

Helping Children Cope with the Challenges of War and Terrorism



A GUIDE FOR CARING ADULTS AND CHILDREN

HELPING CHILDREN COPE WITH THE CHALLENGES OF WAR AND TERRORISM

Annette M. La Greca, Ph.D.
Professor of Psychology and Pediatrics
University of Miami
Coral Gables, FL

Scott W. Sevin, President
7-Dippity, Inc.

Elaine L. Sevin, CEO
7-Dippity, Inc.

Illustrations
7-Dippity, Inc.

SPECIAL THANKS

7-Dippity would like to acknowledge the support and assistance received from United Way Worldwide® in the development of the *Helping Children Cope with the Challenges of War and Terrorism* project. To find out more information about United Way® and to identify your local United Way, please visit their website at www.liveunited.org.

DISCLAIMER

The contents of this book are not intended to express any political opinions, nor take any position on any issues in support of or against the current, or any future, military actions by any person or government.

DUPLICATION RIGHTS

Up to 50 copies of this publication may be downloaded and photocopied without permission, but it may not be altered in any manner without express written permission from the publisher. Additional printed copies of this publication can be ordered directly from 7-Dippity by calling (305) 535-0914 or by e-mail at: info@7-dippity.com.

HOW TO USE THIS BOOK

Dear Parent or Caring Adult,

Recent events have raised anxiety levels in communities throughout the United States. The deployment of military personnel in support of Operation Enduring Freedom and Operation Iraqi Freedom, as well as other operations around the world, has had a direct impact on the lives of many American families. Whether or not you support military action, it will be important for you to assist your child in understanding and coping with the realities of war and terrorism.

Helping Children Cope with the Challenges of War and Terrorism contains activities that parents and caring adults can do together with their children. The activities are appropriate for most children ages 6 to 12 years, but may be adapted for older or younger children as well. We encourage you to adjust the activities and their pace for your child. Younger children (ages 6 to 8) may need extra help from an adult and may prefer to complete some activities by drawing rather than by writing. Younger or active children may also prefer working on one topic at a time; others may be able to complete two or more topics in one sitting.

Keep in mind that it is not necessary to cover every topic or complete every activity. Everyone reacts differently to a situation, and some children prefer to seek out more information than others. Although this book has been written in a suggested sequence, it is okay to skip ahead if you feel a section may be particularly helpful for your child.

There are 13 topics covered in this book, divided into five sections. For each topic there is an “Adult Page” on the left and a “Child Page” on the right. Some of the Parent Pages have “Joint Activities” at the bottom for adults and children to complete together.

* Each Adult Page has instructions and activities for adults -



* Each Child Page contains a parallel activity for the child -



Chapter I will help you “ease into” using the book and provides suggestions for talking with children about war and terrorism. Chapter II will help you identify your child’s feelings and the focus of their worries. Chapter III covers coping skills that will be helpful for most children. Chapter IV focuses on managing anger, coping with sad feelings and understanding others. Chapter V contains information on coping with a deployment and lists some helpful websites.

Find a quiet time to complete the activities with your child. Explain to your child that the activities in this book are informative and fun and will help them cope with feelings they may have about terrorism, war or their future.

With our best wishes,

Annette La Greca

Elaine Sevin

Scott Sevin

TABLE OF CONTENTS

Chapter 1: Opening Topics

Topic 1. Conflict Resolution	4
Topic 2. Talking with Children about War	6
Topic 3. Understanding Afghanistan and Iraq	8

Chapter II: Identifying Feelings and Worries

Topic 4. Understanding How Your Child Feels	10
Topic 5. Fears and Worries	
• Identifying Fears and Worries	12
• Coping with Fears and Worries.....	14

Chapter III: Helpful Strategies For Most Children

Topic 6. Limiting Exposure to Violence	16
Topic 7. Normal Routines	18
Topic 8. Helping Others	20
Topic 9. Being Physically Fit.....	22

Chapter IV: Understanding and Respecting Others

Topic 10. Promoting Respect and Understanding.....	24
Topic 11. Diversity and Multicultural Awareness	26
Topic 12. Coping with Angry Feelings	28
Topic 13. Coping with Sad Feelings	30

Chapter V: Additional Information

Information for Military Families - Coping with Deployment.....	32
Helpful Websites	33



CONFLICT RESOLUTION

Explaining war or the deployment of a loved one to children can be difficult. These are subjects that no parent or teacher wishes to address. Recently, many adults have expressed difficulty in bringing up the subject of war or deployment with their child. This chapter will help you and your child ease into a discussion of war, deployment and the current situations in Afghanistan and Iraq.

One way to ease into the subject of war, and teach a child an important lesson at the same time, is to explain that people and countries try to first resolve disagreements peacefully through conflict resolution. Conflict resolution refers to a wide range of processes that are used to settle disagreements without the use of violence. Negotiation is an example of a nonviolent way of solving a disagreement. When people or countries negotiate, they try to settle a disagreement by talking with each other.

You can explain to your child that every person has different opinions and tastes. Because of this, it is common and normal for people to have disagreements. Tell your child that it is okay for them to disagree with another person, but it is *not okay* for them to use violence to solve a problem. They should find peaceful ways to resolve issues through conflict resolution. It may help to use a recent disagreement your child had with someone as an example.

Continue by explaining that nations, like people, also have disagreements. Stress that when countries have a disagreement, they usually solve their differences peacefully. Organizations such as the United Nations, for example, help countries solve their disputes in peaceful ways. The United States is a member of the United Nations, and first tries to settle a dispute through peaceful negotiations.

ADULT ACTIVITY: A Conflict Resolution Strategy

Teach your child the strategy below. Remember, as a role model for your child, it is important that you set a good example and “practice what you preach.” Next time you have a disagreement with someone, use this simple form of conflict resolution that your child can imitate. A simple and effective strategy to use in resolving a disagreement is to:

- | | |
|---------------|---|
| STOP | what you are doing and count to 10 very slowly. |
| LOOK | at the other person involved. Focus your attention on him or her. |
| LISTEN | to each other’s side of the story about the disagreement. |
| THINK | together of a possible solution. |

JOINT ACTIVITY: Practice By Role-Playing

You and your child can practice this strategy by role-playing. Think of a recent situation that happened where you and your child disagreed about something. Practice resolving the disagreement using the four steps: STOP, LOOK, LISTEN and THINK. Explore other nonviolent ways to resolve disagreements and practice these as well. You can even include other family members.



CONFLICT RESOLUTION

People are different. Everyone has different thoughts and feelings. Sometimes, people get angry with each other because they feel differently about a situation or because someone has done something they do not like. When this happens, people may have a conflict, or serious disagreement, with each other.

It is normal for people to disagree and to sometimes get angry at someone else. Have you ever been mad at someone for something they said or did? Below, draw or write about a disagreement you have had with someone that upset you. It may have been with a family member, a friend or a classmate. Tell what the argument was about and how you were able to settle the disagreement.

Countries, like people, can also disagree with each other. Most of the time, countries are able to solve their differences peacefully. They do this by talking with each other and coming up with a solution that both agree on. Talking is a way of settling an argument peacefully without using violence. Below, write down something that two countries might argue about. Then, think of ways the countries can settle this problem peacefully. Write these down as well.





TALKING WITH CHILDREN ABOUT WAR

In order for a child to cope with war or the deployment of a loved one, it may help if he or she first understands the concept of war and why a particular military conflict is being fought. The next two sections will provide you with tips on discussing war and the conflicts in Afghanistan and Iraq with your child.

It is important for your child to understand that sometimes countries are not able to solve their problems peacefully. When this happens, nations may go to war and fight to settle their dispute. Point out that war is a last resort. Nobody wants a war to occur, but sometimes it is the way nations choose to settle disagreements. Help your child to understand that war is very different from two people fighting, and that many people may get hurt or killed.

Discussing deployment, war or terrorism may increase your child's fears and worries. Because of this, it is important to "follow your child's lead" in bringing up these topics. Some children may be reluctant to talk about war. Do not force your child to talk if he or she does not wish to discuss a topic. On the other hand, some children may be worried or upset that no one is willing to talk with them about war or the deployment of a loved one. The most important thing is to create a comfortable environment for your child and to be a good listener. Then, when your child comes to you with questions or concerns (about war or other topics), this tells you that your child is ready to discuss the topic.

Below are some additional tips to help you discuss war and deployment with your child.

- Use words that are appropriate for your child. For example, when speaking to young children, use words such as "hurt" instead of "injured," or "car" instead of "vehicle."
- Be neutral. Do not judge or criticize your child. Make comments like these:
"That's interesting." *"Tell me more about it."* *"What do you mean?"*
- Be truthful with your child. Provide honest answers and information. It's okay to let your child know how you feel about what is happening, but be careful not to scare or alarm your child.
- Explain that what is happening in Afghanistan and Iraq is real – unlike violent movies, cartoons, video games or television programs. Help your child to understand that during war, real people are involved and some may die or get hurt.
- Be reassuring, but don't make unrealistic promises. You can tell your child that our government is doing everything it can to protect us, but do not promise that there will not be any more terrorist attacks in the United States.

JOINT ACTIVITY: Understanding War

Depending on your child's age, reading a book or viewing a movie on war may help your child understand more about war. **We highly recommend you review the material first to make sure it is appropriate for your child.** You do not want to expose your child to violent material that may be upsetting. Examples to consider: *Patton* (PG); *Tora! Tora! Tora!* (G). Conducting research on past wars may also help (see activity on next page).



WHAT IS WAR?

When countries have an argument, they first try to settle their problems by talking. Organizations such as the United Nations help countries solve their problems peacefully. Sometimes, however, countries are not able to solve their arguments by talking. When this happens, countries may go to war and fight to settle their differences. Nobody wants to go to war. But sometimes countries may feel that it is the only way left to solve a problem.

War is very different from a fight you may see in school or in your neighborhood. In a war, many people fight and there can be a lot of destruction. Although it has not happened very often, the United States has fought in wars in the past. In the past 60 years, the United States has fought in the Gulf War, the Vietnam War and the Korean War. Many years ago, the Revolutionary War led to the United States becoming its own country.

ACTIVITY: Be A Successful Archeologist

Pretend you are an archeologist. An archeologist learns about people who lived in the past by finding things the people once used. A museum has hired you to find artifacts for an exhibit on wars involving the United States. Artifacts are objects made by people, such as shoes, coins and buttons. They are often left behind after a battle.

Choose a war that the United States has fought in and decide where you will pretend to dig to find artifacts from that war. To do this, you will need to locate where some of the war's major battles took place. These will be the areas where a person would find the most artifacts.

A good archeologist always does research before selecting a place to dig. As part of your job, you will have to do some research on the war you choose and answer the questions below. You can go to a library or use the Internet to help you with your research.

Which war did you choose and why?

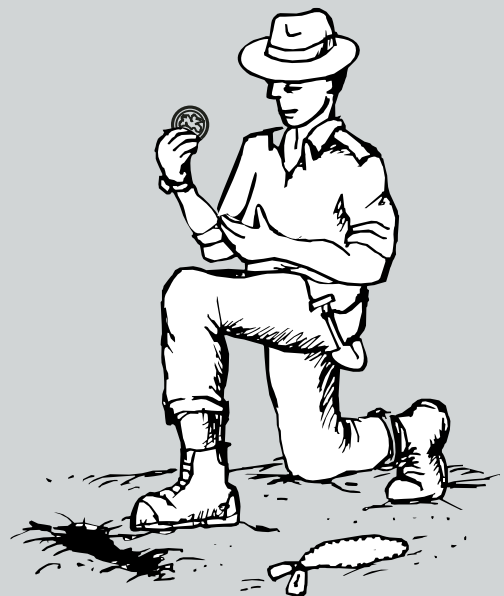
What were the dates the war was fought (when was the war)?

What country or countries did the United States fight against?

Where was the war fought (what parts of the world)?

Where did you decide to dig for artifacts and why?

What artifacts do you think you will find?





UNDERSTANDING AFGHANISTAN AND IRAQ

Children understand events based on their own personal experiences. Most children were not alive during the 1991 Gulf War and are too young to remember the 9/11 terrorist attacks. Because of this, they may have difficulty understanding why we are fighting the wars in Afghanistan and Iraq. To help your child understand current events, it will be important for your child to learn the history behind the wars. Developing simple timelines and talking with your child about key events related to the wars will help your child understand why the U.S. is fighting in Afghanistan and Iraq.

JOINT ACTIVITY: Operation Iraqi Freedom Timeline

Together with your child, develop a timeline of major events that led up to Operation Iraqi Freedom, the U.S. invasion of Iraq in 2003. Begin with Iraq's invasion of Kuwait in August 1990 (which led to the 1991 Gulf War). Include highlights from the 1991 Gulf War and important events that occurred between Iraq and the U.S. from the time the 1991 Gulf War ended and Operation Iraqi Freedom began. You can end your timeline with some important highlights from Operation Iraqi Freedom.

JOINT ACTIVITY: Operation Enduring Freedom Timeline

With your child, create a timeline of events that led up to the United States' war in Afghanistan (known as Operation Enduring Freedom). In your timeline, trace the history of Al Qaeda, Osama bin Laden and the Taliban. Highlight terrorist attacks Al Qaeda conducted against the U.S. and other countries (such as the 1993 World Trade Center bombing and 9/11). When creating the timeline, it may help to discuss with your child how the Taliban supported Al Qaeda with regard to the 9/11 attacks. You can include the date Operation Enduring Freedom began and add to your timeline as events unfold.

JOINT ACTIVITY: Relevant Terms

It will help if your child understands some of the common names, terms and phrases relevant to terrorism and the wars that are prominent in the media. Below is a list of "keywords" that you and your child can discuss. Keep in mind that some children may not want to discuss every keyword. This is okay. You can read these terms out loud and have your child choose which ones he or she would like to discuss or know more about. If needed, look up information on the Internet or at a library.

Iraq	9/11 Terrorist Attacks	National Guard, Reserve
Operation Iraqi Freedom	World Trade Center	U.S. Coast Guard
Saddam Hussein	Pentagon	Prisoner of War (POW)
Baghdad	Osama Bin Laden	Deployment
1991 Gulf War	Al Qaeda	Reintegration
Operation Desert Storm	Taliban	Weapons of Mass Destruction
United Nations (U.N.)	Afghanistan	Nuclear Weapon
Weapons Inspectors	Kabul	Chemical Weapon
Insurgent	Operation Enduring Freedom	Biological Weapon
Persian Gulf	I.E.D.	Anthrax
Middle East	Pakistan	President Barak Obama
Kuwait	Special Operations Forces	NATO
Iran	Army, Navy, Air Force, Marines	Fmr. President George W. Bush



UNDERSTANDING AFGHANISTAN AND IRAQ

1. On September 11, 2001, the United States was attacked by terrorists. Almost 3,000 people were killed in the terrorist attacks. The terrorists belonged to a group known as Al Qaeda. Al Qaeda was based in Afghanistan when the attacks happened. On another sheet of paper, write a report or draw a picture about the September 11, 2001 terrorist attacks.
2. The war in Iraq is called Operation Iraqi Freedom. Write a brief report or draw a picture about the war in Iraq. Use another sheet of paper if you need more room.
3. The countries of Afghanistan and Iraq are very far from the United States. Below is a map of the world. Place a star or a dot on the United States, Afghanistan and Iraq.





UNDERSTANDING HOW YOUR CHILD FEELS

Parents and other caregivers play an important role in assisting children during a troubling period. Often, children who need assistance may not openly ask for help. Because of this, it is important that you are able to recognize signs of distress and understand what to do if a child needs help.

Everyone reacts differently to a situation. Feelings of stress, anger and fear are common after a traumatic event. It is also common for people to have a variety of reactions and to have some days when they are more upset than others. In general, most children will be able to cope with the deployment of a loved one or worries about war when provided with some help from caring adults. Some children may need extra support. This may be the case for children who are in military families, have suffered previous trauma, have special needs or were previously exposed to war (e.g., children from war-torn countries who have immigrated to America).

Although stress is normal, it can become a problem for children. For example, trouble concentrating can make it difficult for a child to focus on schoolwork; difficulty sleeping may make a child more tired and irritable, leading to fights and arguments. If stress lasts for an extended period of time or creates problems for your child, it will help to talk with a counselor or mental health professional.

If you understand how your child is reacting to things, you will have a good idea of how to help your child. To do this, it will be important for you to keep the “lines of communication” open. This means creating a comfortable time and place for your child to talk with you about feelings, fears or concerns. It will help if you pick a quiet place to talk, away from distractions. Also, try to have a regular time to talk, such as after school or before dinner. Talking before bedtime is not a good idea because your child may have trouble sleeping after discussing upsetting events.

Sometimes your child’s concerns may have to do with war or worries about the safety of a loved one, other times they may focus on everyday events. The activities in this section will help you identify how your child is feeling (Page 11) and the focus of their worries (Page 13). It is a good idea to occasionally repeat these activities, as your child’s feelings and reactions may change over time.

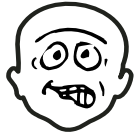
Some guidelines you can use when talking to your child about feelings:

- Make sure you feel okay or comfortable about the topic before talking with your child. Discuss your worries or concerns with a trusted friend or family member.
- Listen to your child’s feelings rather than controlling the conversation yourself.
- Acknowledge and normalize your child’s statements by making comments like:
 - “It sounds like you were very angry.”*
 - “That part made you feel sad.”*
 - “It’s okay to feel that way.”*
- Pay attention to behaviors that show your child has strong feelings, such as these:
 - Fidgeting or squirming.
 - Poor eye contact (doesn’t look at you while talking).
 - Facial expressions that show anger, sadness or worry.



HOW I FEEL

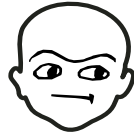
How do you feel about what is happening in Afghanistan or Iraq? Below are some pictures and words that describe how people have been feeling. Circle the faces that tell how you feel. You can circle more than one. At the end are two blank faces that you can fill in with feelings that are not listed.



Afraid



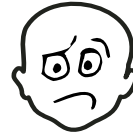
Angry



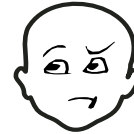
Cautious



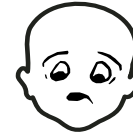
Confident



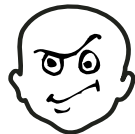
Confused



Curious



Disappointed



Disbelief



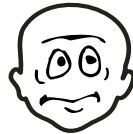
Disgusted



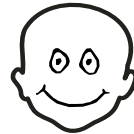
Enraged



Frustrated



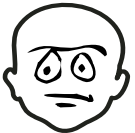
Guilty



Happy



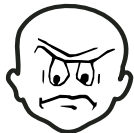
Horrificed



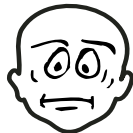
Hurt



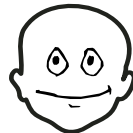
Lonely



Miserable



Nervous



Optimistic



Sad



Scared



Shocked



Surprised



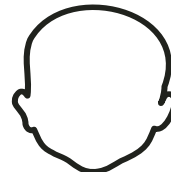
Undecided



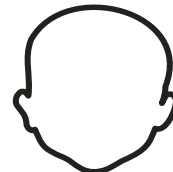
Upset



Worried



Fill In



Fill In

Below is a Stress Scale. It will help you measure how you feel. Read the scale first. Then, starting from the left side, color in the scale to the number that best describes how you are feeling. The number 1 means you feel very little stress. The number 10 means you feel a lot of stress and would like some help.

1	2	3	4	5	6	7	8	9	10
Not At All		A Little		Some		A Lot			Too Much Stress

Stress Scale





IDENTIFYING FEARS AND WORRIES

All children and adults have worries. Worries are a normal part of life. As time and events unfold, often the degree and focus of our worries change. For example, prior to September 11, 2001, most Americans were not worried about a terrorist attack occurring in the United States. Afterwards, however, many children and adults expressed fears of future attacks and about being in or around tall buildings and airplanes. Such fears and worries are normal reactions to violent or traumatic events.

War can bring about new fears and anxieties that may not have been present beforehand. For example, children with a parent in the military who has been deployed may worry about the parent's safety (see Page 32). War can also increase fears that already exist (e.g., fear of another terrorist attack). In order for you to be able to help your child cope with his or her worries, you must understand the kinds of things your child worries about.

The activities in this section will help identify some of the fears and worries you and your child may have and will provide positive ways to cope with them. Keep in mind that although your child may express fears related to war or the deployment of a loved one, he or she may be worried, or even more concerned, about things unrelated to these subjects. Since the focus of your child's worries may change, it is a good idea to repeat this section periodically.

ADULT ACTIVITY: What Are Your Child's Worries?

Do you know what your child worries about? Often, parents are surprised by the kinds of things that bother their child or may underestimate the degree of a concern. While your child completes their activity on the next page, make a list of the things you think your child worries about. Highlight the ones you think bother your child the most. When finished, compare your answers with those of your child. Were you correct?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ADULT ACTIVITY: Identify Your Worries

Children, especially young children, can "learn" about potential sources of fear and worry by observing the adults around them, such as their parents and teachers. Because of this, it will help if you identify the things you worry about and that you may accidentally communicate to your child. On a sheet of paper, write down the fears and worries you currently have. You can divide these into subjects, such as worries about war, the economy and your family. When finished, highlight the things that bother you the most.



THINGS I WORRY ABOUT

Everybody has worries. Sometimes a worry can make you feel nervous or upset. This is because you think something bad might happen. For example, you might worry that you will get a bad grade on a test or be late for school if you miss the bus. Below, write down or draw some of the worries that bother you. Some worries may upset you more than others. Write or draw these as well. Circle or place a star next to the fears or worries that bother you the most. When you are finished, talk about your worries with a parent or other adult.

Worries that bother me a little:

Worries that bother me a lot:

Are there any worries about the world that bother you? If so, list them here.



COPING WITH FEARS AND WORRIES

Although fears and worries are common and normal, they can become a problem. Learning how to cope with them is important. In general, talking to someone, gradually facing fears, and finding practical solutions are all positive ways of coping with fears and worries.

Talk to someone – Sometimes worries lessen when a child has someone to share them with. Help your child identify “worry friends” he or she can talk to when they feel worried or scared (see Page 15). List people in school (e.g., school counselor, teacher), at home (e.g., parent or older sibling), and in the community (e.g., clergy member, hotline). Keep a list of your child’s worry friends’ names and telephone numbers on a piece of paper and let your child carry a copy. This may help your child to feel better.

Gradually face fears – If a child is able to face fears in a gradual and safe manner, he or she may become less fearful. For example, a child who is anxious about being left alone with a babysitter while a parent leaves the house may become less fearful if a parent does leave and return home safely on several occasions. Reward your child for facing fears. Do not reward your child’s fears by letting your child avoid school or chores, or by giving in to your child’s wishes because of fears and worries.

Find practical solutions – Often a worry can be lessened or overcome by thinking of a practical and simple plan to cope with that worry. For example, if your child is worried about being late for the school bus, try to think of ways to help your child cope with this worry. You can wake your child up earlier or save time by having him or her pick out clothes and decide what they want for breakfast the night before. These simple solutions will help your child feel better about being on time for the bus. See the activity below for creating worry flash cards.

JOINT ACTIVITY: Worry Flash Cards

Developing a coping plan for each fear or worry can be a fun activity. Obtain some blank notecards. On one side, have your child write down a fear or worry that is bothering him or her (see child activity on next page). Then, together, think of positive things your child can do or think of to feel better. Write these on the back of the card. Your child can memorize the cards or carry copies with them. See the example below.

Front (WORRY):

Getting a bad test score

Back (SOLUTIONS):

1. Leave more time to study.
2. Get a tutor.
3. Join a study group.



COPING WITH MY WORRIES

Sometimes worries can be very upsetting. When a worry upsets you, it is important that you talk with a parent or other adult about it. Talking will help you feel better about that worry. Who can you talk to about your fears or worries? Think of some “Worry Friends” and list them below. A Worry Friend is someone you trust and can talk to when you feel upset or worried. Choose one or two adults at home, in your school and in your community who can be your Worry Friends. Ask an adult to help you with this activity.

My Worry Friends:

Home: _____

School: _____

Community: _____

Here’s another way to help you deal with your worries. Choose five of the worries you listed on Page 13 and write them below. Then, think of ways that will help you feel better about that worry. For example, if you are scared of the dark, you can sleep with a night light on. When you are finished, show your answers to an adult and use them in creating Worry Flash Cards.



My WORRY



My SOLUTIONS



1.

1.

2.

2.

3.

3.

4.

4.

5.

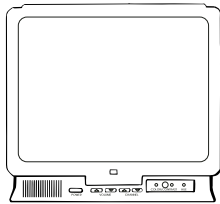
5.



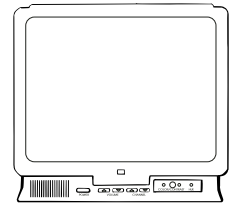
LIMITING EXPOSURE TO VIOLENCE

Recent wars involving the United States have not been fought on American soil. The same is true with the current conflicts in Afghanistan and Iraq. Because of this, most American children have not personally experienced the trauma and destruction that war can bring. However, children can still be exposed to upsetting scenes of war through television, in print or on the Internet. Children who witness a distressing event or disaster on television can become upset, even if they are far from the event. For example, children and adults as far away as Arizona and California were upset by watching video of the September 11, 2001 terrorist attacks in New York and Washington, D.C. on television.

Limiting your child's exposure to upsetting images of war, terrorism and violence will be particularly helpful for your child. This is especially important for children who have a parent or relative in the military or who have experienced recent trauma. Upsetting images may lead to fears, bad dreams and trouble sleeping. Limit television shows that include war-related programming, particularly the news and special programs about war. It will also help to limit television shows, movies, magazines, Internet sites and video games that have a lot of violence.



ADULT ACTIVITY: Create A Smart TV Plan



When there is a conflict, the media will be focused on news about the war, homeland security and terrorism. It will be difficult to prevent a child from viewing at least some upsetting images. With this in mind, it will be helpful to develop a plan to promote positive television viewing habits. This will help reduce your child's exposure to upsetting images in general and will help you learn more about what your child watches.

On the next page is a log for children to use to keep track of the television programs they watch. Photocopy the page and have your child fill one out for each day of the week. Review your child's answers and use them to help formulate a "Smart TV Plan."

LIMIT – the amount of television your child watches. Set a pre-chosen period your child can watch television each day. Set a good example by limiting your own viewing.

PLAN – with your child what he or she will watch. Use your child's answers from the activity on Page 17 to help your child decide. If you are unsure of a program's rating, go to www.tvguide.com/listings or <http://tv.yahoo.com> for a ratings guide.

PARTICIPATE – in watching programs with your child (or watch at least one episode of a series). Periodically ask your child if he or she has any questions or concerns about a program. If a show becomes upsetting, turn it off and talk about it.

ENCOURAGE – your child to participate in fun activities other than watching television, such as sports, reading, listening to music, or playing board games.

WHAT I LIKE TO WATCH

Use the chart below to keep track of the television shows you watch. On the left, write the name of the show next to the time it starts. On the right, tell what the show was about. Before you go to bed, give this page to a parent or other adult.

Name _____

Today's Date _____

[illegible]



NORMAL ROUTINES

War, like other traumatic events, can shake people's feelings of safety and security. When a country is at war, children may be especially worried about their own safety or the safety of loved ones deployed to combat. One way to help a child cope with these concerns is to keep a child in his or her normal routines.

Staying in a familiar environment helps children feel safer and more secure. Normal routines also provide children with a sense of comfort, as their days are more predictable. In addition, normal activities and routines help children gain a sense of control over their lives by providing a distraction from worries about war or the safety of loved ones. The activity on the next page will help you identify your child's normal routines. You may want to photocopy this page so your child can write one out for each day of the week.

For military families, everyday activities and routines may change when a loved one is called to duty. To help a child cope with changes brought on by the deployment of a loved one, it will help to keep a child in as normal routine as possible. This may be difficult if one or both parents have been deployed, but careful planning can make the transition easier. If necessary, make arrangements with family and friends so that your child will be able to continue to be involved in activities he or she normally enjoys (such as going to sports events, club meetings or visiting with friends).

Sometimes when a family member is deployed, children may have to take on new roles at home to help make up for the absence of a loved one. For example, a child may have to help wash dishes or do other chores around the house. Roles may change again when a family member returns home. If this happens, it will be helpful to periodically ask your child how he or she is adjusting to such changes. It is also important to make sure children have "time to be children" – and allow for play and other fun activities.

ADULT ACTIVITY: Chart Your Time

In times of stress, you should monitor your own routines as well as your child's. Parents and caregivers need to "take care of themselves" if they are to properly care for their children and other loved ones. For one week, keep track of your daily activities. On a sheet of paper, write down each activity you do and the amount of time you spend doing it. Break down your activities into the categories below. In the chart, write down the amount of time you spend daily in each category and add them up at the end of the week.

	Children	Home	Family	Friends	Work	Self
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Total hours						

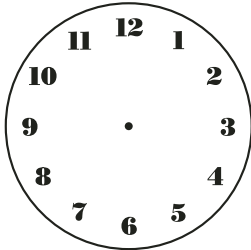
How much time are you spending relaxing or doing activities for yourself? You may find that you need to have more time for yourself. If so, adjust your normal routines. Make extra time to relax, spend time with a friend or loved one, or have more fun. If you are feeling relaxed and in control, you will be better able to cope with your own concerns or worries and assist your children and family with theirs.



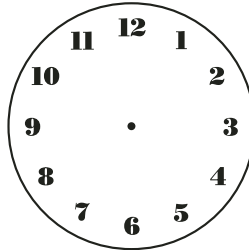
MY ROUTINES

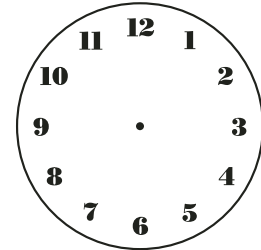
Many people have activities that they normally do each day. For example, you may wake up for school, go to class and get home at about the same time each school day. Other times, people do special activities like go to a birthday party or a trip to a zoo.

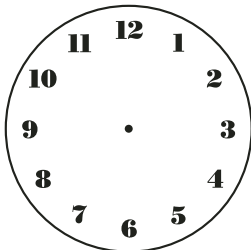
Below is an activity to help you tell what you do each day. Under each small clock, write down one activity you normally do each day. Then, fill in the clock hands to show at what time you normally do that activity. When you are finished, fill in the big heart in the middle with favorite activities you like to do with your friends, your family, or by yourself.

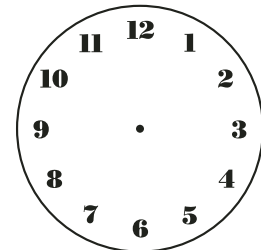


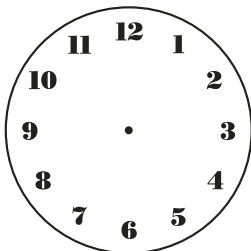
Wake up

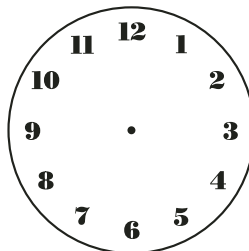


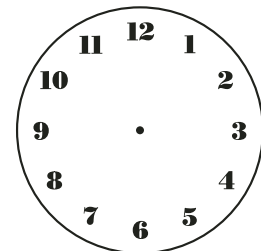














HELPING OTHERS

This is an important time to help those in need. Helping others can be a positive way for you and your child to cope with any negative feelings or reactions you may be experiencing. Helping also provides an excellent opportunity to teach your child a lesson about the values of compassion, volunteering and doing good deeds.

Helping can be done in many ways and forms. It can be as simple as opening a door for somebody, making a donation to a local charity, volunteering time at a Veterans Hospital, donating goods to a shelter or assisting your child with his or her efforts. Be creative; use your talents and strengths to think of ways to help others, but remember to stay within your limits. Below are some suggestions on ways you and your child can help others during this difficult period.

VOLUNTEERING

Volunteering your time to assist a worthy cause or help others is an excellent way to support your community. Getting started is easy. Research different community service and charitable organizations in your area and choose several that interest you. Then, give them a call. Most organizations would love to have assistance and should be able to work around your schedule. Encourage your child to volunteer as well by choosing projects that you can both work on together. There are also many volunteer opportunities created especially for children.

If you have friends or extended family who have been affected by a military deployment, you can volunteer your time to assist with chores, errands and babysitting. Many local law enforcement agencies, fire departments and hospitals have been affected by the call-up of military reservists as well and may need some extra help. You can also consider volunteering for a veteran's organization, your child's school or a local house of worship.



DONATING

You and your child can also help by donating to a local charity. Children can donate items such as toys, clothes, dolls, books, and other items. Adults can help by donating money, goods or services. Your business can even help out by donating in-kind services or goods to the community. For example, if you own or work in a restaurant or grocery store, have the business donate free snacks or drinks to volunteers working on a community service project. Also, consider donating items to organizations that send care packages to our troops overseas or who support their military families back home.

To get more tips about family volunteering, go to: www.liveunited.org/volunteer

To find a volunteer opportunity in your community, go to: www.serve.gov



HOW I CAN HELP OTHERS

Many people like to help others in their community. Perhaps you would like to help as well. There are many ways you can help. You can do something as simple as opening a door for somebody, completing an extra chore at home or volunteering to help a teacher. You can even join a service club or participate in community service projects.

How Can You Help?

Below, list things you can do to help at home, in your school and in your community. When you are finished, go over the list with an adult and choose which ones you would like to do. You can even add some of these to your normal routines (see Page 19).

HOME

SCHOOL

COMMUNITY

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Thanking Those Who Help

Some people help others every day. Our military is fighting hard in Afghanistan and Iraq to keep you and your family safe. There are also people in your neighborhood who help others every day (such as doctors, firefighters, and school counselors). Below, make a list of people who help others in your neighborhood. When you are finished, choose one or two people from your list and write a letter thanking them for helping you and other people. You can mail your letter if you wish.

_____	_____	_____
_____	_____	_____
_____	_____	_____



BEING PHYSICALLY FIT

To cope with stress, it helps to be in good physical condition. A high degree of stress can cause physical symptoms such as tension headaches, acne or stomach problems, and over time can lead to a weakened immune system. These physical changes can make it even harder for a person to cope with stress.

If your child is physically healthy, then he or she will be better able to cope with the stress that war or the deployment of a loved one can bring. In fact, everyone does better when they feel healthy and strong. Pay attention to your child's diet and exercise routines. Make sure your child eats properly and stays physically active. Encourage your child to participate in sports, exercise and other activities that promote physical fitness. These activities will help your child stay in good physical condition and provide a welcome distraction from worries. Also, try to keep a supply of healthy foods in the house and limit the amount of junk food your child eats. For more information on how to eat healthy, you can find the Food Guide Pyramid at www.mypyramid.gov.

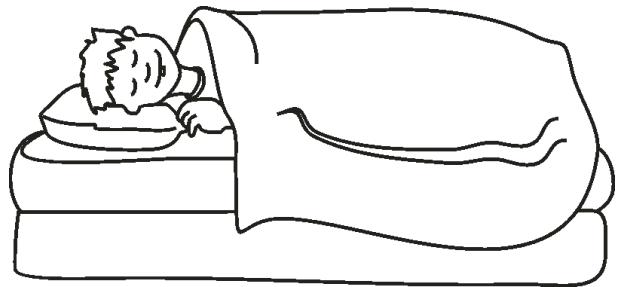
On the next page are exercise and healthy-eating charts for your child to complete. Photocopy the page before your child begins so that he or she can use it again in the coming weeks. You can reward your child for successfully completing the chart each week (e.g., movie tickets or allowance bonus).

ADULT ACTIVITY: Monitor Your Child's Sleeping Habits

Sleep plays an important role in helping a child to feel healthy and strong. A child who gets a good night's rest will be better able to take on the mental and physical challenges that each day brings. For the next few weeks, keep track of how many hours your child sleeps each night. Note if your child has trouble falling asleep, has bad dreams or often wakes up in the middle of the night. If your child feels particularly tense or worried before going to bed, has frequent nightmares, or if there is a change in his or her sleeping patterns, it will help to have your child relax before bedtime.

Some suggestions to help your child relax are:

- taking a warm bath before bed
- practicing relaxation exercises
- counting sheep
- reading a book/hearing a story
- listening to soothing music



JOINT ACTIVITY: Participate In Physical Activities With Your Child

Children may be more likely to participate in sports or other physical activities if they have a partner to do them with. Try to choose at least one day out of the week (preferably more) to participate in fun, physical activities with your child. For example, you can ride bikes together, hike a trail, go jogging, dance or play sports such as tennis or basketball. You can even create your own exercise and healthy-eating charts (similar to your child's charts on the next page) and together, complete your activities. Ask another family member or friend to assist if you are unable to participate.



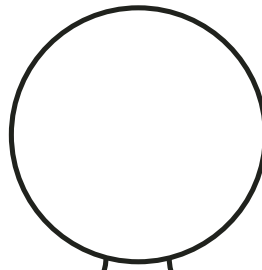
BEING PHYSICALLY FIT

Everyone feels better when they are healthy and strong. A healthy body can handle stress and other problems better than a sick one. To keep your body healthy, you will need to exercise and eat healthy foods.

Below are two charts for you to complete. The Exercise Chart will help you keep track of your physical activities for one week. You should try to exercise or play sports at least one hour each day. The Healthy-Eating Chart will help you keep track of the healthy foods you eat. Each day that you successfully complete an activity, give yourself a star. At the end of each week, hand the charts in to an adult.

Draw or place your picture here →

_____ Name



Exercise Chart			
Date	Activities	Time	★
Sun			
Mon			
Tue			
Wed			
Thurs			
Fri			
Sat			

Healthy Eating Chart		
Date	Healthy Foods	★
Sun		
Mon		
Tue		
Wed		
Thurs		
Fri		
Sat		



PROMOTING RESPECT AND UNDERSTANDING

During times of conflict, some people may be at risk of becoming targets of discrimination or harassment. To prevent such harmful acts, it will be helpful to promote respect and understanding and assist your child in learning to control angry emotions (see Page 28).

Children often learn both good and bad qualities from their parents and other significant adults in their lives. This is why it is important for you, as a role model, to set a good example for your child in what you say and do. To do this, make sure your words and actions promote respect and avoid making negative statements that stereotype certain people or groups of people. Be very clear to discourage any ethnic slurs, taunts or jokes expressed by your child, and stop any bullying or harassment immediately.

On the next page are activities for your child to complete. They are intended to promote respect and understanding by helping children think before they speak or act. Most children, particularly young children, will need some assistance. Before your child begins these activities, discuss the concepts of “respect,” “cultural understanding” and “sensitivity” with your child.

Use the following guidelines:

Respect: When children display respect, they are considerate of others’ rights and opinions.

Cultural Understanding: When children demonstrate cultural understanding, they are accepting of others whose race, religion, opinions or habits are different from their own.

Sensitivity: When children show sensitivity, they are mindful not to insult or upset others by their actions or words.

JOINT ACTIVITY: Phrases That Show Respect

There are some statements that show respect to all people, regardless of their age, race, religion or cultural background. Together with your child, think of some “phrases that show respect” and write these down. Your child can practice using them by role-playing. Take turns pretending to be in different situations and let your child use the phrases. Role-playing is an excellent way to promote good behaviors. You can even learn how to say these phrases in other languages. Below are some examples.

“Thank you.”

“Please.”

“Excuse me.”



PROMOTING RESPECT AND UNDERSTANDING

America is a country where all people are free to say how they feel about something or someone. When you express how you feel, you are giving your opinion. Sometimes, your opinion may be different than someone else's. This is okay. Everybody feels differently about things. It is important to learn to be considerate and respectful of other people's opinions, even if you disagree with them. You should also be respectful of others by being careful not to say or do anything that may hurt somebody else's feelings.

Below are several phrases that are not respectful of others. Rewrite each sentence so that it means the same thing, but is more respectful. The first one has been done for you. Ask an adult for help if you need it.

Less respectful

More respectful

What you said is stupid.	→	I do not agree with you.
Your hat is ugly.	→	_____
Give me that pencil.	→	_____
You talk funny.	→	_____
Get out of my way.	→	_____
What are you looking at?	→	_____

List three things that people have said to you that hurt your feelings. Explain why you were upset.

- 1.
- 2.
- 3.

List three things that you said that may have hurt other people's feelings. How could you have said them differently so you didn't hurt their feelings?

- 1.
- 2.
- 3.



DIVERSITY AND MULTICULTURAL AWARENESS

Conflict provides an opportunity to talk about issues of diversity and discrimination with your child. It also provides a chance for adults to teach children about democracy and how unique America is.

America is a land of diversity. People have traveled from all over the world to live in the United States. In many cases, they have come seeking freedom and a better way of life, escaping from religious, political or economic persecution. In every community, there are people with different backgrounds and cultures. This diversity is what makes our nation strong.

Because our communities are diverse, your child should be considerate of others and careful that his or her actions do not offend or upset anyone, particularly during times of stress or war. Explain to your child that no matter where a person is from or what their beliefs are, everyone deserves to be treated with dignity and respect.

When discussing diversity with your child, point out that groups of people should not be judged by the actions of a few. You can explain that after the 9/11 terrorist attacks, many innocent people were hurt by others simply because they looked like, dressed like or came from the same parts of the world as the terrorists. Help your child understand that, just as in America, people in Afghanistan and Iraq have different opinions and may disagree with their government and each other.

Children may be better able to cope with some of their fears, feelings or prejudices about others if they are exposed to other cultures and ethnicities. Often, a child is afraid of people or things they are not familiar with or do not understand. Assist your child in learning more about the people of Afghanistan and Iraq, and of other cultures around the world. Children should also learn about different cultures in their own community.

JOINT ACTIVITY: Diversity In Your Community

First, help your child identify the different cultures present in your community. Then, think of ways you can expose your child to some of these different cultures. Attending a cultural fair or exhibit is a good start. Taking your child to different restaurants and introducing them to various ethnic foods may also be helpful. You can collect items or take pictures representing each culture you come in contact with and place these in a scrapbook.

JOINT ACTIVITY: Discrimination And War

There have been times in American history when we have not set good examples for our children. During World War II, for example, internment camps were set up in this country to house Japanese Americans. This is an example of wartime discrimination that must not be repeated. Help your child to understand the history of discrimination in war by choosing and discussing an incident or policy that promoted discrimination or intolerance. If possible, have your child think of ways the injustice could have been properly corrected.



CULTURE TREE

America is known as the great “melting pot.” People have come from all over the world to live in the United States. Each person has brought along the values, beliefs and traditions that have shaped their families for generations. All of the different cultures are what make America special. Where are your family and friends from? Below is a Culture Tree. Fill it out as best you can by asking some of your family and friends where they were born. Use another sheet of paper if you need more room. How many different cities or countries were you able to identify?

What is your given (first) name? _____

Who were you named after? _____

What does your name mean? _____

Where were you born? _____

Name
Place of birth

Name
Place of birth

Name
Place of birth

Name
Place of birth

Name
Place of birth

Name
Place of birth

Name
Place of birth

Name
Place of birth



COPING WITH ANGRY FEELINGS

After a traumatic event, it is common for people to experience a range of emotions. Some common reactions to acts of violence, such as terrorist attacks or war, include anger, rage and hatred.

Sometimes, feelings of rage and hatred can lead to acts of violence and discrimination. This is because some people *think* that by “fighting back,” they will feel better about what happened or in more control of a situation. They are wrong. Committing acts of violence and discrimination are not helpful ways of dealing with angry feelings and can only make bad situations worse. This is why it is important for you and your child to learn to control angry emotions and find positive ways to cope with them.

There are many ways to cope positively with angry feelings. Encourage your child to talk through angry feelings with an adult, to properly channel their anger (e.g., through writing or painting), and to express how he or she feels by acting out emotions through role-playing. Practicing relaxation techniques and other conflict resolution strategies are also positive ways of coping with anger.

It will help if you are able to recognize signs of anger in your child. Children express anger physically (e.g., grit teeth, become red in the face), emotionally (e.g., become anxious, irritated) and behaviorally (e.g., yell, become abusive). Generally, each child has his or her own ways of expressing anger. If you learn to recognize these patterns, you will be able to quickly intervene and help your child cope in a positive manner. It will also help to recognize any patterns in your own behavior or response that may encourage your child to cope poorly with angry feelings.

ADULT ACTIVITY: Chart Your Child’s Angry Outbursts

Create a log and keep track of your child’s angry outbursts. Take notes on what happens before, during and after each angry episode. Pay particular attention to the ways in which your child expresses his or her anger and how you respond to the angry outburst.

Example:

Date:	Sunday, January 12, 6:30PM
Event:	Johnny got angry at dinner because I turned the television off while he was eating.
Reactions:	First he got red in the face, then started yelling and then refused to finish his meal.
Intervention:	I told Johnny I understood why he was upset, but that his behavior was inappropriate.
Resolution:	Did not allow Johnny to have dessert.

Do you notice any patterns in your child’s behavior or reactions? If so, the next time your child starts to get angry, intervene immediately and help your child to calm down. Try to first acknowledge your child’s angry feelings and then consider using one of the positive coping methods mentioned above. Remember, it is okay for your child to be angry. However, if your child’s actions go beyond what you feel is acceptable, it is okay to use appropriate discipline.



ANGRY FEELINGS

Sometimes when bad things happen, people feel mad or angry. It is okay to feel this way, but it is not okay to take your angry feelings out on somebody else. Below are some activities that will help you control your angry feelings.

ACTIVITY 1: STEPPING UP TO ANGER

When you start to feel angry, follow these simple steps:



1. Stop what you are doing
and close your eyes.

2. Take three deep
breaths very slowly.

3. Slowly count backwards
from 10 to 1.

4. Think about what you can do
to feel less angry without hurting
anyone or anything else.

ACTIVITY 2: EXPRESS HOW YOU FEEL

Next time you feel angry, draw or write about how you feel below. Tell why you are angry and think about what you can do to feel less angry about the problem (without hurting anyone or anything).



COPING WITH SAD FEELINGS

During periods of war, people may experience feelings of sadness, loneliness, depression and irritability. These reactions may be common in children and adults who have a loved one in the military, or whose way of life has dramatically changed since the start of hostilities. Others may feel sad because they know someone involved in the conflict, they aren't sure what to do to help, or because things "just don't seem the same" since the war began.

The activities in this section will help you and your child identify and talk about feelings of sadness. They will also identify what you can do to help your child cope with sad feelings. If you are concerned about your child feeling sad, review the information below on recognizing signs of depression.

In general, some things that can help children when they feel sad are:

- Focusing on the positive things they still have (e.g., health, loved ones).
- Talking to a friend or family member when feeling "blue."
- Doing fun activities they usually enjoy (see Normal Routines for ideas).
- Doing things to help others (see Helping Others for some ideas).

When children are sad or depressed, they may not verbally express how they feel or may not understand their condition. This is why it is important for adults to learn to recognize some of the signs of depression in children. If these feelings interfere with everyday functioning, or persist for a long time, it may help to seek professional advice and counseling for your child.

Some common signs of depression in children include:

- | | |
|--|---|
| • Persistent sad or irritable mood | • Lacks interest in playing with friends; bored |
| • Loss of interest in usual activities | • Poor school performance |
| • Changes in appetite or weight | • Unexplained irritability, crying, complaining |
| • Feeling worthless or unloved | • Increased anger, hostility or irritability |
| • Thoughts of suicide or death | • Extreme sensitivity to failure or rejection |
| • Difficulty concentrating | • Frequent, non-specific physical complaints |
| • Difficulty sleeping or oversleeping | • Difficulties in personal relationships with family or friends |
| • Loss of energy | |

JOINT ACTIVITY: Turn That Frown Upside Down

Have your child complete the activity on the next page. When he or she is finished, help your child come up with solutions to make them feel better for each of the things they listed that makes them feel sad. For example, listening to a favorite song or thinking of a favorite doll or toy or of a place they like to visit may help your child feel better when they are feeling "blue."

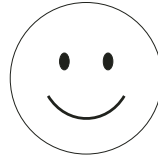


COPING WITH SAD FEELINGS

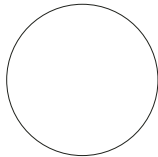
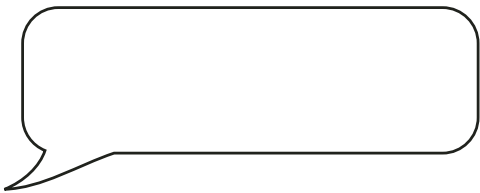
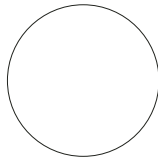
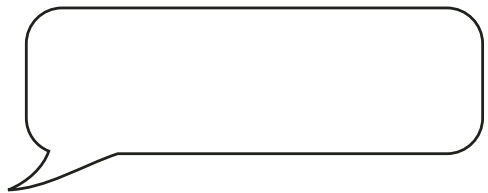
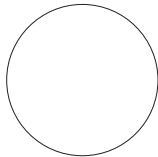
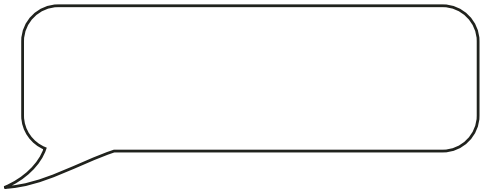
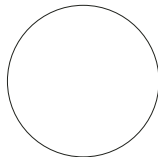
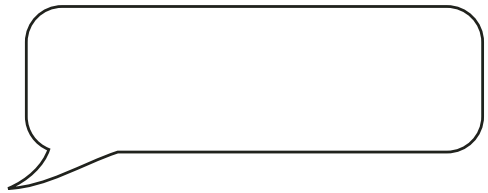
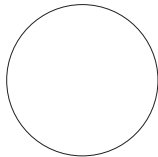
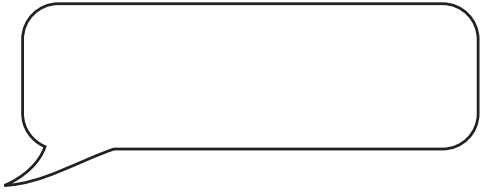
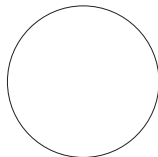
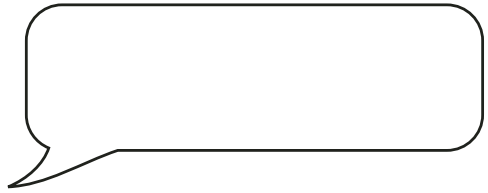
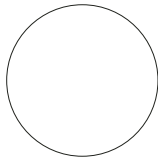

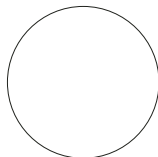
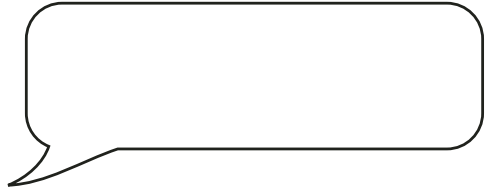
Throughout life, everyone feels different emotions. There will be many times when you will feel happy or sad. There are many reasons why people feel sad. Sometimes people feel sad because they miss someone they care about, they feel sick or they got a bad grade on a test. Everyone has times when they feel “blue.” People also have times when they feel very happy. Below, draw in the faces and write in things that make you feel sad or happy.



Sad



Happy

Sometimes when people feel sad, it may help them feel better if they think of things that make them happy, such as a favorite toy or place they like to visit. Below, draw or write about things that you can do or think of that will help you feel better when you feel sad or “blue.” Use another sheet of paper if you need more room.

MILITARY FAMILIES – COPING WITH DEPLOYMENT

A deployment can be very difficult for military families. Over the years, many families have successfully faced similar challenges. How parents and caregivers prepare for and cope with the challenges of deployment can influence how a child copes with them. It will help if you and your family develop a “deployment coping plan” to ensure the separation causes as little disruption as possible for your child. Below are some tips to help you plan.

Before a deployment:

- Plan ahead to address practical matters such as budgets, responsibility changes, legal matters, etc.
- Help children understand the assignment by explaining (as best as possible) why their loved one is going, when and potentially for how long. Let children know their loved one is leaving because of their special job, not because the child has done anything wrong.
- Inform your child’s school and teachers of the upcoming deployment.

During a deployment:

- Keep children active in behaviors and activities that are helpful (See Normal Routines and Helping Others). Set aside extra time to spend with your child.
- While away, make sure the loved one stays in touch with the child as often as possible via email, phone calls, videos and letters. Try to keep conversations upbeat and positive.
- Show the child where their loved one is on a map. A child can hang a map in their room with a star indicating where their loved one is deployed.
- Let your child carry with them a favorite photo or small belonging (e.g., keychain, pen) of the parent who is deployed.
- Encourage your child to play or meet up with other military children. Children can benefit from interacting with other children who are going through similar circumstances.
- Meet with the child’s teachers and school staff to see how the child is doing in class.

Separations are never easy and can be especially difficult for children. It is common for children and other family members to worry about the safety of a loved one who is away. In the short term, these concerns may lead to increases in children’s worries, irritability or behavior problems. This is a time when family members who are at home need extra support from their extended family and friends.

Some children may become anxious when they are away from home or separated from their parents or caregivers. These children may be experiencing separation anxiety. Some signs to look for include visible distress when a parent or caregiver is away; fear of going places alone; fear of going to school, camp or a friend’s house (because of separation from loved ones); insisting that a parent stay with them at bedtime; getting up at night to be with a parent; nightmares about separation; complaining about physical aches and pains (to avoid school or going out); and following a parent around. Separation fears may be a major reason for a child’s refusal to go to school.

Children’s worries about parental safety, and concerns about separation, are common and normal. However, if these worries are severe or persistent, or if they interfere with your child’s day-to-day functioning, your child may benefit from professional advice and counseling. And remember, to take care of your child, you must also take care of yourself. If you are having difficulty with your own feelings, talk to relatives or friends or seek advice from a mental health professional. You can also join a family support group.

After a deployment:

- If preparing a celebration, plan something that is welcoming but not too overwhelming (such as a “welcome home” dinner with immediate family).
- Help children understand that the veteran may need quiet time alone to “rest” and “recover.”
- Be open to discussions with your loved one, but don’t press for details about the deployment. Let the veteran bring them up (if at all) when he or she is ready.
- Spend some positive, quality time together doing some favorite family activities.
- Continue to keep children active in their usual activities (see Normal Routines).
- Have a regular “family meeting” to open the lines of communication and gradually introduce discussions of how family roles and routines have changed.
- Gradually reintroduce spending time with extended family members and friends.
- Look for signs of stress in other family members as well as yourself. If needed, contact a readjustment counselor or other mental health professional for advice.

When to Go For Help

Many families will learn to cope with the reintegration process. However, it’s important to talk to a mental health professional (e.g., psychologist, social worker) if any of the following warning signs emerge:

- Fighting or arguing in the family increases or becomes a problem.
- A family member remains aloof or uncommunicative for a month or more.
- Children are more irritable or anxious than before reintegration; their grades in school start to fall; or they complain about feeling sick or other aches and pains.
- A family member has persistent nightmares or problems sleeping.
- A family member hits, pushes, or shoves another family member.
- Adults in the family increase drinking or smoking or begin using other substances.

Where to Go For Help

Look for a mental health professional who specializes in working with the military. If your child needs help while in school, a school counselor, social worker or psychologist can assist. A member of your local clergy also may be someone to talk to, and can assist in finding appropriate help.

If you or your child needs **immediate** help, please contact your local mental health crisis hotline by calling 800-784-2433. For a referral to a psychologist in your area, you can also contact the American Psychological Association at 800-964-2000. For additional information about local health and human service providers, please dial 2-1-1 or contact your local United Way. You can find contact information for your local United Way at: www.liveunited.org/myUW.

Some Helpful Websites

Military One Source

Support website with valuable information for military personnel and families
www.militaryonesource.com/skins/MOS/home.aspx

Sesame Street - Talk, Listen, Connect

Excellent resource to assist young children with deployment of a loved one.
www.sesameworkshop.org/initiatives/emotion/tlc

Center for Mental Health Services - Parent Guidelines for Talking with Children about War and Terrorism
<http://mentalhealth.samsha.gov/cmhs/TraumaticEvents/schoolage.asp>

