

My Story About The Hurricane



a guided activity workbook for children, teenagers, teachers and families

Helping children and teens to cope and thrive after a disaster
An evidence-based method to encourage learning and self expression

**Gilbert Kliman, MD, Edward Oklan, MD, Harriet Wolfe, MD,
Jodie Kliman, PhD, and John Tieman, PhD**

**Illustrations by
Anne Kuniyuki Oklan, RN, Manuel Reanda and Rebecca Kliman. Cover photo - NASA**

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Cover photo - NASA

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GUIDE FOR PARENTS AND TEACHERS

This book is to promote healthy, active coping with stress. If you are an adult looking at this book, your idea is probably the same as ours. You want to try to help children change a stressful, possibly traumatic situation into a constructive learning and coping experience. Hurricanes, floods, and their aftermaths can be a useful developmental crisis for children, because even though they are scary, they can stimulate learning and growth in children's brains and in their feelings. But they can also be a negative experience, creating only doubt, fear, and insecurity.

Some children who already have lived through bad things like a hurricane or tornado are less much more scared when it happens again. Surprising as it may seem, some children who have survived a natural disaster once are less scared when it happens again. After any hurricane, all children need a network of relatives, teachers, and other helpers at this time, to give them strength to struggle with their personal, challenges, and the challenges their family and community faces after a natural disaster.

This workbook comes from our experience in helping strengthen the mental health of disaster survivors. Its main purpose is to give psychological first aid to children and adolescents. In that way, it will also be useful to you as an adult, helping you to help the children you know and love, or children for whom you are a helper or teacher. Perhaps you are a parent, a temporary foster parent during this disaster, or a shelter worker who has responsibility for evacuated children and families. Perhaps you are helping as a volunteer, a teacher or a counselor. This workbook is designed to strengthen both you and the children you know, love and help.

If you are a family member with a child and you have been through a hurricane, you may have been through a range of very painful emotions and have experienced severe, sustained stress. If your home or workplace was damaged or your life was seriously disrupted by other after-effects of the hurricane, these feelings can be magnified by practical challenges. Certainly many victims of hurricanes have been very frightened and many have felt helpless or hopeless.

Even when they don't experience the effects of a hurricane directly, children and adults who suffer the threat of hurricanes can be traumatized. Waiting long hours in traffic during an evacuation, not knowing what you will find when you return home or what you will find when the danger has passed, and fears for personal safety can all take a toll. Just knowing that your home could be flooded or destroyed can be traumatic even if that does not happen to you personally. After a hurricane, many children and adults suffer from knowing someone personally who was injured or killed or whose home and community were devastated by a hurricane. When children hear about these things happening to others, whether or not they know them personally, they may have bad dreams, feelings of being unsafe, fears about the future, and other symptoms of stress and trauma.

Getting mentally active by getting past fears and painful memories and putting them in a bigger and positive perspective is an important part of moving forward. Our focus is to have strength for the future without either dwelling on or forgetting the suffering. Remembering and planning are both needed to help build a better tomorrow. Despite the stress you may still be under, your idea is probably the same as ours. You want to help children and families change a disorganized and confusing situation into some constructive learning and coping experience. Helping others, especially children, is one of the best things you can do to get beyond the past and make the future better!

GIVING CHILDREN AND TEENAGERS PSYCHOLOGICAL “H.A.N.D.S.” WITH WHICH TO COPE IN A CRISIS



The value of active coping rather than feeling helpless is well known by teachers, doctors, and therapists. During times of disaster or community upset like flooding or war, or displacement from home for any reason, children do better when they are given “H.A.N.D.S.” The term “giving children Hands” is a short way of saying children must be helped to: **H**onestly communicate, **A**ctively cope, and **N**etwork with peers and adults, in a **D**evelopmentally **S**pecific way.”

This workbook is designed to give psychological first aid right now to both you and the stressed people you know and love. If children or grownups who were recently traumatized by a hurricane need personal or family therapy with a professional therapist, this book can help sustain folks until they get therapy. This book can also be useful to the therapy process once you get that help in person. Use of this workbook by a person in need of psychological treatment cannot take the place of in-person therapy. It can be a structure around which to build an in-person therapy, like scaffolding around a building being repaired. Research with children who survived Hurricane Katrina has shown that this workbook’s approach is helpful on its own or as a structure for therapy. Benefits of our agency’s guided activity workbooks have been studied measured.

The authors of this Guided Activity Workbook have used similar ones in past disasters which forced families into temporary or permanent homelessness. Many people have found workbooks like this one helpful, after:

- Hurricanes Katrina and Rita (*My Story About Hurricanes Katrina and Rita, 2005*)
- the October 1989 earthquake in the San Francisco Bay Area (*My Earthquake Story*)
- the Santa Barbara Fire in 1990
- the East Bay Hills Fire of October 1991 (*My Fire Story*)
- massive flooding in the Midwest in 1993 (*My Flood Story*)
- the first Gulf War in 1991 (*My War Story*)
- the Balkan War of 1999 (*My Kosovo Story*)
- the World Trade Center 9/11 terrorism (*My Story about the Attack on America, 2001*);
- the 2005 Tropical Storm Stan mudslide (Guatemala) in (*Mi Historia de la Tormenta Stan, or My Story of Tropical Storm Stan, 2005*)

The method this Guided Activity Workbook is derived from is based on 47 years of projects treating over 1,000 children in “reflective networks” within classroom groups. (See www.childrenspsychological.org for references and to learn more about Reflective Network Therapy and The Cornerstone Method).

A study at Tulane University in New Orleans found that workbooks like this one help to lower stress in children following hurricanes. Other carefully controlled studies have found that a workbook about children’s foster care stories, reduce foster children’s behavioral problems and

help prevent their “bouncing around” among foster homes in New York City (*My Personal Life History Book*, 1995).

GETTING STARTED

1. Read the whole book yourself before your child, student, or client does, especially if he or she is under ten or eleven years of age.
2. For children who can't read it all by themselves, be sure to read aloud the "Guide for Children and Teenagers". That will help you answer questions the children may have.
3. 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* in your work with your child. Working on this book may take several months. Carefully save the book for the child in-between sessions and every now and then, give the child a photocopy with his or her name and the last date he or she worked on the book. The entire book does not have to be completed for the book to help. Some parts may not be relevant to every situation. 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 whenever he or she wants, even though it may not be completed.
4. A child who cannot or will not work with you should have his or reluctance or unwillingness respected.
5. Point out that the hurricane and everything that happened because of it is something the child's whole family and community will remember. He or she can make a record of it with this book, adding to our shared history.
6. See the *Mental Health Checklist* at the end of the book for some guidance as to how serious the child's reactions are right now, to see if a possible trauma is involved.

The Youngest Children

Parents and teachers cannot expect much detailed verbal participation when using this workbook with children younger than three to five. But even two and three year olds can color in picture sections with some help. It may well be helpful to let babies and toddlers be present while older children work with you. This is especially helpful if the babies' and toddlers' older siblings and parents work on the book.

A sense of family caring and unity is also a big help to babies and toddlers in stressful times. You can set up a helpful and thoughtful network of caring people by letting brothers and sisters, grandparents or other important people in the child's life be nearby or participate when a young child uses the workbook. Such work is a form of what the authors call “Reflective Network Therapy.” It can promote the development of thinking rather than acting impulsively or in dangerous ways.

Please see the section below on *Use of Illustrations* with young children for helpful guidance.

Preschool and Kindergarten Children

If your child is between ages 3 and 6 (or even older, if the child doesn't write well yet), let him or her do a lot of coloring. You may want to read much of the book to the child. Let the child

choose some of the topics by reading the captions and asking which part he or she wants to work on first. You can often help a preschool or kindergarten child do the drawings. If you think the words are too hard, change them into simpler words when you read. Asking the child to tell you what to write down may help her or him come up with verbal responses. Act as an interested reporter-secretary, trying to draw your child out while giving encouragement. Write down exactly what the child has to say. Take your time. Don't insist on the child answering each question. It may be enough for him or her to know that you think the topic can be useful to think about and share.

Try hard to involve the child's family, including brothers, sisters and parents or other relatives or guardians in helping the child to focus on the book. Get adult relatives' help with addresses of people who might send birthday or holiday presents. Encourage the idea of getting the child's medical records by getting the addresses of doctors and dentists from the adults, writing them into the book. Get the names of people who would especially enjoy getting a drawing or card from the child. Use a digital camera or cell phone to help the child make pictures of himself to send out to friends and relatives.

The child's medical history should be written in the *Medical Information* section by an adult. The *Mental Health Checklist* is too advanced for reading to such young children. Answer it for the child.

Middle Childhood

If your child is between the ages of 6 and 11, try using as much of the book as you think the child can understand. Allow him or her to set the pace of the work. Gently try to work through all of the sections. Let the child choose and direct you about which sections to work on first. Don't insist on reading any sections that a child does not want to read. Encourage the clipping of pictures and articles from newspapers and magazines, thus making the workbook into a scrapbook. Use the backs of pages for extra clippings. While you are there to offer support, ask the child to color in the outlined illustrations. Children often work on the book on and off over weeks, and sometimes even months. Very often, they can complete a difficult section at a later date.



Eleven Years and Older

Most (but not all) children over age 11 will want to work on the book pretty much on their own. Nevertheless, they benefit from your interest and help with difficult parts. Children with learning difficulties or great emotional distress may need adult help throughout. A teacher, parents, siblings, and friends can help by tuning in, getting interested and involving them with others who know about their lives. They should be regularly offered adult assistance at times. They can look

up information and answers, find out about their own mental health by using the checklist, and might give you plenty of adult-sounding suggestions. Be available to serve as a resource for the child or teenager, and help them find information and answers they need. Try hard to keep them in touch with a network of persons who know them. If possible, create a school-based or shelter-based network of kids, teachers, and other helpers interested in the lives of children dealing with a shared stress like a hurricane.

For Bereaved Families or Families Made Homeless by a Hurricane

Any person who has mental health problems as a result of suffering the loss of a loved one or being very severely traumatized in some other way may benefit from in-person counseling, psychotherapy, or family therapy. Help is available through mental health services like clinics or hospitals and through schools or individual therapists. Services are usually listed under "mental health" or "social services", or under "State or County Health Services" listings in the Yellow Pages phone book. Look for a listing of your local Psychiatric Society or Psychological Association. Individual mental health workers are usually listed under such titles as "psychologists", "psychiatrists", "psychoanalysts," "psychotherapists, counselors, and family therapists". Or, you can go to www.google.com and search for "child psychotherapy" [your town].

For Parents, Caregivers and Families

This workbook is designed to help both individuals and groups that have suffered stresses such as being displaced from their own homes. The authors are aware that the adult who is helping the child may well be stressed by some of the same events as well, or by having to deal with many injured or psychologically distressed family members or friends.

Adults who have been traumatized or made homeless in a big disaster may find this book helpful because it gives them a way of helping children in a structured manner, rather than having to invent a way to help them all by yourself. You can use a copy of it for writing about yourself. Add your own questions and answers to those asked of the children. You may also find that drawing or coloring the scenes yourself may help you become calmer, or help you to remember your experiences and master them. Even adults need help at times like this! The "Mental Health Checklist" describes what kind of behavior to be concerned about in your children or pupils. An adult may find quite a few of the items useful as a checklist, too. It is worth remembering that anyone can be traumatized, at any age.

If you prefer, a family may work together on a workbook as a project to give them strength and to help them share ideas and feelings. Family members may individually work on the same questions by using several workbooks, or separate copies of some pages from the workbook, and then adding them all together in one copy of "My Family Story". Or you may all work together on one shared book, each of you giving your own reactions. Each person should sign his or her own name to their entry, when sharing the use of one book. Doing some "shared remembering" of what happened, or of life before the storm, can help your children feel safer, because they know that you are in charge and they are not alone with scary feelings. . This may also help bring your family closer together. The social "glue" of family and friends working together can protect against a person of any age feeling helpless or "falling apart."

If children don't seem to be able to describe any feelings at all or if they have some trouble remembering what they have experienced or felt, you can ask them to talk and draw about other people. Remembering and re-experiencing what happened to others can help. Instead of talking about "me" or making statements about what "I" felt or saw or heard, a child can talk about what someone else (he, she or they) felt or saw or heard.

Helping children pay attention to the positive things they have tried in order to feel better or stay safe is an important part of teaching children to grow mentally. When people are in danger, their bodies actually make “fight or flight” chemicals called hormones that can help them to learn well if the stress is under control. A parent, relative, or teacher can make such learning constructive. Children can think hard and learn as much as possible and be empowered to help create a better world for themselves and others. Use information and drawings of your own to give a child information he or she can understand about weather systems, dams, levees, sea walls, and the power of water, and to help them come up with smart ways to plan for and prevent disaster. Your own ideas will serve as a model to help children overcome that lack of power and doubts about a predictable future they may feel.

Using Drawings and Illustrations

The drawings in the book can be used by individuals and families, teenagers and children, in a variety of ways to help strengthen people’s healthy coping after terrible events. Children who think in visual ways, with their eyes, instead of verbally, through listening and talking, can color in the pictures with an adult, who can help the child think about the topic. The pictures can then be used as starting points for talking about the events pictured.

Adults and children who are overwhelmed with flashbacks (briefly thinking and feeling like they are back in the disaster), nightmares or trouble sleeping may want to draw their memories rather than talking about them. People who feel very anxious or who are easily startled may want to stick to drawings too. They can find the experience of coloring in images of the experience calming. They might choose to start with the pictures that are most different from what actually happened to them, and gradually work up to those that are more like the events that may trouble them most.

Be sure to encourage a child to include some drawings of good memories or good dreams. Family members may choose to work on a drawing together, each coloring part of it. If the drawing is about an event that made them feel helpless, drawing together can allow everyone to feel less helpless, calmer, and more in control.

The illustrations that are already in the book can also be used to start talking about what happened and what people feel. That can help those children who remain emotionally numb, or who have some trouble remembering what they experienced to remember more about what happened. For example, a parent could ask, “What are you feeling now?” or “What is happening to the person in this picture?” People often express their own feelings by describing what someone else is feeling.

The illustrations can also be used to help people feel more in charge of what happens to them, or to feel mastery. For instance, asking the child to draw a picture showing what the child or family can do about someone getting hurt or losing their home, or what the building, or car, etc. would look like if it got repaired can help people to imagine their lives getting more back to normal instead of being unpredictable and out of control. It might even give children and adults new ideas for things they can do in now to make things better for themselves or other people.

For Teachers

Teachers and school counselors are natural helpers who can promote learning and coping among children traumatized and displaced by the events and aftermath of natural disasters. When it is appropriate, teachers can use *My Story About The Hurricane* in a classroom setting, with children working individually or in small groups. This can be a very effective way to support group togetherness. Social support in a group setting helps children and adults cope with

catastrophes. If you plan to use the book in order to help identify children who need additional assistance, consultations are often available to schools through school psychologists, social workers, or guidance counselors. If there is none, call your local Mental Health Association, Psychiatric Society or Psychological Association. Take the child's completed *Mental Health Checklist* to your school psychologist or other school personnel, or to a pediatrician or outside mental health professional, in order to help that professional to screen for children who need immediate help. Be sure to get parental permission before doing this whenever it's required.

Use by Mental Health Professionals and Graduate Students

Therapists can use *My Story about the Hurricane* in individual, family or group sessions as a supplement to treatment for children or adults with Post Traumatic Stress Disorder or other Adjustment Disorders due to a disaster or any displacement of a child's living arrangements.

Training DVD's and consulting assistance for mental health agencies in the use of this book are available from:

**The Children's Psychological Health Center, San Francisco, California,
2105 Divisadero St., San Francisco CA 94115
phone (415) 292-7119 (fax) 415 749-2802**

Gilbert Kliman, MD Medical Director Email gilbertkliman2008@gmail.com

More information is online at www.childrenspsychological.org in the Disaster Relief section.

GUIDE FOR CHILDREN AND TEENAGERS

Living through a hurricane can leave you with many difficult feelings and confused thoughts. It doesn't always do that, but sometimes it does. Sometimes going through something so frightening can surprise people because it can turn out that they get stronger and make good changes in their lives because of it. People can get stronger from facing their problems and from finding out they can do very hard things like survive a disaster.

An upsetting event like a hurricane can give a person strong feelings of fear or sadness or other bad feelings that can last for a month or even longer. This can happen to anyone, even very strong and smart grownups. Scary and upsetting things that make people upset for a long period of time happen to most people at one time or another in their life. Sometimes children get frightened, upset or worried *after* an upsetting event, but not until after it is over. Some children get over it with no troubles. Sometimes children have trouble sleeping or have bad dreams. They might be afraid to go to school, or have headaches, or stomach aches or other problems because they are so worried. They might not even know what they are worried about. Some children get very upset and don't know that it's because of the hurricane or other bad thing that happened. They can even think they are upset about something little, like when another child says something they don't like, or when their favorite shirt gets dirty.

They may have trouble remembering what happened, or sometimes remember bad things that they don't like to think about at all. They might be afraid. They might have no feelings at all, almost like they are bored. They might stop being able to pay attention and have problems with learning or doing homework for a while. It helps to know there are people you can talk to who can help. People like parents. Or other adult friends, relatives, and godparents. Or your brothers and sisters and cousins. Teachers. ministers, priests, rabbis, or imams. Or psychologists, doctors, or older friends. Talking to trusted adult helpers or friends and writing about your feelings can help you feel better. It 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.

Writing down or drawing pictures about what you remember, what you think about and what your feelings are, can help you become stronger. You'll make your own personal story 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.

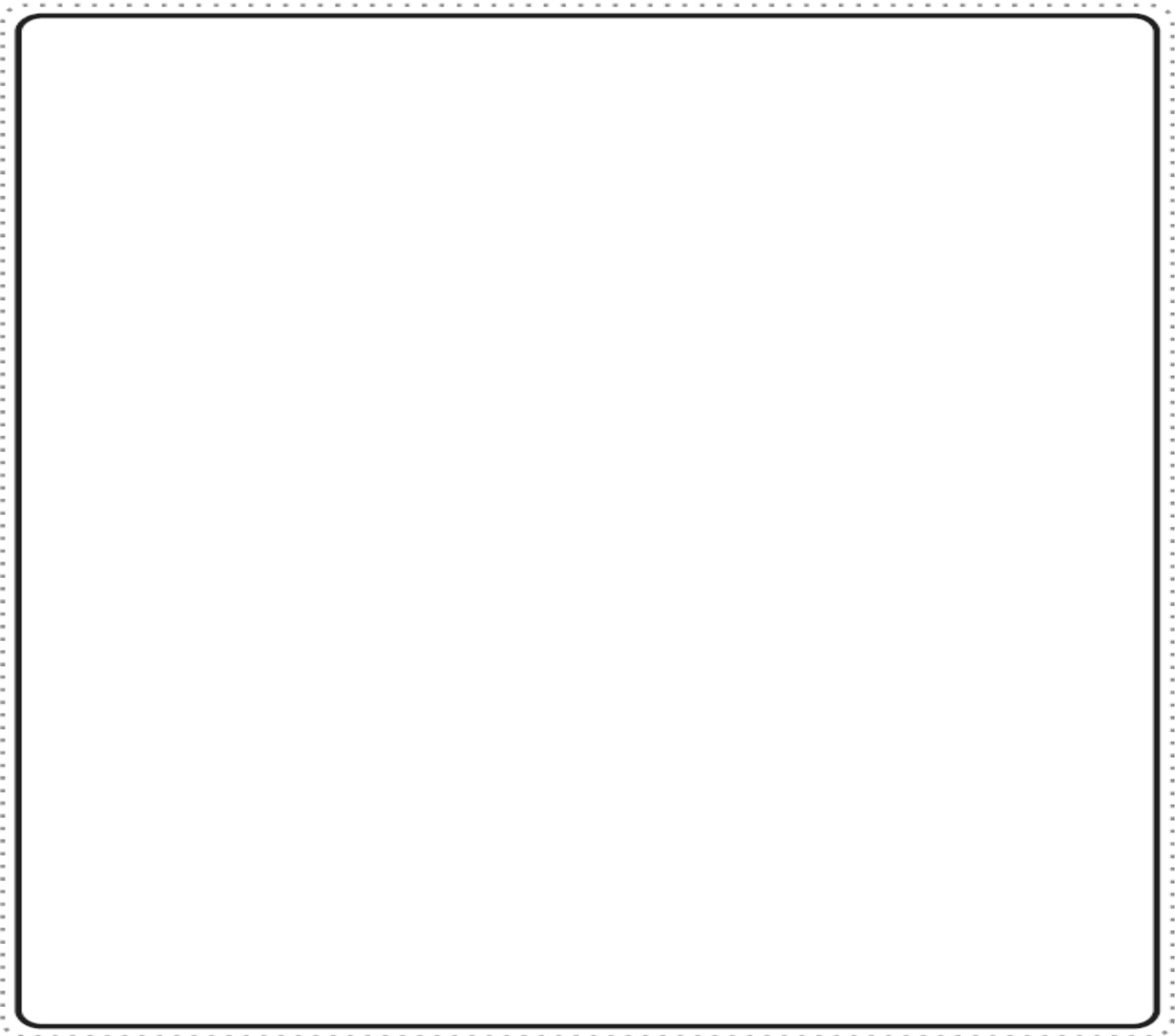
Look through this book and begin wherever you want. Fill in as many of the blank spaces as you can, alone or with help. Ask for help if you need it to understand the questions or to write down the answers. Try drawing pictures or coloring in the pictures that are already in this book. You can put extra pages in your book if you need more room for photos or drawings or if you need more room to write. You can make a scrapbook out of this book by stapling in extra pages. Take your time. You can skip anything that makes you too upset, and try to come back to it another time. There may also be parts that do not exactly apply to you. Feel free to skip or change anything you like. You don't need to think just about the upsetting parts of what happened. Keep in mind that the happy memories and good events are very important. Maybe someone did something very nice that you want to remember. Maybe you helped someone who needed help, and that made you feel good about yourself. Maybe you saw something that made you laugh. Remember, you should definitely talk to a grownup if you become upset or worried, and also to share what you have learned.

MY STORY ABOUT THE HURRICANE

BY _____

MY NAME

HERE IS A DRAWING OR A PHOTO OF ME:



The date I started this book: _____

The date I finished this book: _____

I was helped to write this book by: _____

WHO I AM

My birthday is _____ My birth year is _____

I am a *(circle which one)* boy girl . I am _____ years and ____ months old.

Before the hurricane I lived at *(address)* _____
 in *(city)* _____ *(state)* _____

Brothers and Sisters: *You might be the only child in your family. You might have brothers and sisters. You might have a half sister or half brother, a step sister or step brother or foster sisters and brothers or cousins who live with you. How many?*

I have:

____ older sisters *and* ____ younger sisters ____ older brothers *and* ____ younger brothers.
 ____ older half sisters or step sisters ____ younger half sisters or step sisters
 ____ older half brothers or step brothers ____ younger half brothers or step brothers
 ____ foster sisters ____ foster brothers ____ cousins who are like brothers and sisters to me.

My brothers and sisters (all of them) are:

Name	Age	Lives with me all the time	Lives with me some of the time	Lives with me none of the time	Address

ABOUT THE GROWNUPS I LIVE WITH AND THE GROWNUPS WHO TAKE CARE OF ME

GROWNUPS I LIVE WITH *(These grownups may be my parents, or my step-parents, my foster parents, my grownup brother or sister, or other relatives.)*

1. Name: _____ Who she or he is to me _____
 _____ is ____ years old. Something special or important about _____
 is: _____

2. Name: _____ Who she or he is to me _____
 _____ is ____ years old. Something special or important about _____
 is: _____

3. Name: _____ Who she or he is to me _____
_____ is ___ years old. Something special or important about _____
is: _____

4. Name: _____ Who she or he is to me _____
_____ is ___ years old. Something special or important about _____
is: _____

OTHER GROWNUPS WHO SOMETIMES TAKE CARE OF ME DURING THE DAY OR AT NIGHT:

1. Name: _____ Who she or he is to me _____
Address: _____
(city) _____ (state) _____ Phone: _____

2. Name: _____ Who she or he is to me _____
Address: _____
(city) _____ (state) _____ Phone: _____

3. Name: _____ Who she or he is to me _____
Address: _____
(city) _____ (state) _____ Phone: _____

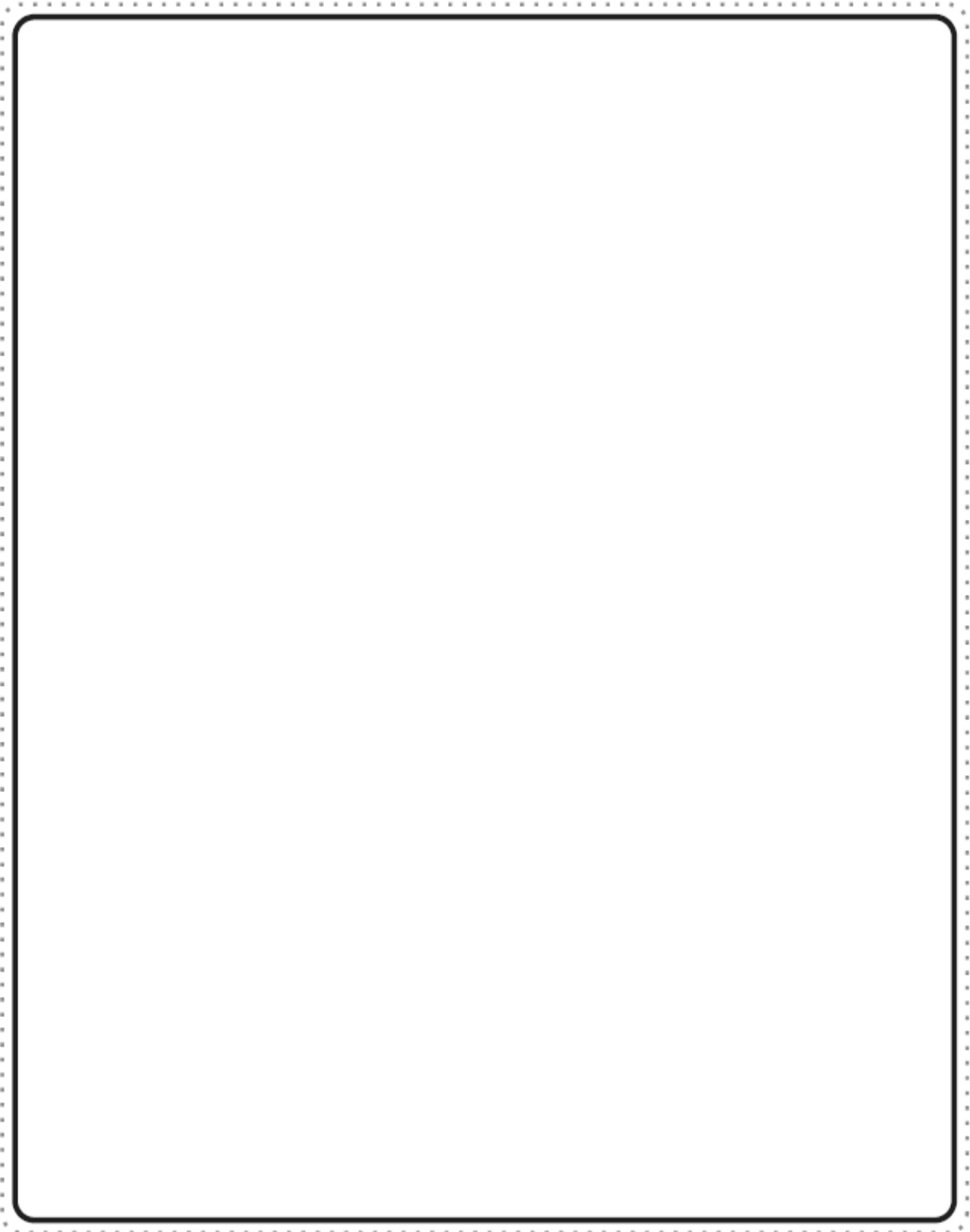
SOME OTHER IMPORTANT GROWNUPS IN MY LIFE ARE:

Name: _____ Who she or he is to me _____
Address: _____
(city) _____ (state) _____ Phone: _____

Name: _____ Who she or he is to me _____
Address: _____
(city) _____ (state) _____ Phone: _____

Some of the things I do with family members that I like best are: _____

Here is a drawing or a photo of my family doing something together.



(Put a checkmark in the box beside what is true and fill in the blanks.)

My address BEFORE the hurricane was: _____

(city) _____ (state) _____

The place I lived before the hurricane was:

an apartment a trailer a house a shelter other: _____

RIGHT AFTER the hurricane where I lived was:

the same place with the same people as before in the same town or city

in a different town or city with different people than before the hurricane.

in a hotel or motel with family members in a hotel or motel with friends

with relatives whose home didn't get hurt in the hurricane

with friends whose home didn't get hurt in the hurricane

in a temporary emergency shelter outside with a stranger or strangers

These are people I lived with right after the hurricane and who they are to me:

Name	Age	Relationship to me

LATER, after the hurricane, I lived in the same town or city in a different town or city

and the place was:

an apartment a trailer a house a shelter other: _____

and I lived with family members and I lived with friends

I lived with relatives whose home didn't get hurt in the hurricane

I lived with friends whose home didn't get hurt in the hurricane

other: _____

The people I lived with then were:

Name	Age	Relationship to me

NOW my address is: _____
 (city) _____ (state) _____

The best phone number to use now to reach me is _____

Now I live in the same town or city as before the hurricane in a different town or city

The place where I live now is:

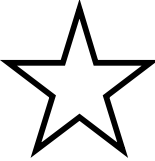
an apartment a trailer a house a shelter a motel or hotel

other: _____

These are the people who usually live with me now, all or some of the time, and how they are related to me:

Name	Age	Relationship to me

If you ever want to send me a birthday card or a holiday card, send it to this address:

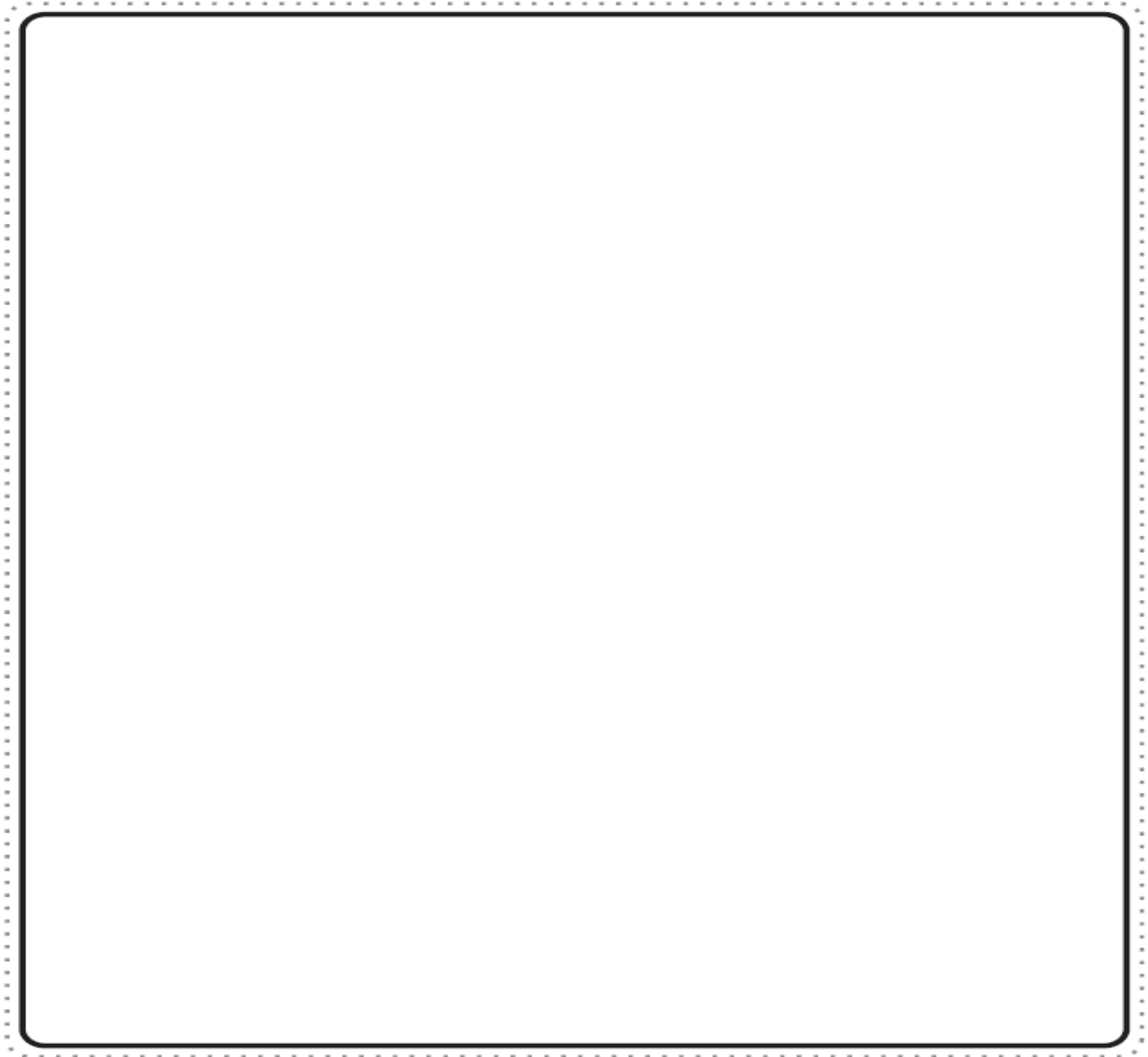
	<hr/> <hr/>
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SOME OF MY GOOD FRIENDS AND MY SPECIAL COUSINS ARE:

Name	Age	Address	Phone

What I like to do with my friends is: _____

HERE IS A DRAWING OR A PHOTO OF ME WITH MY BEST FRIENDS:



What I like to do by myself is: _____

Some of the best things that ever happened in my life are: _____

The worst thing that ever happened in my life is: _____

The worst things that happened to me in the past year are: _____

The first thing in my whole life I remember without someone telling me about it is:

I was about _____ years old when that happened.

The way I feel about that earliest memory is: _____

One of my best memories from before the hurricane is: _____

The worst thing about the hurricane was: _____

Before the hurricane, the name of my school was: _____.

I was in the _____ grade. My teacher's name was: _____.

(Circle the right answer.) The school I go to now is:

the same school

a new school

I don't have a school

The name of the school I go to now (if I have a school) is: _____

My school's address is: _____

The phone number of my school is: _____.

Right now, I am in the _____ grade. My teacher's name is/was _____.

Here is a list of some things happened because of the hurricane that upset me and other people in my family:

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

The hurricane began on at about _____ o'clock. The date was _____.

The hurricane lasted until _____.

When the hurricane happened, I was _____ years and _____ months old.

So that I can remember exactly when the hurricane happened, I will list some of the other things that I can remember about that time. Before the hurricane, the weather was _____

_____.

Some important things that were happening in my life before the hurricane were:

_____.

This is what I remember about something that happened to before the hurricane:

_____.

Some of the most scary and dangerous things a hurricane might do are:

1. A hurricane can make winds so strong and fast that they can tear things off buildings and knock down trees. The hurricane wind can knock down power poles and make the electricity go out. A really strong hurricane can knock down buildings.
2. A hurricane can bring so much rain that you can have a flood. Flood water moves very fast and can be very deep, so it can knock you over and that makes it very dangerous. Things as big as a house can float away in a big flood. People and animals who don't get to a safe place when there is a flood can even drown in deep, fast water. Water can get into a building like a house or a school or a grocery store and ruin part of it or even ruin the whole place.
3. After a hurricane, sometimes there are tornados nearby. A tornado is a big funnel-shaped wind storm with winds that go even faster than a hurricane. Unlike a hurricane that takes a while to get to you, a tornado comes very quickly.
4. When there are storm surges near the coast, a hurricane pushes huge waves of water onto land. People can drown if they don't get away. Sometimes storm surges make a river overflow its banks, or they go over the tops of levees or dams.

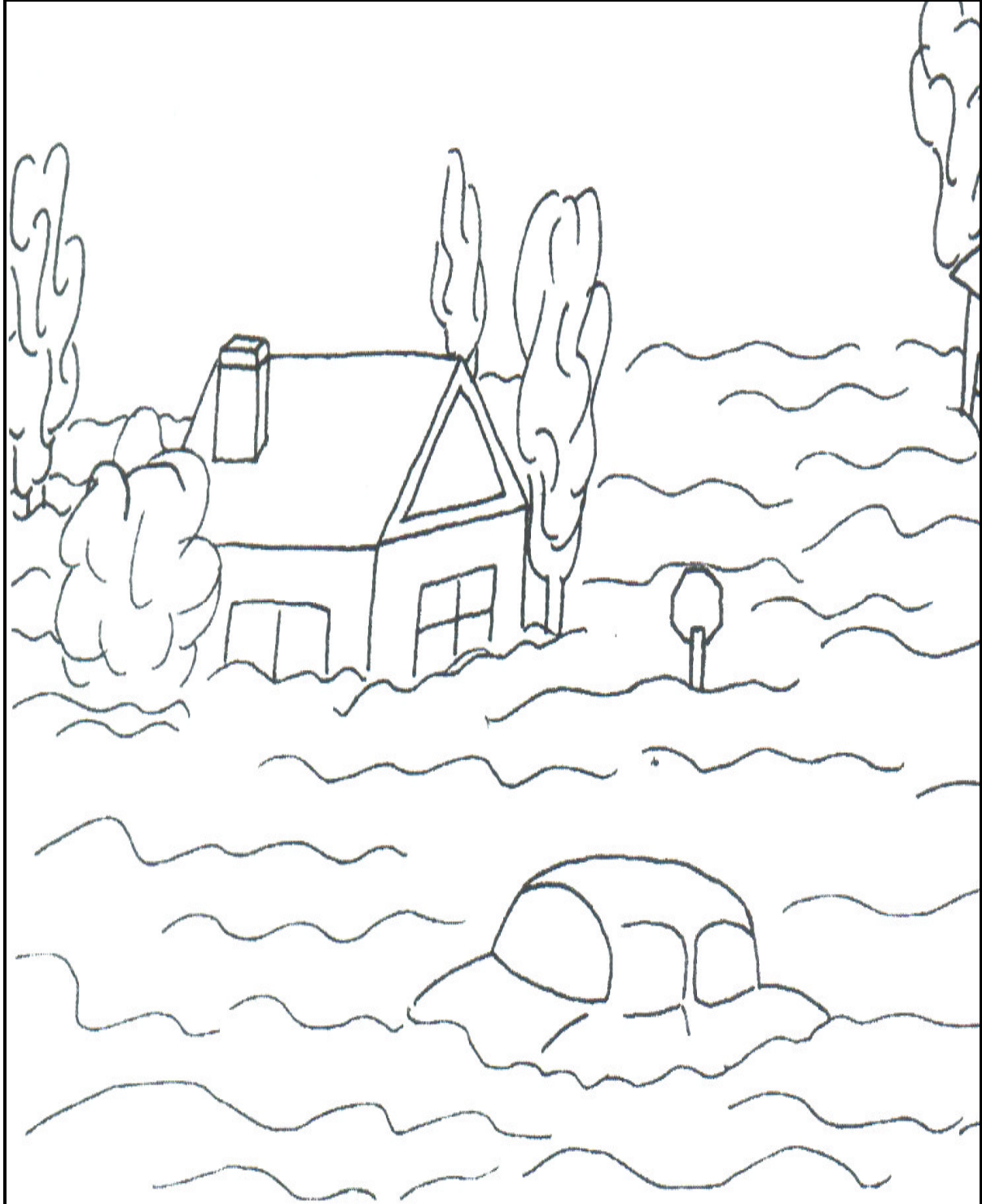
The most scary and dangerous things a hurricane can do that I really know from what happened to my family, my friends, and me are:

The thing that happened because of the hurricane that scared me the most was this:

Something that happened that made me feel better was: _____

Hurricanes can cause many serious problems.

Hurricanes are a big danger because hurricanes bring huge amounts of rain.



Floods brought by a hurricane do not always kill people or animals. Flood waters do not always rise high enough in houses and buildings or spread far enough to completely ruin lots of buildings and houses. But even in a small flood, once water gets into a house, furniture, clothes, toys, precious photographs, refrigerators, and equipment can get still ruined.

CLEANING UP AFTER A FLOOD IS A LOT OF WORK.



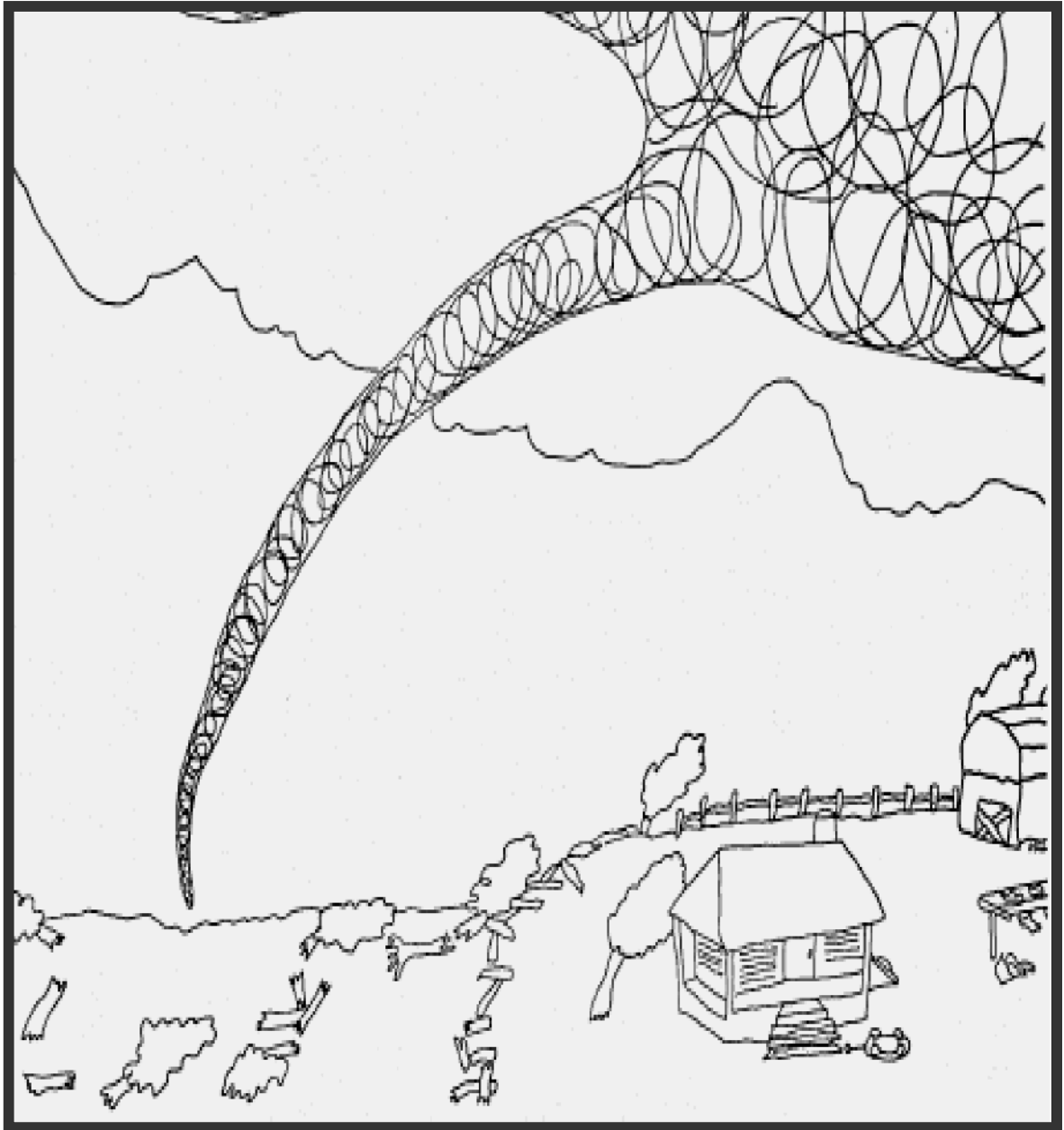
Put a check mark in the boxes next to what is true:

- I know about flooding from my own life because the hurricane flooded the place I lived, filling it with water.
- I know someone who lost something or suffered because of a flood the hurricane caused.
- Many people who lived where there was the flooding left their homes before the flood started and went to someplace safe.
- I heard that grown ups stacked sandbags and did other work that stopped the flood from getting bad in some places after the hurricane.
- The hurricane caused a flood in other places, but not near where I lived.
- Even though living through a flood in my neighborhood is not part of my own hurricane story, I am sometimes very worried about another hurricane that might cause a flood where I live.
- I know about these troubles with hurricanes only from TV or the radio or what people told me.

This is what I saw and heard with my own eyes and ears, not from TV, radio, newspapers, or other people, about flooding after the hurricane:

What I feel about what I saw and heard about flooding is: _____

HURRICANES CAN CAUSE TORNADOS.



This is what I heard about tornados and tornado warnings after the hurricane:

What I know about tornados is: _____

I know about tornados because: _____

Put a check in the box next to what is true in your story.

- A tornado came close to where I live
- I was scared that a tornado might come close to where I lived.
- I heard about a tornado killing people and destroying homes.
- None of my family members or friends got hurt by a tornado.
- Someone I know was hurt in a tornado or lost something because of a tornado after this hurricane or at another time. That person was: _____
When that happened I felt: _____

- Someone I know was killed in a tornado after this hurricane or at another time.
That person(s) was: _____
What happened to that person or people was: _____

When that happened I felt: _____

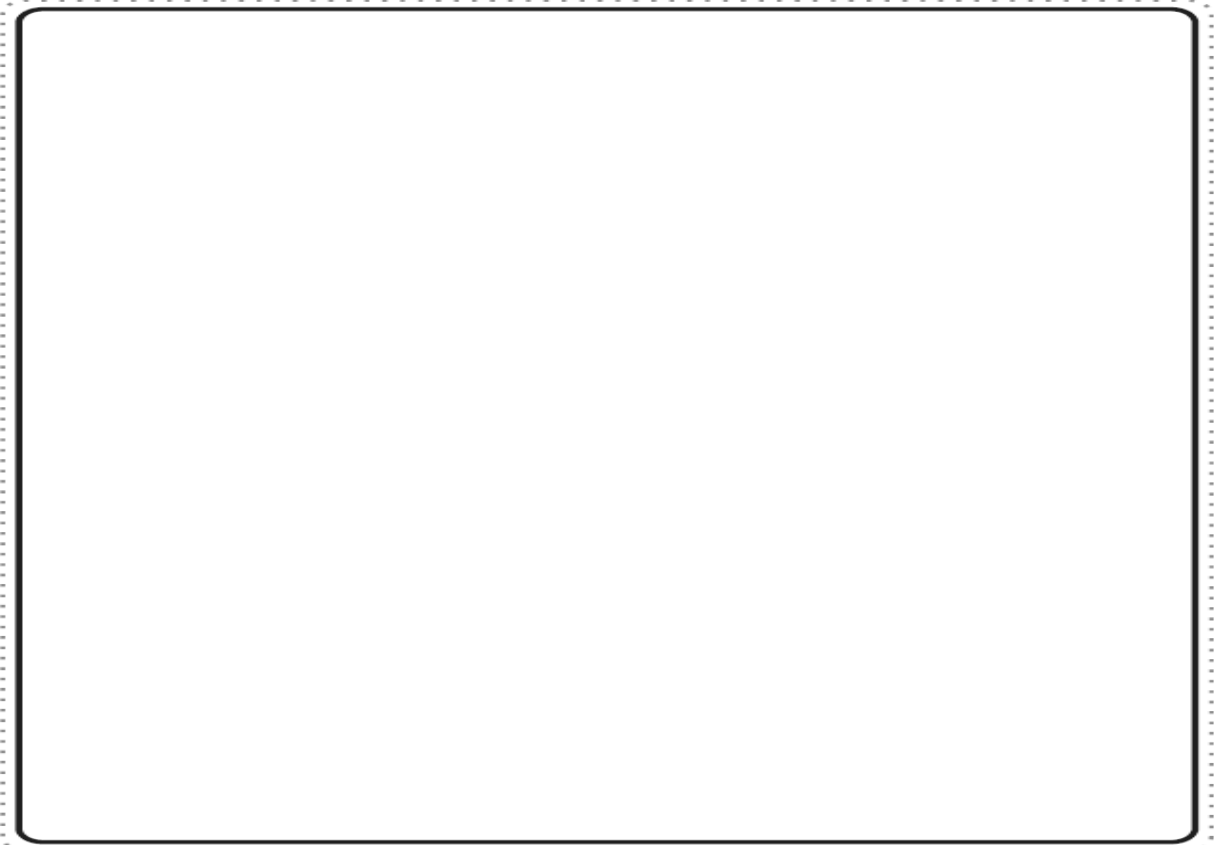
- Since the hurricane, when I hear about strangers getting hurt or killed or losing something important in a hurricane, tornado or flood or a tropical storm, I get a very bad feeling.

When I hear these things, I feel this way: _____

- It makes me feel a little better to know that weather experts can warn usually people to get out of the way of hurricanes and floods and tornados. This helps people make plans about how to be safe if that happens.

I will never forget some things because _____

Here is a drawing about one thing I will never forget:

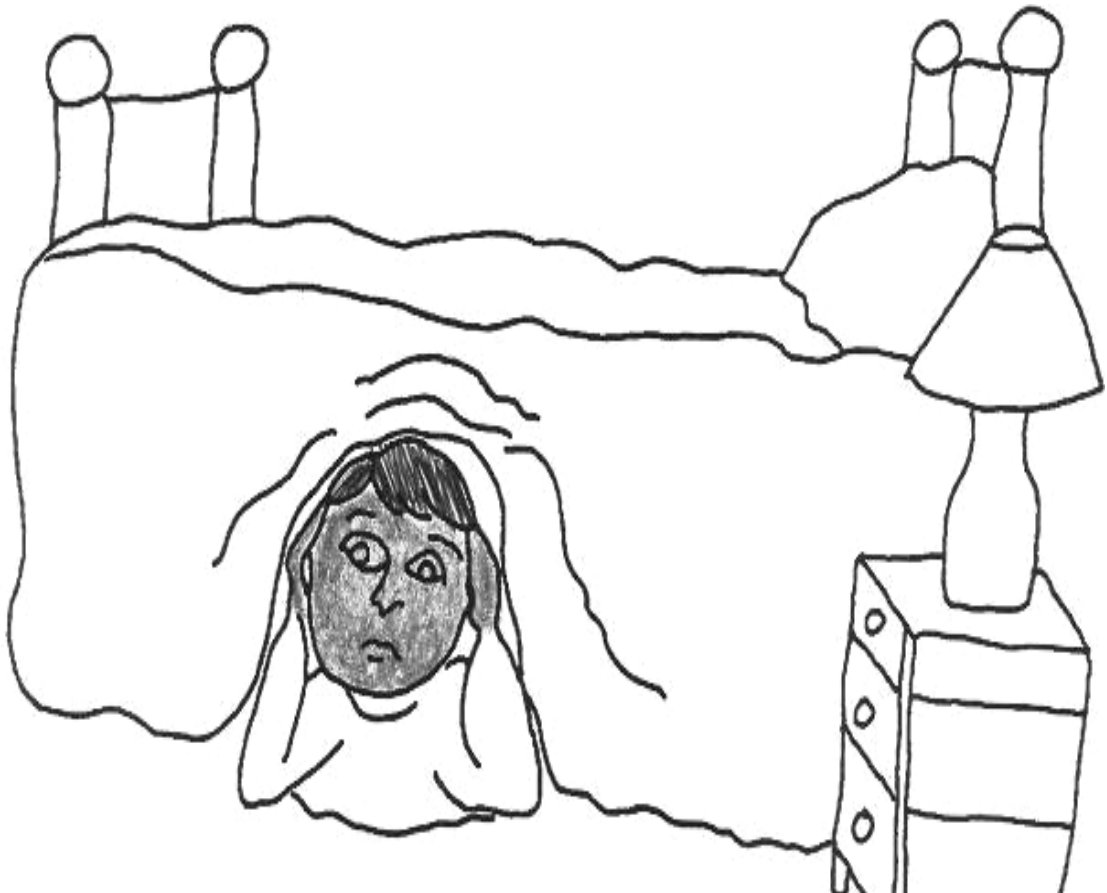


Now, here's my story about things that I might be the only one to know.

I first heard that a hurricane was coming from _____.

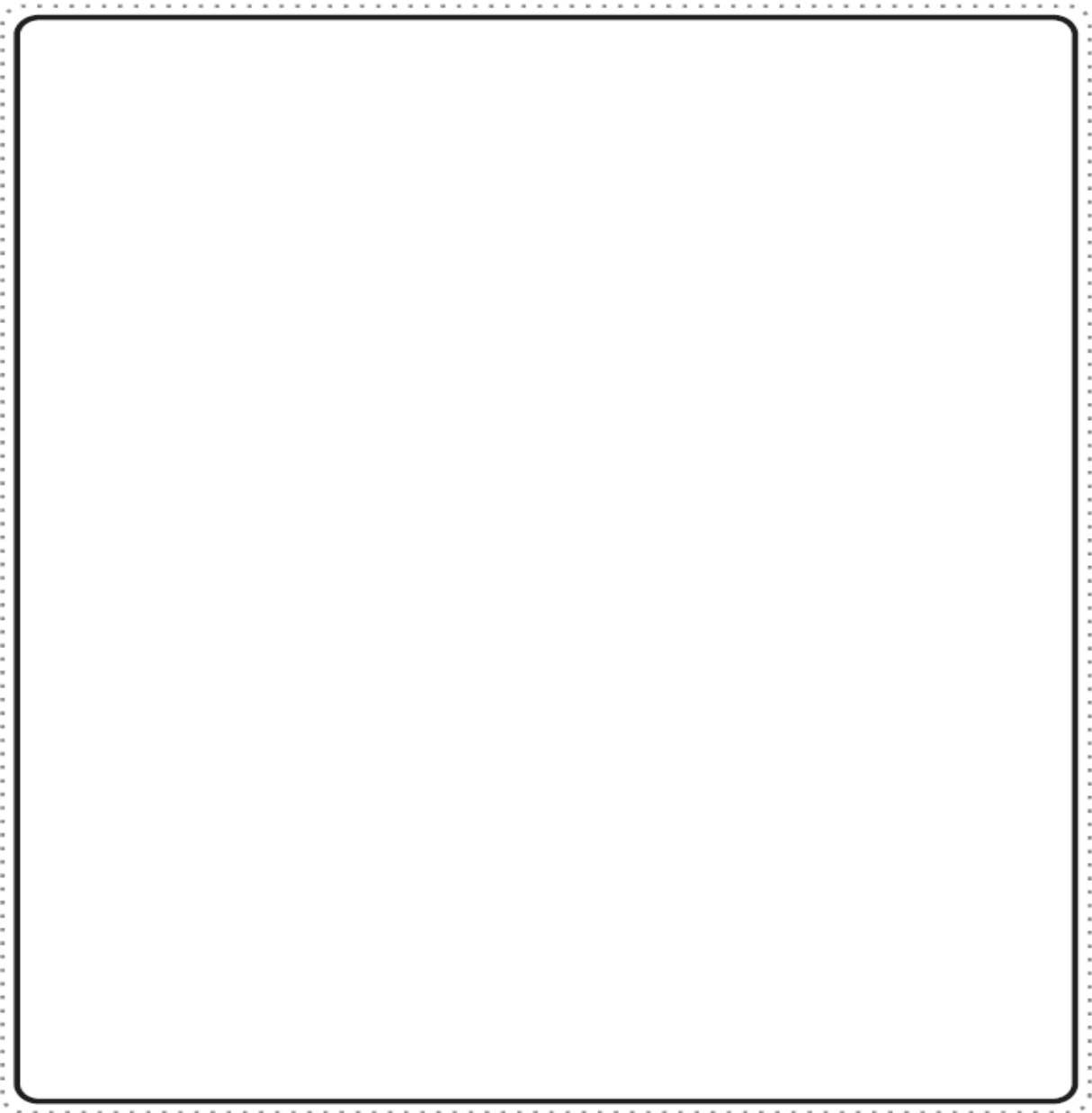
The first thing I heard about the hurricane was _____

When I first learned a hurricane was coming, I was most worried about _____



The people I was with said they were worried about: _____

Here is a drawing about what worried me the most before the hurricane:



What we did to try to keep safe was _____

Before the hurricane happened _____

When It Happened

Where I was when it happened: _____

At that time, I was in _____

I was with _____

What I was doing was _____

WHAT I FELT, SAW AND HEARD

The first thing I heard when the hurricane started was _____

At first, I felt _____

Then I thought _____

The first thing I knew about the big winds was _____

The next thing I remember that happened was _____

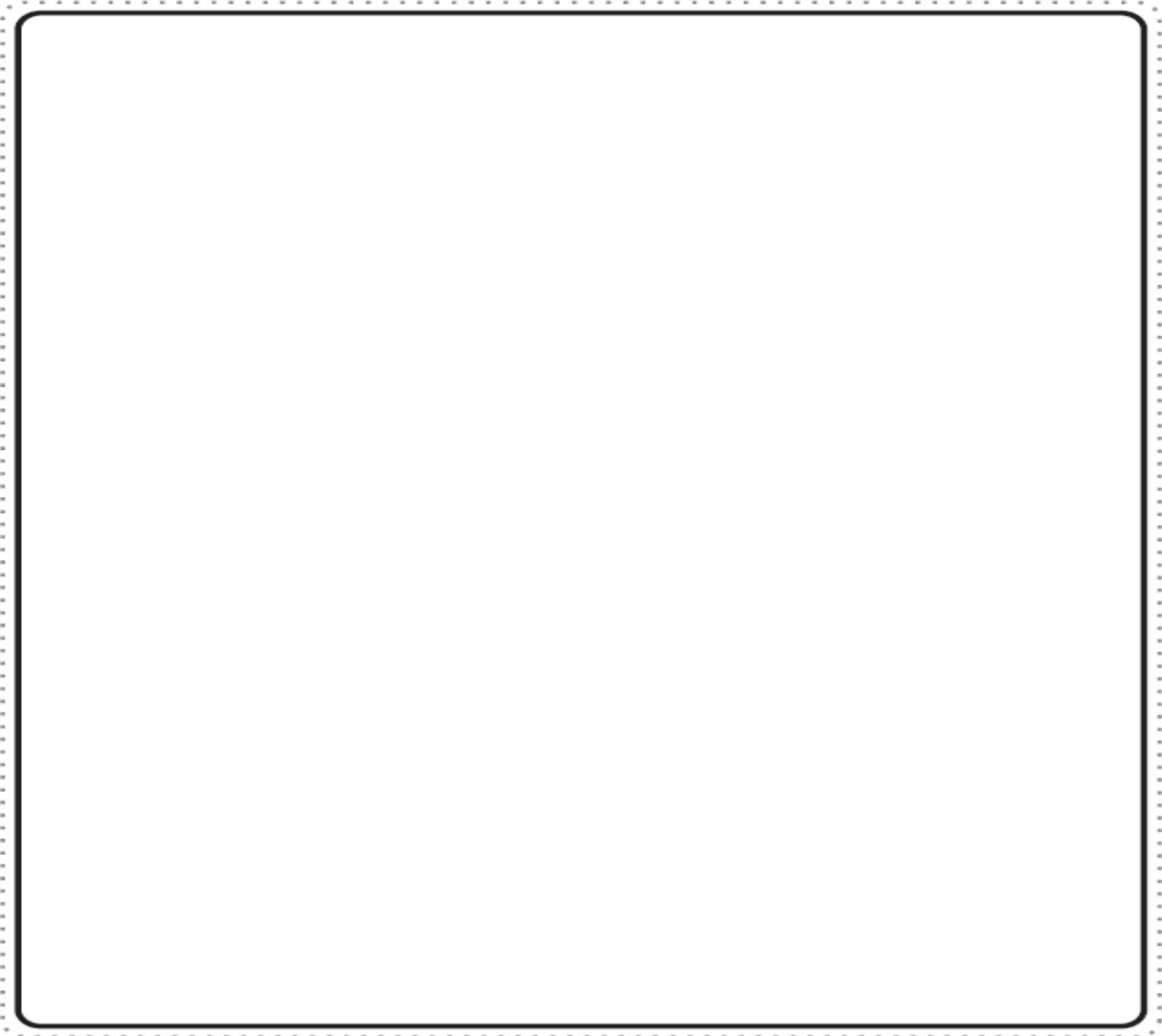
The first thing I really saw that the hurricane did was _____

Later I found out: _____

Then I felt _____

This is what other people told me they were thinking and feeling when the hurricane came: _____

Here is a drawing about the most frightening thing I really saw:



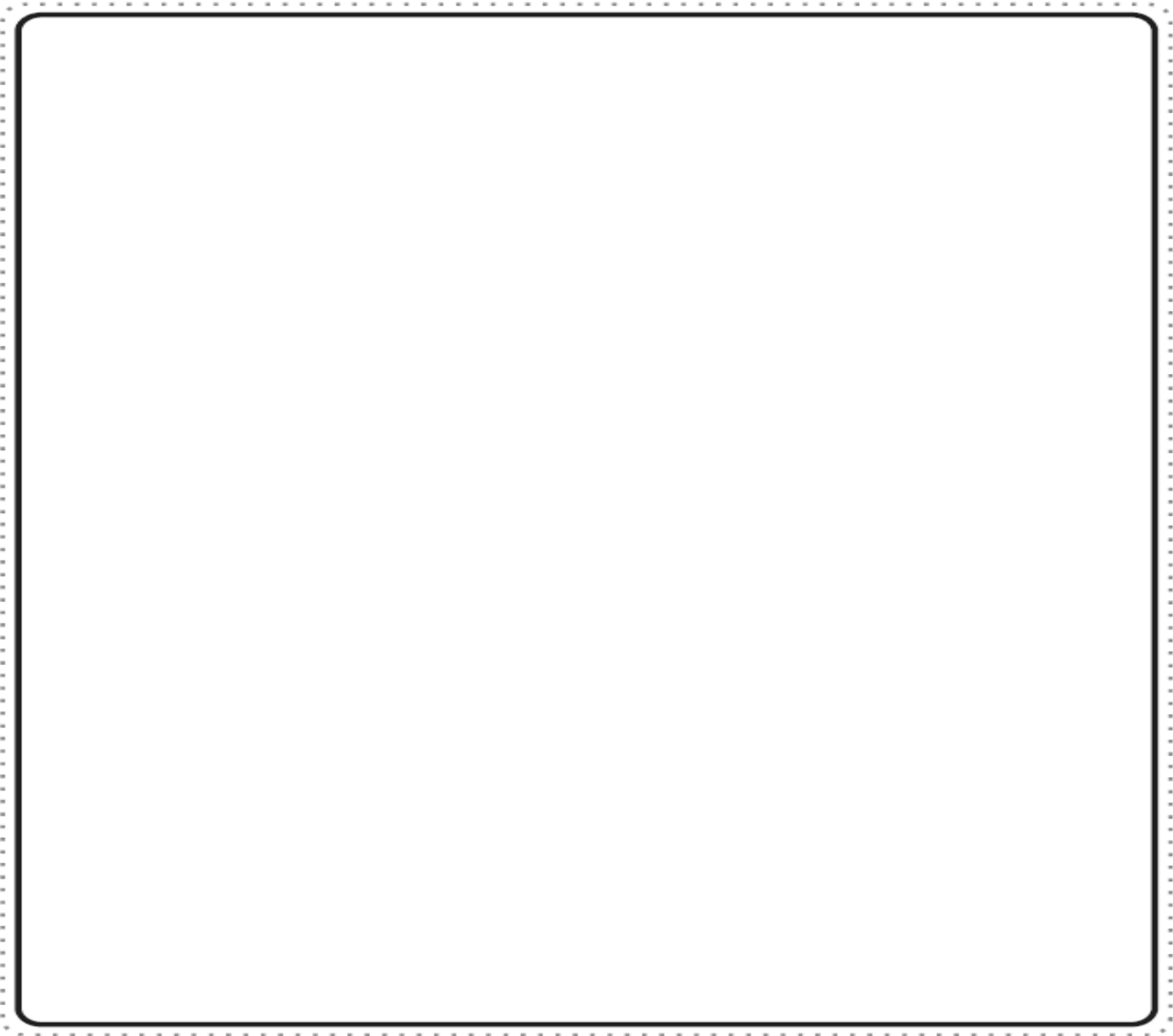
The most frightening thing was: _____

Then I was _____

And I felt _____

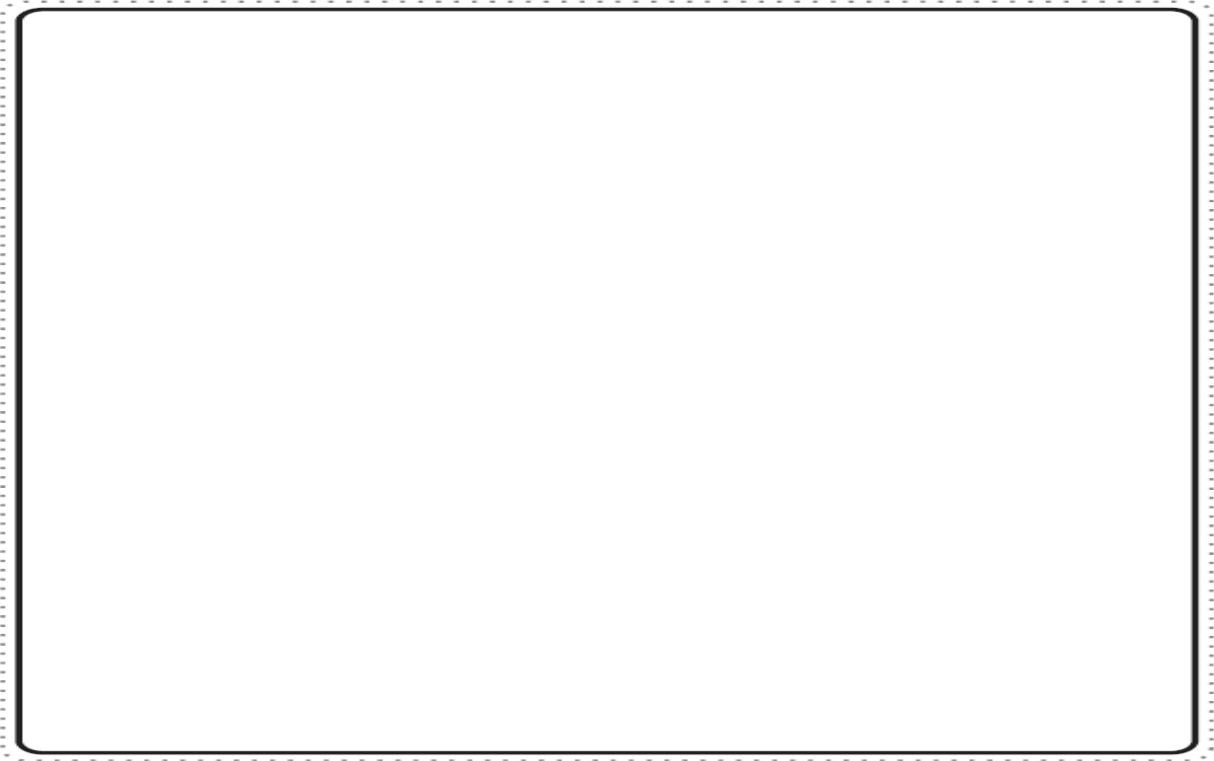
The strangest thing I saw or heard about was _____

Here is a drawing about the strangest thing I saw or heard about:



The BEST thing that happened during this time was _____

Here is my drawing about the best thing I know that happened during this time:

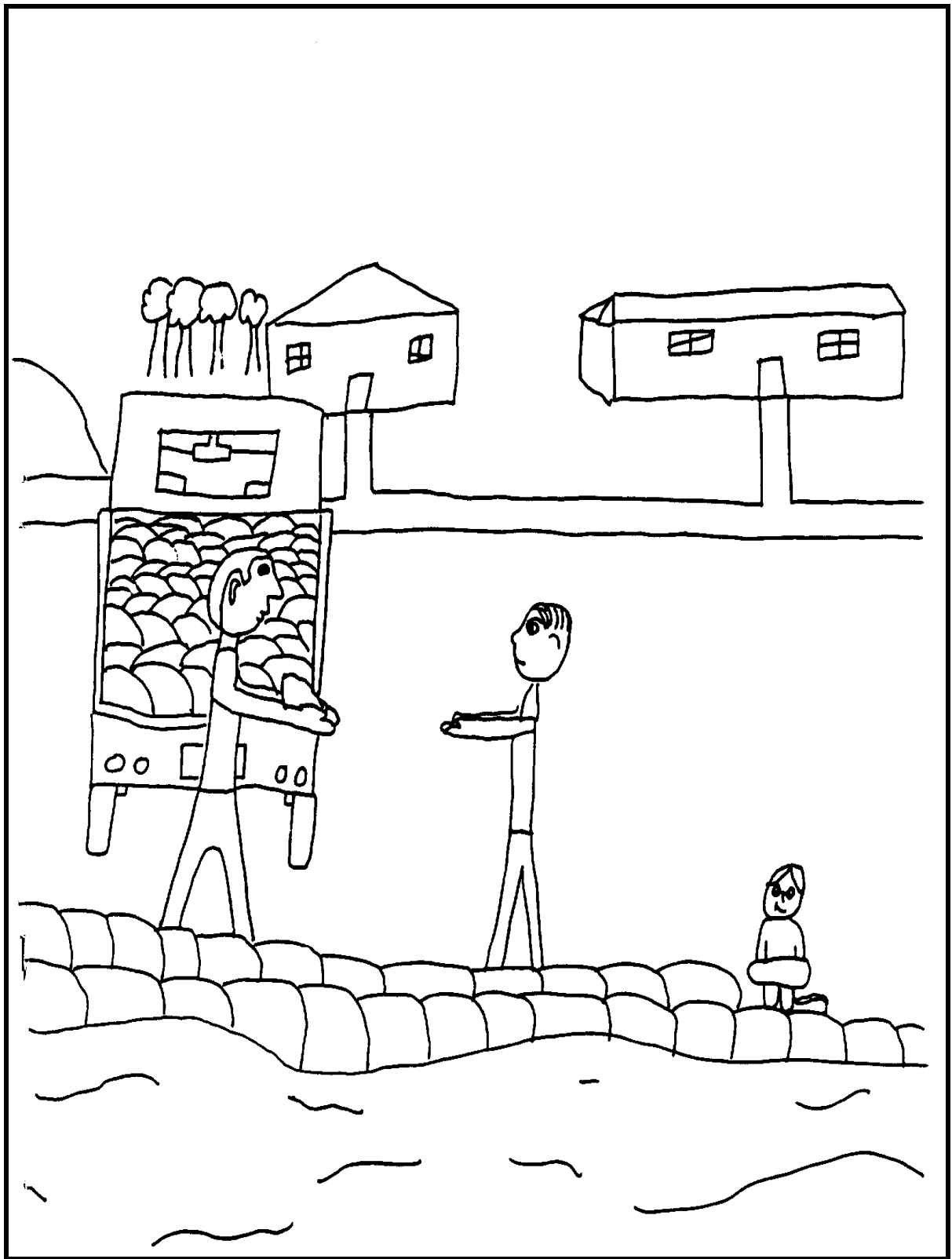


Here is a drawing about a true story of people helping other people during the hurricane:





Here is a true story I know about someone helping strangers or helping someone helping someone I know:



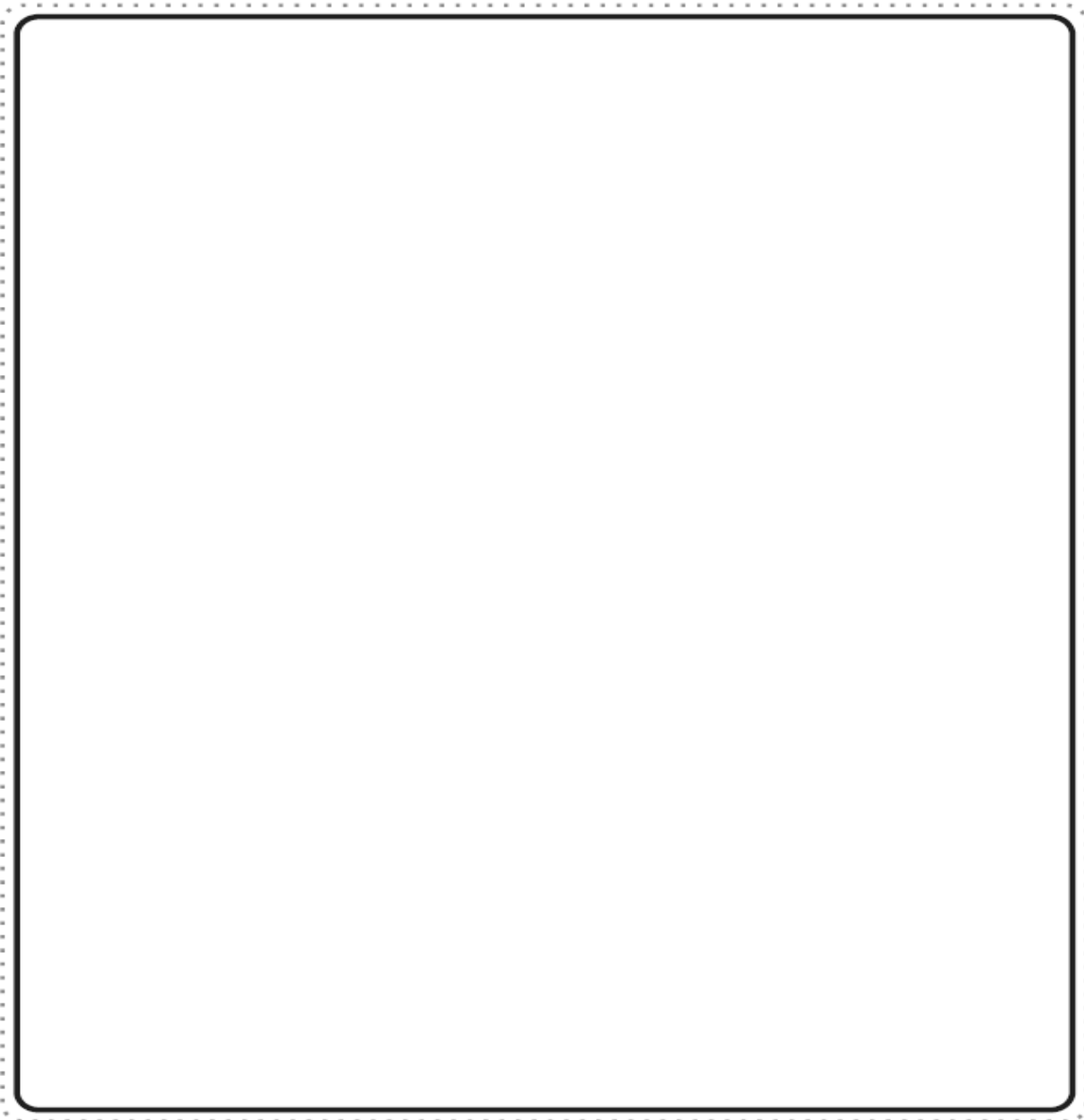


The saddest thing I saw or heard about was:



What I remember most about the hurricane is: _____

Here is my picture about what I remember most about the hurricane:



In the first minutes after the hurricane started, here's what I was thinking: _____

In the first minutes after the hurricane started I felt:

(Circle all the words that describe how you felt)



The worst feeling I had was: _____

When the hurricane first started, what I was most worried about was:

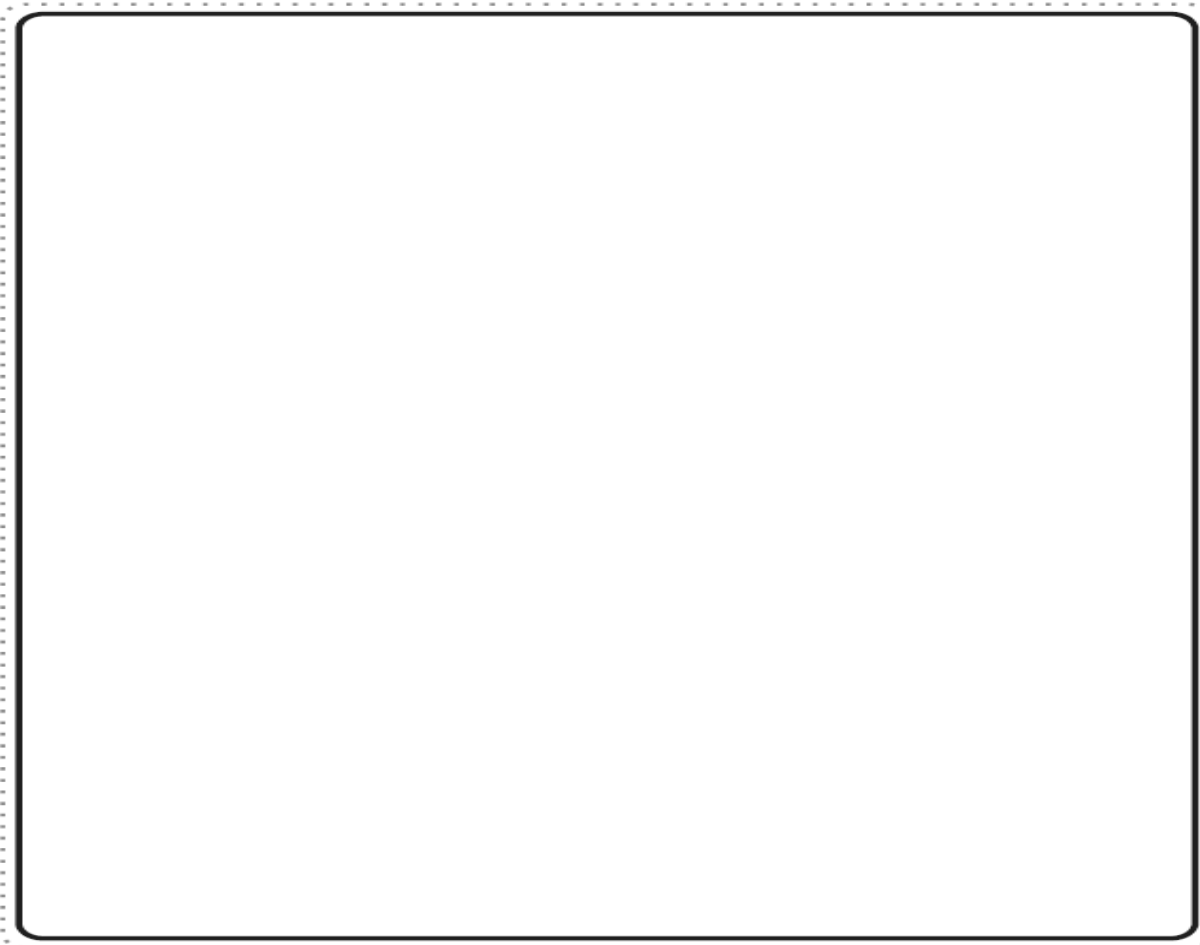
During those first few minutes of the hurricane, I saw _____

and I thought about _____

Later I saw _____

Then I thought about _____

HERE IS A DRAWING OF WHAT I WAS REALLY MOST WORRIED ABOUT:



Some upsetting things that happened to other children besides me or the grown-ups in my family were: _____

How I know about these things is: _____

Knowing these stories about bad things that happened to others made me feel:

A bad thing that happened to me because of the hurricane was: _____

That's when I felt _____

This is a true story about how someone helped me during or right after the hurricane:

And then I felt: _____

When I first saw the pictures on TV of what the hurricane did, the feeling I had was:

The next really good thing I remember that happened was: _____

Then I felt: _____

RIGHT AFTER THE HURRICANE WAS OVER, I HAD LOTS OF FEELINGS.

Circle all the words that are true about how you felt:

thirsty	helpless	extra alert	mixed up	nothing	loved
thankful	strange	ashamed	like I couldn't breathe	sad	my heart beat hard
sorry for myself	sweaty	angry at myself	worried	happy	clear-minded
confused	guilty	lucky	scared	sorry for others	wild
glad	nervous	hopeless	stupid	numb	small
greedy	angry at: _____	forgotten	unsafe	lonely for my friends	bad
like nobody could protect me	hungry	lonely for my family	sick	Hurt	like I did something wrong
very cold	shaky	dizzy	special	like I wanted to cry	sleepy
heavy	smart	lost	afraid to go to sleep	Silly	safe
like yelling	dreamy	very hot	like running away	Itchy	bored

ABOUT MY DREAMS

Here is something only I know about: my own dreams.



Before the hurricane, my worst dream in my whole life was like this:

SINCE THE HURRICANE I HAVE HAD SOME DREAMS I CAN REMEMBER

I had my worst dream after the hurricane about (write the number) _____ days or weeks

after the hurricane: I think the date of my worst dream was _____.

When I had this dream, I was in this place: _____

_____.

I remember my worst dream after the hurricane because _____

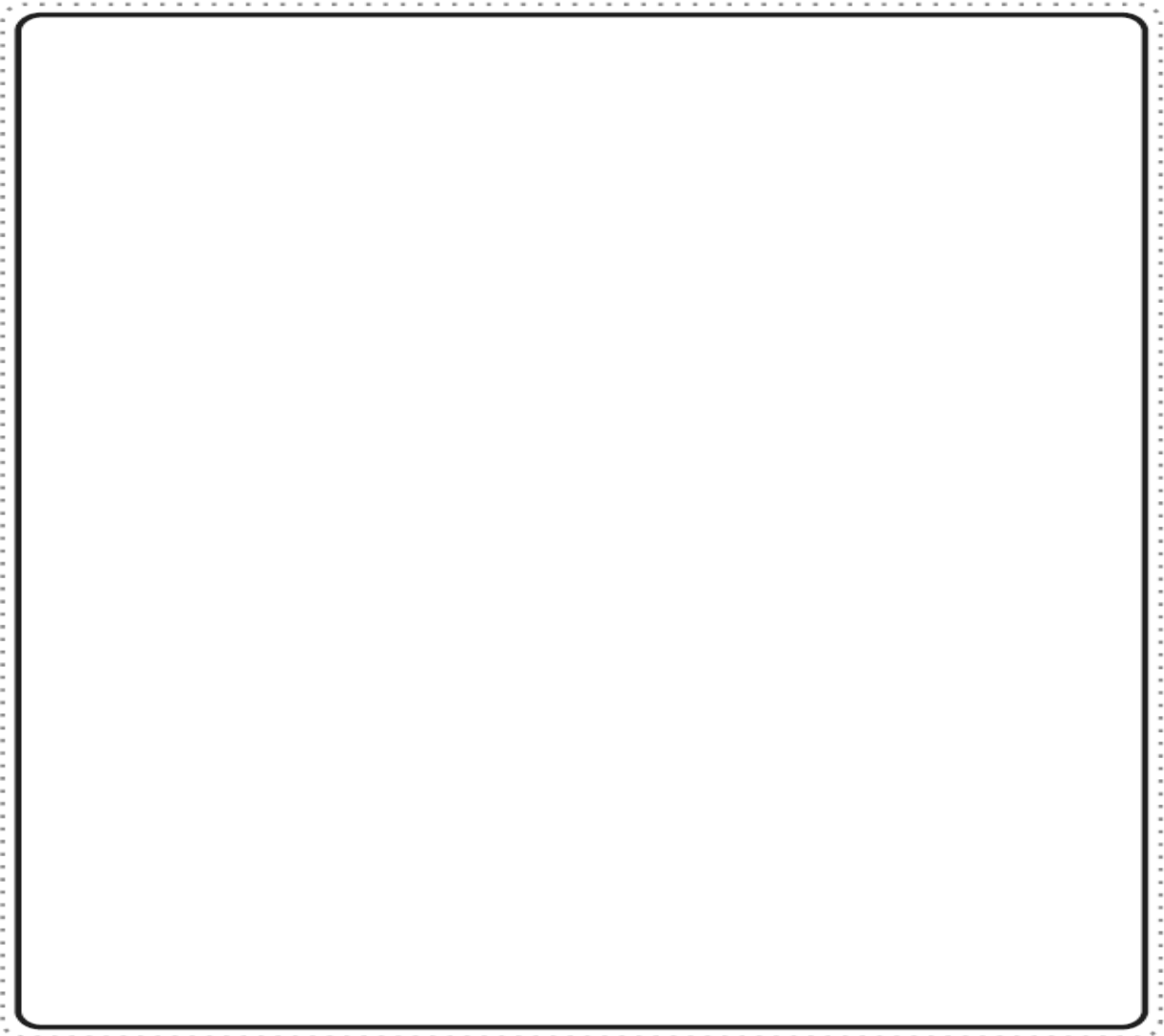
When I woke up, I felt _____

And I thought: _____

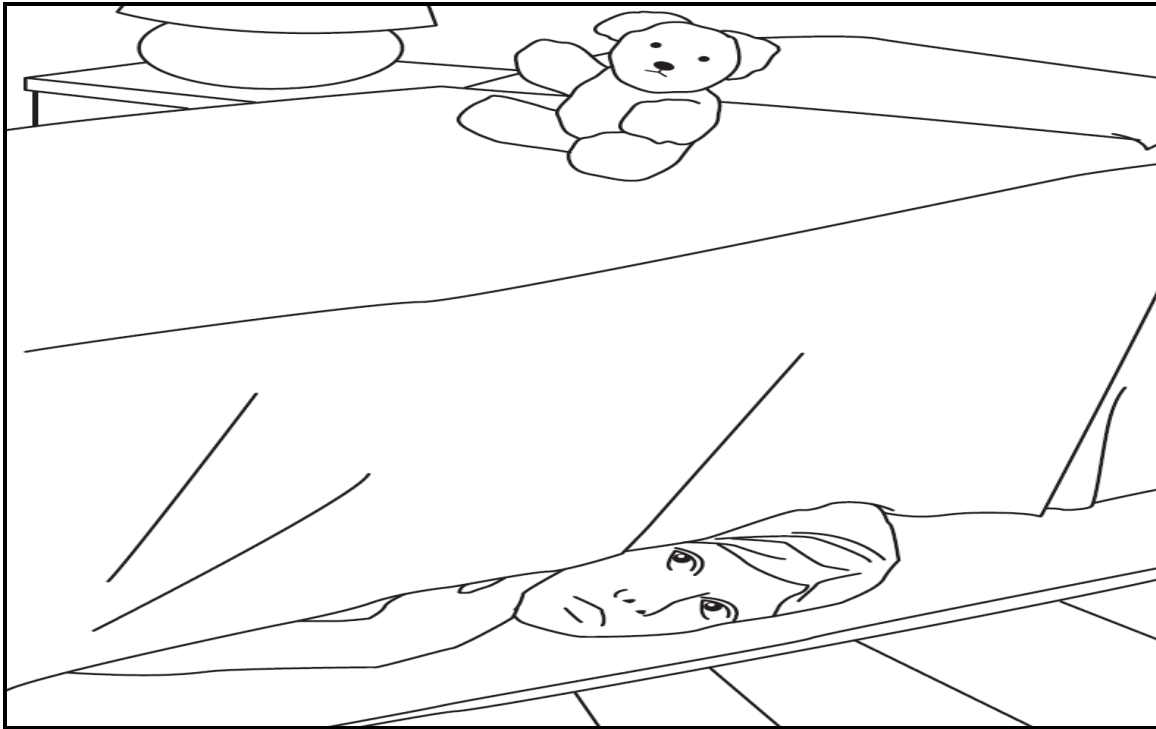


Here is the story of the worst dream I can remember since the hurricane:

Here is a drawing about something that happened in my worst dream:



Here is a drawing of what I think I might look like when I get scared:



THE BEST DREAM I'VE HAD LATELY

When I had this dream was _____.

Here is the story of the best dream I've had lately: _____

Here is my drawing about something that happened in the best dream I've had lately:

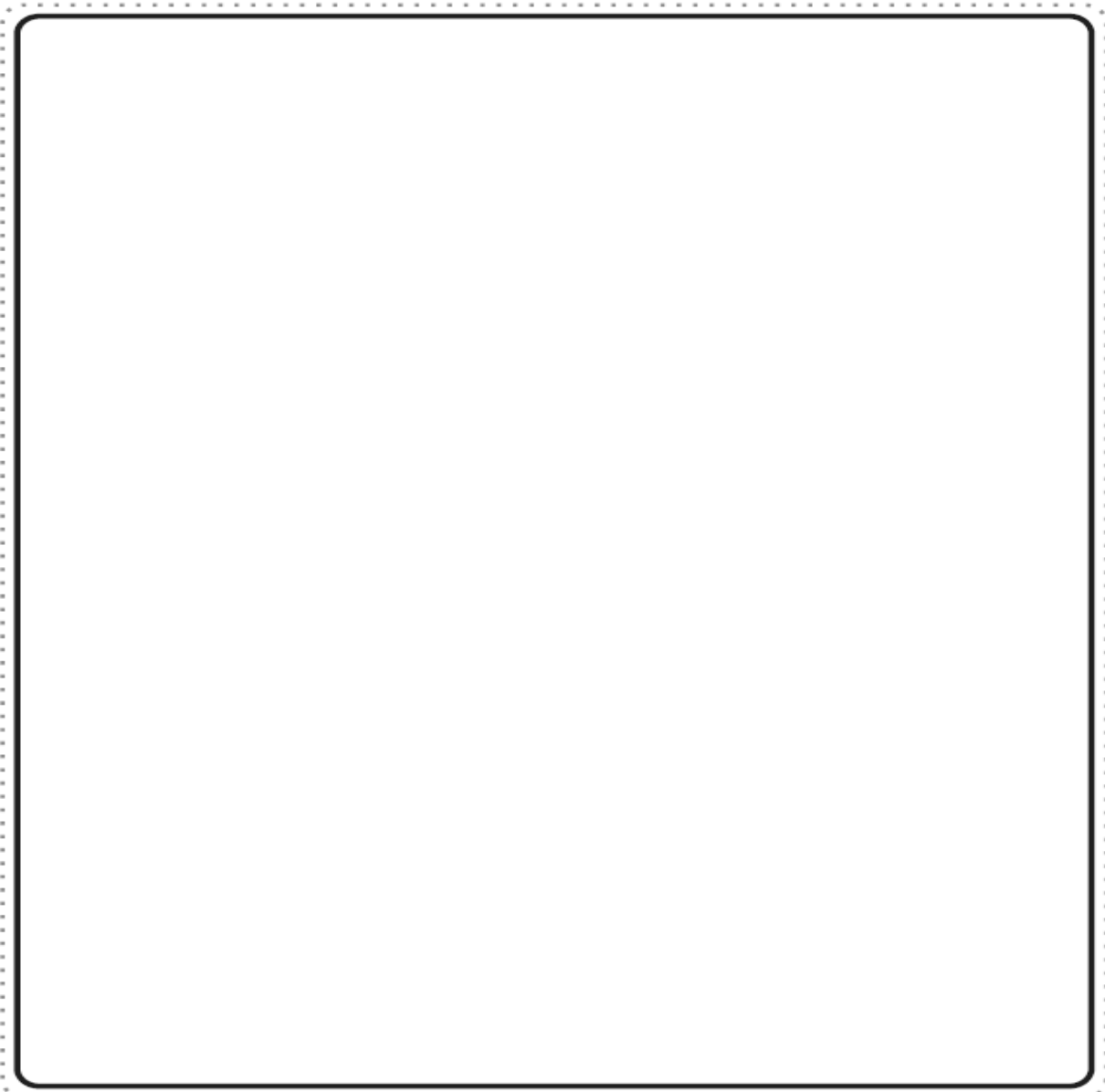


MEMORIES

~~~~~  
Sometimes children and teenagers remember things that upset them. Sometimes they can't remember much about those upsetting things. These pages are for people who remember things about the hurricane but don't want to remember those things. If you write them down or draw them, sometimes they don't bother you as much afterwards. Writing and drawing on these pages may also help if you are having trouble remembering as much as you want to about the time during and after the hurricane.  
~~~~~

Today's date is _____.

HERE IS MY DRAWING ABOUT WHAT I HATE TO REMEMBER THE MOST:



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

The time of day when I usually remember these things is: _____.

What I am usually doing at that time is: _____

Things that make me think about this are: _____

This is what I have actually done to help myself stop remembering these bad things:

The time of day when bad memories usually do not bother me is: _____.

What I am doing when I don't remember those bad things is: _____

Another time when bad memories don't worry me so much is when I'm doing this:

Circle things other people do to help you stop remembering for a while:

talking about happy times

thinking about happy possibilities for the future

making lists of things we want to do to get over our troubles.

doing things that are fun or interesting together

Here are some other helpful things I thought of: _____

Other Things Kids Can Do To Help Stop Remembering for a While

CIRCLE THE ONES YOU THINK MIGHT WORK:

<p>Make a card or a present for someone who really needs cheering up.</p>	<p>Watch a funny movie.</p>	<p>Make a list of all the good things that have ever happened to you.</p>
<p>Play a favorite board game with your family or friends.</p>	<p>Play with action characters or toy figures or puppets.</p>	<p>Decorate a corner of the room you sleep in.</p>
<p>Art:</p> <ul style="list-style-type: none"> ◇ Drawing or painting ◇ Work with clay ◇ Photography ◇ Making designs ◇ Making a collage ◇ Making a mural 	<p>Exercise:</p> <ul style="list-style-type: none"> ◇ Dancing ◇ Taking a walk ◇ Riding a bike ◇ Swimming ◇ Playing sports ◇ Running 	<p>Music:</p> <ul style="list-style-type: none"> ◇ Singing ◇ Listening to music ◇ Learning to play a musical instrument or playing one I can already play
<p>Say a prayer in your own words.</p>	<p>Talk on the phone.</p>	<p>Memorize a poem or song that makes you feel better.</p>
<p>Computer:</p> <p>Look up facts. Email friends. Find friends on facebook. Play computer games.</p>	<p>Start a collection:</p> <ul style="list-style-type: none"> ◇ Rocks or shells ◇ Cartoons ◇ Bottle caps or stickers ◇ Interesting bits of wood ◇ Coins, stamps, or cards ◇ Something else 	<p>Make a list of what makes you happy.</p> <p>Add one new thing to the list every day or every week.</p>
<p>Help something grow:</p> <ul style="list-style-type: none"> ◇ Take care of a plant. ◇ Take care of a pet. ◇ Help care for a little brother, sister, or cousin 	<p>Learn everything you can about the job you want when you become a grown up.</p>	<p>Take a warm shower or a warm bath to relax and then snuggle in bed with a good story.</p>
<p>Bake cookies with a friend or relative.</p> <p>Get help to learn to how to cook something you like.</p>	<p>Go to church with grown ups.</p>	<p>Ask a grown up for help with finding something to do to take your mind off fears and bad memories.</p>
<p>Cuddle with a parent, brother, sister, or relative.</p>	<p>Make up a story and tell it to your friends, your family, or a stuffed animal or pet</p>	<p>Help the grownups clean up the hurricane mess or set up a new place to live.</p>

What other ideas do you have now? _____

The part about the hurricane that I don't remember very well is: _____

Here is one of the happiest thought I had since the hurricane:

Here is my drawing about one of my happiest thoughts since the hurricane:



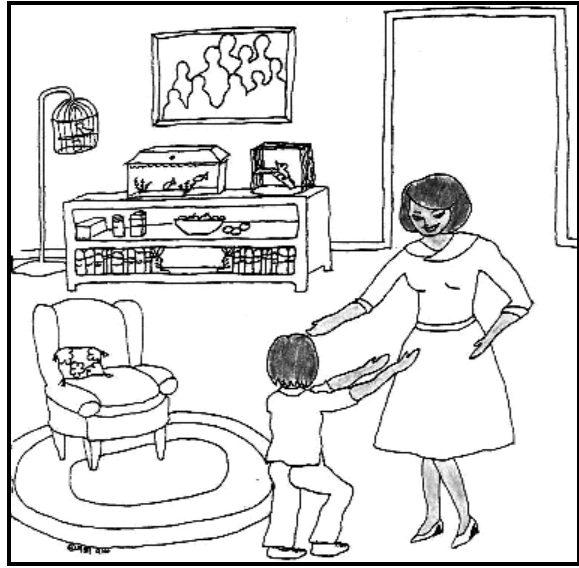
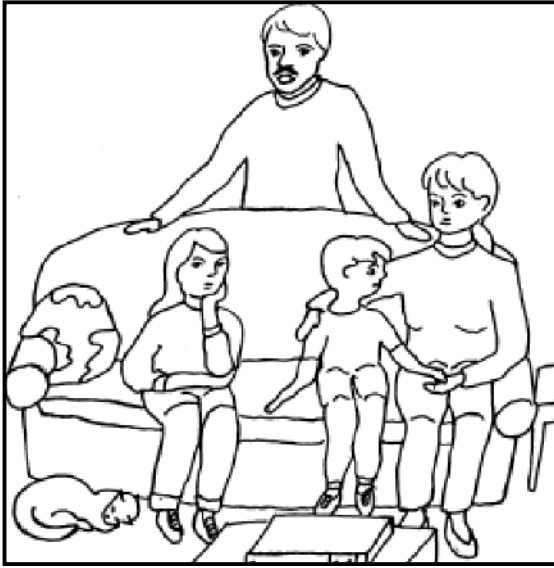
At first, I didn't understand everything about what had happened in the hurricane. Later on, I heard stories that helped me know more. Some things I learned about what the hurricane did are: _____

This is how I found out about these things: _____

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

Here's a story about some things I know that people did to get help for themselves or their families: _____

ABOUT MY HOME



Before the hurricane, some of the things I liked BEST about my home were:

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

One thing I did not like very much about my home **before the hurricane** was: _____

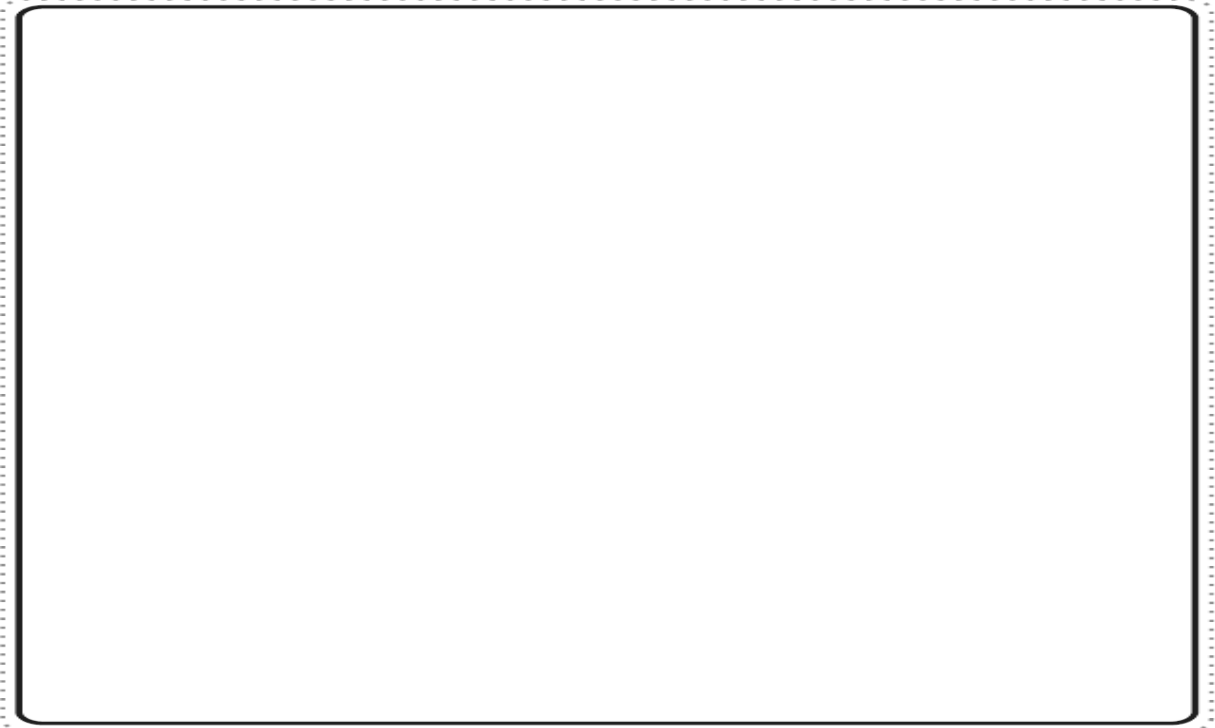
One thing I don't like very much about where I live now, **after the hurricane**, is: _____

After the hurricane. Some things I like BEST about where I live NOW are:

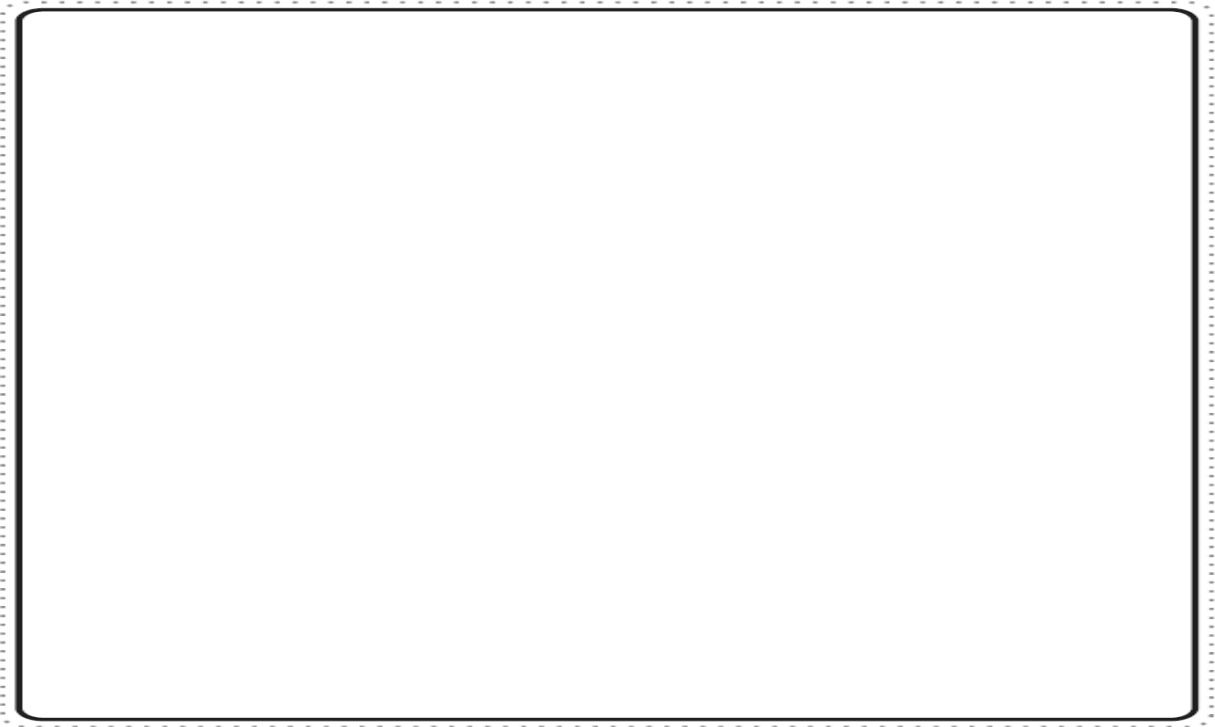
1. _____
2. _____
3. _____
4. _____

Here is a drawing of my home before the hurricane:

(If you had to leave your home, show what it looked like before you had to leave it.)



Here is a picture of me in the room where I slept before the hurricane:



Here is a list of some of the things I remember were in the room before the hurricane:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Put a check mark in the box by what is true:

- I still have all the things on my list.
- Some of my things got lost or destroyed because of the hurricane.

Before a hurricane, many thousands of people have to leave their home to go to a safer place. The next few questions will help you to write more about where you stayed during the hurricane and how you felt about it.

FILL IN THE PARTS THAT ARE TRUE. CROSS OUT PARTS THAT ARE NOT TRUE.

Who was with me there during the hurricane: _____

Waiting for the hurricane was hard because: _____

During the hurricane, I was able to stay in my home. This is how I felt about that:

During the hurricane, I could not stay in my home. This is how I felt about that:

Where I went to stay safe from the hurricane was: _____

Here is a drawing of where I stayed after we evacuated to be safe from the hurricane:

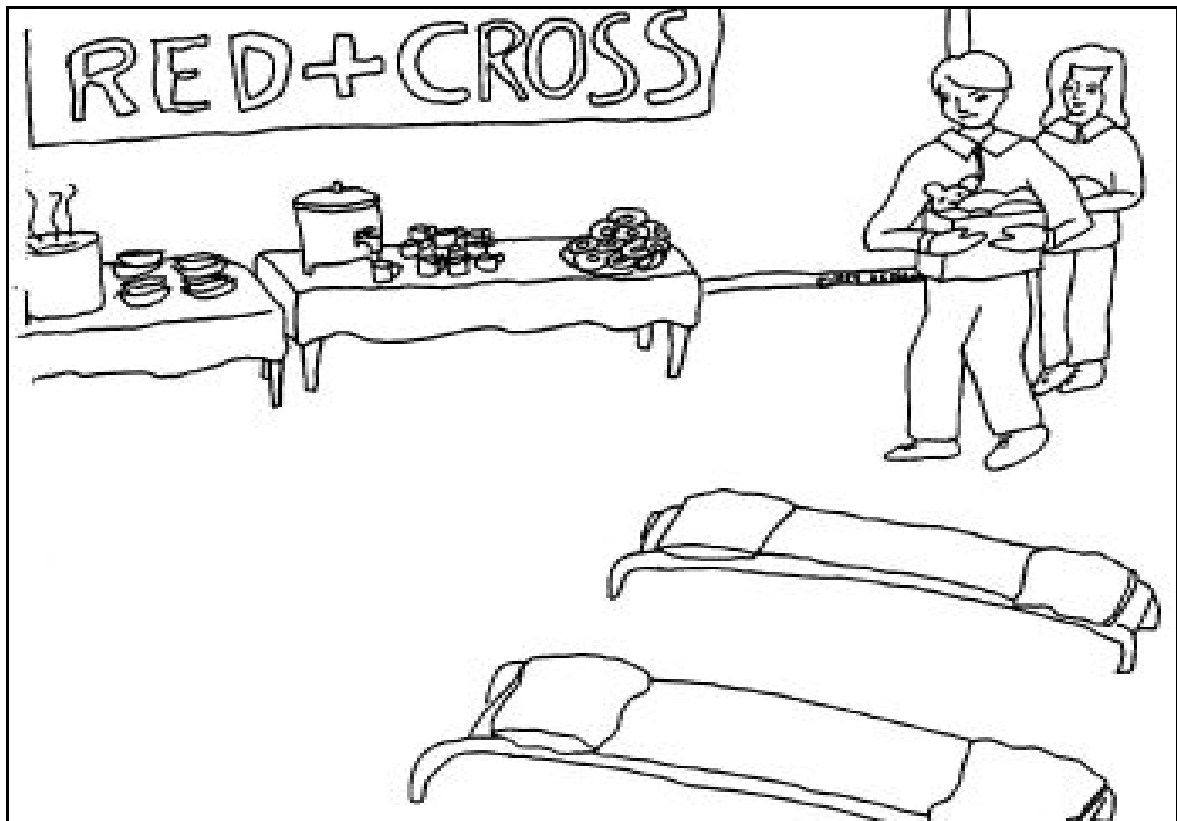


How I got there got there was: _____

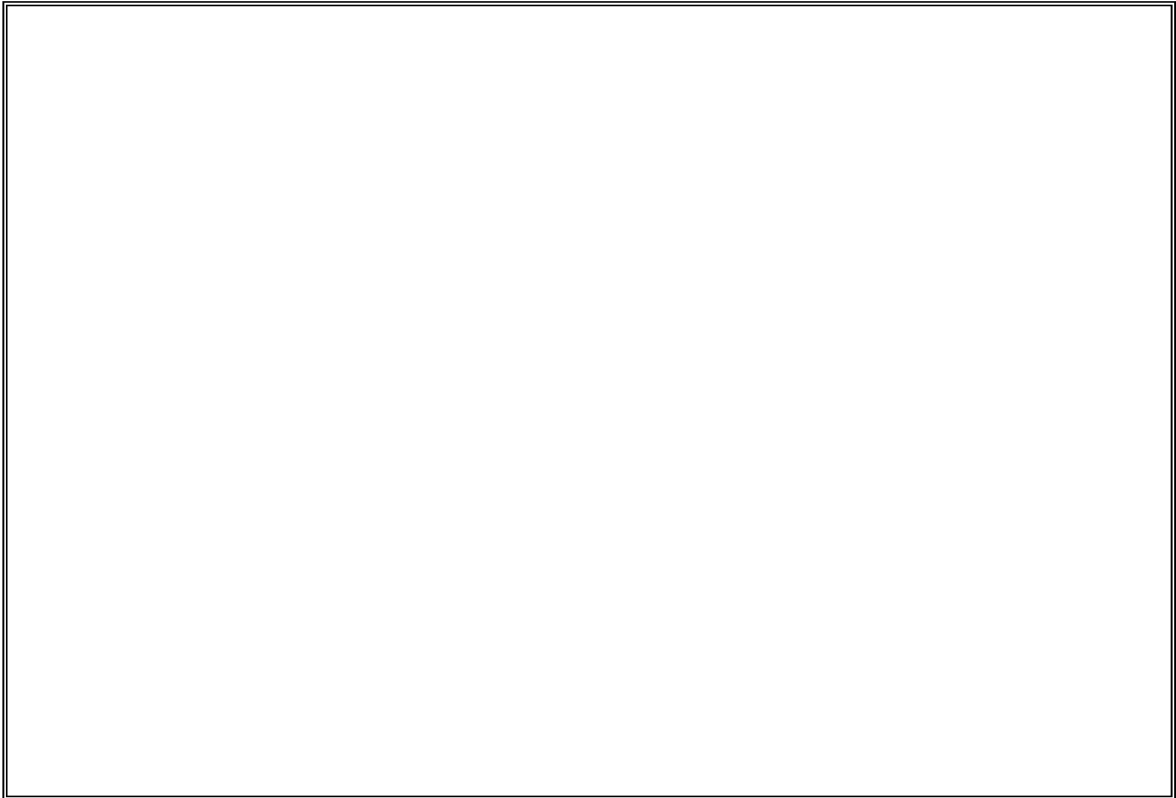
The worst thing about being away from my usual home during the hurricane was: _____

The best thing about the place I went to be safe from the hurricane was: _____

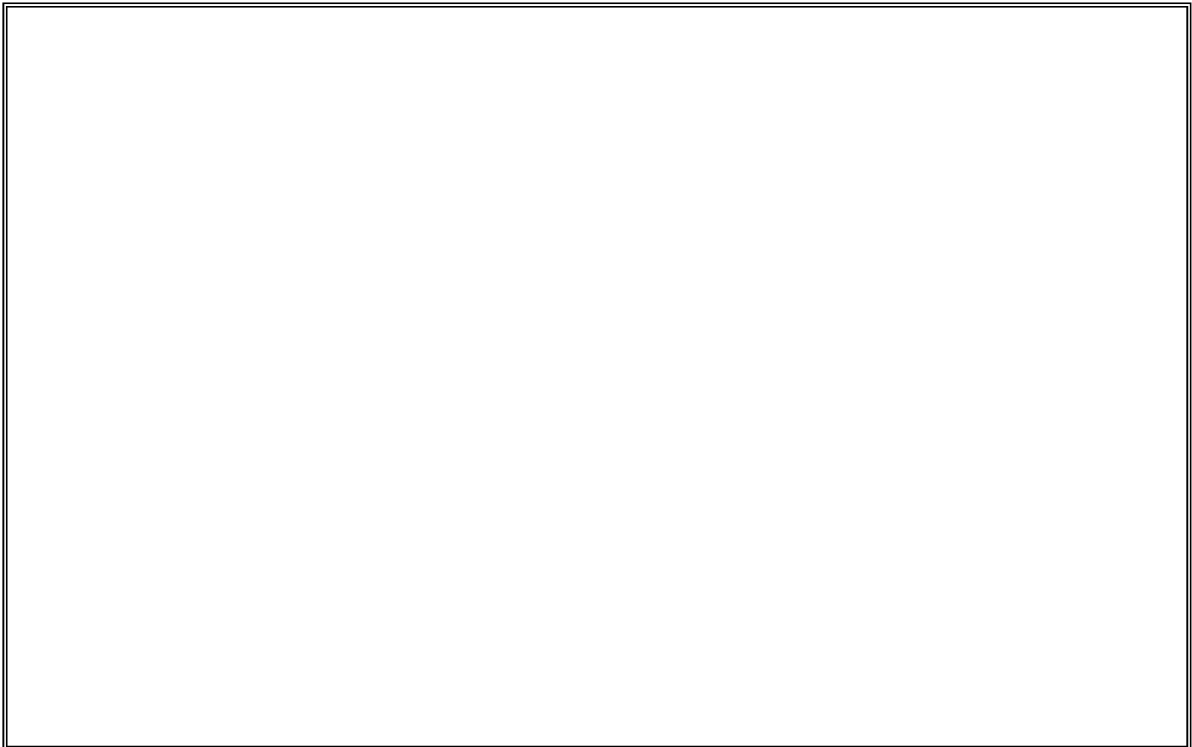
This is a drawing of something happened while I waited for the hurricane to be over:



Here is a drawing of my home after the hurricane:



This is a drawing of me in the room where I sleep now:



ABOUT MY SCHOOL AND SCHOOL WORK



This is what it was like to be in school before the hurricane:

Here is a true story about what it is like in school since the hurricane, or about not being able to go to school since the hurricane: _____

One thing that is different about school since the hurricane is: _____

One thing that is the same about school since the hurricane is: _____

My school work grades are mostly (*Circle the right answer*) than they were before the hurricane.

better	worse	the same	I'm not in school now
---------------	--------------	-----------------	------------------------------

The subjects I like best, or liked best when I was in school are: _____

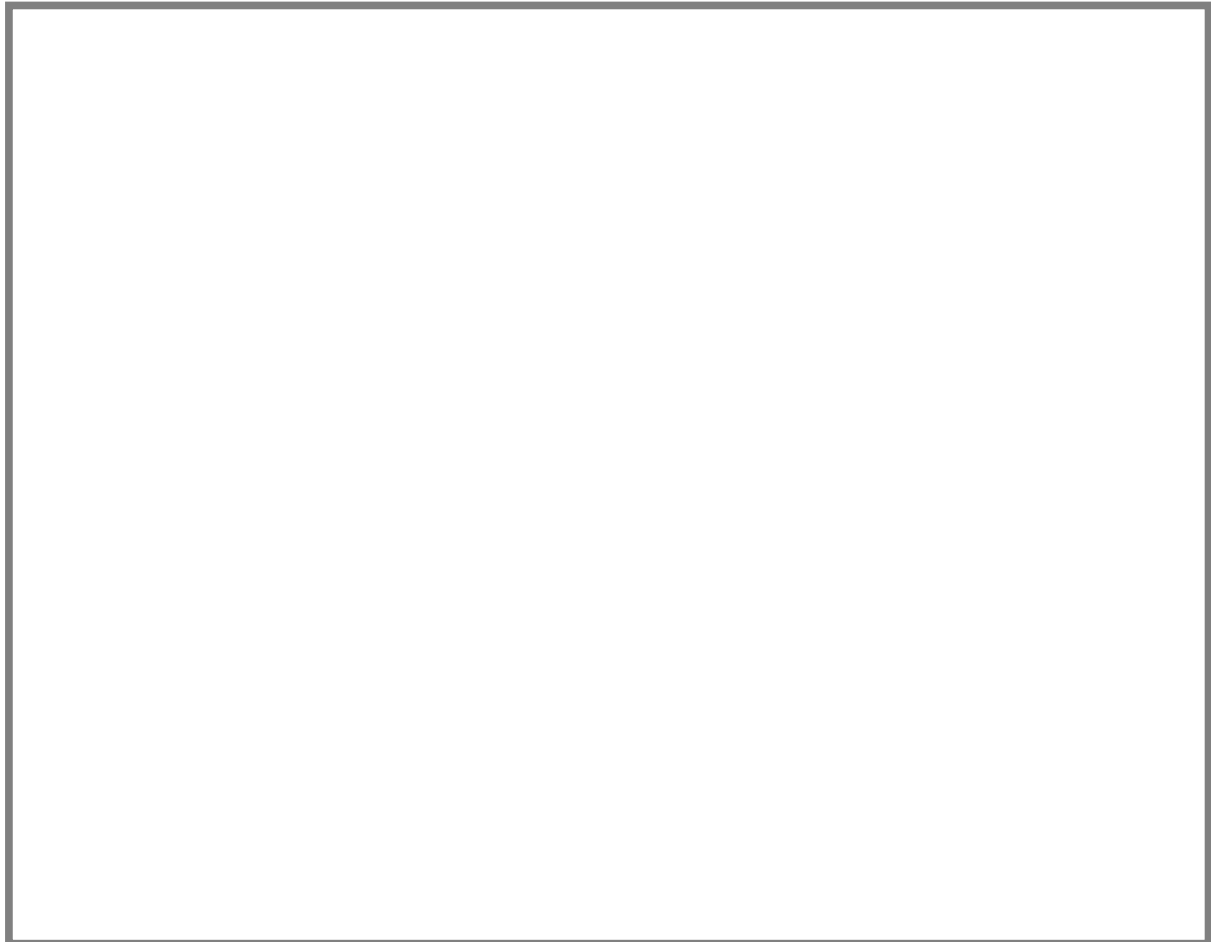
The subject I like the least is: _____

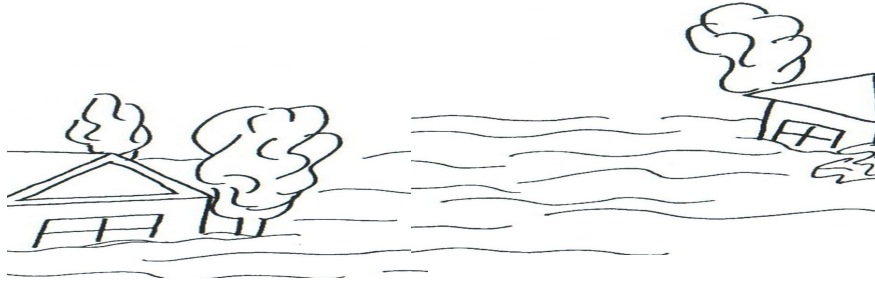
What I like most about being in school is: _____

(Put a check mark in the box next to what is true:)

- Since the hurricane it is harder to do my school work.
- Since the hurricane it is easier to do my school work.
- There is no difference.
- I am not in school right now.

HERE IS A DRAWING OR A PHOTO OF THE SCHOOL I GO TO NOW:





MORE ABOUT PROBLEMS AND WORRIES

My biggest problems now are:

This is a drawing showing something about one of my biggest problems:

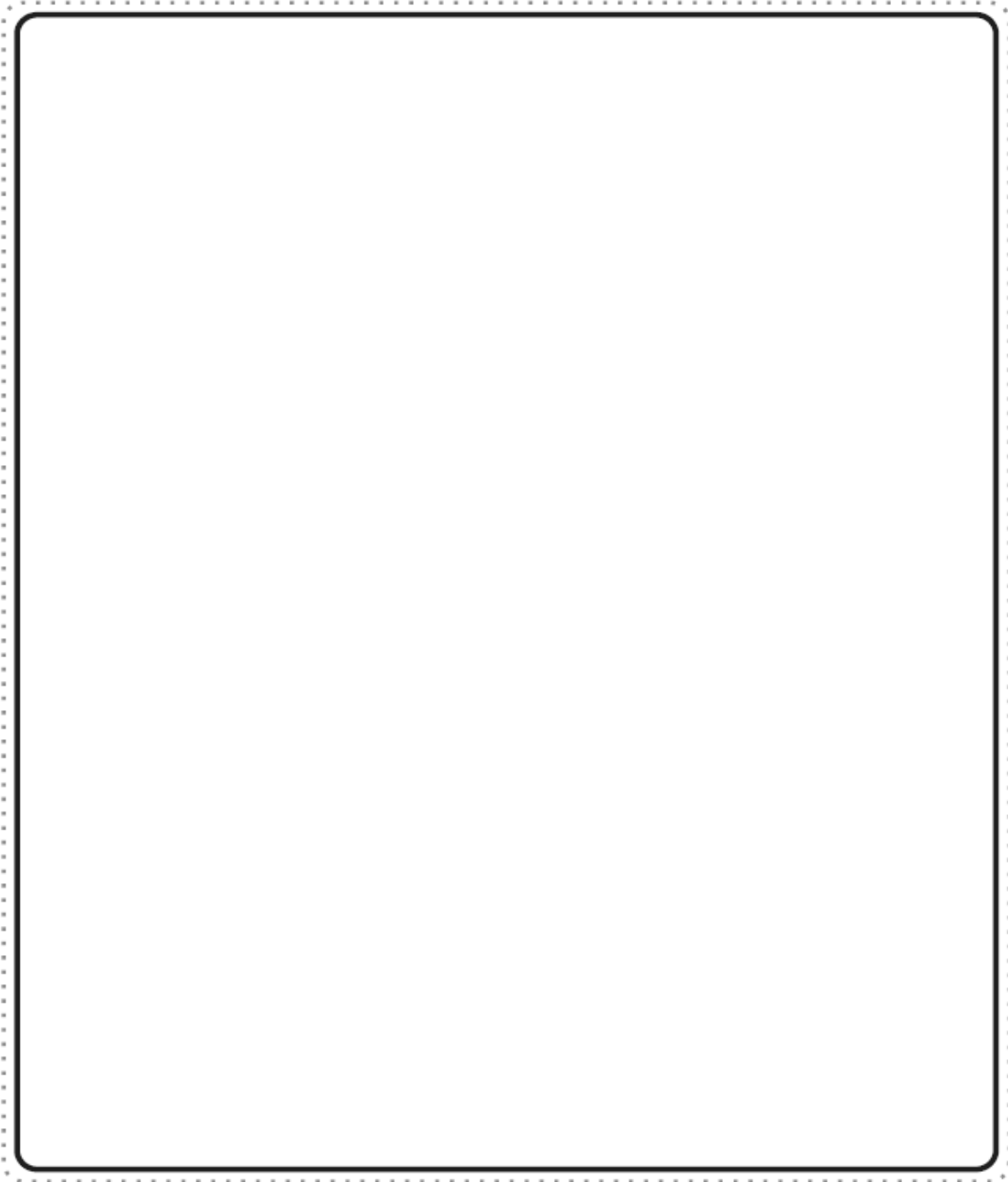
This is what I worry the most about now: _____

Some people I can talk to about problems and worries are:

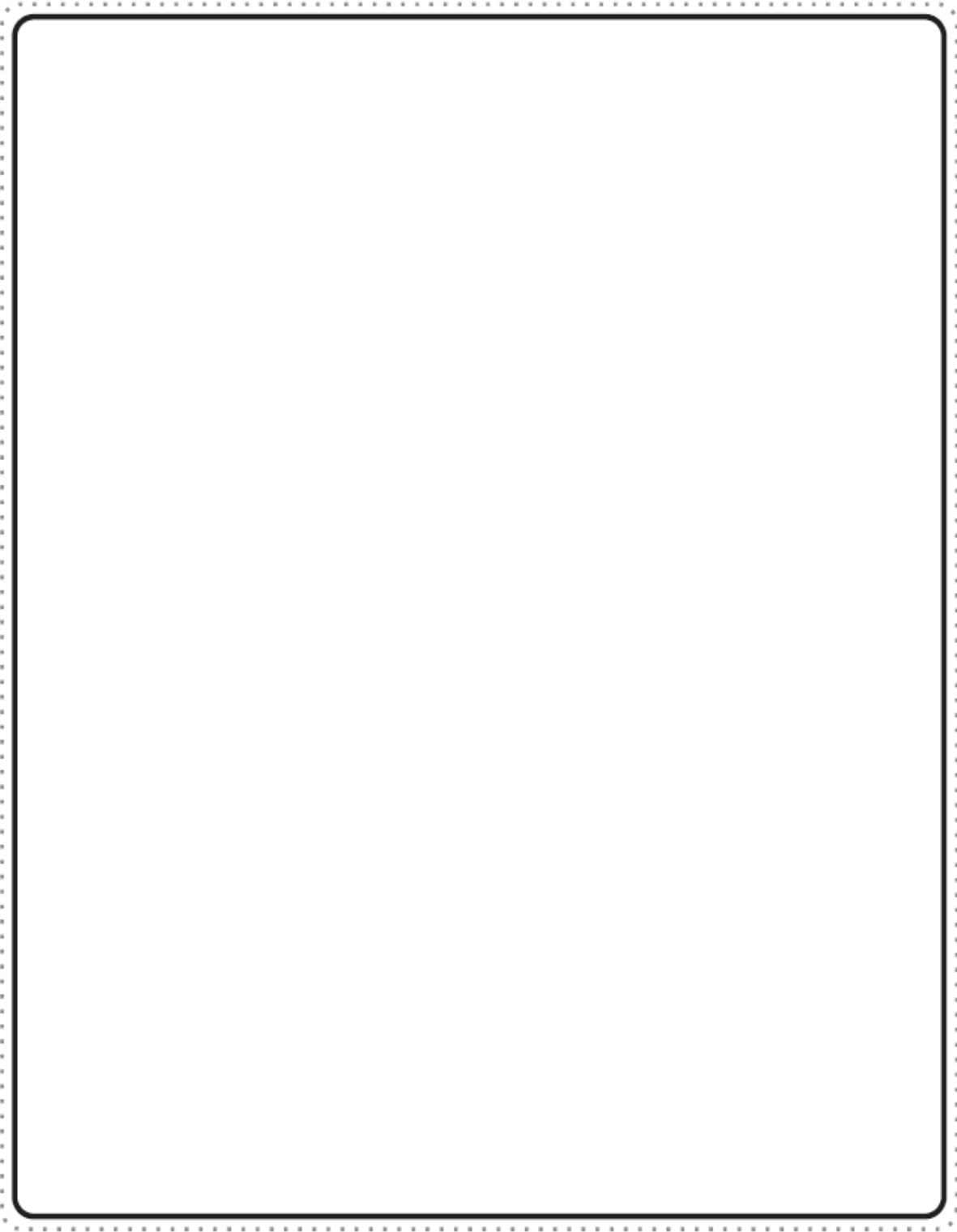
This is what I'd most like help with:

HELPING OTHERS AND GETTING HELP

Here's a drawing of me going to someone to help me:



Here is a drawing of me helping someone else.



MY LISTS

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. _____
4. _____

Here are some things I am really good at:

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

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

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

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

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

NEWSPAPER CLIPPINGS: I can save newspaper clippings, articles or pictures about the hurricane from the internet and other news about what happened to me, to others, to people like me because of the hurricane.

Suggestion: Staple or tape in extra pages to make a bigger scrapbook out of this book.

WHAT CAN I EXPECT?

What kinds of things might bother me for a while because of the hurricane?

- ◇ **Trouble concentrating or paying attention.**
- ◇ **Grouchiness.**
- ◇ **Bad dreams.**
- ◇ **Trouble sleeping.**
- ◇ **Worrying about it happening again.**
- ◇ **Remembering scary things when I don't want to.**
- ◇ **Being afraid my safety and other people's safety.**
- ◇ **Acting and feeling younger than I really am for a little while.**
- ◇ **Not feeling sure about the future.**

What are some of the good things I can expect as I learn to deal with my feelings and memories about what happened because of the hurricane?

- ◇ **Feeling great because I got through it.**
- ◇ **Finding out that my mind and body are stronger than I knew before.**
- ◇ **Having a strong, healthy interest in planning and being ready for any disaster that might happen in the future.**
- ◇ **Feeling good about getting help when I need it to deal with my problems.**
- ◇ **Feeling respect and caring for myself and other people who suffer from difficult experiences.**
- ◇ **Knowing that there are some things I can't control and many things I can control.**
- ◇ **Learning that most people want to help others, even strangers, when there is an emergency.**
- ◇ **Feeling curious to learn about how to reduce damage from hurricanes and other natural disasters.**
- ◇ **Feeling a strong desire to be helpful to other people when they need it.**
- ◇ **Understanding that my story about the hurricane is only one of my true stories, because so many other things also happen in my life.**
- ◇ **I can feel good about the future.**

WHAT I WANT

If I had three wishes right now, I would wish for:

1. _____
2. _____
3. _____

What I want to happen in my family is:

What I want to learn more about most of all is:

What I want help with the most is:

What I want to do when I'm grown up is:

When I had to leave my home because of the hurricane, I had some thoughts about God and religion. Some of those thoughts were: _____

During the hurricane, I thought God would want me to: _____

When I was afraid during the hurricane, I prayed about: _____

My faith in God helped me when I was afraid because of the hurricane. How my faith helped me is: _____

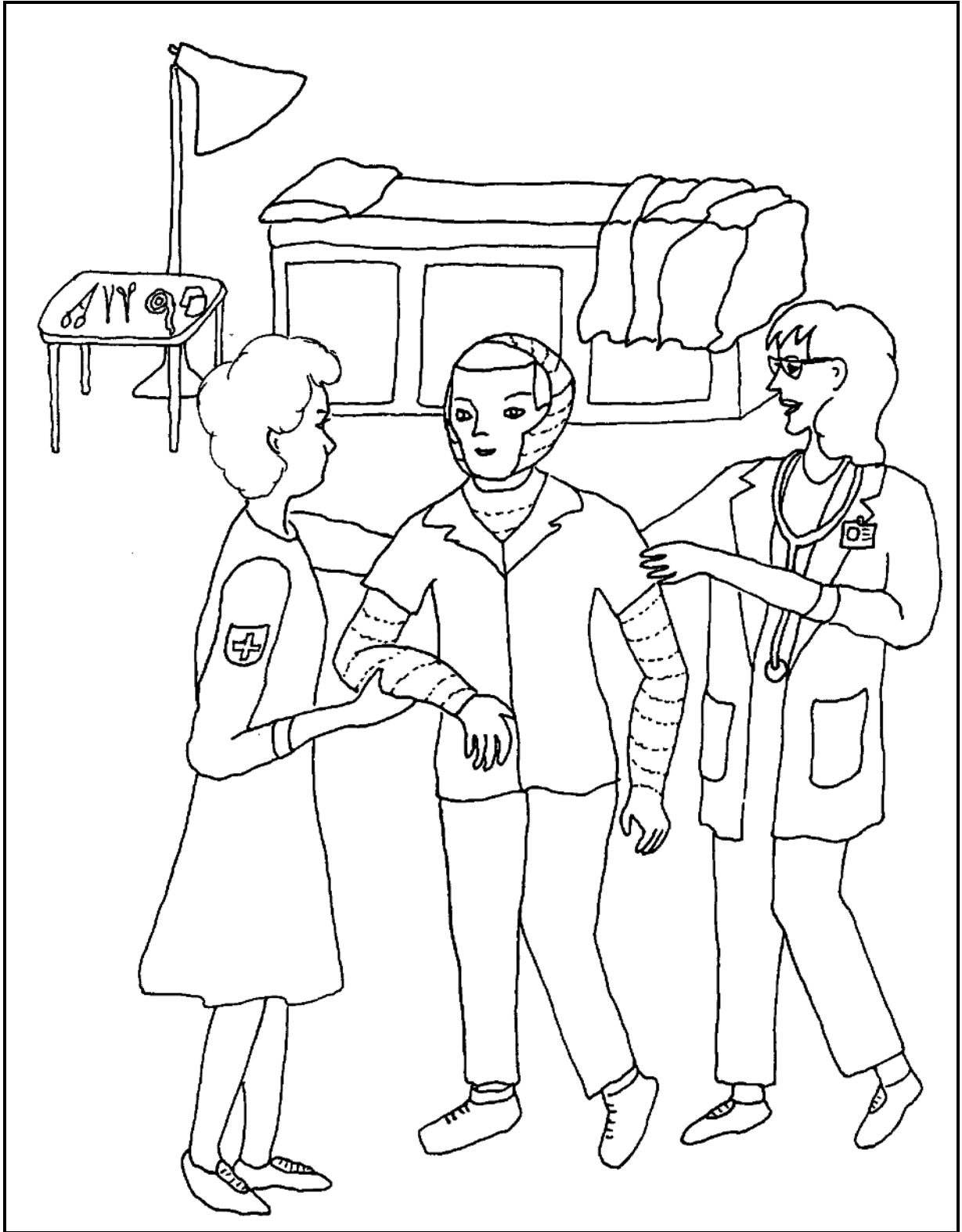
Since the hurricane, the thing I pray about most is: _____

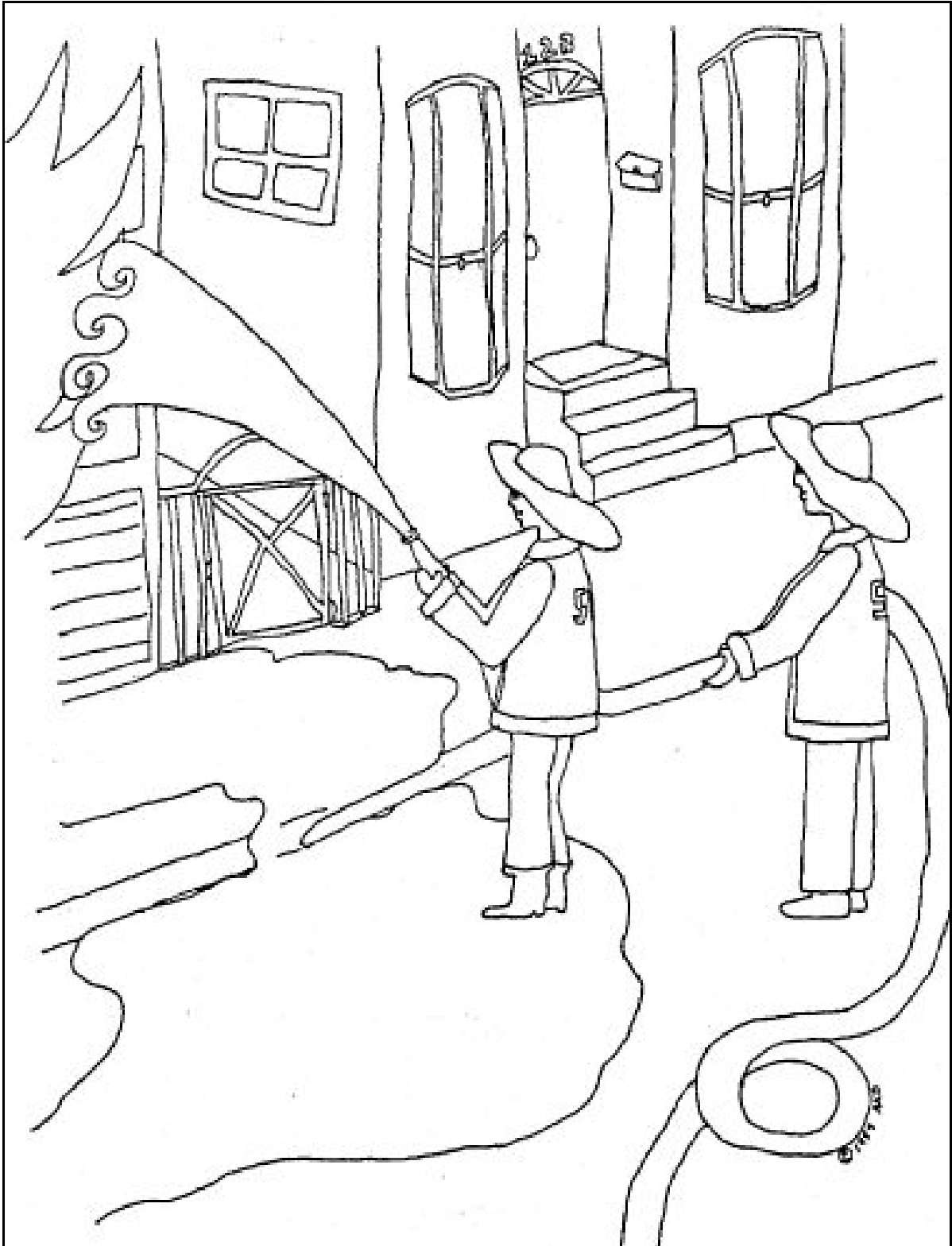
People from our church, synagogue, mosque, or prayer group helped other people after the hurricane.

Some other people I saw or heard about who helped during or after the hurricane were:

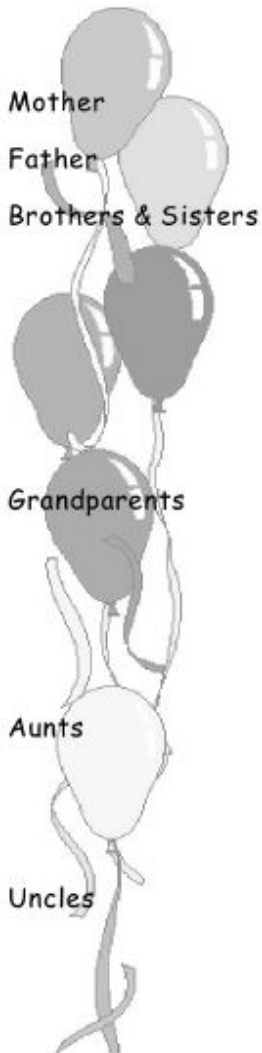
- | | | |
|---|-------------------------------------|---|
| <input type="checkbox"/> Doctors and nurses | <input type="checkbox"/> Neighbors | <input type="checkbox"/> Emergency Shelter Workers |
| <input type="checkbox"/> Fire department | <input type="checkbox"/> Friends | <input type="checkbox"/> Road Workers |
| <input type="checkbox"/> Rescue Workers | <input type="checkbox"/> Relatives | <input type="checkbox"/> Tow truck drivers |
| <input type="checkbox"/> National Guard | <input type="checkbox"/> Teachers | <input type="checkbox"/> People who helped clean up |
| <input type="checkbox"/> Police | <input type="checkbox"/> Strangers | <input type="checkbox"/> Coast Guard |
| <input type="checkbox"/> Other religious Groups | <input type="checkbox"/> Therapists | <input type="checkbox"/> People who gave food, clothes and other things |

One thing I thank God for is: _____





BIRTHDAYS TO REMEMBER



NAME	DATE
Mother	/ /
Father	/ /
Brothers & Sisters	/ /
	/ /
	/ /
	/ /
Grandparents	/ /
	/ /
	/ /
	/ /
Aunts	/ /
	/ /
	/ /
Uncles	/ /
	/ /
	/ /

MORE BIRTHDAYS TO REMEMBER:

	/ /
	/ /
	/ /
	/ /
	/ /
	/ /
	/ /
	/ /

ABOUT MY HEALTH

Put a check mark by the right answer:

- I don't have any health troubles.
- I do have health troubles. My health troubles are: _____
- _____
- _____
- _____

Put a checkmark in the box beside the right answers:

- My health troubles are better than they were a year ago.
- My health troubles are better than they were right before the hurricane.
- My health troubles are worse than they were a year ago.
- My health troubles are worse than they were right before the hurricane.
- My health troubles are the same as they were a year ago.
- My health troubles are the same as they were a year ago.
- I am losing weight. I am gaining weight.
- I am as tall as other kids my age. I am shorter than other kids my age.
- I have been to the doctor for a checkup in the past year.
- I went to the dentist in the past year.
- Other people are worried about my health.

People are worried about my health because: _____

- I worry about my health. I don't worry about my health.

MEDICAL INFORMATION

This information should be written here by my doctor, parent or another adult.

Responsible Parent or Caregiver (Name) _____

Address: _____

Home Phone: _____ **Work:** _____ **Cell:** _____

Child's Name: _____	Today's Date _____
Date of Birth: _____	Blood Type: _____
Medical Insurance Carrier (if any) _____	
Insurance Number (if any): _____	
Diagnosed medical condition, if any: _____	
Special medical needs are: _____	
Known allergies to medications: _____	

Medical Doctor's Full Name: _____
Health Center or Clinic Name: _____
Address: _____
Phone Number: _____ Fax: _____

Medications the child regularly takes are:

Medication	Dose	Frequency	Purpose

Major Illnesses, Hospitalizations and Operations	Date

Other medical problems: _____

IMMUNIZATIONS:	Date

Comments: _____

DENTIST (Name) _____ ADDRESS: _____ PHONE NUMBER: _____
--

SCHOOLS I ATTENDED

Name of School	Address	Dates	Grade

Comments:

HELPING PEOPLE WITH BIG TROUBLES

Here are some ways I think friends and family can help people who are sad because somebody got hurt or died:

Here are some ways I think friends and family can help people who are in the hospital:

Here are some ways I think friends and family can help people who feel blue (depressed, sad or helpless):

Here are some ways I think schools can help hurricane survivors:

Here are some ways I think prayer or going to a church, temple, mosque or prayer meeting can help people with big troubles:

Here are some ways I think having a hobby or playing sports can help people with big troubles:

Here are some ways I think the Salvation Army, the Red Cross, the YWCA or YMCA and other helping agencies can help:

Here are some ideas for how the Government can help:

SAFETY DRILLS

Here are safety things we can do at our school:

Here are safety things we can do at our home:

MORE THINGS SCHOOL CHILDREN CAN DO WITH SOME ADULT HELP

Besides working on this book, there are other things you can do about your hurricane and flood thoughts and feelings.

- 1. You can use a library to learn more about hurricanes, floods, weather, and rivers.**
- 2. You and your family can make a list of supplies you might need if another hurricane or flood happened. Then you could 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. You may need a backpack and luggage bag that rolls, to carry food and water.**
- 3. You and your family can plan and practice how to leave your home if there is a warning about another hurricane or flood and decide where to meet. You could use this same "disaster plan" for earthquakes, mud slides and fires.**
- 4. If you are old enough, you could volunteer to help at a relief agency or at a hospital. 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 hurricane and flood mural with your family or friends.**
- 6. You could have a fundraiser for disaster relief or for homeless people. One example of a fundraiser is an art show. Your friends could show their drawings about the disaster. You could charge admission and send the money to an agency that helps.**
- 7. If you are old enough, you could learn where the water, electrical and natural gas shut-off valves are and how to use them.**
- 8. You could write ideas about how to better protect your city, neighborhood and home from hurricanes and floods and looting.**
- 9. You could plan ahead about which out-of-town friends and family you will contact if you are separated by transportation or telephone problems. Keep their numbers in your purse, wallet or backpack. Then you won't have to worry so much about losing touch with each other. Cell phones might work when other phones don't. Write down a few email addresses to keep in your wailer in case you use a computer later on.**
- 10. Many churches, temples, mosques, schools, and local groups, as well as relief agencies like the Salvation Army, the Red Cross, Mercy Corps, United Way, and other groups collect household goods, clothing and other things disaster victims need. You and your family and friends could collect things in your neighborhood to donate.**
- 11. Get help looking for friends and family. Write down names and home towns of people you want to find. Write down where to find and call an adult who is taking care of you right now. Ask an adult caregiver to help you get emails, calls and letters from friends and relatives who may be trying to find you.**
- 12. Be a reporter right now. Make a NEWSLETTER with your true stories from this book and stories from others who fill out a book like this. Get their caregivers to give you permission. Send a copy of your Newsletter to shelters and agencies caring for lots of people. Ask an adult with a scanner to scan it and help you email it. Save this book for making a personal history of the disaster when you are older.**

AN OPTIONAL QUIZ ABOUT HURRICANES AND FLOODS

1. Which are causes of dangerous floods?

- a. Hurricanes with big onshore surges, and very heavy rain storms lasting for days and weeks.
- b. Dams overflowing.
- c. Weakened dams and levees.
- d. Sunspots
- e. Stalled weather systems.
- f. All of the above.

2. Which of the following are true about the Mississippi River?

- a. The Mississippi River drainage basin covers over 1,250,000 square miles.
- b. It collects water from over 40% of the United States.
- c. It dumps over 100 trillion gallons of water per year into the Gulf of Mexico.
- d. The Missouri River is its biggest tributary.
- e. All of the above.

3. Which of the following statements about levees are true?

- a. Levees have been built for over 200 years to control flooding and protect communities living along rivers. Many levees are old and weak.
- b. There are over 7,000 miles of levees along the Mississippi and the rivers that feed it.
- c. The effect of levees on a river is that levees make the water rise higher and faster.
- d. Levees do not allow a flooding river to spread into its natural flood-plain and enrich the soil.
- e. While protecting certain areas, levees can also make flooding worse downriver.
- f. All of the above.

4. When floodwaters begin to go down, the following health problems can occur:

- a. If the sewage system is damaged, raw human waste can get mixed into the water system.
- b. Bacteria begins to grow in the water and oozing mud can cause diseases.
- c. Water from pipes in houses and other buildings might not be safe to drink.
- d. Mosquitoes can increase in vast numbers and can spread diseases.
- e. Oil, pesticides and chemicals from refineries and factories may be left in the floodwaters, ponds, swamps and mud.
- f. Bodies left in the floodwaters and mud can cause disease.
- g. All of the above.

Quiz –Continued

5. Things we can do to keep future hurricanes and floods from harming people include:

- a. Make sure all families, schools and workplaces have a week’s supply of safe food and water, medicines that people need every day, flashlights and battery-operated radios.
- b. Make sure every family, school and workplace has a plan for what to do if there is a disaster like a hurricane or a flood.
- c. Train more weather scientists (meteorologists) to learn more about predicting storms and floods and train more engineers for building and repairing levees and dams.
- d. Learn more about conservation methods such as saving forests and grasslands, and how to prevent soil erosion to help in flood control.
- e. Learn more about building dams, reservoirs, levees, floodways, jetties and cutoffs.
- f. Learn more about how to stop global warming.
- g. All of the above.

6. What is a stalled weather system?

- a. A mass of cold dense air, which can usually move into a mass of warmer, less dense air and lift it up.
- b. A mass of hot air collides with a mass of cold air. Neither moves in its usual pattern. The collision sets off drenching thunderstorms.
- c. A mass of hot air called an updraft rises to form storms and hurricanes.

7. Some ways to get over feeling bad after a big disaster like a hurricane or flood include:

- a. Talking about your feelings to someone you can count on to listen.
- b. Helping others.
- c. Thinking of ways to make your home and community safer and writing them down.
- d. Trying to remember what happened and writing it down or drawing pictures.
- e. All of the above.

Answers:

- | | | |
|-------------------|-------|-------|
| 1. a, b, c and e. | 4. g. | 6. b. |
| 2. e. | 5. g. | 7. e. |
| 3. f. | | |

SUGGESTED READING LIST

What do scientists know about how global warming affects hurricanes? Does nature have storm cycles? Want to know more about floods, storms, and flood control? Below is a list of suggested books and articles. See also *The Encyclopedia Britannica* or *World Book Encyclopedia* or look online and in newspapers and news magazines for articles on floods, storms, flood control, and weather. Check a public library card catalog under the subject of flood. You could also read any of the books listed below. Ask your local librarian or, if you have one, a school librarian, for help in finding them if you can't find them yourself.

- Kolbert, Elizabeth, (2007) *Man, Nature and Climate Change*. London. Bloomsbury Publishing PLC
- National Center for Atmospheric Research, (2005) *Kids' Crossing in the Classroom. Teaching Earth and Atmospheric Science*. Boulder, CO.
- Pearce, Fred, (2002) *Global Warming*. New York, DK Publishing.
- Rothschild, David (2008). *Earth Matters*. New York, DK Publishing.
- Speth, James G. (2004) *Red Sky at Morning: America and the Crisis of the Global Environment*. Yale University Press
- Wear, Spencer, (2004). *The Discovery of Global Warming*. Cambridge, MA. Harvard University Press
- Wood, Penny. (1990) *Storms—Facts, Stories, Projects*. New York Puffin Books.

FOR THE YOUNGER CHILD

- Branley, Franklyn. (1985) *Flash, crash, rumble, and roll*. New York: Harper Trophy.
- Cole, J. and Degen, B. (1996) *The magic school bus inside a hurricane*. New York, NY. Scholastic Press.
- Drye, William. (2002) *The storm of the century*. National Geographic
- Layton, A, Mark B. (1997) *I'll know what to do. A kid's guide to natural disasters*. Washington DC. Magination Press.
- Osborn W and Osborne M. (2003) *Twisters and other terrible storms*. New York: Random House Books for Young Readers.
- Ruckman, Ivy, (1988). *No Way Out*. New York, New York. Crowell.
- Simon, Seymour. (1989) *Storms*. New York: Morrow Junior Books.
- Van Ausburg, Chris.(1 982) *Ben's dream*. Boston. Houghton Mifflin.

READINGS FOR PARENTS, TEACHERS, COUNSELORS AND CAREGIVERS

- Klman, G., Oklan, E. (2008) *My personal life story about being homeless*, San Francisco. Children's Psychological Health Center, Inc.,
- _____ (2008). *My Sichuan earthquake story*, San Francisco:Children's Psychological Health Center, Inc.
- _____ (2006). *My personal story about hurricanes Katrina and Rita*, San Francisco. Children's Psychological Health Center, Inc.
- _____ (2001, 2). *My book about the attack on America*. San Francisco. Children's Psychological Health Center, Inc., San Francisco.
- _____ (1989). *My earthquake story*. San Francisco. Children's Psychological HealthCenter, Inc.
- _____ (1985). *The personal life history book: a manual for preventive psychotherapy*. San Francisco: Children's Psychological Health Center, Inc.
- _____ (1968) *Psychological Emergencies of Childhood*. New York. Grune & Stratton
- Klman, G. & Rosenfeld, A. (1980) *Responsible Parenthood*. New York. Holt Rinehart.

DISASTER RELIEF AND MENTAL HEALTH SERVICES

This workbook is a help, but not a substitute, for professional care. Whenever a person suffers mental health problems for more than a month after a trauma, she or he should seek counseling. To find a psychotherapist, you can call your local Mental Health Association, Psychoanalytic Institute, Psychiatric Society, Psychological, Social Work, or Marital and Family Therapy Association. If these groups are difficult to reach, you may receive a referral to an agency where you live by contacting The Children's Psychological Health Center by phone: 415-292-7119 or fax: 415 749-2802.

PHONE NUMBERS FOR DISASTER RELIEF AGENCIES:

FEMA (Federal Emergency Management Agency) _____ 800 621-FEMA

Mercy Corps www.mercycorps.org _____ 800 292-3355

Oxfam America www.oxfamamerica.org _____ 800-77-OXFAM

RED CROSS www.redcross.org _____ 800-733-2767 (English)
800-257-7575 (Español)

Find the Red Cross nearest you online:

Enter Current ZIP Code:

The Salvation Army –*Find your local Salvation Army online:* www.salvationarmyusa.org

LOCATIONS: *Enter Zip*

Phone number for Salvation Army National Headquarters online 703 684-5500

United Way www.unitedway.org _____ 703 836-7112

Find your local United Way online by entering your zip code

OTHER RELIEF AGENCIES:

Catholic Charities USA www.catholiccharitiesusa.org 703 549-1390

Episcopal Relief and Development www.er-d.org _____ 800 334-7626

Church World Service www.churchworldservice.org _____ 800 297-1516

More about some of these helping agencies:

FEMA (The Federal Emergency Management Agency): If you were made homeless by a natural disaster such as a flood, hurricane, tornado or earthquake, FEMA can often help with rental/mortgage payment assistance and reimbursement for cars, tool or other essential personal property lost during a natural disaster. Your family may be able to receive other kinds of FEMA disaster assistance. When there is a declaration of a disaster in your area, you can call 1-800-462-9029 for help applying for assistance.

MERCY CORPS: If you were made homeless by a flood or hurricane, Mercy Corps often provides child care kits in mass disasters. Mercy Corps has helped distribute Guided Activity Workbooks like this one.

AMERICAN RED CROSS DISASTER RELIEF: This is a good place to find out about how to find a shelter, obtain emergency food, water and other disaster relief.

THE SALVATION ARMY: The Salvation Army is very active in disaster relief efforts. They provide many services including emergency shelters. Find the Salvation Army Center closest to your location online.

MENTAL HEALTH CHECKLIST: INSTRUCTIONS

INSTRUCTIONS TO THE ADULT WRITING ABOUT THE CHILD OR ASSISTING AN OLDER CHILD AND DOING THE SCORING

An adult should be in charge of this section. Ask the child for help with answering the questions. An adult should always complete this Checklist if the child is under age eleven. An adult should supervise and help older children who want to answer about themselves. Add the pluses and minuses for all questions.

Children who were already mentally ill, had developmental disorders such as autism, or were in psychiatric treatment for any reason before the hurricane are likely to have a more difficult time than other children after a disaster. They are more vulnerable to trauma than emotionally healthy and normally developing children. We suggest their previous services or treatment be resumed as promptly as social conditions permit.

If one or more of the child's parents, siblings, or other caretakers or family members died in the hurricane, or has had a disfiguring injury such as loss of a limb or severe facial scarring, or if the child is suicidal or if the total score on the checklist below is more than 100, we suggest getting a professional mental health opinion. Take this entire book or a photocopy of it with the child and you to the mental health consultation.

TIMING FOR USE OF THIS CHECKLIST:

Children should use this workbook for at least one session of drawing and writing before they use this checklist.

THE CHECK LIST IS DIVIDED IN TWO PARTS:

ITEMS IN PART ONE are relatively fixed, known mental health risk factors. Answers to these items are unlikely to change over time, and should be filled out as soon as possible.

ITEMS IN PART TWO are changeable symptom factors. Part two should be filled out a month after the hurricane or hurricane related stressful events. If you are starting the workbook anytime after a month following the hurricane, all items should be filled out as soon as possible.

HOW TO COMPLETE THE MENTAL HEALTH CHECKLIST:

Always ask the child for his or her answer to each item or statement in the Checklist.

- **If the item is false or does not apply to this child, put a ZERO in column B.**
- **If the item is true for this child, copy the number from Column A into Column B. Be sure to include the plus or minus sign.**

MENTAL HEALTH CHECKLIST

Person filling out the answers _____

Relationship to the child or teenager _____

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

PART 1		EVENTS BEFORE AND EVENTS BEFORE AND IMMEDIATELY AFTER THE HURRICANE	
NAME OF CHILD _____		TODAY'S DATE	
Name of adult rater, and relationship to child: _____			
	ITEM	A. ITEM SCORE	B. This Child's Item Score
	<ul style="list-style-type: none"> • <u>If the item is false or does not apply to this child, put a ZERO in Column B.</u> • <u>If the item is true for this child, copy the number from Column A into Column B.</u> Be sure to include the plus or minus sign. 		
1	At any time before the hurricane, one parent of the child died or lost contact, or there were multiple major stressors such as molestation, rape, domestic violence, jailing, a major accident or major illness of a family member.	+15	
2.	At any time before the hurricane, the child already had no living parent.	+15	
3	In the year before the hurricane, there was a major accident in the child's family	+5	
4	In the year before the hurricane, the child had a major physical illness.	+5	
5	The child has access to a number of caring adults who are still available daily.	-10	
6	The child had to move out of his or her house because of the hurricane.	+5	
7	The child had reliable housing again within one month after the hurricane.	-5	
8	A family member is living with the child.	-5	
9	The child was severely injured in the hurricane.	+7	
10	A parent, sibling or a main caregiver was killed or is missing in the hurricane.	+35	
11	The child is the only survivor in his immediate family.	+35	
12	The child is one of very few child survivors in his immediate family.	+15	
13	The child's home or school collapsed and killed other children.	+15	
14	The child was rescued from a collapsed or flooded building where other people were killed.	+15	
15	The child saw a dead or mutilated body.	+15	
16	The child lost part or all of a limb or suffered severe facial scarring, or had brain injury or part of the child's body was crushed	+20	
17.	Before the hurricane, this was a physically healthy, active, cheerful, curious, sociable child who had close relationships with adult caregivers, had several close friends, was behaving well at school and home, did not smoke or use drugs or alcohol, enjoyed sports and hobbies and was learning at least at grade level.	-50	
18	Most of the items in row 17 (above) apply to this child, but several don't	-25	
TOTAL SCORE FOR PART 1			

MENTAL HEALTH CHECKLIST

PART 2	THE CHILD NOW HAS THESE NEW OR INCREASED BEHAVIORS AND THEY HAVE LASTED OVER FOUR WEEKS SINCE THE HURRICANE		
NAME OF CHILD _____ Name of Adult Filling Out This Form _____		TODAY'S DATE _____	
	ITEM	A. ITEM SCORE	B. This Child's Item Score
	<ul style="list-style-type: none"> • <u>If the item is false or does not apply to this child, put a ZERO in Column B.</u> • <u>If the item is true for this child, copy the number from Column A into Column B. Be sure to include the plus or minus sign.</u> 		
17	Defiance or delinquent behavior.	+5	
18	Nightly states of terror. or sudden waking or nightmares.	+5	
19	Wakes from dreams confused or in a sweat	+5	
20	Difficulty focusing or paying attention	+5	
21	Extreme irritability	+5	
22	Lost toilet training, lost some vocabulary or acts, as if younger than before	+5	
23	Started to stutter or lisp after the disaster	+5	
24	Severe anxiety, fear, or phobias that are new	+5	
25	Obstinacy – refusing to cooperate or obey	+5	
26	New or exaggerated fears	+5	
27	New rituals or compulsions – things the child feels he or she must do	+5	
28	Severe clinging to adults	+5	
29	Unable to fall asleep or stay asleep	+5	
30	Startles or jumps at loud noises or reminders of the hurricane	+5	
31	No longer shows hopes or plans for the future.	+5	
32	Lost pleasure in usual activities and usual relationships	+5	
33	Lost curiosity	+5	
34	Almost always sad or crying	+5	
35	Frequent, ongoing headaches or stomach aches	+5	
36	Too worried about his body or illnesses	+5	
37	Unusually preoccupied with thoughts of death	+20	
38	Unusually accident-prone	+15	
39	Expresses thoughts of wanting to hurt himself, or hoping to die	+35	
40	Expresses thoughts of wanting to kill himself	+35	
41	Since the hurricane has behaved more age-appropriately, been more cooperative, more creative, helpful, and had constructive relationships with peers, teachers and caregiving adults more than before the hurricane.	-35	
	TOTAL SCORE FOR PART 2		
	TOTAL COMBINED SCORES FOR PART 1 PLUS PART 2		

WHO WROTE THIS BOOK?

Gilbert Kliman, M.D., is Director of The Children's Psychological Health Center in San Francisco. He has 45 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 non-profit Center for Preventive Psychiatry in White Plains, New York. He and that Center's staff have helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornadoes, urban crimes and homelessness. 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 *Responsible Parenthood* with Life's Science Editor, Albert Rosenfeld. This book won an international literary prize for "world's best book concerning the well-being of children."

His book, *Early Childhood In The Preschool Classroom: The Cornerstone Method of Reflective Network Therapy* describes four decades of service and research, using an evidence-based in-classroom method for treating children with disorders on the autism spectrum and other serious emotional and developmental disorders.

Harriet L. Wolfe, M.D. was recently President of The San Francisco Center for Psychoanalysis, formerly Director of Education for the Department of Psychiatry at San Francisco General Hospital, and Associate Clinical Professor of Psychiatry at the University of California, San Francisco. She was principal investigator on a Center for Disease Control project on psychological adaptation of physical trauma, and practices individual and family therapy in San Francisco. She practices psychoanalysis and couples therapy in San Francisco.

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.

Anne Kuniyuki Oklan, R.N., the illustrator of much of this 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.

Jodie Kliman, Ph.D. is a social-clinical psychologist on the core faculty of the Massachusetts School of Professional Psychology in Boston, where she teaches family and therapy, clinical supervision, and working with refugees and internally displaced people in the Psy.D. program. She is a former member of the Board of the American Family Therapy Academy, for whom she edited a monograph, *Touched by War Zones, Near and Far: Oscillations of Despair and Hope*. Her clinical and supervisory practice has included families and individuals from underserved and marginalized populations for over 30 years. She has published extensively about the role of marginalization on the basis of race, ethnicity, social class, religion, sexual orientation, and gender in families and family therapy and about the importance of social networks in psychological wellbeing.

John Samuel Tieman, Ph.D. teaches English in the St. Louis Public Schools. He has been a classroom teacher for over thirty years, and has taught in the United States, the West Indies and Mexico. His poetry has appeared in a wide variety of journals, including *The Americas Review*, *The Caribbean Quarterly*, *The English Journal*, *The Iowa Review* and *River Styx*. He also is a widely published essayist, whose editorials have appeared in the *Atlanta Journal-Constitution*, the *Chicago Tribune*, the *Los Angeles Times*, and the *St. Louis Post-Dispatch*, among many others. His scholarly essays have been published in *U. S. Catholic Historian*, *Schools: Studies In Education* and elsewhere.

MORE ABOUT GUIDED ACTIVITY WORKBOOKS

By Gilbert Kliman, MD, Medical Director, The Children's Psychological Health Center

The use of guided activity workbooks shows children that honestly facing the disaster is supported rather than avoided by their teachers and families or emergency caregivers. The child's personal feeling of being in control and sense of personal history are enhanced. The psychological benefits of promoting the child's understanding of shared experience can be powerful. When the adults in their lives concretely acknowledge the complexity and depth of children's traumatic experiences, children are helped to understand that their inner world and their personal history is honored and valued. A guided activity workbook allows adults to use their natural tuning in and empathy, so families and caregivers may provide psychological as well as physical nurture to children in the aftermath of hurricanes and other natural disasters.

My own disaster work goes back to crises such as helping schoolchildren deal with deaths in families, and even the national crisis of the death of a president. As a clinical analyst, I learned a lot from my individual child patients after Kennedy's death and reported on themes I observed being activated among them. It was a formative experience to realize I learned even more of practical public health value from a behavioral survey of teacher observations about the behaviors of 800 schoolchildren. Through that study, I learned that on the fateful afternoon of John F. Kennedy's death, teachers and administrators who avoided immediate discussion of the assassination with their in-school pupils experienced behavioral deterioration in their classroom populations as measured by behavioral checklists. The pupils of teachers who initiated discussion with their children had markedly better classroom behavioral outcomes.

Alas, there will never be a time when children are exempt from disasters. The use of guided activity workbooks shows children that honestly facing the disaster is supported rather than avoided by their teachers and families. The use of drawings and encouragement of narrative writing advances a witnessing process in which the child feels respected and useful within the child's human network. The child's personal locus of control and sense of personal history are enhanced.

CONTACT INFORMATION

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See the *Disaster Relief* section of our website to learn more about Guided Activity Workbooks And the manualized Personal Life History Book method.

MORE SPACE FOR STORIES, DRAWINGS, IDEAS, PHOTOS OR NEWS

Use this page and the next few pages for more drawings or writing more about your story new ideas you have or information you want to save. You can also tape or paste in photos or news stories you find.

More Space for Stories, Drawings, Ideas, Photos or News –*Continued*

More Space for Stories, Drawings, Ideas, Photos or News –*Continued*

More Space for Stories, Drawings, Ideas, Photos or News –*Continued*

More Space for Stories, Drawings, Ideas, Photos or News –*Continued*