT THE PANDEMIC IS WIDESPREAD: WHAT OLDER CHILDREN AND ADULTS SHOULD KNOW

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

- 1.** Reduce outdoor activities. Reduce frequency of visiting friends, family and eating in restaurants. Be at home as much as possible. Reduce activities in crowded public places, especially closed areas with poor air circulation.
- 2.** Stay six feet away from others if you can when you are in public places such as supermarkets, restaurants and taking public transportation.
- 3.** Avoid touching your mouth, nose and eyes with your hands. It is surprising how often most people do this without knowing. The virus can enter only through mouth, eyes, or nose!!
- 4.** Masks: You do not need to wear a mask at all if you are well unless you have been exposed to the virus. You do not need to wear a mask when you are alone or walking alone in the park or places where risk of infection is low.
- 5.** Use good personal hygiene. A family should always keep supplies of thermometer, masks, household disinfectants. Masks that have made no contact with suspected or confirmed patients, with intact appearance, without any odor or dirt, can be placed in dry, ventilated place, in order to be reused only by the same person who used them before. Write your own name on your own mask. Masks that need to be discarded should be disposed of in paper trash.

- 6.** Keep hands clean at all times, especially after being in public, using the toilet, or before eating. Always wash hands with hand sanitizer or running water with soap for at least 20 seconds each time. That is long enough to sing “Happy Birthday” twice! Use hand sanitizing gel after returning from public places.
- 7.** Cover your nose and mouth with your elbows and sleeves when sneezing or coughing.
- 8.** Keep the house clean. Frequently open the window for ventilation. Do regular disinfecting.
- 9.** Stay strong by good diet and exercise. Do moderate exercise indoors or in wide open spaces and maintain adequate rest.
- 10.** Do not spit on the ground. Wrap nasal and mouth secretions in tissue paper and dispose in covered garbage bins.
- 11.** Monitor your health and the health of your family members. Especially take your temperature if you feel you have a fever.
- 12.** Call or go to a doctor or nurse if you have fever, cough, throat pain, chest tightness, shortness of breath, weakness, muscle pains, loss of taste or smell s. If you are having trouble breathing, you should go to an emergency room. Wear a mask or a medical surgical mask if you need to go to a medical facility.
- 13.** Persons who have been in close contact with patients infected by COVID-19 should be in isolation at home. They

need to be free of temperature or other symptoms for 14 days before leaving home, starting from the day of last contact with infected persons. The person who needs to do home isolation should reduce contact with others in the home as much as possible. Stay six feet apart. Clean and sterilize places that have been touched, to avoid cross-infection. Do not go outside during the two-week period except for emergencies. If you must go outside, wear a medical surgical mask and avoid crowded places.

- 14.** Persons in home isolation should take their temperature at least twice a day and not have outside visitors. Don't have close physical contact with family members, and do not share with any items that may lead to infection. Don't share toothbrushes, cigarettes, unwashed glasses and tableware, food, beverages, towels, clothing and bedding.
- 15.** When entering a sick person's space, wear a KN95/N95 protective mask. Do not touch or adjust the mask during the visit. If you are not a caregiver, try to avoid direct contact with persons in hospitals and nursing homes. When any direct contact happens, one should clean and disinfect oneself immediately.
- 16.** Prepare emergency supplies for the family in case there is a quarantine: drinking water, dry food and food for cooking. Everyone should have enough of their regular medicines on hand for at least two weeks. Remember where supplies are stored.

17. Prepare a contact list of names, addresses, phone numbers and e-mail addresses of relative and friends, neighborhood committees, hospitals, police stations and psychological hotlines. Make a copy in your bag or wallet. This information can be useful in case of emergency.

EXPRESSING YOUR APPRECIATION FOR HELP FROM OTHERS

1. You might want to write personal thank you notes to medical workers for their heroic work to fight against the pandemic. Teachers can help you send these.
2. You and other children might want to write your own letter to the people who lead in the fight against the pandemic, as well as those who contributed to the fight. This could be a school project. Ask your teacher or another grown up for help to send your thank you notes. You might want to send drawings too.
3. You can write a thank you note or a drawing to someone who helped you personally during the pandemic or to people who are helping you now.

MY IDEAS ABOUT OTHER THINGS I CAN DO:

LEARNING NEW THINGS AND THINKING ABOUT THE FUTURE

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

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

1. _____
2. _____
- 3.

ACTIONS MIDDLE AND HIGH SCHOOL STUDENTS CAN TAKE

TO BE HELPFUL AND GROW STRONGER

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

1. You can use an online library to learn more about pandemics, infectious diseases, epidemiology and medical treatment. Learn about related sciences and what universities teach such sciences. There is a lot of scientific knowledge around the internet, especially by going to the web site of The Centers for Disease Control. You can also go to Google Scholar and search for the latest on COVID-19.
2. You and your family could make a list of supplies you might need if another pandemic and quarantine happens. You could help collect these things in one place. Separate what you will need to take with you if you have to leave home in a hurry. Does a member of your family need medicine, like insulin or heart pills? Portable oxygen? A wheelchair? Copies of medical records? Your pets may need portable cages and supplies. A backpack and luggage on wheels would be useful for carrying food and water. A cart or wagon would be helpful.
3. You and your family could plan and practice how to protect yourself, how to adjust your daily life and your mood, and how to spend time in a better way during a pandemic and quarantine.
4. If you are old enough and it is safe enough, you might be able to volunteer to help at a school or relief agency. By helping others, we can feel better.
5. With permission, you could paint a pandemic story mural.
6. You can write down your thoughts and suggestions on how to protect your city, your community, and your home.

BULLETIN FOR JUNIOR SCIENTISTS

FOR CHILDREN TEN YEARS AND OLDER WHO WANT TO STUDY SCIENCE:

Viruses much like Covid-19 have caused many big sickness outbreaks of the past 100 years: the flus of 1918, 1957 and 1968; and SARS, MERS and Ebola. These diseases are “zoonotic”. That “zoo” in the word means they have moved from an animal population into humans. They are “RNA” viruses. That means they can only live in a host animal. Left alone outside an animal, a virus will stop growing

RNA viruses are very contagious from one person to another and very hard to stop when people keep spreading them. Keeping a distance between people stops the spread of the virus.

When viruses encounter a host, they use proteins on their surfaces to unlock and invade its cells. They take control of those cells’ to produce make more copies of the viruses.

Inside a cell, a virus can make 10,000 copies of itself in a matter of hours. Within a few days, the infected person will carry hundreds of millions of viral particles in every teaspoon of his blood.

Andrew Pekosz, a virologist at Johns Hopkins University, compared viruses to particularly destructive burglars: They break into your home, eat your food and use your furniture and have 10,000 babies. “And then they leave the place trashed,” he said.

Highly lethal viruses like SARS and Ebola tend to burn themselves out, leaving no one alive to spread them.

But a germ that's merely annoying can perpetuate itself indefinitely. One 2014 study found that the virus causing mouth sores has been with the human beings for millions of years.

More news for young scientists: You can save lives by knowing this fact:

Doctor groups are recommending testing and isolation for people who lose their ability to smell and taste, even if they have no other symptoms.

Anosmia, the loss of sense of smell, and ageusia, (say it as "a goose ya") are things most people don't know about. You can educate others. Loss of the sense of taste, have emerged as peculiar telltale signs of Covid-19.

"We really want to raise awareness that this is a sign of infection and that anyone who develops loss of sense of smell or taste should self-isolate," Prof. Claire Hopkins, president of the British Rhinological Society, wrote . "It could contribute to slowing transmission and save lives."

Get ready to be a scientist. Learn new ideas and hard vocabulary words. These hard vocabulary words are for children 10 years and older.

Electron microscope.	A super powerful microscope
Anosmia	Lack of a sense of smell
Ageusia	Lack of a sense of taste
Virus	A germ that can only grow inside an animal
Corona	A crown shape
Covid-19	A new virus with a crown shape
Epidemic	Many people are sick
Pandemic	Many people are sick in many countries
Endemic	The sickness keeps happening in a region

Zoonotic
Respiratory
RNA
Lethal

The germ or virus comes from an animal
The breathing system, especially the lungs.
One of the building-blocks of living things
It kills

A CHILD'S MEDICAL INFORMATION

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

The child's blood type is: _____

Special medical needs are: _____

History of
allergies: _____

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

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

WHEN DO CHILDREN NEED MORE HELP: MENTAL HEALTH CHECKLIST

SCORING INSTRUCTIONS

This checklist should be completed by an adult with the help of the, even though the child is old enough to do it by himself/herself. Add the pluses and minuses for all questions. If the child has lost one or more parents by death, or has his own health seriously harmed, or if the child is suicidal or the total score is more than 70, we suggest professional mental health consultation. Take this entire book or a photocopy of it when you and the child go to the mental health consultation.

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

WHEN SHOULD THIS CHECKLIST BE USED?

Before using this checklist, the child in question should be able to do one coloring or writing activity in this workbook. This check list is divided in two parts:

1. The first part is about known mental health risk factors and should be filled out as soon as possible.
2. The second part is about new symptom factors and usually should not be filled out until a month after the outbreak.

NOTES ABOUT COMPLETING THE CHECKLIST

1. Answer these questions for only one person per checklist. (Copy the blank checklist as you may need another Mental Health Checklist for someone else.
2. Ask a middle school or older child for his or her answer to each question.
3. An adult should answer the Checklist questions if the child is under age eleven.
4. If the answer is YES, Circle YES and the numbers to the right of each answer.

THIS CHECKLIST IS FOR _____
(NAME)

PERSON FILLING OUT THE ANSWERS _____

RELATIONSHIP TO THE CHILD _____

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

TODAY'S DATE _____

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

The COVID-19 Pandemic of 2020

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

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

-
2. **Is there a network of previously well known, supportive, caring persons, who continue to relate daily after the trauma? If YES, -10**
3. **Has the person had to move out of his/her house because of the pandemic? If YES, + 5**
4. **Was there reliable housing again within one month of the move, with a household member living in the same building as this person? If YES, -10**
5. **Has the child been sick or anyone in the child's immediate family been sick or died in the pandemic? If YES, + 15**
6. **Is the child the sole survivor of his or her family? If YES, +35**
7. **Is the child one of very few child survivors of a community's children? If YES, +15**
8. **Did the child attend a school where other children died? If YES, +15**
9. **Did anyone die in neighborhood where the child lives? If YES, +15**
10. **Has the child seen multiple dead bodies as part of the pandemic? If YES, +15**

HAS THE CHILD SHOWN OR EXPERIENCED ANY OF THE FOLLOWING NEW BEHAVIORS FOR MORE THAN FOUR WEEKS SINCE THE PANDEMIC?

11. **Is the child newly showing severe defiance, delinquent or criminal behavior since the pandemic?** If YES, + 5
12. **Nightly states of terror?** If YES, + 5
13. **Waking from dreams confused or in a sweat?** If YES, +5
14. **New difficulty concentrating?** If YES, + 5
15. **New extreme irritability?** If YES, + 5
16. **New loss of previous achievements in toilet training or speech, or return of thumb sucking or return of needing to sleep with a grownup?** If YES, +5
17. **New onset of stuttering or lisping?** If YES, + 5
18. **New, persistent severe anxiety or phobias?** If YES, +5
19. **New obstinacy?** If YES, + 5
20. **New or exaggerated fears?** If YES, + 5
21. **New rituals or compulsions?** If YES, + 5
22. **New severe clinging to adults?** If YES, +5
23. **New inability to fall asleep or stay asleep?** If YES, +5
24. **New startling or jumping at any loud noise or reminder of the stressful event?** If YES, + 5
25. **New loss of ambition for the future?** If YES, +5
26. **New loss of pleasure in usual activities?** If YES, +5
27. **New loss of curiosity** If YES, + 5
28. **New persistent sadness or crying?** If YES, + 5
29. **New persistent headaches or stomach aches?** If YES, + 5
30. **New hypochondria (excessive worries about his or her body) ?** If YES, +5
31. **Is the child newly and unusually occupied with thoughts of death?** If YES, +20

32. **Is the child newly and unusually accident-prone?** If YES, +15
33. **Is the child newly expressing thoughts of wanting to hurt himself/herself, or die?** If YES, +35
34. **Is the child newly expressing thoughts of wanting to kill himself/herself?** If YES, +35

WHO WROTE THIS BOOK?

Gilbert Kliman, M.D., is Director of The Children's Psychological Health Center in San Francisco, California. He has 50 years of experience in psychological disaster response. He is the founder and former director of the nation's largest situational crisis facility, the non-profit Center for Preventive Psychiatry in White Plains, New York. He and that Center's staff helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornadoes, urban crimes and homelessness. Author of Psychological Emergencies of Childhood, he pioneered the concept of "psychological immunization" by small doses of communication. Recipient of over 40 service and research grants and Editor of The Journal of Preventive Psychiatry, in addition to over 70 scientific articles, Dr. Kliman wrote Responsible Parenthood with Albert Rosenfeld. That book won an international literary prize for "world's best book concerning the well-being and nurture of children." He is the inventor of Reflective Network Therapy for children in classroom groups, and the creator of manuals for carrying out that therapy and its short form called The Guided Activity Workbook Method. He recently won the Dean Brockman Award for his Unifying New Theory of PTSD, the Anna Freud Award for his preschool research and service, and recently the first Humanitarian Award of the American Psychoanalytic Association. See www.childrenspsychologicalhealthcenter.org for a fuller description of his work and that of the agency he directs.

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

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

with children, adults and families who have experienced severe psychological trauma, and practices in Marin County.

Harriet L. Wolfe, M.D. Dr. Wolfe was President of The San Francisco Center for Psychoanalysis, a Director of Education for the Department of Psychiatry at San Francisco General Hospital, and President of the American Psychoanalytic Association. She practices psychoanalysis and couples' therapy in San Francisco. Currently she is Clinical Professor of Psychiatry at the University of California, San Francisco and President-elect of the International Psychoanalytical Association.

What agencies and people collaborated to help make this guided activity book available to children, families, teachers and caregivers?

1. The Children's Psychological Health Center, Inc., (www.childrenspsychologicalhealthcenter.org), San Francisco, California

Gilbert Kliman, MD, Medical Director (see above)

2. China American Psychoanalytic Alliance (CAPA) (www.capachina.org; www.capachina.org.cn)

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OTHER PUBLICATIONS

The Children's Psychological Health Center publishes other Guided Activity Workbooks similar to *My Pandemic Story*. Other publications include *My Earthquake Story*, *My Sichuan Earthquake Story*, *My Story About Being Homeless*, *My Story About My Shelter Home*, *My Fire Story*, *My Tornado Story*, *Tormenta del Stan*, and *My Personal Story about Hurricanes Katrina and Rita*. This is a series of trauma related, guided activity workbooks for children, families and teachers coping with severe stress. Licenses for mass copying are available to governments and nonprofits. Treatment for preschoolers is described and manualized in Kliman, G. 2011 *Reflective Network Therapy*. Universities Press of America hardcopy available on amazon.com and as a Kindle book.

See the **Disaster Relief** section of our agency's website to learn more.

Tax deductible contributions welcomed and needed at www.childrenspsychologicalhealthcenter.org or <https://donatenow.networkforgood.org/defaulturl-21587>

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