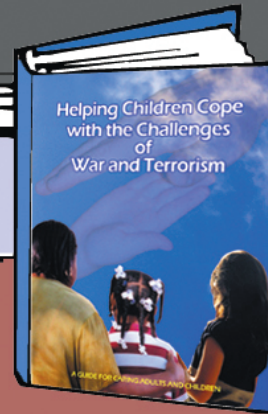


SUPPLEMENT TO:
Helping Children Cope with the
Challenges of War and Terrorism



SUPPLEMENT TO:

HELPING CHILDREN COPE WITH THE CHALLENGES OF WAR AND TERRORISM

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HOW TO USE THIS SUPPLEMENT

“We’re all “at risk” in this day and age, and that lower expectations. By focusing on resiliency, we can turn that lens around.”

- Phil Woodall, middle school principal, Tuscon, AZ

Dear Caring Adult,

Because educators play an important role in helping children understand and cope with distressing events, we have designed the following material as a supplement to the *Helping Children Cope with the Challenges of War and Terrorism* book. Even though most of the sections are written from the viewpoint of a teacher working with a group of students, much of the information and many of the activities can be adapted for use with individual children by a parent or mental health professional.

Like the *Helping Children Cope with the Challenges of War and Terrorism* book, this supplement is to be used as a guide. We encourage you to adjust the information and activities to the age and temperament of the children you are working with. Keep in mind that the activities were designed for use with children 7 to 12 years of age, but may be adapted for use with older or younger children. Younger children may need extra help from an adult and may prefer to complete some activities by drawing rather than by writing.

In this supplement, there is corresponding information and/or activities for each of the 13 topics covered in the *Helping Children Cope with the Challenges of War and Terrorism* book. Some activities include a worksheet for children to complete – we recommend photocopying the worksheets for use in the classroom. At the end of the supplement is a section entitled “Additional Activities and Information,” which contains topics that were not covered in the book, but which you may find helpful. Remember, you do not have to cover each topic and every activity for the material to be effective. If you feel a particular section may be beneficial or fits into a current lesson plan, it is okay to skip ahead or only use that segment.

It is difficult to predict how children will react to war or ongoing threats of terrorism. Because of this, we recommend that you stay in contact with your students’ parents/caregivers and inform them of which classroom activities you choose to do. Parents/caregivers will appreciate being informed as to how their children are reacting to these classroom activities.

Be sure to carefully monitor the behavior and reactions of your students when doing war or terrorism-related activities in the classroom. If at any time a child does not wish to discuss a subject or take part in an activity, do not force the child to participate. If a child’s reactions suggest that they are upset or distressed, it is a good idea to have the child speak with a school counselor or other mental health professional. You should also inform the child’s parents/caregivers of the reaction.

Find appropriate times to complete the activities with your students. Explain to your class that the activities are informative and fun and will help them cope with feelings they may have as a result of war or with worries about the future.

With our best wishes,

Annette La Greca

Elaine Sevin

Scott Sevin

INTRODUCTION

Research shows that young people's capacity for resilience goes hand-in-hand with their connection to school. As a key protective factor in students' lives, a solid connection to school becomes even more important when young people live with uncertainty, anxiety, fear or insecurity due to risk factors beyond their lives at school – when our nation is at war or is confronting potential acts of terrorism.

Over the years, statistics show that schools are the safest places of all for children. When the risk factors in young people's lives are increasing, what can teachers and other school personnel do to contribute to their school's capacity to promote to their students' resilience?

Tips for Teachers, Other School Staff and Administrators

Administrators, teachers and other staff significantly contribute to the capacity for resilience in the lives of their students when they create a climate at school that maximizes opportunities for connection. Based on research about resilience in education, here are some ideas that some educators have used and found helpful:

- **Take the initiative to set the tone for positive collaboration with parents and/or other caregivers.** Initiate contact with them before problems even get started. Show them your support up-front and ask for their support and cooperation in return.
- **Begin the week with a Monday morning meeting.** Monday morning meetings are a ritual that can help students transition back into school mode more successfully. They provide a regular, defined block of time built into the normal school schedule for students to share what is on their minds and address concerns that would otherwise preoccupy and distract them during the week ahead.
- **Assign student participation in meaningful activities at school.** Create age-appropriate jobs for students at school such as reading announcements over the school's communications system, providing support to a librarian or in the school office, or helping teachers distribute instructional materials to classmates. Performing necessary and valued functions at school promotes students' sense of belonging. It defines students as active contributors rather than passive recipients. It helps to build both a sense of community and students' confidence in themselves and their classmates.
- **Model pro-social behavior.** Teachers and other school staff promote connection at school by being good role models. For example, when adult staff and students are in the habit of making eye contact and saying "hello" to each other, they are practicing pro-social behaviors that naturally promote connection.
- **Convey high expectations.** Communicating high expectations conveys a recognition of students' strengths and capacities. High expectations demonstrate a view of students being "at promise" rather than "at risk."
- **Make the most out of every teachable moment.** Challenging times often render teachable moments that would not otherwise occur. For example, when a student or staff member at school experiences a death in the family, that event presents opportunities to talk about how people acknowledge loss and cope with grief. By teaching students about the influence of culture and the meaning, purpose and value of cultural symbols and rituals, teachers prepare students not only to have a greater understanding of others but also how to be more responsive to the bereaved family.

RECOMMENDED CORE SUBJECT AREAS

The following are recommended core subject areas for child-related activities in the *Helping Children Cope with the Challenges of War and Terrorism* book. Please note that we have listed only those activities that we feel are appropriate for use in the classroom.

Topic 1: Conflict Resolution

- Page 4: Grades K-12; Core Subject Areas: physical education/health, character education, language arts.
- Page 5 (top): Grades K-12; Core Subject Areas: language arts, art, character education.
- Page 5 (bottom): Grades 2-12; Core Subject Areas: history/social studies, geography, cultural awareness, language arts.

Topic 2: Talking with Children about War

- Page 7: Grades K-5; Core Subject Areas: physical science/natural history, language arts, social studies, cultural awareness.

Topic 3: Understanding Iraq

- Page 8: Grades K-12; Core Subject Areas: history/social studies, language arts, cultural awareness.
- Page 9 (top): Grades K-12; Core Subject Areas: art, geography (topography), science, language arts, history/social studies.
- Page 9 (bottom): Grades 2-9 (depending on level of detail); Core Subject Areas: geography, math (e.g., determine best route and flying time), physical science.

Topic 4: Understanding How Your Child Feels

- Page 11 (top): Grades K-5; Core Subject Areas: character education, language arts.

Topic 5: Fears and Worries

Identifying Fears and Worries

- Page 13: Grades K-12; Core Subject Areas: language arts (journaling); art.

Coping with Fears and Worries

- Page 15 (top): Grades K-5/6; Core Subject Area: character education/safety.

Topic 6: Limiting Exposure to Violence

- Page 17: Grades K-12; Core Subject Areas: media literacy, character education.

Topic 7: Normal Routines

- Page 19: Grades K-5/6 (K-2 need digital clocks); Core Subject Areas: math, language arts, health (suggestion for smaller children: provide word bank, including icons with suggested activities, e.g., eat dinner, bath/shower, go to school).

Topic 8: Helping Others

- Page 21: Grades K-12; Core Subject Areas: character education, civics, language arts, career education (e.g., career day visits by doctors, fire fighters, etc.).

Topic 9: Being Physically Fit

- Page 23: Grades 3-12; Core Subject Areas: physical education/health, science, math.

Topic 10: Promoting Respect and Understanding

- Page 25 (top activity only): Grades 3-12; Core Subject Areas: character education, language arts.

Topic 11: Diversity and Multicultural Awareness

- Page 26 (top): Grades K-12; Core Subject Areas: cultural awareness, geography, social studies.
- Page 26 (bottom): Grades 2-12; Core Subject Areas: social studies/history, civics.

Topic 12: Coping with Angry Feelings

- Page 29: Grades K-12; Core Subject Areas: character education, health, art, language arts.

Supplement to Topic 1: CONFLICT RESOLUTION

Children may have a better understanding of conflict resolution if they learn more about some of the different processes used in solving disagreements peacefully. Below are several conflict resolution processes. Review these with your class before completing the activity on the next page.

Discussion:

When parties settle a conflict through discussion, they talk through their problem and find a solution. Frequently, conflicts are started because of miscommunication.

Negotiation:

By talking with each other and bargaining or compromising to come closer to each other's position, the parties involved in a disagreement are able to settle their differences and agree upon a solution. When a person buys an item at a flea market, for example, they often negotiate a price that both parties feel is fair.

Mediation:

Sometimes the parties involved in a disagreement are not able to negotiate a settlement on their own. When this happens, they may ask a mediator for help. A mediator acts as a neutral third party who assists those with a disagreement in settling their dispute. A mediator does not tell the parties what to do, he or she simply helps them decide for themselves.

Arbitration:

Arbitration is a process similar to mediation in which disputing parties present their sides of an argument to a neutral third party (known in this case as the arbitrator). The main difference is that the arbitrator decides what the solution should be, not the disputing parties. The decision of an arbitrator may be binding or non-binding, depending on the prior agreement of the parties.

Adjudication (or litigation):

Adjudication involves the resolution of a dispute through the court system, where both parties present their positions in front of a judge or jury. The judge or jury then imposes a legal and binding decision that both parties must adhere to.

On the next page is a worksheet for children to complete. Have the students match each conflict resolution process with the correct example. You may also wish to have the children come up with additional examples for each of the conflict resolution strategies listed above. You can divide the class into several groups and have the students create skits demonstrating the different conflict resolution strategies.

CONFLICT RESOLUTION WORKSHEET

Match the correct conflict resolution process with each example below.

NEGOTIATION

ARBITRATION

ADJUDICATION

DISCUSSION

MEDIATION

Susie hired Gino to paint her house. Gino painted the house, but Susie said he did a bad job and refused to pay him. Unable to settle their disagreement on their own, they decided to present their problem to a neutral third party and agree to do whatever that person decided.

Mr. Kim rented his apartment to Joe. At the end of the lease, Joe left the apartment and informed Mr. Kim that he had damaged a door and could get it fixed for \$200. Mr. Kim told Joe that it would cost \$500 to have the door fixed. To settle their disagreement, they asked a carpenter who lived in the building for help. With the help of the carpenter, they both agreed \$300 was a fair price.

John became upset with Jennifer because he thought he had heard Jennifer tell a friend that he was "a dummy." Later, John told Jennifer that he was hurt by her comment. Jennifer explained that she had told a friend that he was "funny," not a dummy. John apologized for being upset.

Tonya bought a new couch. When the couch was delivered to her home, she noticed that part of the couch had been ripped. Tonya was upset and asked the company she bought the couch from for her money back. The company refused to give her a refund. Tonya decided to go to court and present her case to a judge.

Hector and Kareem had an argument over the use of a computer. After a long discussion, they were able to come to a compromise and agree upon a schedule so that each would have an equal amount of time to use the computer.

Supplement to Topic 2: TALKING WITH CHILDREN ABOUT WAR

There are many ways to help children understand the concepts of war. If possible, consider having a member of the military or a veteran come to the classroom as a guest speaker and talk about his or her experiences. You may also wish to have students interview older generations (e.g., grandparents) who have gone through a previous war and who can provide some perspective on how people in the past dealt with such events. Making the connection between this current war and wars from history can make studies seem more relevant and, therefore, more interesting.

The “Archaeology” activity (Page 7) in the “*Helping Children Cope*” book lends itself for use in the classroom and can make an excellent homework assignment. Before assigning the activity to the students, you may wish to work on the activity below.

Additional Activity: Confederate Submarine *H.L. Hunley*

An excellent pre-activity and example for the Archaeology activity is to discuss the search for, the raising of, and the studying of, the Confederate submarine *H.L. Hunley*. As part of this pre-activity, it may be helpful to briefly explain the field of archaeology and how archaeologists conduct their research. It may also help to briefly discuss the Civil War if the students are not already familiar with that conflict. You can read the following aloud:

The event takes place on February 17, 1864, just outside Charleston Harbor, South Carolina. The Union warship USS Housatonic meets the Confederate submarine H.L. Hunley in a Civil War battle. It was a historic night because the Hunley was the very first submarine to sink an enemy ship. But happiness was short-lived on the Hunley because the sub never returned from its mission. No one knew what happened to the submarine and its crew.

For over 130 years, people tried in vain to find the Hunley. In May 1995, after 14 years of searching, Clive Cussler and his team from the National Underwater and Marine Agency found the submarine resting on the sea floor near Charleston Harbor. Archaeologists began to study the Hunley and take pictures of the wreck. Then, on August 8, 2000, the Hunley was raised from the murky waters of Charleston Harbor and brought to the Warren Lasch Conservation Center in Charleston. Once the sub was safely secured, archaeologists began an extensive investigation.

Have the class research how Clive Cussler and his team found the *Hunley*. What information, techniques and equipment did they use? Also, discuss the archaeological work conducted. How did the archaeologists excavate objects from inside the submarine? What objects have they recovered so far? What have these objects revealed about the crew and the era?

Some helpful websites:

Friends of the Hunley

www.hunley.org

H.L. Hunley Links and Updates

www.civilwaralbum.com/hunley.htm

Gold Jewelry Found in Civil War Sub Hunley

http://news.nationalgeographic.com/news/2002/11/1114_021114_HunleyJewels.html

Supplement to Topic 3: UNDERSTANDING AFGHANISTAN AND IRAQ

The Joint Activities on Page 8 and the Child Activities on Page 9 of the “Understanding Afghanistan and Iraq” topic will help you open up discussions about the wars in Afghanistan and Iraq and help you to better understand your child’s knowledge of and feelings about the wars.

On the child’s page of the Understanding Afghanistan and Iraq topic (Page 9), the first activity (top of page) will help children share what they know about the 9/11 terrorist attacks. This information will help you determine what, if any, misconceptions your child may have about the 9/11 attacks and their relation to the current war in Afghanistan (Operation Enduring Freedom). The second activity will help your understand more about what your child knows about the war in Iraq (Operation Iraqi Freedom). The third activity (bottom of page) will help your child gain a perspective of where the countries of Afghanistan and Iraq are in relation to the United States.

Expansion of Joint Activity: Relevant Terms (Page 8)

Below are definitions or brief explanations for each Relevant Term listed on Page 8. Included with most terms are some helpful websites where you can find further information on each subject. Keep in mind that as time progresses, other relevant terms will arise. It is a good idea to occasionally ask children if they have questions

1991 Gulf War – (1990-1991) Armed conflict between Iraq and a coalition of 32 nations, led by the United States, that began after Iraq invaded Kuwait. Iraq formally accepted cease-fire terms on March 3, 1991.

Helpful Websites:

PBS Frontline – The Gulf War

www.pbs.org/wgbh/pages/frontline/gulf/

9/11 Terrorist Attacks: - A series of coordinated terrorist attacks against the U.S. took place on September 11, 2001. The attacks were carried out by members of al-Qaeda, a terrorist organization. Four commercial airplanes were taken over by terrorists while in flight. Two of the hijacked planes were crashed into the World Trade Center (Twin Towers) in New York City, causing the Towers to collapse. A third plane crashed into the Pentagon in Arlington, Virginia. A fourth plane crashed in the countryside near Shanksville, Pennsylvania, after passengers tried to recapture the plane. Almost 3,000 people lost their lives on 9/11.

Helpful Websites:

9/11 Commission Official Website:

www.9-11commission.gov/

Afghanistan – An Islamic country located in southern Asia. Afghanistan was the base of operations of the terrorist organization Al Qaeda and ruled by the Taliban until their recent defeat by the United States and other allies following the September 11, 2001 terrorist attacks.

Helpful Websites:

BBC News – Country Profile: Iraq

http://news.bbc.co.uk/2/hi/south_asia/country_profiles/1162668.stm

Afghan-web.com

www.afghan-web.com/

National Geographic

http://travel.nationalgeographic.com/places/countries/country_afghanistan.html

Air Force (U.S. Air Force) – Aviation branch of the U.S. Armed Forces, the mission of the United States Air Force (USAF) is “to defend the United States through control and exploitation of air and space.”

Helpful Websites:

U.S. Air Force official website

www.af.mil/

Al Qaeda – Arabic word for “The Base.” Founded by Osama Bin Laden in the late 1980’s, Al Qaeda is an umbrella organization that funds and links Islamic extremist groups and terrorist organizations in at least 62 countries. This organization is directly responsible for the September 11, 2001 terrorist attacks in the U.S.

Helpful Websites:

Global Security.org
www.globalsecurity.org/military/world/para/al-qaida.htm

Anthrax – An infectious disease caused by the bacteria Bacillus anthracis. Humans can be infected through the skin (cutaneous anthrax), gastrointestinal tract or the lungs (inhalation anthrax). Anthrax can be used as a biological weapon.

Helpful Websites:

MedLine Plus Medical Encyclopedia: Anthrax
www.nlm.nih.gov/medlineplus/ency/article/001325.htm

Army (U.S. Army) – Branch of the U.S. Armed Forces that has primary responsibility for land-based military operations. The U.S. Army was originally established in 1775 by the Continental Congress.

Helpful Websites:

U.S. Army official website
www.army.mil/

Baghdad – The capital city of Iraq. The city was originally founded in the year 762 AD by Abu Jafar al-Mansur. Baghdad is located in central Iraq on the bank of the Tigris River.

Helpful Websites:

Encyclopedia Britannica
www.britannica.com/EBchecked/topic/48773/Baghdad/24884/History

Biological Weapon – A weapon that projects, disperses or disseminates a biological agent that can cause disease in humans, plants or animals or the deterioration of material.

Helpful Websites:

CDC Website: Biological Disease/Agents
www.bt.cdc.gov/agent/agentlist.asp

Chemical Weapon – Weapons that produce their effects on a living target (human, animal or plant) by virtue of their toxic chemical properties.

Helpful Websites:

Neuroscience Resources for Kids’ website: Chemical Weapons
<http://faculty.washington.edu/chudler/weap.html>

Coast Guard (U.S. Coast Guard): - A branch of the United States Armed Forces and one of the seven Uniformed Services, the U.S. Coast Guard (USCG) was founded on August 4, 1790 by Alexander Hamilton to ensure maritime safety, security, and stewardship. The Coast Guard’s motto is “Semper Paratus” - Latin for “Always Ready.”

Helpful Websites:

United States Coast Guard:
<http://www.uscg.mil/>

Deployment – A military deployment occurs when a military member is assigned to an operation, command or duty that is different from the military member’s normal physical location or assignment.

Helpful Websites:

Deployment Health Clinical Center - Definition of Deployment
www.pdhealth.mil/guidelines/annoC.asp

Former President George W. Bush – 43rd President of the United States of America. President Bush was born in New Haven, Connecticut on July 6, 1946. He is the son of former president George Bush and is a former Governor of the State of Texas.

Helpful Websites:

Whitehouse.gov
www.whitehouse.gov/president/gwbbio.html

I.E.D. (Improvised Explosive Device): - Also sometimes called “roadside bombs”, I.E.D.s are home-made bombs. The term “improvised explosive device” can include many types of bomb, made from many different kinds of triggers, flammable materials, and explosive materials. I.E.D.s are often used against U.S. soldiers in Iraq and Afghanistan.

Helpful Websites:

Global Security Database:
www.globalsecurity.org/military/intro/ied.htm

Insurgent: - Insurgent is a term commonly used to identify anti-government and anti-American rebels in Iraq and Afghanistan.

Iran – Iran, historically known as Persia, is a country in the Middle East bordering Iraq (to its east) and Afghanistan (to its west). Tehran is the capital city of Iran.

Helpful Websites:

National Geographic – Iran Overview
http://travel.nationalgeographic.com/places/countries/country_iran.html
BBC News – Country Profile: Iraq
http://news.bbc.co.uk/2/hi/europe/country_profiles/790877.stm

Iraq – A country in the Middle East bordering the Persian Gulf between Iran and Kuwait. Formerly part of the Ottoman Empire, Iraq gained independence from the British in 1932.

Helpful Websites:

U.S. State Department – Overview of Iraq
www.state.gov/r/pa/ei/bgn/6804.htm
BBC News – Country Profile: Iraq
http://news.bbc.co.uk/2/hi/africa/country_profiles/791014.stm

Kabul – The capital city of Afghanistan, Kabul is also the nation’s largest city. Kabul, as a city, has been existence for over 3,500 years.

Helpful Websites:

Encyclopedia Britannica: Kabul
www.britannica.com/EBchecked/topic/309320/Kabul

Kuwait - A Middle Eastern country bordering Iraq, Saudi Arabia and the Persian Gulf. Kuwait gained independence from Britain in 1961. Kuwait City is the country’s capital.

Helpful Websites:

U.S. State Department – Overview of Kuwait
www.state.gov/r/pa/ei/bgn/35876.htm
Kuwait Information Office Website
www.kuwait-info.com/

Marines (U.S. Marine Corps) – The U.S. Marine Corps (USMC) serves an all-purpose, quick response task force suitable for quick insertion into areas where emergency intervention is required, and capable of utilizing ground, air and sea elements. The Marine’s motto is “Semper Fidelis” – which is Latin for “always Faithful.”

Helpful Websites:

U.S. Marine Corps official website
<http://www.usmc.mil/>

Middle East – term describing the region of the world along the southeastern and eastern borders of the Mediterranean Sea eastward to Afghanistan. Includes Cyprus, parts of Turkey, Syria, Lebanon, Israel, Jordan, Iraq, Iran, Egypt, Libya, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain and Kuwait.

Helpful Websites:

Encyclopedia.com
www.encyclopedia.com/topic/Middle_East.aspx#1E1-MidlEast
National Geographic – Map of Middle East
www.nationalgeographic.com/resources/ngo/maps/view/mideastm.html

National Guard – Oldest component of the Armed Forces of the United States, the National Guard is made up of citizen-soldiers who serve their country, state and community on a part-time basis. The National Guard serves both state and federal roles.

Helpful Websites:

National Guard Website
www.ngb.army.mil/about/
The Army National Guard website
www.arng.army.mil/aboutus/Pages/default.aspx
The Air National Guard
www.ang.af.mil/

NATO (North Atlantic Treaty Organization) NATO – The North Atlantic Treaty was signed on April 4, 1949, creating an alliance of 12 independent nations committed to each other’s defense. Today, the fundamental role of NATO is to safeguard the freedom and security of its 19 member countries.

Helpful Websites:

NATO official homepage
www.nato.int/
NATO in the 21st Century handbook
www.nato.int/docu/21-cent/21st_eng.pdf

Navy (U.S. Navy) – The mission of the U.S. Navy is to maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.

Helpful Websites:

U.S. Navy official website
www.navy.mil/

Nuclear Weapon – A weapon of mass destruction whose explosive power comes from a nuclear reaction. The first nuclear weapon was dropped by the United States on Hiroshima, Japan on August 6, 1945.

Helpful Websites:

Encyclopedia.com
www.encyclopedia.com/topic/nuclear_weapons.aspx

Operation Desert Storm – Codename for the Allied attack on Iraq during the 1991 Gulf War. See 1991 Gulf War for websites.

Operation Enduring Freedom (OEF) – Codename for the military phase of the United States’ war against terrorism and operations in Afghanistan. Action began in Afghanistan on October 7, 2001 in response to the 9/11 terrorist attacks.

Helpful Websites:

PBS.org – Brief Timeline: War in Afghanistan
www.pbs.org/now/shows/428/afghanistan-timeline.html

Operation Iraqi Freedom (OIF) – Codename for U.S. military war in Iraq. The war with Iraq began in March 2003 with the U.S. led invasion of the country.

Helpful Websites:

Official Website of Multi National Force - Iraq
www.mnf-iraq.com/

Osama Bin Laden – Founder and leader of the terrorist organization known as Al Qaeda. Born in Jidda, Saudi Arabia in 1957, Bin Laden is the son of Yemeni parents.

Helpful Websites:

Council on Foreign Relations – Profile: Osama Bin Laden
www.cfr.org/publication/9951/

Pakistan: - A country in South Asia, sharing borders with India and Afghanistan. Pakistan became the Islamic Republic of Pakistan in 1956, after the British Empire granted the nation independence. Pakistan is home to the second-largest Muslim population in the world, after Indonesia.

Helpful Websites:

Geographia Profile on Pakistan:
www.geographia.com/pakistan/
The Official Pakistani Govt. Website:
<http://202.83.164.26/wps/portal>

Pentagon: - The headquarters of the United States Department of Defense, located in Arlington, Virginia. Construction on the building began in September 1941 and was completed in January 1943. The building is called the Pentagon due its shape, with five sides of equal length. The Pentagon was struck by a hijacked plane and severely damaged during the terrorist attacks of September 11, 2001.

Helpful Websites:

Pentagon Official Website:
<http://pentagon.afis.osd.mil/>

Persian Gulf – (also known as the Arabian Gulf) an extension of the Arabian Sea between Iran and the Arabian Peninsula. The eight countries that border the Persian Gulf are: Bahrain, Iran, Iraq, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates (UAE).

Helpful Websites:

Columbia University – The Gulf/2000 Project
http://i-cias.com/e.o/pers_glf.htm

President Barack Obama: - The 44th and current President of the United States, Barack Obama was born on August 4, 1961. He is the first African-American President and a graduate of Harvard Law School. On October 9th, 2009, Mr. Obama was awarded the Nobel Prize for Peace.

Helpful Websites:

Barack Obama – Official website
www.barackobama.com

Prisoner of War (POW) – a person who, while on active military duty, is forcibly detained or interned in the line of duty by an enemy government or its agents or a hostile force during a period of war.

Helpful Websites:

U.S. Government – POW/MIA website
www.dtic.mil/dpmo/

Reintegration: - A term used to describe the process that combat veterans experience when adapting back into family and civilian life upon their return from deployment.

Saddam Hussein – Former Iraqi political leader and president. He was born on April 28, 1937 near Tikrit, Iraq. A member of the Baath political party, Hussein fled Iraq in 1959 after participating in an assassination attempt on the country’s prime minister. He returned to Iraq in 1963 and helped overthrow the existing Iraqi government in 1968. Hussein held key economic and political posts before becoming Iraq’s president in 1979.

Helpful Websites:

History.net
<http://history1900s.about.com/od/saddamhussein/p/saddamhussein.htm>

Special Operations Forces (SOF) – Specially organized, trained and equipped military and paramilitary forces. U.S. Special Operations Forces include the Army Green Berets, Rangers, Special Operations Aviation, psychological operations and civil affairs units; Navy SEALs and special boat units; and Air Force special operations squadrons.

Helpful Websites:

U.S. Special Operations Command website
www.socom.mil/SOCOMHome/Pages/default.aspx
SpecialOperations.com
www.specialoperations.com/

Taliban: - A radical Islamic movement that seized control of Afghanistan from 1996 until the American invasion in 2001. The Taliban continues to exist and fight against the Coalition forces in Afghanistan and Pakistan.

Helpful Websites:

Council on Foreign Relations: The Taliban in Afghanistan
www.cfr.org/publication/10551/

United Nations (U.N.) – The United Nations (U.N.) was founded in 1945. It is an organization of over 190 member-countries working for world peace, friendly relations, human rights and eradication of world hunger, disease and illiteracy. The U.N. is headquartered in New York City, New York.

Helpful Websites:

United Nations website
www.un.org/

Weapons Inspectors – Inspectors appointed by the United Nations who were tasked with monitoring the disarmament of Iraq and verifying Iraq’s commitment not to develop any more weapons of mass destruction under the U.N. ceasefire conditions of the 1991 Gulf War.

Helpful Websites:

BBC News: What Will The Inspectors Do?
http://news.bbc.co.uk/2/hi/middle_east/2263680.stm

Weapons of Mass Destruction (WMD) – Weapons that can cause a large amount of casualties or damage. WMDs include nuclear, chemical and biological weapons.

Helpful Websites:

Fox News: Weapons of Mass Destruction Handbook
www.foxnews.com/story/0,2933,76887,00.html

World Trade Center: - A complex of buildings located in New York City, the World Trade Center was built to house corporations and governmental offices that participated in the global economy. The buildings were constructed from August of 1966 to July of 1971. The World Trade Center was destroyed in the terrorist attacks of September 11, 2001. Construction of a new World Trade Center, including a museum in memory of the 9/11 victims, is currently underway.

Helpful Websites:

World Trade Center website
www.wtc.com

Supplement to Topic 4: UNDERSTANDING HOW YOUR CHILD FEELS

Children may react differently to situations and events that occur in their lives. This may be especially true of the war in Iraq, to the extent that it took place far away, rather than on U.S. soil. Because of this “distance,” some children may be disinterested or unbothered by the war-related events. Other children may be distressed because they are worried about a terrorist attack in the United States, or because they have family members who are still serving in the region. Many other reactions are possible as well.

Because of this variability, it may be difficult to know how the students in your class are reacting to the situation in Iraq and other current events. The activities in this section will help you to understand how the children in your class are reacting. In this way, you may provide extra help or support to those children who are showing signs of distress. In addition, the activities in this section will help to “open the door” for class discussions of current events, which may be helpful should more upsetting events or attacks occur in the future.

The “Bubble-Heads” activity at the top of Page 11 will help children express how they feel about the war in Iraq. There are also two “blank” Bubble-Heads at the end of the activity for children to complete as they see fit. Let the kinds of responses the children in your class have to this activity guide you in deciding what additional activities to choose from this manual. For example, if many children circled the Afraid, Nervous, Scared or Worried Bubble-Heads, it may be helpful to review the “Fears and Worries” topics on pages 12 through 15 in the book.

The Stress Scale activity at the bottom of the page will help children express their overall stress level. We DO NOT recommend having children complete this activity in a classroom setting. This activity should be used with an individual child under the supervision of a parent or school-based health or mental health professional.

Additional Activity: Discussing Feelings With Your Class

Some children may find it difficult to express how they feel about terrorism, the war in Iraq or other issues in their life. It may help to have a discussion with your students about different types of feelings. You can start out by saying something like: “Today we are going to talk about different feelings. Who can name some different feelings?” If the children are having difficulty thinking of different feelings, offer some, such as worried, scared, confused, hurt or lonely (you can use the feelings from the Bubble-Head activity on Page 11). Ask the children to volunteer examples of times when they have had different feelings (e.g., when teased by a friend, when in trouble with a teacher, when receiving an award at school or when going on a roller coaster). You may want to give the following examples:

Happy: You feel happy when something good happens. You may feel happy when your mom lets you play on the playground with your friends, or when you get to go to the toy store and pick out a toy.

Sad: People feel sad when something happens that they don’t want to happen. Many times, people feel like they want to cry when they feel sad. Children often feel sad when their best friend moves far away.

Mad: You may feel mad when something happens that seems unfair. Children often get mad when parents or teachers won’t listen to them, or when someone takes something of theirs without asking. Parents also may get mad when their children don’t listen to them.

Scared: You feel scared when you are afraid that something bad is going to happen. Sometimes children are scared of the dark because they are afraid that monsters are going to come and “get them” when it is dark. Some children are scared of climbing on the monkey bars because they are afraid they will fall.

Worried: Children often feel worried when they think that something bad or unpleasant might happen. It is not as strong of a feeling as being “scared.” For example, children may worry about other kids teasing them because they don’t like the feeling of being teased. Or, children may worry about the safety of their pet cat when it goes outside, because they think that the cat may get hurt.

Confused: People often feel confused when they expect something to happen and it doesn’t. For example, you thought that your teacher was going to give you a treat and she does not. Another time people feel confused is when someone nice does something mean. They cannot understand why the person who is nice would do such a mean thing.

Hurt: You may feel hurt when a friend says something mean to you, because it makes you feel that they don’t like you any more.

Nervous: Children often feel nervous before taking a test, because they want to do well on the test and are not sure if they will get a passing grade. You may also feel nervous when you have to get up and talk in front of the class.

Lonely: You may feel lonely when nobody else is around, and you really wish that there was someone else to could talk to or play with.

Surprised: You would feel surprised if you came home from school one day and your mom had baked you a cake, and it was not even your birthday!

Lead into a discussion about how children may experience many different feelings about the war in Iraq. Point out that children may have different feelings about the same situation, and that one child may have several different feelings about one situation. Ask the children to identify some of the feelings that they have been experiencing since the war started. Allow them to repeat some of the same feelings that others may have already stated. It is important for the children to understand that they are not alone with the feelings they are experiencing. Reassure them that their feelings are normal and expected in a situation such as this.

NOTE: Some children may not want to express how they feel about certain things. This is okay. Do not force children to talk if they feel uncomfortable. Calmly explain to the children that it is okay if they do not wish to share their feelings. Also, as an option to discussing feelings in class, you may wish to have your children write their feelings down in a journal. You can use a “feelings journal” as part of your language arts curriculum.

Supplement to Topic 5: IDENTIFYING FEARS AND WORRIES

Teachers, like parents and caregivers, can communicate fears and worries to their students, even if this is done unintentionally. Therefore, it will be helpful for teachers to identify the fears and worries that bother them. We recommend that teachers and other adults who spend time with children complete the Identify Your Worries (adult) activity at the bottom of Page 12. After completing this activity, try to think of ways you can cope with your fears or worries (see Page 14 for ideas).

Possible Fears Associated With War

Below are several common fears and anxieties that may arise during war. Keep in mind that each child reacts differently to a situation, and feelings and worries change over time.

Separation Anxiety: These emotional feelings of distress can occur when a child is separated or worried about being separated from a parent or caregiver. Some signs of this include: visible distress when a parent/caregiver is away; fear of leaving the house (to go to school or visit a friend); insisting that a parent stay with them at bedtime; getting up at night to be with a parent; nightmares about separation and following a parent around. Separation fears may be a concern for children with a parent overseas. (For more information, go to the Coping With Deployment section on Page 32).

Fears of Terrorist Attacks: Fears of terrorist attacks may be heightened during war. Children who are extremely anxious about future attacks may become fearful about situations that they perceive to be dangerous. This may show up as fears or avoidance of going out alone, being in crowded places, a specific type of transportation (e.g., planes, trains, automobiles) or travel over bridges or through tunnels. Having a family disaster plan may help to alleviate some of these fears (see Supplement Pages 32-35).

Reexperiencing Previous Trauma: War can sometimes bring about intrusive thoughts and feelings in those who have suffered similar experiences. Children who have emigrated from war-torn areas, were previously exposed to trauma or who were severely affected by the September 11 attacks may be at risk of experiencing a range of emotions and reactions during war. Keeping your child in their normal routines (Pages 18-19) and limiting their exposure to scenes of war and violence (Pages 16-17) will help them cope.

Supplement to Topic 5: COPING WITH FEARS AND WORRIES

Everyone experiences fears and worries at some point in time. Even though fears and worries are common and normal, they can become a problem. The child activities on Page 15 will help children learn how to cope with their fears and worries.

Although the “worry friend” activity (top of Page 15) was designed for a parent to complete together with a child, you can adapt the “worry friend” activity for the classroom. For example, children can discuss the idea of having a “worry friend” – that is, someone they can talk to about their worries. Talk with the students about the kinds of people who could become their “worry friends” (i.e., someone you trust; someone you feel comfortable talking with about things that are worrisome.) Examples of “worry friends” might include a parent, a sibling, a teacher, a school counselor or a close friend. You can encourage your children to identify at least two “worry friends” in the school they can talk to about their concerns, and have the students write their names on a card or draw pictures of their worry friends.

The second activity (bottom of Page 15) asks children to develop “worry solutions.” This may be difficult to do as a class activity as children may report many different kinds of worries and may need individual guidance to develop their “worry solutions.” We recommend that parents and mental health professionals work on this activity one-on-one with a child.

Additional Activity: Overcoming Fears And Worries

The worksheet on the next page is designed to help children recognize that fears and worries are common and normal. For example, sometimes fears and worries can warn us of a dangerous situation. At other times, we may worry “too much” about things that do not even happen or that do not turn out to be a problem. The activities will help children to understand the kinds of things that they worry about.

Before assigning the Overcoming Fears and Worries worksheet, it will be helpful to discuss with the students positive ways to cope with fears and worries, such as by gradually facing their fears. The last question on the worksheet asks children to recall situations where they faced their fears or worries. When children face their fears in a gradual, supportive manner, the fears often diminish. Other ways to cope with fears and worries are by talking them over with someone (e.g., a “worry friend”), and by finding a solution to the problem or situation that causes the worry (see Page 14 for more information).

After the students have completed the worksheet, lead a class discussion for each of the three questions. Let the students volunteer examples of situations they have experienced. The key point is to help children normalize some of their fears and worries.

NOTE: If you notice children in your class who seem to have many fears and worries, you might make a copy of the “Coping with Fears and Worries” section for students to complete with their parents/caregivers at home.

COPING WITH FEARS AND WORRIES WORKSHEET

Overcoming Fears and Worries

Everyone experiences fears and worries. Sometimes, fears and worries can be good because they can warn us to be careful of a dangerous situation. An example would be to stay away from a poisonous snake for fear of being bitten. Can you think of some situations where a fear or worry can be helpful? Write these below.

1. _____

2. _____

3. _____

Sometimes people think about a situation so much they become more worried about it than they should. Have you ever been worried about giving a speech in front of your class or school? In reality, the speech may be over in just a few minutes, but how many hours or days did you spend worrying about it? Below, list a few things you worried about that turned out okay.

1. _____

2. _____

3. _____

People can learn to control and lessen some of their fears and worries. One of the ways people do this is by “facing their fears.” For example, some people may be afraid to ride in an elevator. To lessen this fear, it may help for them to go on an elevator with friends and see that everything will be okay if they go on an elevator. Below, list three things you were afraid of but did anyway. How did you overcome your fear and how did you feel afterward?

1. _____

2. _____

3. _____

Supplement to Topic 6: LIMITING EXPOSURE TO VIOLENCE

Although the information in this section applies mainly outside the school (children generally have less access to media while in school), there are some important things to consider. If there is a television or radio in your classroom, do not have on programs related to terrorism or the war in Iraq when children are present in the classroom. Some may find the material upsetting or distracting.

Some children may look forward to school as an “escape” from news of war, terrorism or other distressing events. During this stressful period, it is a good idea to let the students have a little fun. Participating in fun activities will help children (and teachers) relieve stress and provide a distraction from upsetting events.

FOR SCHOOLS: Plan a fun activity

If possible, take your class on a fun field trip. Have the students come up with ideas for their field trip. Keep a list on a chalkboard. Then, have the children vote on which trip they would like to go on. Possible ideas include visiting a zoo, museum, fun park or fair. Try to connect your field trip to the curriculum you are about to study (e.g., amusement park rides relate to physical science when you are studying G forces). Experiential learning enhances classroom learning.

If a field trip outside the school is not feasible, plan a fun day in the school or classroom. You can show a fun movie, throw a pizza party or have a carnival in the classroom with fun activities and prizes. Your school’s PTA can help plan and raise funds for fun events.

FOR PARENTS: Plan fun activities with your child

With your child, list fun activities you like to do together. Then, choose a few of these activities and incorporate them into your normal routines (Page 18). If possible, have a family day, where you and your family choose one day a week to spend quality time together and do fun activities.

List possible field trips in your community:

List fun activities you and your child can do together:

Supplement to Topic 8: HELPING OTHERS

There are many things children can do to help others. Below is an example of an activity that almost any child can participate in to help their community and the environment.

Additional Activity: Clean Up Your Community

In past wars, Americans have been asked to assist the country in its war effort by recycling needed items. During World War II, citizens collected and recycled items such as scrap metal, rubber, paper and other items needed for the war. Items such as elastic and nylon, for example, were used to make parachutes.

As a pre-activity, discuss with your class some of the recycling and rationing efforts in the United States during past wars. If possible, talk about how these programs were conducted in your area. Also, discuss current recycling programs in your community. Explain the benefits of recycling as it pertains to the environment. Help the students to understand that by recycling and reusing items, they can help the environment and reduce the amount of trash dumped into landfills. Have the students identify different types of waste material and explain what further use they can make of the material instead of simply throwing it in the garbage.

Then, with assistance from chaperones, hold a cleanup (e.g., at your school, a local park, beach or river) and have the students collect trash items. Separate items that are recyclable and arrange to have the materials picked up and taken to a recycling plant. It is a good idea to partner with a community service organization or local Parks and Recreation Department for the cleanup. Also, try and get local businesses (e.g., grocery or hardware stores) to donate items to assist with the cleanup such as gloves, garbage bags and drinks.

Additional Activity: “Statue of Trash” contest

Hold a “Statue of Trash” contest. Let the children select a theme for the contest (e.g., Faces of the Ocean, America the Beautiful). Then, have the students create statues made completely out of garbage they have collected from cleanups or from home. Make sure all garbage items are washed thoroughly and dried before being used. The statues can be displayed in your school library or at a public building. You can even give awards such as ribbons or trophies.

Some guidelines to consider:

1. All statues must be freestanding.
2. No sharp objects of any kind are permitted (glass, needles, etc.).
3. Environmentally friendly glue or binding material can be used.
4. Only used or discarded trash may be in the statue.
5. You can allow both individual and group entries, and may wish to have additional categories divided by age or grade levels.
6. An essay of 150 words or less explaining how the statue relates to the contest theme must be submitted with the statue.

NOTE: Make sure those picking up trash wear gloves and are clearly instructed not to pick up sharp, dangerous or heavy objects. For more information on conducting cleanups or a Statue of Trash contest, email the Officer Snook Water Pollution Program at officersnook@aol.com.

Supplement to Topic 9: BEING PHYSICALLY FIT

In order to maintain a healthy body, children should know the importance of eating healthy fruits and vegetables. With your class, discuss some of the benefits of eating certain fruits and vegetables and the vitamins and minerals they provide.

Then, have the children fill out the activity sheet on the next page by creating their own “Healthy Food Animals.” You can let the children write a brief report on what vitamins or minerals their favorite “healthy food animal” provides and how they benefit the human body. The children can even name their “healthy food animals” and hang them up in the classroom.

Adapted from Sevin, Elaine. 1993. *Be A Good Health Bug*. Miami, Florida.

Some popular fruits are:

Apple	Orange
Cherry	Grapefruit
Pear	Banana
Apricot	Olive
Peach	Pomegranate
Plum	Avocado
Grape	Mango
Blueberry	Papaya
Cranberry	Lemon
Raspberry	Watermelon
Strawberry	Cantaloupe
Fig	Pineapple

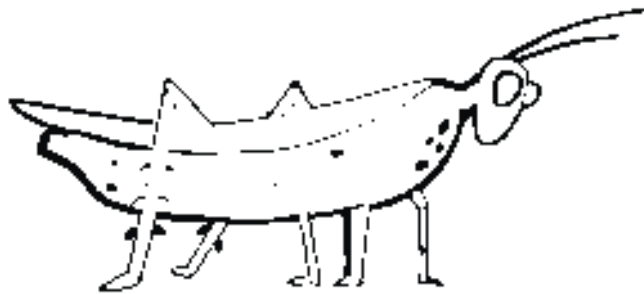
Some popular vegetables are:

Bean	Broccoli
Cabbage	Cauliflower
Cucumber	Celery
Lettuce	Rhubarb
Onion	Asparagus
Radish	Brussel Sprout
Squash	Turnip
Parsnip	Beet
Pea	Pepper
Potato	Artichoke
Corn	Spinach
Carrot	Eggplant

USE YOUR IMAGINATION

Color the healthy food animals and create new ones.

FRUIT ANIMAL



BANANA-GRASSHOPPER

VEGETABLE ANIMAL



SQUASH-BEE



APPLE



POTATO

Draw and name your favorite healthy fruit animal.

Draw and name your favorite healthy vegetable animal.

Supplement to Topic 10: PROMOTING RESPECT AND UNDERSTANDING

Below are several scenarios in which a person is not being respectful of others. Read each scenario aloud to the class. When you are finished, have the students discuss or write down answers to the questions listed after each scenario. Then help the class to formulate what the people could have said or done that could have been more respectful of others.

SCENARIO 1:

Harold and Tom were talking about war. Harold asked Tom what he thought about the war in Iraq. Tom said he didn't think the U.S. should be at war with Iraq and that anyone who disagreed with him is "stupid." Harold thought the U.S. should be at war with Iraq and was upset about what Tom said.

TALKING POINTS:

What could Tom have said to get his point across and not offend Harold? If the President authorized war, is it okay for Tom to believe that the U.S. should not have fought? How do you feel about the war in Iraq?

MAIN POINTS TO EMPHASIZE:

1. It is okay to have different feelings about the war, but they can be communicated in a way that is respectful to others. 2. Our country is a democracy, and everyone is allowed to have their own opinions, and all opinions should be respected.

SCENARIO 2:

Ismail was born in the United States and is a U.S. citizen. Ismail's parents, however, are from Iraq. They came to the U.S. before Ismail was born. One day, Ismail was eating lunch with friends when he heard Susie talking at the table next to him. Susie said that all Iraqis were mean people. Ismail's feelings were hurt.

TALKING POINTS:

Why were Ismail's feelings hurt? Do you think Susie is correct in thinking that all Iraqis are mean? Explain why or why not. How could Susie have expressed her opinion without hurting Ismail's feelings? What can Ismail say to Susie to explain how he feels?

MAIN POINTS TO EMPHASIZE:

1. Sometimes people say negative things about others because they are mad or scared (maybe Susie was feeling this way?). 2. It is not fair to "stereotype" an entire group of people based on the actions of a few. 3. It is okay to have different feelings, but they can be communicated in a way that is respectful to others.

SCENARIO 3:

Ms. Smith has thirty students in her elementary school class. One day, during lunch, one of her students snuck out of the cafeteria and scribbled graffiti all over the classroom door. When Ms. Smith came back from lunch, she found the graffiti scribbled on the door to her classroom. Ms. Smith was very upset. She asked the students if anyone saw or knew who wrote the graffiti, but none of the students raised their hands. Even though she did not know who had written the graffiti, Ms. Smith decided to punish the entire class. Ms. Smith announced to the class that every student would have to stay after school for detention.

TALKING POINTS:

How do you think the students who did nothing wrong felt about having to stay late for detention? Was the teacher’s punishment fair? Explain why or why not. Should the student who scribbled graffiti on Ms. Smith’s door be punished? What could Ms. Smith have done to be more respectful of the students who were innocent?

MAIN POINTS TO EMPHASIZE:

1. Point out that people belonging to a certain culture or group should not be blamed for the actions of a few. 2. The students in Ms. Smith’s class were “guilty by association” (e.g., even though most of the students had nothing to do with the crime that had been committed, they were all punished because they were members of the class that the guilty student belonged to). 3. Explain that this is similar to what happened after the 9/11 terrorist attacks (e.g., many Arab Americans and others who share a culture with people of the Middle East were targets of harassment and discrimination, even though they had nothing to do with the terrorist attacks).

CREATE YOUR OWN SCENARIO:

TALKING POINTS:

MAIN POINTS TO EMPHASIZE:

Supplement to Topic 11: DIVERSITY AND MULTICULTURAL AWARENESS

It may help children cope with feelings of fear or prejudice if they are exposed to other cultures or ethnicities. The purpose of the following activity is to help children understand that no matter where a person is from or what their cultural background is, anyone can make a difference.

Additional Activity: “If I Could Change The World”

Begin your discussion by explaining to the students that over the years, important discoveries and inventions have come from people of different cultures and ethnicities, from all over the world. Discuss with your class some important discoveries or inventions, or positive things people have done that have “changed the world” and made it a better place. Provide a few examples, such as these:

Jonas Salk – An American who was the son of Jewish Russian immigrants, he developed a vaccine against polio.

Muhammad Musa al-Khwarizmi – An Arabic scholar who invented the mathematical branch of algebra in 820 A.D.

George Washington Carver – An African American who developed crop-rotation methods for conserving nutrients in soil and discovered hundreds of new uses for crops such as the peanut, which revolutionized the agricultural economy of the southern U.S.

Louis Pasteur – French chemist who solved the mysteries of rabies, anthrax, chicken cholera and silkworm diseases, contributed to the development of the first vaccines, debunked the widely accepted myth of spontaneous generation and described the scientific basis for fermentation.

Assign the students the following:

Let each child select a person who has “changed the world for the better.” Have the children write a brief report discussing their person’s ethnic background and great accomplishment(s). At the end of the report, have the students write a paragraph explaining what great thing they would like to do that could help change the world and make it a better place. They can begin their paragraph by saying something like “*If I could change the world...*”

Let the students read their reports aloud in class. They can even bring a prop or article of clothing representative of their person’s accomplishment or ethnic background.

Supplement to Topic 12: COPING WITH ANGRY FEELINGS

Sometimes when bad things happen, children feel mad or angry. Children may also feel mad or angry when they think that something unfair happened. Feeling mad or angry are normal reactions to an upsetting situation. However, children may have many different ways of coping with angry feelings, and some ways are more helpful than others. The activities in this section are designed to help children recognize the situations that make them feel angry, and to identify positive ways to cope with these feelings.

Lead a class discussion about this topic. Ask the children in your class to identify the things that make them feel mad or angry. Emphasize that it is “okay” to feel this way, but it is “not okay” to take out angry feelings on someone else. This means it is not okay to fight, call someone names, or otherwise “be mean or rude” to someone just because you are angry.

Then talk with children about some ways they can cope with (or reduce) their angry feelings. Ask them to identify ways that are “not helpful” (e.g., yelling, screaming, calling someone names, fighting, etc.). Point out that these kinds of things often make the situation worse, and can even increase angry feelings.

Then ask the children to identify “helpful” ways of coping with angry feelings. Emphasize some positive ways they can “calm down” and cope. Some examples include: taking a deep breath and counting backwards from 10 to 1; talking things over calmly with the person you are angry with; asking an adult for help; trying to understand the other person’s perspective; practicing relaxation and writing or drawing about angry feelings. The conflict resolution strategy on Page 4 of the *“Helping Children Cope”* book may be helpful as well.

Additional Activity: Letter Writing

Note: This activity is NOT recommended for use in the classroom, but can be used by a school-based health or mental health professional.

Explain to a child that a positive way to calm down when he or she is feeling angry is to “write a letter” to the person they are angry with explaining how they feel. This way, they “let out” their feelings without attacking or insulting the other person. After they write the letter, they may feel that the angry feelings are gone (and they can then put away the letter). If they still feel angry after writing the letter, they can show it to the other person, and ask them if they can calmly talk things over.

Ask the child to include the following elements in their letter:

- Explain why they are mad or angry with this person.
- Suggest ways to make the situation better.
- Thank the person for letting them “say how they feel.”

After writing the letter, have the child review it to make sure their words are “neutral” and respectful. Ask the child to share how they feel.

ADDITIONAL ACTIVITIES AND INFORMATION

The following sections are meant as an addition to the *Helping Children Cope with the Challenges of War and Terrorism* book. Due to space constraints, we were unable to place this information in the book. However this does not mean that the material is any less helpful. If you feel your child could benefit from any or all of these sections, go over the material with your child. Because having a family disaster plan can help children and adults prepare for the unexpected and help children cope with worries, we have included a “Family Disaster Plan” section that has an Adult Page and a corresponding Child Page.

INFORMATION FOR ADULTS: COPING WITH TERRORIST THREATS

My child is worried about a terrorist attack. What should I say?

Be honest with your child, but also be reassuring. Tell your child something like this:

“Being scared of another terrorist attack is normal. Many people are nervous because another attack may happen. However, everyone is working very hard to keep you, your family and your friends safe. People like the President and other leaders, the Department of Homeland Security, the military, the police and others are all working together to prevent another attack.”

You might also point out that the military conflicts in Iraq and Afghanistan were very far away. You can also say that the President has asked all of us to be brave and go about our usual activities. The President feels safe and is doing all of his usual activities, too.

Children are often reassured by hearing that family members love them and will do everything they can to keep them safe. Older children also may appreciate discussions of the specific steps that have been taken to improve security in places like airports, public buildings, schools and sports stadiums.

(Adapted from the National Association of School Psychologists; www.nasponline.org/NEAT/children_war.html)

What should I do if there is a terrorist threat in my area?

Review your Family Disaster Plan (see Supplement Pages 32-35) with your entire family. Make sure everyone knows where to go and what to do in case an attack occurs. Also, remind your family where to obtain reliable information – make sure they receive news and other information from reputable sources. Then, **be alert, be prepared** to follow your disaster plan, but **go on with your life**. Do not stop your normal routines or daily activities.

What should my family know about the Terrorism Advisory System?

The Department of Homeland Security’s Terrorism Advisory System is used to alert the public of the risk of terrorist attacks and specifies what steps governmental agencies should take to address that risk. The system *does not* tell people what to do for each threat level. Individuals and families must decide for themselves as to what actions to take. To find some helpful suggestions on what preparations you can take for each threat level, visit the FEMA website at: http://www.fema.gov/areyouready/homeland_security_advisory_system.shtm.



FAMILY DISASTER PLAN

A disaster is a large-scale event that can cause great destruction and death. Some disasters are caused by forces of nature that cannot be controlled, such as a hurricane, tornado, earthquake or flood. These are known as natural disasters. Some disasters are human-made, but can be just as deadly as a natural disaster. The September 11, 2001, terrorist attacks are an example of a human-made disaster, where almost 3,000 people lost their lives and many buildings were damaged or destroyed. Often, disasters happen without warning. Being prepared and knowing what to do if a disaster happens can save the lives of you and your family. Having a disaster plan can also help your child cope with fears or worries he or she may have about safety or getting separated during a disaster.

Create a family disaster plan. First, obtain information on how to prepare for disasters that may occur in your area. You can do this by contacting your local emergency management agency or by going to the Department of Homeland Security's website at www.ready.gov. Once you have obtained this information, hold a family meeting and develop your family's disaster plan. Make sure that everyone knows *what to do*, *where to go*, and *who to call* if a disaster occurs. Practice or review your plan every six months.

When creating your plan, identify multiple escape routes from your home and select an area outside where you and your family will meet. It is also a good idea to have a designated meeting place away from your immediate home area. Choose a place that everyone in the family will be familiar with and know how to get to, such as a school or house of worship. Also, decide in advance where you will obtain your information. Use a trusted source such as a government office or police department.

Select a responsible out-of-state relative or friend as a point of contact for your family in case you get separated. Make sure everyone knows at least two ways to contact that person (e.g., telephone, email). And don't forget to plan for your pets as well. If you are told to evacuate, you may not be able to bring your pet to a shelter.

Create a disaster supply kit. Remember to store these items in a dry, accessible place. Be sure you have enough supplies to last at least three days.

Disaster Supply Kit Checklist

- | | | |
|-----------------------------|----------------------------|----------------------|
| * Flashlight (1 per person) | * Cash | * Pet care items |
| * Extra batteries | * Radio (battery operated) | * Toys, books, games |
| * First aid kit | * Non-perishable food | * Moisture wipes |
| * Extra medication | * Important documents | * Toiletries |
| * Water (1gal/person/day) | * Antibacterial hand soap | * Blankets, pillows |

JOINT ACTIVITY: Add To Your Disaster Kit

It is a good idea to add a few items in your emergency supply kit specifically for your child. In the event your family does evacuate, your child will need things to keep occupied such as toys or books. On the next page is an activity that will help your child identify items they would like to have in their disaster supply kit. When finished, add some of these items to your disaster supply kit. This will give your child some sense of comfort and control.



FAMILY DISASTER PLAN

A disaster is an event that can cause a lot of damage and hurt many people. Because a disaster can happen quickly, it is important that you know ahead of time what to do in case a disaster happens in your area. To stay safe, you will need to act quickly and know your family's disaster plan.

The first thing to remember during an emergency is to always follow any directions given by your school or local police department. They will tell you where to go and what to do so that you and your family will be as safe as possible. If you have to evacuate your house, go to a place your family has agreed to meet at. If you cannot get to your family's meeting place, stay calm and go to a place you are familiar with, like a school or restaurant, and ask an adult for help.

If you get separated from your family, do not panic. Try to find a telephone and call your family. If you cannot reach your family, call a friend or relative and let them know where you are. Sometimes, you may not be able to use a telephone immediately. This is okay. It is important that you are safe first.

What Would You Bring?

If you were permitted to put four things in your family's disaster supply kit, what would you select and why? List or draw these things below.

Item 1	Item 2	Item 3	Item 4
--------	--------	--------	--------

Emergency Contact Card

Emergency Contact Card Fill out the emergency card with help from your family and carry a copy with you. This way, you will have a copy with you in case of an emergency.

Emergency Contact Card

Name: _____ Phone: _____

Address: _____

Parent/Guardian: _____

Hm: _____ Wk: _____ Cell: _____

Parent/Guardian: _____

Hm: _____ Wk: _____ Cell: _____

Emergency Meeting Place: _____

Outside of Area Contact: _____

Name: _____ Phone: _____

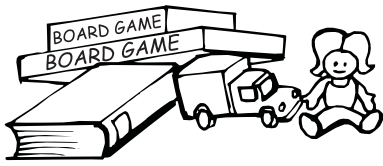
Address: _____

Supplement to Topic 13: FAMILY DISASTER PLAN

It will be helpful if children are able to recognize some of the items in a disaster kit and know how to use them. For example, if you have a battery-operated radio in your kit, make sure your child knows how to operate it. It may also be a good idea to demonstrate how to apply certain first aid medications and bandages if your child is not familiar with them. If there are first aid classes for children available in your community, consider attending one with your child.

On the next page is an activity sheet for children to complete. Some items on the page belong in a family disaster supply kit; others do not. Have the children circle the items that belong in a family disaster supply kit. When they are finished, make sure the children understand why each item is useful to have in a kit.

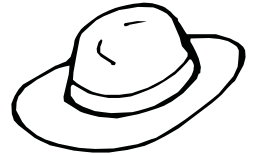
Circle the things that belong in a Family Disaster Supply Kit.



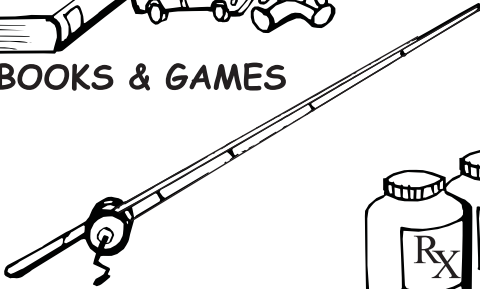
TOYS, BOOKS & GAMES



MOISTURE WIPES



HAT



FISHING ROD



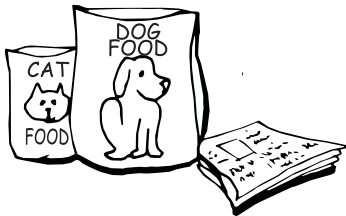
MEDICATIONS



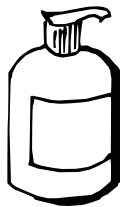
FLOWERS



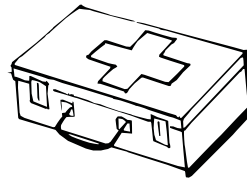
FLASHLIGHT



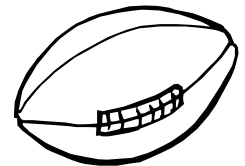
PET SUPPLIES



ANTI-BACTERIAL SOAP



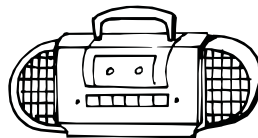
FIRST AID KIT



FOOTBALL



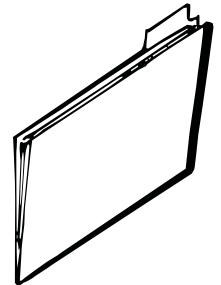
WATER



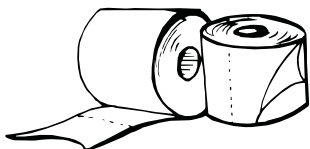
RADIO



EXTRA BATTERIES



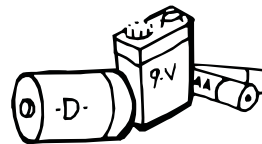
IMPORTANT DOCUMENTS



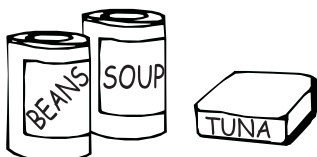
TOILETRIES



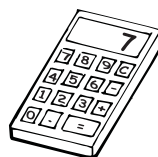
ICE CREAM



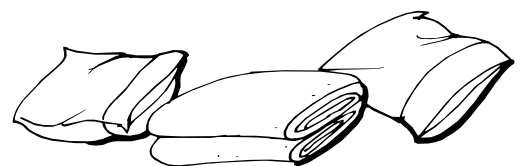
MONEY



NON-PERISHABLE FOOD



CALCULATOR



BLANKETS, PILLOWS

RELAXATION EXERCISES

One way to help children cope with war, fears of terrorism and other stressors is by learning how to relax when feeling scared, worried or anxious. Below are two relaxation exercises that can be used with children. The first exercise, the Turtle Technique, is perfect for a parent or counselor to use with an individual child. The second exercise, Progressive Muscle Relaxation, can be used in the classroom or with other groups of children.

Relaxation Exercise: Turtle Technique

*Adapted from La Greca, Perez, & Glickman (2002). *Keeping Children Safe: A Program to Help Children Cope with Community Violence*. Miami, FL; Authors. Original source is unknown.

Talk to your child about what turtles do when they feel scared. Tell your child that turtles go into their shells to calm down. Say that he or she can also create a shell to relax in when feeling mad, scared or stressed. Your child can create a shell by doing any of the following: putting his or her head down, going to a quiet corner, going into a separate room or just closing his or her eyes.

Once your child is in his or her shell, it is important to relax. Here are some things that can help:

- 1) Sit in a comfortable position, with feet flat on the floor.
- 2) Take a couple of deep breaths; feel your stomach go in and out like a balloon.
- 3) Count to ten or twenty very slowly.
- 4) Imagine something you really enjoy, such as sitting on the beach in the sun, or floating on water, or some other positive, calm image.
- 5) Remind your child that he or she can practice this before going to sleep or when nervous or scared.

Relaxation Exercise: Progressive Muscle Relaxation

Adapted from Christophersen, E.R., & Mortweet, S.L. (2001). *Treatments That Work With Children: Empirically Supported Strategies For Managing Childhood Problems*. Washington DC: American Psychological Association.

Tell children something like the following:

Today we are going to learn how to relax our bodies. When you feel tense, nervous, worried, upset or in pain, the muscles in your body can get tight, like this. (Clench your fist as an example and hold it up for the students to see,) But when you are having fun and are relaxed, your muscles are relaxed as well and feel loose, like a rag doll. (Show limp, loose fingers and shake your arm). I am going to teach you how to know when your muscles are tight and how to know when they are loose. That way when you notice that they are tight, you can relax them and make them loose again. After you practice tensing and relaxing for awhile, you will be able to tell all by yourself when you are tense, and you will be able to make your muscles relax. This can help you be less nervous or feel less pain.

First, I will teach you how to take deep belly breaths to begin relaxing your body. Then you will learn how to slowly tighten and relax each muscle in your body until you feel loose all the way from your toes to your head.

To get really good at relaxing you will have to practice! You can practice before school, before going to bed, after dinner or whenever you feel scared, worried or tense.

(Before beginning, ask the children if they have any questions.)

(Speak in a quiet, soothing, gentle voice as you read the instructions below.)

Step 1: Deep Breathing

Get in a relaxed position in the chair with your feet flat on the floor, arms at your side or hands in your lap. Let yourself sink into the chair and close your eyes. Place one hand on your belly. When you breathe in, you should feel your belly go up, and when you breathe out, you should feel your belly go down. I am going to slowly count from one to four and I want you to breathe in through your nose the whole time I am counting to four. Then I will count backwards from 4 to 1, and I want you to breathe slowly out through your mouth while I am counting back to one.

Ready...Breathe in deep through your nose...1...2...3...4...and out through your mouth...4...3...2...1. Feel your belly go up and down as you breathe in and out. Let's do three more. (Repeat three more times.) Now we are going to start tightening and relaxing each part of your body. Keep your eyes closed and listen to what I tell you to do.

Step 2: Toes

We are going to start by relaxing your toes. I want you to pretend that you are barefoot and standing in the sand. Now take your toes and squish them deep into the sand for 5 seconds (1...2...3...4...5). OK, now relax your toes. Try it again, hold for 5 seconds. (1...2...3...4...5). This time relax your toes a little more slowly.

Step 3: Legs

Now you are going to relax your legs. I want you to lift your legs straight out in front of you and hold them there and don't let them drop. Pretend your mom is vacuuming underneath your feet and you have to hold your legs up out of the way. Hold them up for 5 seconds (count...). OK, now let them drop like they are too heavy to hold up anymore. Try it again. This time drop your legs down very slowly and feel the difference between tense and relaxed.

Step 4: Stomach

Now your whole lower body should feel relaxed and loose and heavy. Let's take two deep, belly breaths before we move on to your stomach. Breathe in (1...2...3...4) and out (4...3...2...1). Now tighten your stomach as tight as you can. Try to make it feel like your belly button is being sucked in and is trying to touch your back. Hold it for 5 seconds. Now relax it. Try it again, and this time relax a little more slowly.

Step 5: Back

Let's move on to your back. I want you to move a little bit forward in your chair. Now bring your arms up as if you are carrying a box or gripping a car steering wheel. Now bring your elbows back and try to get them to meet behind your back. Feel how tense your shoulders and back are? Hold it that way for 5 seconds. Now move your hands back and let them drop into your lap. Try it again.

Step 6: Shoulders

Time to move onto your shoulders. I want you to stretch your arms way up over your head like a cat might do. Keep your arms up there and spread out your fingers and hold it for 5 seconds. OK, now let your arms drop back into your lap. Arms up again, feel how tight your back and shoulders feel? Hold for 5 seconds and then drop them way down. Feel how relaxed and loose your shoulders and back feel now.

Step 7: Arms

Now hold your arms out to the side and pretend like you have half a lemon in each hand. First I want you to squeeze those lemons as hard as you can for 5 seconds. Pretend like you are squeezing all of the juice out. OK, now let the lemons drop to the floor as you relax your arms to your side. Try it again.

Step 8: Jaw

Now it is time to move onto your face muscles. First we are going to practice relaxing your jaw. I want you to smile as big as you can. Make the corners of your lips touch your ears. Hold for 5 seconds. Now let your smile relax back to normal. Big stretchy smile again, hold it. Now relax. Wiggle your mouth around a little to make sure it is relaxed.

Step 9: Nose

Let's move up your face to your nose. First, I want you to pretend that you have a fly on your nose and wiggle your nose around to try to get rid of it. Keep moving your nose from side to side for 5 seconds. Now stop and relax like the fly is gone. Try it again.

Step 10: Eyes

Now I want you to close your eyes very tightly like you are watching a scary movie and don't want to see the scary part. Feel how tight it is above and below your eyes. Hold that for 5 seconds. Now relax your eyes slowly and open them *if* you want to. Try it again and relax nice and slowly. OK, good job!

Step 11: Forehead

This next one will be our last body part to tense and relax. I want you to wrinkle up your forehead like you are really surprised at something. Pull your eyebrows up into your hair. Feel how tense the top of your head is right now. Hold it for 5 seconds. Now relax. Feel how your eyebrows spread back into a relaxing place. Now try it again.

Step 12: Ending Up Relaxed

To finish up, I want you to sit quietly in your chair with your eyes closed. Start with your toes and feel how relaxed your body is. Your toes, legs, stomach, back, arms, shoulders, and face all feel very relaxed. Take a few minutes to practice your belly breathing and think about how relaxed and loose you feel. Each part of your body feels heavy and loose, just like a rag doll. Feel how good it feels to be so comfortable and relaxed.

Remember this feeling when you practice at home. If you want to, you can say the word *relax* in your head as you breathe out. I will give you another 2-3 minutes to do your breathing, and when you are ready you can open your eyes.

ADDITIONAL HELPFUL WEBSITES

American Psychological Association

Resilience In A Time Of War – Homecoming (from deployment)

Information and tips to help military families cope with a loved one's homecoming

www.apahelpcenter.org/featuredtopics/feature.php?id=56

Resilience In A Time Of War – Tips for Parents & Day Care Providers of Preschool Children

www.apahelpcenter.org/featuredtopics/feature.php?id=61

Resilience In A Time Of War – Tips for Parents & Teachers of Teens

www.apahelpcenter.org/featuredtopics/feature.php?id=57

Center for Mental Health Services

Parent Guidelines for Talking with School-Age Children about War and Terrorism

<http://mentalhealth.samhsa.gov/cmhs/TraumaticEvents/schoolage.asp>

Department of Defense

Dictionary of Military Terms

www.dtic.mil/doctrine/dod_dictionary/

Department of Veterans Affairs

Website for military children and teachers to learn more about the VA

www4.va.gov/kids/

Federal Emergency Management Agency (FEMA)

FEMA for Kids!

Website which teaches children about disasters and disaster preparedness

www.fema.org/kids

Force Health – Protection and Readiness

Family Support During Deployment

Deployment information & resources for military personnel and families (all services)

<http://fhp.osd.mil/deploymentTips.jsp>

Military One Source

Support website with valuable information for military personnel and families

www.militaryonesource.com/skins/MOS/home.aspx

Helping Children Cope During Deployment (Flyer)

www.militaryonesource.com/portals/0/asp/material_getpdf.ashx?MaterialID=14012

National Dissemination Center for Children with Disabilities

Webpage with links to resources for military families with a special needs child

www.nichcy.org/FamiliesAndCommunity/Pages/militaryfamilies.aspx

National Association of School Psychologists

Children and Fear of War and Terrorism: Tips for Parents and Teachers

www.nasponline.org/resources/crisis_safety/children_war_general.aspx

Coping with Crisis – Helping Children with Special Needs

www.nasponline.org/resources/crisis_safety/specpop_general.aspx

Public Broadcasting System (PBS)

A Guide to Children's Grief by Kenneth J. Doka

www.pbs.org/wnet/onourown/terms/articles/children.html

Sesame Street

Talk, Listen, Connect

Excellent resource to assist young children with the deployment of a loved one.

www.sesameworkshop.org/initiatives/emotion/tlc

Southern Poverty Law Center

Teaching Tolerance

Website containing stories, activities and lesson plans for teachers that promote tolerance

www.tolerance.org

U.S. Department of Education

Educators Guide to the Military Child During Deployment

Handbook for educators to assist military children in the classroom with deployment

(NOTE: Links at end of document are out of date).

www.ed.gov/about/offices/list/oe/homefront/homefront.pdf

