

MY SOUTH AFRICAN PANDEMIC STORY

BOOK 2 (GRADES 4-7)



SOUTH AFRICAN ADAPTATION OF
"MY PANDEMIC STORY"

14TH ED. (KLIMAN ET AL) -
MEDICAL DIRECTOR, THE CHILDREN'S
PSYCHOLOGICAL HEALTH CENTRE, INC.
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A guided activity workbook for South Africa's youth, families, teachers and caregivers, based on 14th Ed, "My Pandemic Story".

South African adaptation by the Schools Improvement Initiative, Schools Development Unit, School of Education, University of Cape Town.

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Cover design: Gabriel Sieff 2020

Preface to the 2020 Guided Activity Workbook: South Africa

Children, families, and whole populations in over 200 nations are facing two mental health challenges during the COVID-19 pandemic. One is that millions of mostly older people they love are getting sick, and many are dying.

The second mental health challenge is the psychological distress related to school closures, confinement and the loss of income. The impact of the pandemic has exposed and deepened the stark reality of poverty and inequality in South Africa and other developing countries, leaving thousands of people hungry and desperate.

The experience of isolation as a result of the pandemic has resulted in increased patterns of domestic violence and hunger for many people, placing enormous physical and psychological demands on children and their families.

The challenge and burden in South Africa and all over the world, due to the loss of both *lives* and *livelihood*, is unprecedented. Children and their families are facing various degrees of trauma. We know that children and youth who are hungry, stressed, anxious and afraid cannot learn effectively. The psychosocial impact as a result of COVID-19 is further compounded by the structural and physical violence endemic to South African society. More than ever before, psychosocial support is extremely important, especially in communities that face multiple and consistent crises.

This guided activity workbook is a small step in that direction.

While the world's pandemic scientists search for better tests, treatments, cures and vaccines, parents, teachers and caregivers everywhere have the opportunity to improve their children's knowledge and understanding through the use of this workbook.

Unaccustomed as adults are in helping children face painful truths, we must do just that. With small children we can begin with small doses of truth. We need the spread of truth from government, school and family sources in order to inspire trust in children and help build mental wellbeing. Children will usually be the least physically affected by the new virus however they will suffer mentally as they lose loved ones, especially older family members. Adults will have to help their children grieve while growing up. Some children will grow up bereaving the loss of younger siblings. That is not an easy psychological task.

This simple and straightforward guide encourages learning, safety, and creative expression. In this way it strengthens mental health and wellbeing.

Through the use of this workbook we hope that our children will become curious, and informed - not only about their own lives but also about the health and wellbeing of their fellow South Africans, and more broadly, about the health of the planet.

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

Adapted by the Schools Improvement Initiative (SII) for the South African context.

Guide for Parents, Grandparents, Teachers and Other Caregivers

This book derives from evidence-based experience that has helped strengthen the mental health of children, including disaster victims. Its purpose is to give networks of children and their adult helpers ways to guide children's mental and emotional strength, promoting healthy, active coping skills.

You are part of a world, a nation and society that cares greatly about its children and their families. The 2020 pandemic caused by the novel coronavirus (COVID-19) has created one of the greatest challenges in history for all people on the planet. Responding to this challenge by working together may save hundreds of thousands of lives and at the same time help create lasting social good. As someone who works with children, it is your privilege to try to help them connect with you at a time of great importance in their lives. You may help change a stressful, possibly traumatic situation into a more constructive learning and coping experience, promoting trust, knowledge and emotional strength in the midst of disaster and confusion. Getting mentally active by speaking about painful facts and memories, and helping young people to cope is an important step. Our focus is to build strength for the future without either dwelling on, or forgetting the suffering.

This workbook is to help give "psychological first aid" right now. When you engage with children by allowing them to speak openly and honestly you will help them find their voice. Your presence, thinking and feeling together with the children can help them feel cherished and safer. The social glue provided by a family member, teacher, caring elder, friend, older student or social worker helps protect a child or any person from feeling helpless and overwhelmed. Here are some guidelines to help you create a supportive process if you are guiding a child or a group of children in the use of this book.

Giving children psychological "Hands" with which to work in a crisis

The value of active coping is well known. Helplessness is one of the worst parts of some emergencies. During times of disaster or community distress like earthquakes, floods, droughts or pandemics children do better when they are given psychological "H.A.N.D.S.". The term "giving children psychological hands" is a short way of saying children must be helped to "Honestly communicate, Actively cope, Network with peers and adults, in a Developmentally Specific way." This workbook has been designed by parents and mental health professionals to help children have "hands", to develop a sense of being in some control of their own safety in the face of a large crisis.

We are taking lessons from a history of disasters about how to improve children's mental health. In schools that encouraged immediate adult-led discussion of the crisis, the children had measurably better signs of behavioral health than children in schools that avoided adult-led discussion. Learning from research during and after large-scale disasters, an adult-guided personal life history book approach for children (www.childrenspsychologicalhealthcenter.org) was tested and found to be measurably effective. It has been useful for thousands of children all over the world in foster care placements; wars; terror attacks; floods; storms; family crises as well as national crises. Uses have included moving from birth family to foster family; large fires; hurricanes; earthquakes; tsunamis; tropical storms and wars.

Like other disasters, the novel coronavirus pneumonia ("COVID-19") pandemic can be a totally negative experience, creating only loss, fear and doubt or it can become a manageable developmental event for children, stimulating learning, understanding and growth. Children can benefit from a network of organized and thoughtful helpers at this time to give them strength to meet their personal, family and even national challenges. The nation and much of the world depend on all of us working together and thinking about how children, families, agencies, and governments can cooperate in this and other large crises. All of our futures improve when we, and our children work thoughtfully together with these issues. The pandemic is an opportunity for the world to cooperate on behalf of future generations.

This workbook is designed to help organize thoughts and emotions, and strengthen both you and the children you know, love and care for.

How to use the book

This book is designed for children in Grades 4-7 and can be used in different ways: they can colour in the pictures, draw their own pictures, talk about their experiences and listen to parts of it while you read to them. It will help if you read the whole book yourself first before presenting it to the child. If a child can already read on their own, try to have them finish working on the book over a few months. But never force them to face a section of the book against their will. Allow each child to select which parts of the book to work with first. Stop using the book for a time whenever they want, even though the section may not have been completed. Children who cannot or will not work with you on some parts of the storybook should have their resistance respected. Especially try to help the child face and dwell on POSITIVE events, memories and loving times, and not just frightening and sad ones. This book belongs to the child. It is their book and they should be allowed to take the book home to continue working through it either on their own or with an older person/people whom they trust and feel comfortable with.

Be prepared to work for only a few minutes to half an hour at a time at first with any child or group of children. Be flexible. Carefully keep the book for the child in between short work sessions or allow them to take the book home. Occasionally make a copy in case it may be lost during confusing times. The entire book does not have to be completed for the book to help. Some parts may not be relevant to every child's situation. Let the child choose and help direct you about which sections to work on first. Don't insist on reading any sections that the child does not want to read. They may gain strength later to come back to more emotionally difficult parts.

If the child is reluctant to talk, encourage them to do colouring and drawing. You may choose to read some of the book to them even though parts of it might be above their understanding. If so, use words or examples they can relate to so that you are helping them to learn and understand. Allow the child to choose some of the topics by reading the headings to them. Ask which part they want to work on first. You can also help them with the drawings and write down the answers for them. If necessary, change the hard words into simpler words. Act as an interested reporter-secretary, trying to draw the child out while giving encouragement. Write down exactly what they have to say. Take your time. Don't insist on them answering. It may be enough for the child to know that you think the topic can be useful to think about and share. If you are in a situation in which there are larger groups of children of different ages, do not exclude younger children from the work that the older children are doing on this book. For younger children, keep their time and dose of participation and emotion small, just as a medicine's dose should be small for a small child. "Pediatric doses" of unpleasant facts are needed, even about people the child knows who are sick or have died. Withholding the facts keeps the child from trusting you.

Try using at least as much of the book as you think the child can understand. Let them set the pace. Gently try to work through all of the sections. Encourage clipping and pasting in of pictures and articles if newspapers, magazines or photos are available. Encourage the use of extra pages to provide more space for drawings and writing. Extra pages can be attached to this book. Children often work on the book on and off over weeks and sometimes even months. It becomes a valuable scrapbook of information from many sources. Very often, they complete an emotionally difficult section at a later date.

Older children might want to work on the book on their own. But they will still benefit from a teacher, parent, aunt, grandparent, student or other caring adult tuning in, showing an interest in how they are thinking and feeling about the work in this book. Children should be regularly offered adult assistance. Be available to serve as a resource for your learner or child and help them find any information and answers. Try hard to keep them in touch with a network of people who know them or create a school-based network of learners and teachers interested in the children's lives.

Emphasize scientific facts about the virus, about tests, medicines, antibodies and vaccines, especially for older children. Help the child understand what doctors and scientists are learning about to end the pandemic. Explain how social distancing and the wearing of masks are proven ways to reduce the spread of infections. Many children don't understand important information such as why they must wear masks and maintain social distancing. The reasons we wear masks is to stop the spread of infections and deaths. It is extremely important that everyone understands this.

Use of illustrations as a coloring book, and how they help

There are a few drawings in the book, which can be used to colour in. They are useful for everyone including adults, families, teenagers and children, in a variety of ways to help strengthen normal coping during or after trauma. Children who have a preference for visual as opposed to spoken communication can draw their own pictures or colour in the drawings with an adult, who can help the child think about the topic. The pictures can be used as starting points for discussions about the events.

Adults and children who are struggling to cope may find that the process of storytelling, writing and drawing is helpful. They might choose to start with the illustrations furthest from their own experience, and gradually work up to those closest.

Family members can work together, sometimes each colouring or drawing a portion of a picture or making a separate one. Shared colouring may help everyone feel emotional strength about the images, help them take control, feel calmer and recognize their feelings. The drawings that are already in the book, or those that the child draws can also be used as topics for discussion. For example, a parent or teacher could ask, "What are you feeling now?" or "What is happening in this picture?" People often express their own feelings by describing what someone else is feeling.

Teachers can use *My South African Pandemic Story* in a classroom setting, with children working individually or in small groups. Social support from a group helps children *and* adults cope in difficult situations.

Adult helpers can benefit from this book

This workbook is designed to help both individuals and groups that have suffered stress from the COVID-19 pandemic. The adult who is helping the child may also be burdened or even traumatized by some of the same events that affect the child or by having to deal with other sick or psychologically distressed people. Adults who have been traumatized in a large scale pandemic may find this book helpful because it offers a way of helping children cope in a structured manner, rather than having to invent something new. You can also use sections of it for writing about yourself.

Use by Mental Health Professionals

Social workers, therapists and university students can use *My South African Pandemic Story* during individual, family or group sessions to supplement other treatment or psychosocial support for depressive, anxious or Post Traumatic Stress Disorder patients when the condition is due to a pandemic, isolation, or displacement of a child's living arrangements.

More information is available online at

<http://www.childrenspsychologicalhealthcenter.org/>

About trauma

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

Many people recover from a terrible event without long lasting effects. The time frame of traumatic reactions varies a lot. Sometimes children and young adults get frightened, upset or worried immediately after the event, but many get disturbed days or months later. Some have trouble sleeping or have bad dreams. They may be afraid to go to school, or have headaches, stomach-aches or other problems because they are so worried. They might not even know what they are worried about. They may have trouble remembering what happened, or sometimes remember bad things that they would rather not think about at all. They might be afraid. They might have no feelings at all, becoming emotionally numb. They might not be able to pay attention or learn. Unwanted thoughts, avoidance of memories, and anxious behaviors are three categories of problems in post-traumatic stress disorder.

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

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

A caring social network is vital for all children and adolescents. It helps to know there are people who can help. The network may be siblings, friends, parents, grandparents, aunts, uncles, neighbours, teachers or therapists. Talking to your trusted helpers and friends and writing about your feelings are ways that can help you feel better. Reading can also help you learn more about what to do to be safe.

Using this book may help you to talk to others, and it may help you in other ways. By writing down or drawing pictures about what you remember, what you think about and what your feelings are, you can be a witness to history. You will feel and become mentally stronger.

Some facts about the pandemic

In December 2019, an outbreak of COVID-19 occurred in Wuhan, Hubei Province, China and later spread to other provinces and cities in China. It then spread to other countries around the world. Scientists who study viruses with electron microscopes have found the virus came from an animal, probably a bat, in Wuhan China. Within three months from the start of the pandemic, more than five hundred thousand people became sick. Much smaller numbers died. A large number of people went to hospitals for treatment. Local hospitals in China, Japan, Iran, South Korea, Italy and other countries became overcrowded with patients who had difficulty breathing. Millions throughout the world were getting sick and hundreds of thousands died. Many patients had to choose self-care and self-isolation. New hospitals were rapidly built and others were expanded all over the world. Many health workers were suddenly overburdened with the risk of infection because they did not have adequate personal protective equipment (PPE).

In December 2020 a new variant of the virus was discovered in South Africa called the 501.V2 variant. The new variant made the virus more easy to spread and more severe.

The pandemic has disrupted many nations and millions of people's daily lives in different ways: loss of jobs and income, lockdown, school closures, splitting up families, hunger, stopping of work and school activities, shortage of masks and panic about the disease. There are constant news reports about the increasing spread or second waves of infection. Many people have lost loved ones and friends.

Long distance travel was restricted. Many schools around the world were closed. Many universities were closed too, and started to teach classes online. Sports events were cancelled or are held without fans in the stadiums.

Many people have lost jobs and thousands of South Africans are hungry. All of these changes are difficult to deal with, and we will be able to deal with them only with help from families, friends, teachers and local and national governments.

Many scientists have taken the lead, advising governments around the world how to reduce the spread, how to develop vaccines, and how to use the country's resources wisely to prevent further deaths and financial hardships.

This pandemic is one of the most serious challenges in world history. Our young people must become educated and be part of the solution to this challenge. Fortunately, the youngest people are likely to be healthy even if the virus reaches them. All the latest research shows that the majority of children (especially those who are generally healthy) are not affected as much as adults, and that if children contract the virus, most have mild symptoms, do not have to be hospitalized and recover fully. But they have to be very careful not to spread the virus to their older family members and neighbours. It is the very oldest people and those who are already sick with other diseases that are likely to need medical care.

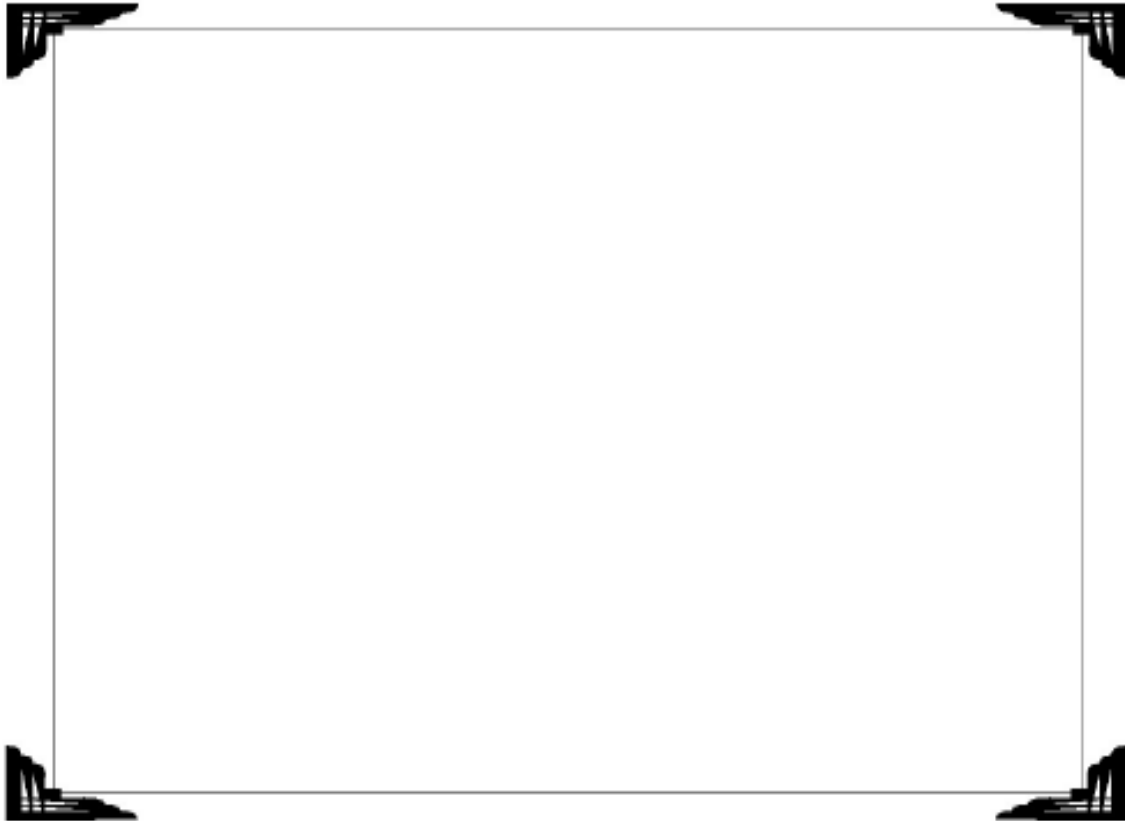
Tens of thousands of health workers have volunteered to help during the pandemic. They went to highly infected areas to do testing. Civil servants, community workers, neighbourhood committees, police, teachers, psychosocial counselors and therapists, volunteers and others have all given a helping hand to provide support for those affected by the pandemic and to provide the daily necessities of the affected people.

Good news: from the beginning of 2021 most countries around the world have been able to access vaccines to protect against severe infection. It is predicted that when enough people are vaccinated in a country, they will become immune to the virus.

MY SOUTH AFRICAN PANDEMIC STORY

My name is: _____

Here is a drawing of me



The date I started this book is: _____

The date I finished this book is: _____

If someone helped you to write in this book, who was it? _____

WHO I AM

My birthday is _____ I am _____ years _____ old.

The people who usually live with me are _____

Some things I like to do are _____

Something I am good at is _____

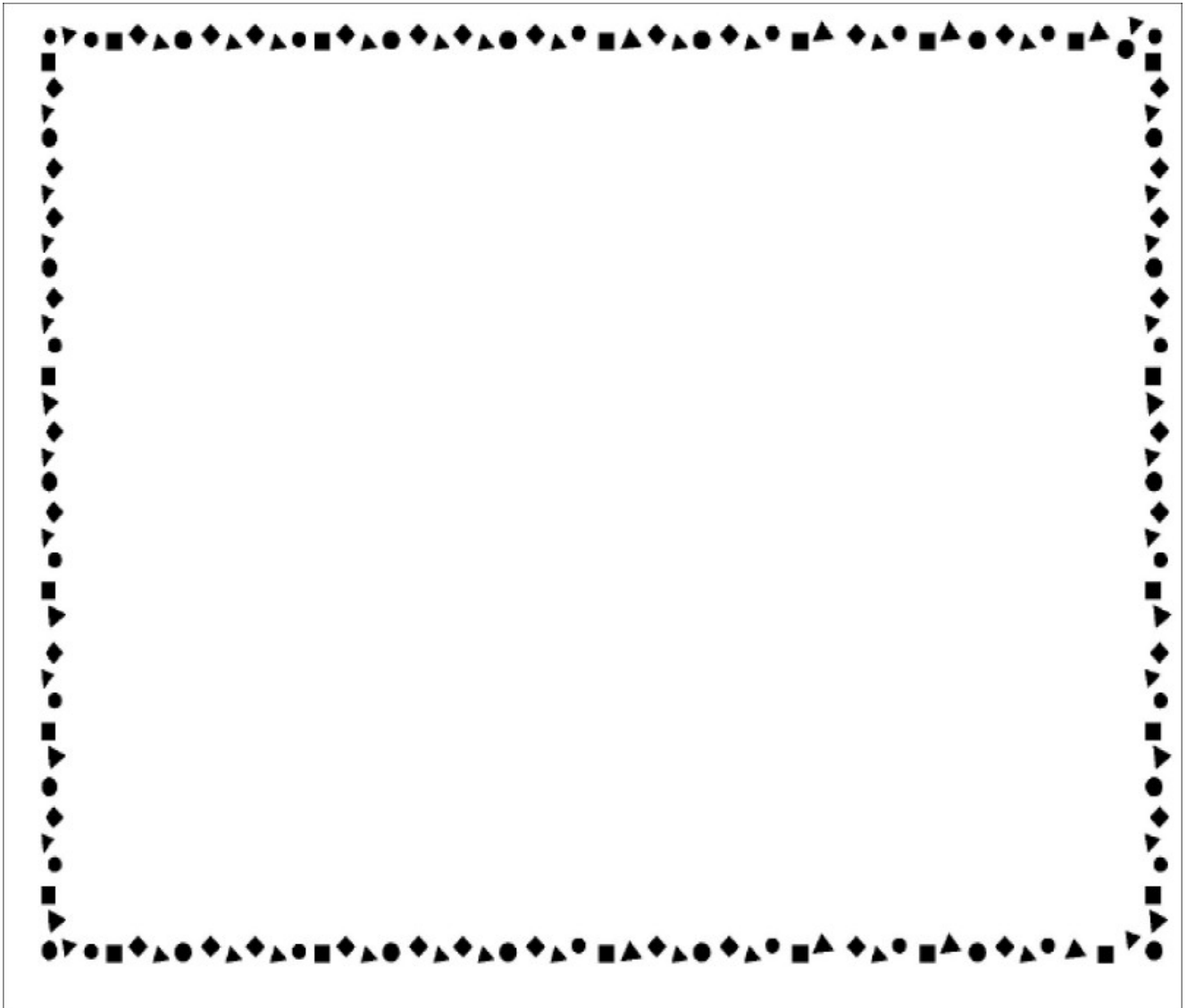
Some things I don't like to do are

Something I want to learn more about is

When I grow up, I think I would like to be/do

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

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

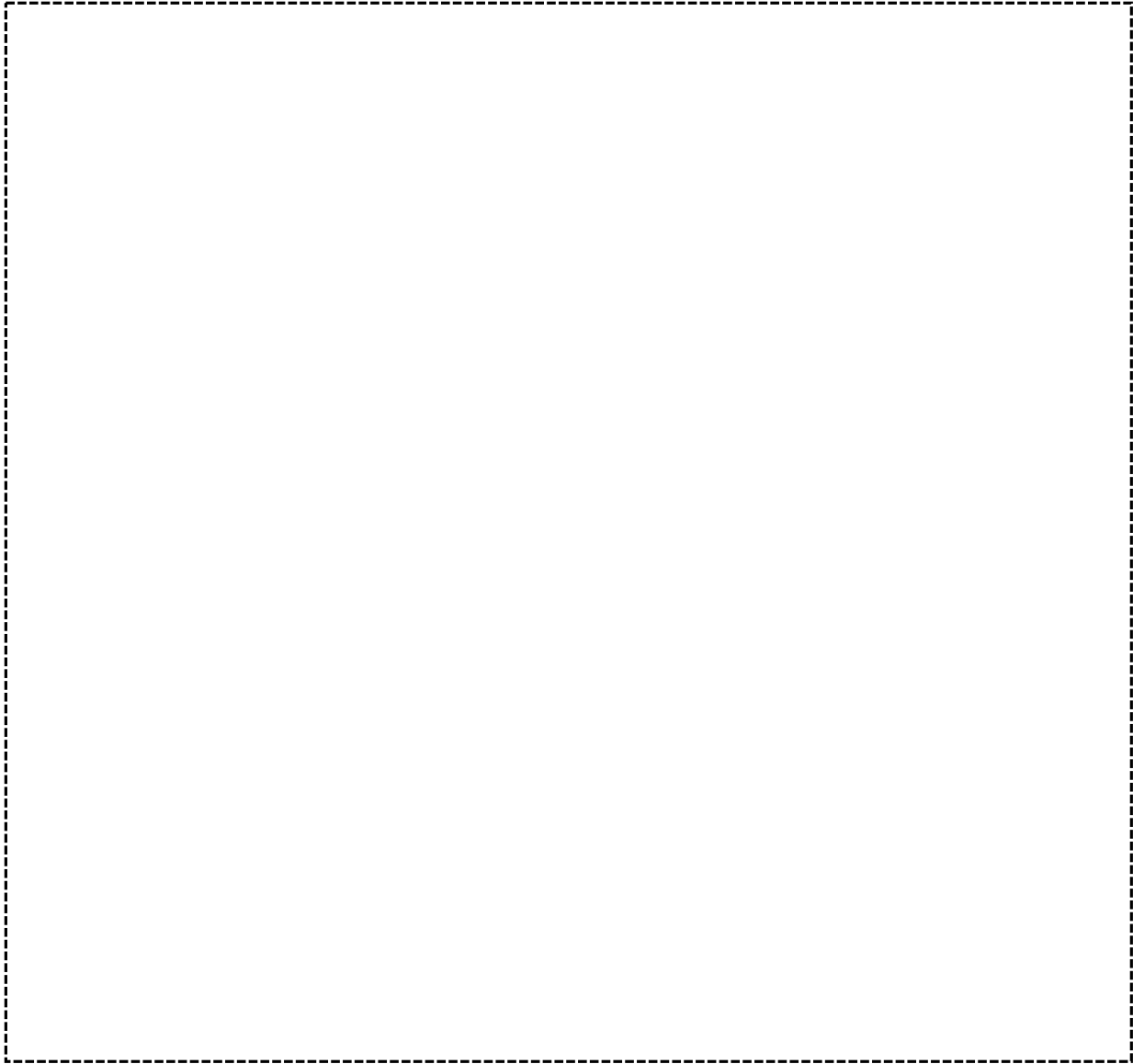


Information about my caregiver (the main person who looks after me)

My caregiver's name is _____

One of the best things I know and love about my main caregiver is

Here is a picture of my caregiver and me



Here are some more good things I did with my parent or caregivers before the pandemic:

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

Here is a picture of something I liked to do before the pandemic



Information about other relatives

Here is what I like to remember about my relatives:

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

A drawing of me with a very good friend



About my school

The name of my school is:

My teacher's name is:

What I like most about school is:



Draw a circle around the words that are true:

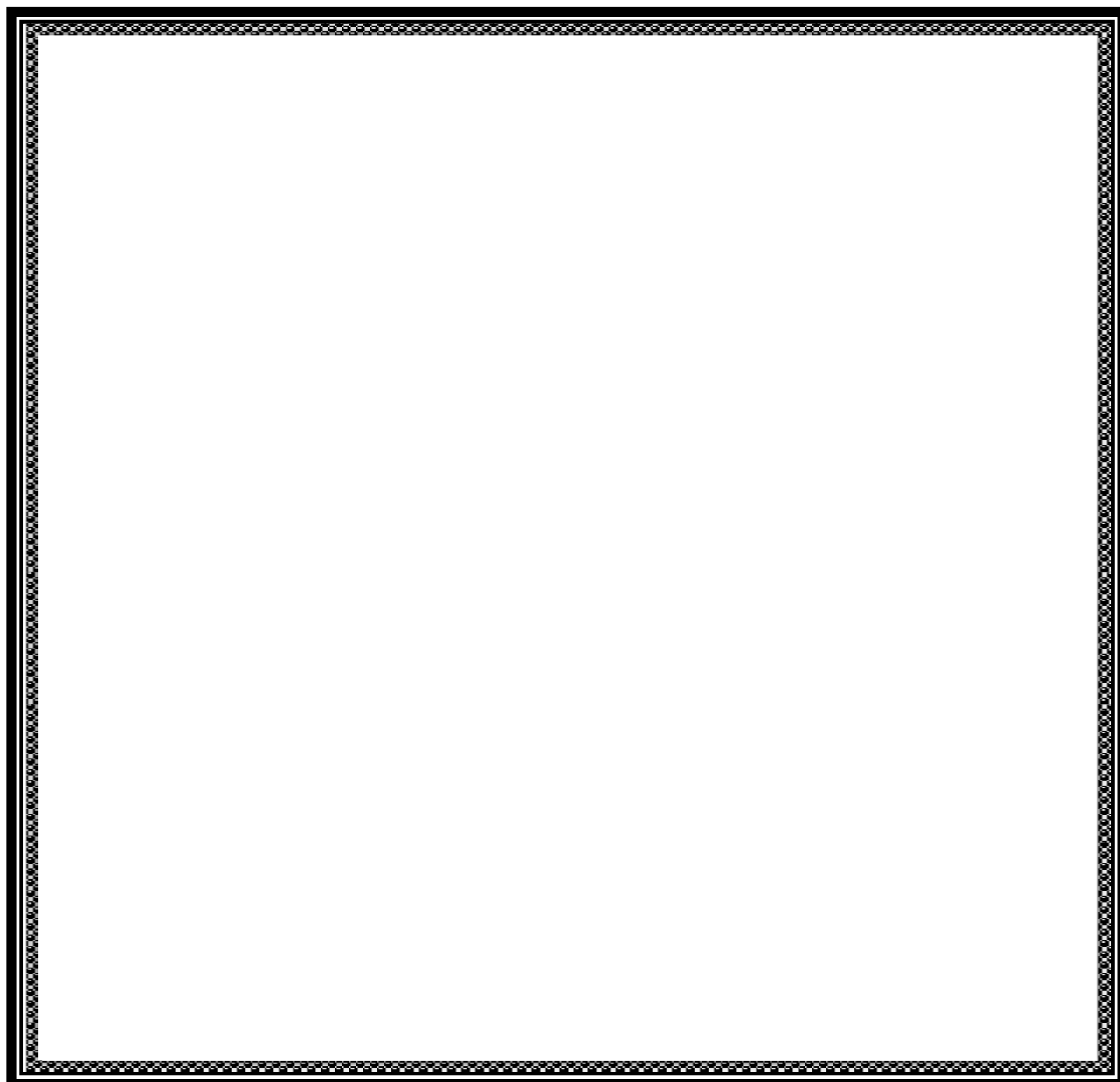
Since the pandemic happened, sometimes when I go to classes I feel like this:

Worried	Safe	Not Safe	Calm	Sad
Don't know	Tired	Don't care	Relieved	Lucky

A picture of my idea of a safe place

A large rectangular area defined by a dashed black border, intended for a student to draw a picture of their idea of a safe place.

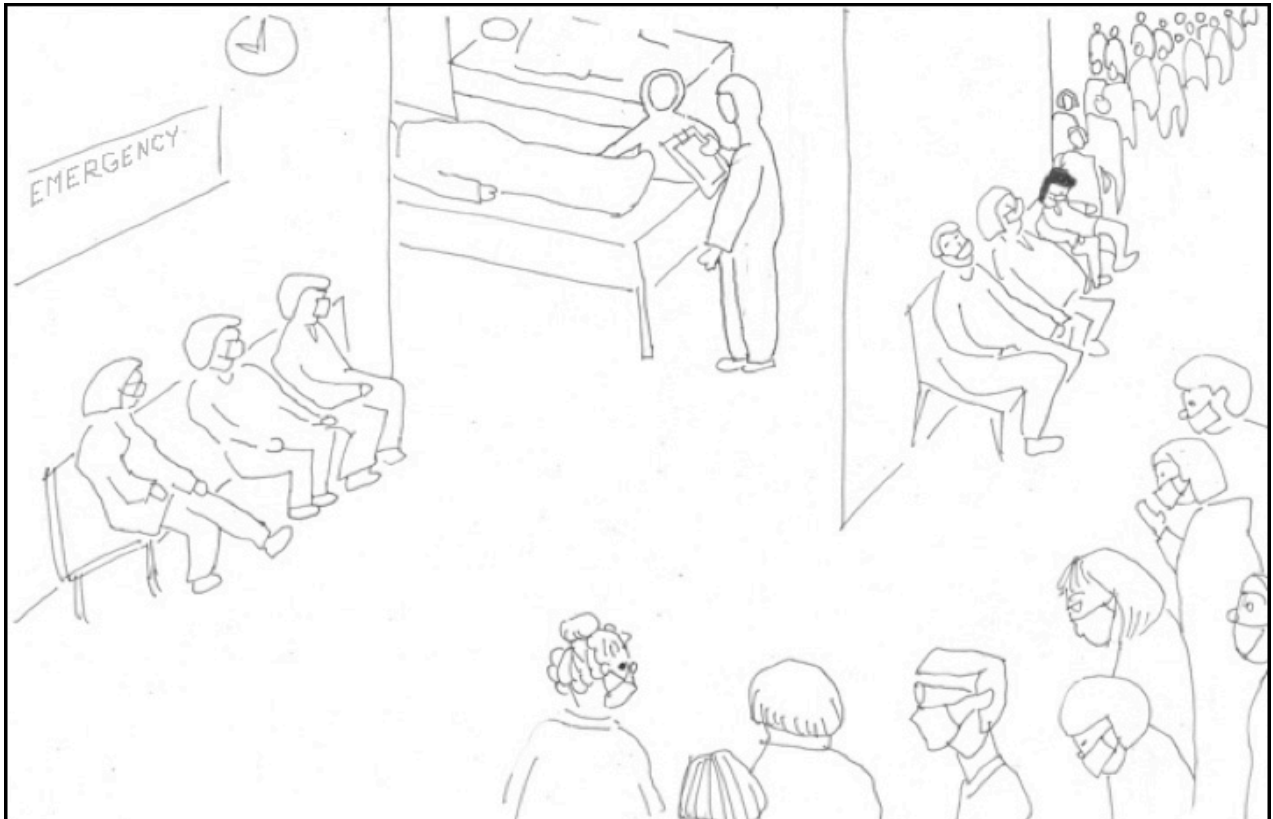
This is a picture about something I want to do when I grow up



Hospitals and Clinics

Not everyone who got the virus became very sick. More than 80% of people who got the COVID-19 virus felt like they had a bad cold or flu or even did not feel sick at all. One problem was that they could make other people sick even though they were not very sick themselves. The biggest danger was carrying the virus to older people and to people who already had other illnesses that made them weak.

Colour in this picture of a hospital



Note: even in hospitals there must be social distancing. Is there enough in this picture above?

Lockdown

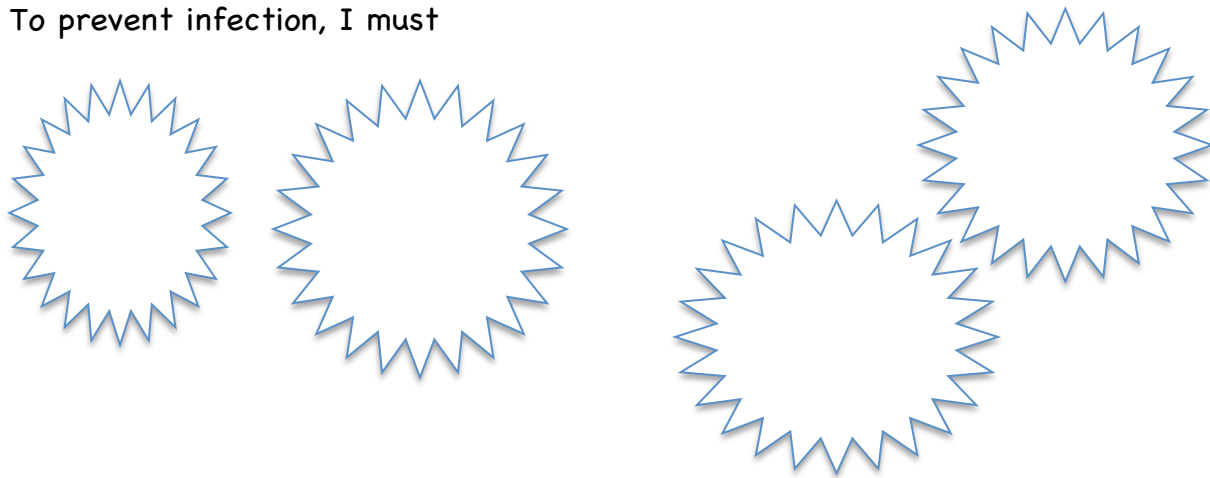
The purpose of lockdown is to prevent the spread of the pandemic. Everyone in isolation must try hard to avoid going outdoors. If they must go out, they must wear masks, sanitize and wash their hands carefully with soap before and after leaving. This way, the risk of infection will be lower. Usually, it is difficult for children to understand why they aren't allowed to go out during the time of lockdown. It is important that adults accept and respond to their children's feelings and help their children know that adults understand their fears.

Here are some things I learned about the pandemic:

I learned that COVID-19 causes

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

To prevent infection, I must



Here is a drawing of the strangest thing I saw

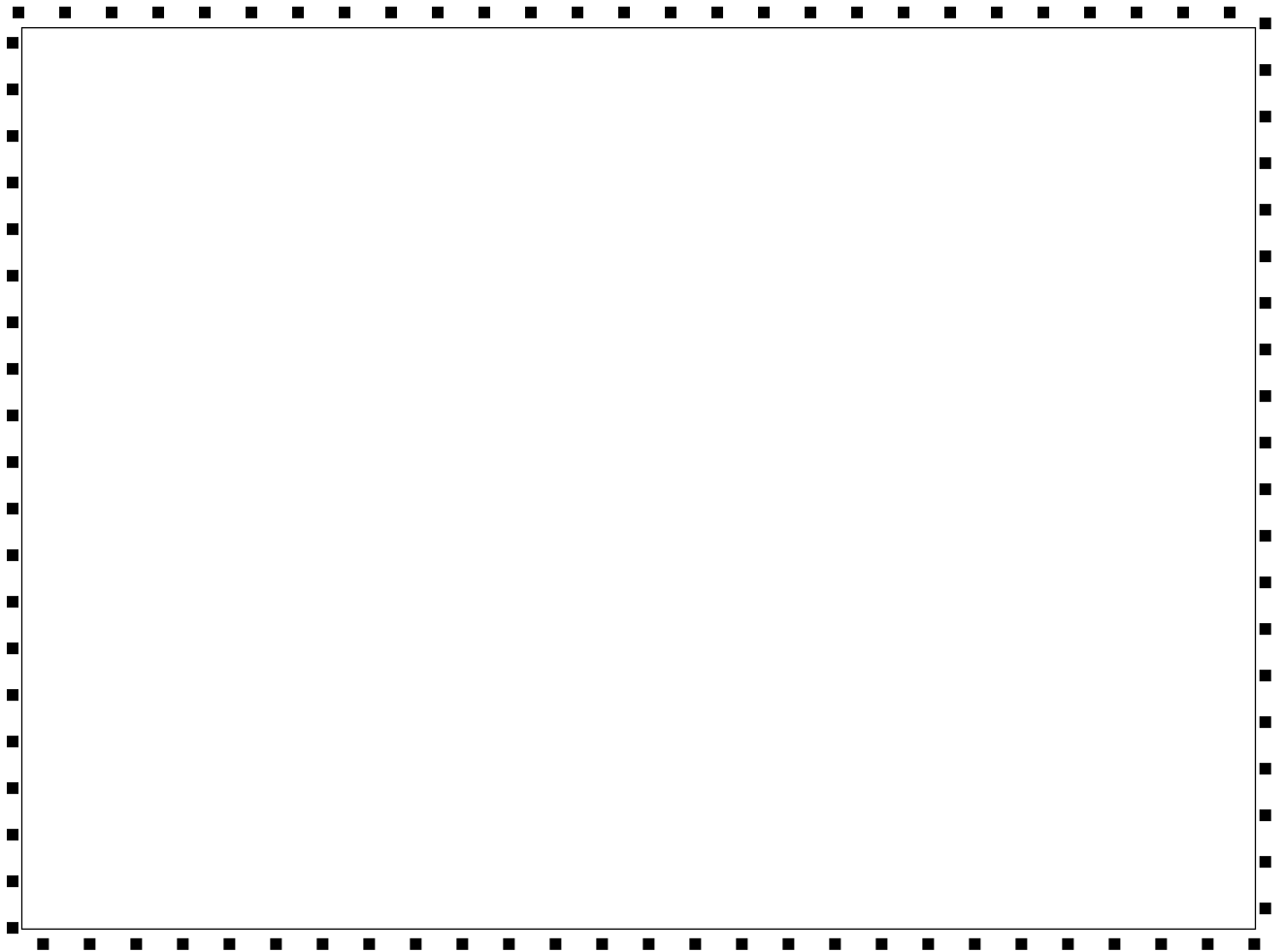


The most frightening thing I heard about or saw was

The saddest thing I heard about or saw was

The best thing that happened was

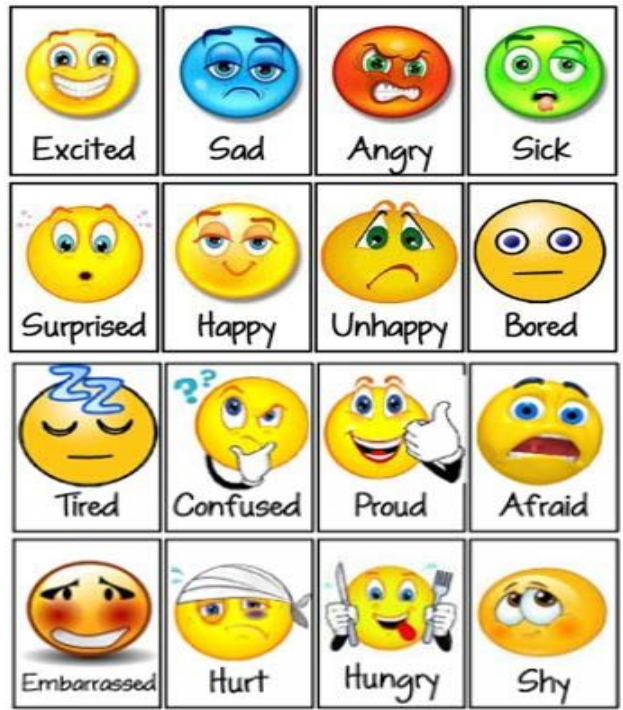
Here is a picture about the best thing that happened



What I was feeling at the beginning of the pandemic

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

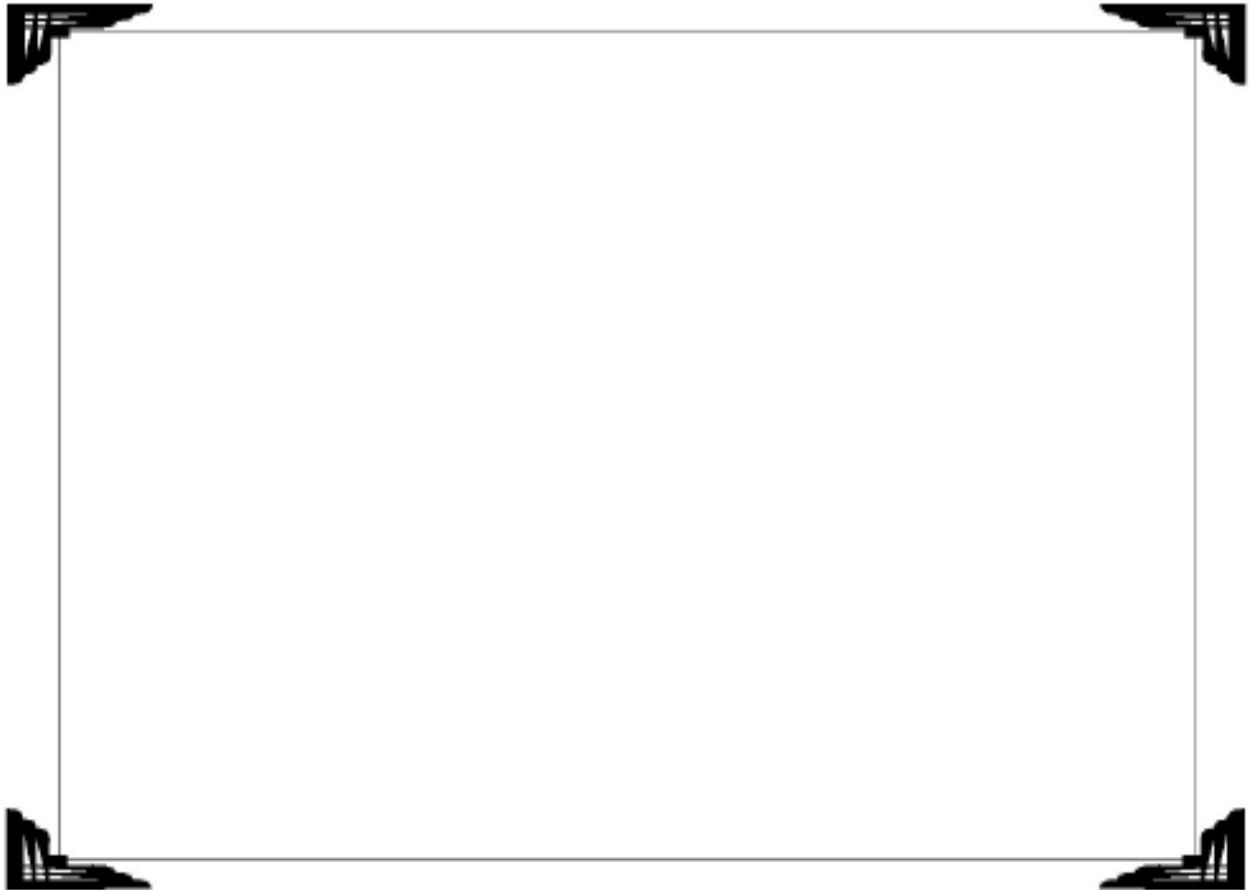
Afraid	Nervous	Excited	Sad	Relieved
Happy	Upset	Frightened	Helpless	Dizzy
Guilty	Sweaty	Lonely	Sick	Hopeful
Numb I couldn't feel anything.		Worried		Shaky
Glad		Alert		Bad
Mixed up		Sorry for myself		My heart was beating fast
Like I was in a dream		Tired		Angry at someone:
Angry at myself		Clear minded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



Choose from above or make up your own Emoji face to explain how you are feeling now

Some of the bad things that happened to friends of mine are

This is how I protect myself from the virus

A large rectangular box with a thin black border. At each of the four corners, there is a decorative black ornament that resembles a stylized corner bracket or a piece of furniture. The interior of the box is empty, providing space for a drawing or a detailed response.



About My Dreams

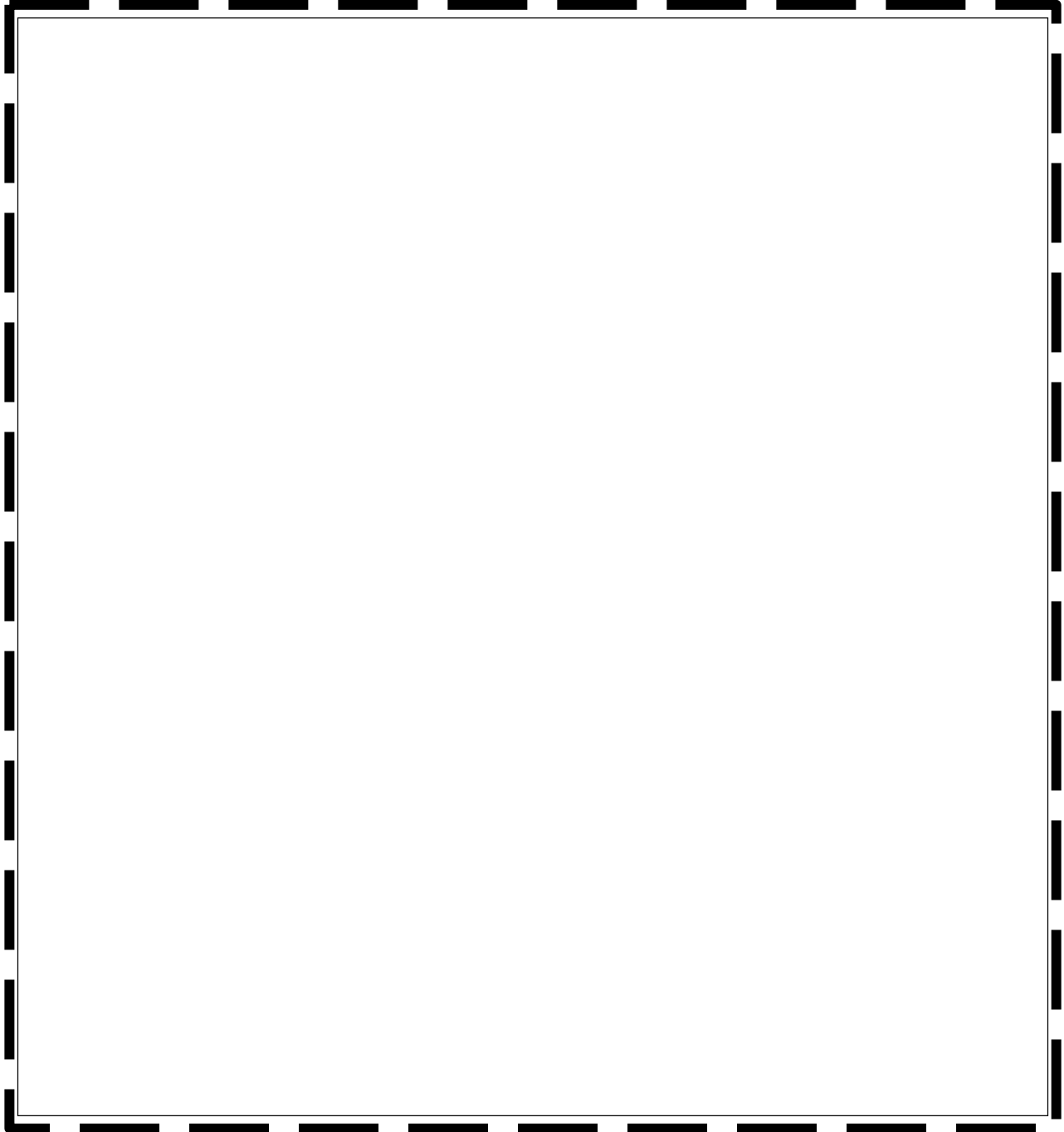
Here is something only I know about my dreams:

Before the pandemic the WORST dream in my whole life was

Before the pandemic the BEST dream in my whole life was

ABOUT MY HOME

Here's a photo or drawing of my home



MEMORIES

Today's date is _____

The part I don't like to remember about the pandemic is

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

1. _____
2. _____
3. _____

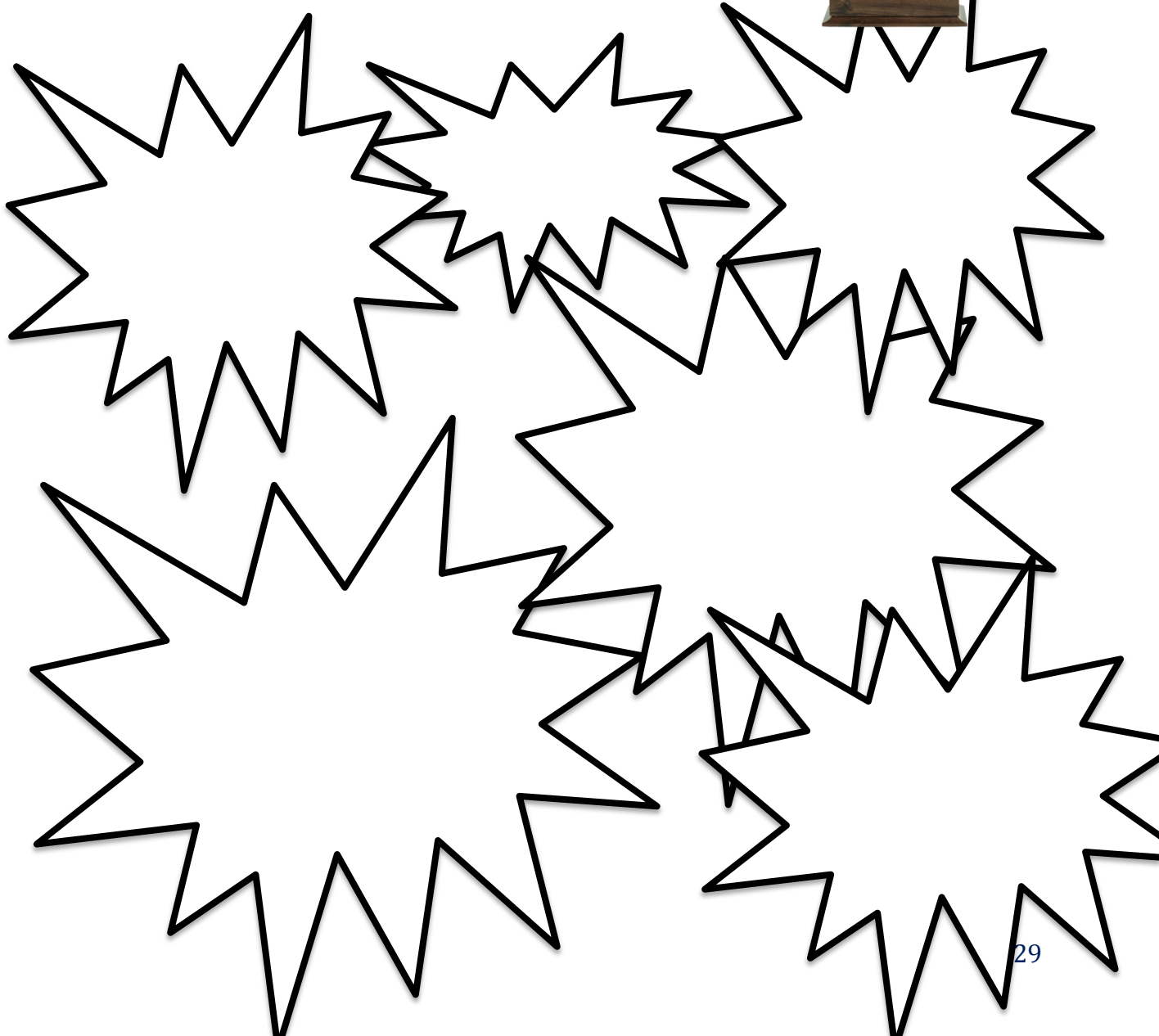
When they told me to wear a mask every time I go out, I felt

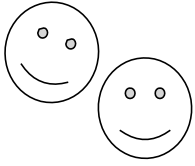
When they told me to wash my hands so many times every day I felt

When I always needed to stay at home I felt

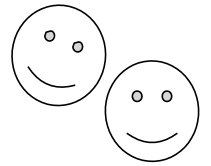
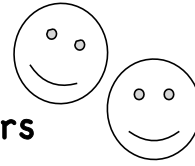
Positive things about myself

These are my strengths:

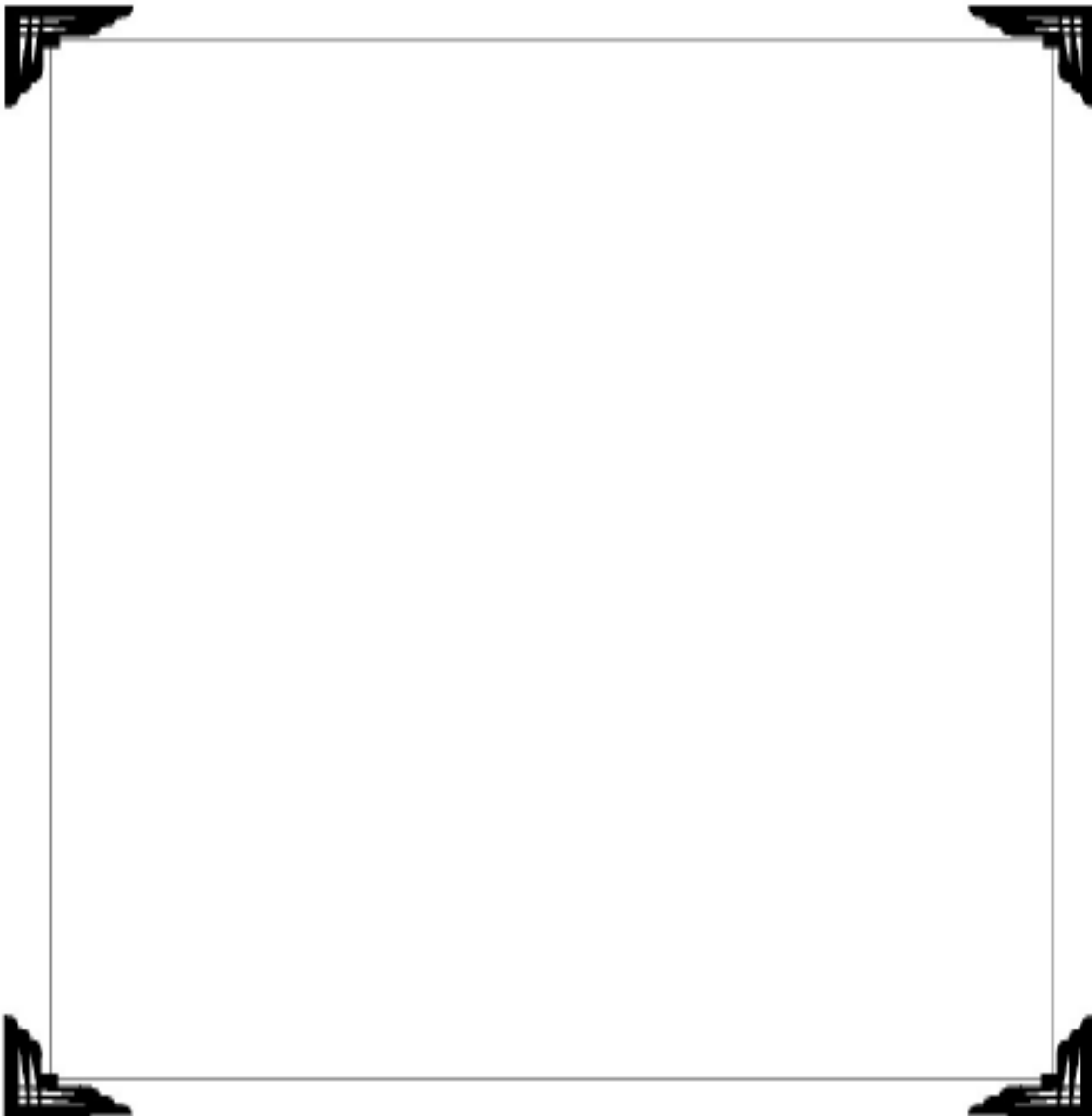




Comforting myself and others



A picture of me comforting a younger sibling, cousin or friend



GUIDELINES FOR SUPPORT

Learners needing any psychosocial support (wanting to just talk to someone privately about anything/including facing any difficulties or challenges (*Abafundi abadinga nayiphi na ingqondo (ngokufuna ukuthetha nomntu ngasese ngayo nantoni na/kubandakanya ukujongana nobunzima okanye imiceli mngeni*)), see contact numbers below.

DO NOT PANIC:

You need to know that the Department of Education (DBE) has said that they are putting into place return to school, 'recovery' plans that aim to ensure that all learners are taught what they need to know.

WHAT YOU CAN DO:

1. Try to 'stay connected' to school life.
2. This does not mean that you have to be in touch with the school if you are not able to do so.
3. Rather, it means that you can do things that will help you not forget what you have already learnt.
4. Regularly revise and memorise what you have previously learnt by: reading and understanding texts, completing written tasks and practicing Maths and Science calculations.
5. These can help you prepare for when we all return to school.

Keeping yourself connected to your normal life as much as possible or doing as many of your regular activities as possible can be helpful.

Possible signs that you may be finding it challenging to cope:

1. **Feeling sad or crying when there is no apparent reason** (Ukuziva ulusizi okanye ulile xa kungekho sizathu sivakalayo).
2. **Anger and frustration when there is no apparent reason** (Umsindo kunye nokukhathazeka xa kungekho sizathu sibonakalayo).
3. **Not taking part in activities you would usually enjoy at home** (Ukungathathi inxaxheba kwimisebenzi abanokonwaba ekhaya).
4. **Loss of interest in spending time with family or friends via social media** (Ukungathathi inxaxheba kwimisebenzi abanokonwaba ekhaya).
5. **Tiredness and loss of energy** (Ukudinwa kunye nokuphelelwa amandla).

6. **Sleeping too much or struggling to sleep** (Ukulala kakhulu okanye ukusokola ukulala).
7. **Changes in appetite** (Utshintsho kumdlu wokutya).
8. **Angry outbursts, disruptive or risky behaviour** (Ukuphuma ngengqumbo, isenzo esiphazamisayo okanye esiyingozi).
9. **Self-harm** (e.g. cutting, burning, or otherwise hurting themselves (Ukuzenzakalisa (umz. Ukuzisika, ukutshisa, okanye ukuzenzakalisa).

Learners need to know that:

1. **If you are unable to get hold of a teacher you can try and get hold of SAPS if you feel you believe the risk is high** (*Ukuba awukwazi ukubamba utitshala okanye unontlalontle unokuzama ukubamba i-SAPS ukuba uziva ngathi uyakholelwa ukuba umngcipheko uphezulu*).
2. **Alternatively contact community organizations** (*Nxibelelana neminye imibutho yabahlali*):

Service Providers and Contact Details

Service provider	National or provincial	Types of service	Contact number
South African Police Services	National	Report a crime	08600 10111
South African Depression and Anxiety Group (SADAG) - ADHD	National	ADHD Helpline	0800 55 44 33
Child Welfare South Africa	National	Report child abuse or neglect	0861 452 4110
Childline South Africa	National	Report child abuse or neglect	08000 55555
Police Child Protection Units	National	Report child abuse or neglect	10111 childprotect@saps.org.za

Gender Based Violence Command Centre	National	Gender based violence helpline (GBV)	0800 428 428 *120*7867#
Gender Based Violence Command Centre	National	GBV helpline for the deaf and disabled community	Helpme GBV SMS 'help' to 31531
South African Depression and Anxiety Group (SADAG)	National	Helpline for mental disorders, anxiety,	0800 456 789 0800 567 567 (suicide

		depression and suicide	hotline)
CIPLA 24-hr Mental Health Helpline	National	Helpline for mental disorders, anxiety, depression and suicide	0800 456 789 WhatsApp: 076 88 22 77 5
National Crisis Line	National	National Crisis Line 24 hour telephonic counselling service dealing with all forms of abuse, HIV/AIDS, bereavement, suicide and eating disorders	0861 322 322
South African Police Services	National	Report a crime	08600 10111

REMEMBER

Protect
yourself and others against
COVID-19

Cover your coughs or sneezes with tissues or your elbow

Put your used tissue in the rubbish bin or in a plastic bag

Wash and dry your hands often, especially after coughing or sneezing – use soap or hand sanitiser

Stay away from others if you're unwell

COVID-19 HEALTH ADVICE
0800 358 5453

health.govt.nz/COVID-19
Protect your family/whānau from COVID-19 (coronavirus)

New Zealand Government

February 2020 | 1497326

ACKNOWLEDGEMENTS

The Original Writers of 'My Pandemic Story'

Gilbert Kliman, M.D., is Director of The Children's Psychological Health Center in San Francisco, California. He has 50 years of experience in psychological disaster response. He is the founder and former director of the nation's largest situational crisis facility, the non-profit Center for Preventive Psychiatry in White Plains, New York. He and that Center's staff helped many thousands of severely stressed persons following deaths, injuries, and violent experiences including aircraft accidents, floods and tornadoes, urban crimes and homelessness. Author of Psychological Emergencies of Childhood, he pioneered the concept of "psychological immunization" by small doses of honest communication. Recipient of over 40 service and research grants and Editor of The Journal of Preventive Psychiatry, in addition to over 70 scientific articles, Dr. Kliman wrote Responsible Parenthood with Albert Rosenfeld. That book won an international literary prize for "world's best book concerning the well-being and nurture of children." He is the inventor of Reflective Network Therapy for children in classroom groups, and the creator of manuals for carrying out that therapy and its short form called The Guided Activity Workbook Method. He recently won the Dean Brockman Award for his Unifying New Theory of PTSD, the 2016 Anna Freud Award for his preschool research and service, and in 2020 the first Humanitarian Award of the American Psychoanalytic Association. See www.childrenspsychologicalhealthcenter.org for a fuller description of his work and that of the agency he directs.

Anne Kuniyuki Oklan, R.N., the first illustrator of much of the original My Earthquake Story workbook, is a nurse as well as a parent-child and family therapist and psychological Coach.

Edward Oklan, M.D., M.P.H., A child and family psychiatrist and Assistant Clinical Professor of Psychiatry at the University of California, San Francisco. Dr. Oklan specializes in work with children, adults and families who have experienced severe psychological trauma, and practices in Marin County.

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

Agencies that collaborated to help make this guided activity book available to children, families, teachers and caregivers:

1. The Children's Psychological Health Center, Inc.,
(www.childrenspsychologicalhealthcenter.org), San Francisco, California. 94115. See

their series of disaster response guided activity workbooks. Gilbert Kliman, MD, Medical Director (see above)

2. China American Psychoanalytic Alliance (CAPA)
(www.capachina.org; www.capachina.org.cn)
3. Elise Snyder, M.D., President: Clinical Associate Professor of Psychiatry at Yale School of Medicine. In 2012 she received the American Society of Psychoanalytic Physicians: Sigmund Freud Award and also the 2012 American Academy of Psychoanalysis and Psychodynamic Psychotherapy Presidential Award.
4. You Chen, M.D.: Psychiatrist, psychotherapist, Director of Community Mental Health Department, Shanghai Yangpu Mental Health Center, CAPA Basic Program graduate
5. Ping Hu: Counselor in Wuhan; psychoanalyst candidate in Chicago Psychoanalytic Institute, CAPA Supervision Program graduate
6. Maranda Sze, Ph.D.: Counselor in Shenzhen & Hong Kong, psychoanalyst candidate in Chicago Psychoanalytic Institute, CAPA Supervision Program graduate
7. Xijie Yang, Ph.D.: Vice Professor of National Institute of Education Science, PRC, CAPA Basic Program graduate

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Other publications

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

See the *Disaster Relief* section of our agency's website to learn more. Tax deductible contributions welcomed and needed at www.childrenspsychologicalhealthcenter.org or <https://donatenow.networkforgood.org/defaulturl-21587>

South African Adaptations

Front cover image

Gabriel Sieff, Grade 10 High School Student, Cape Town, South Africa.

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ⁱⁱ Patti Silbert: PhD (UCT) is Project Manager of the Schools Improvement Initiative (SII), in the Schools Development Unit, School of Education at the University of Cape Town (UCT). The SII is one of UCT's social responsiveness initiatives, which partners with five schools in the Western Cape township of Khayelitsha. Patti's main interests are developing holistic, integrated school improvement models through partnership, interdisciplinarity and collaboration. She has published internationally, and is first editor of the book: *Partnerships in Action: University-Community-Schools* (Silbert, Galvaan & Clark, 2018, HSCR Press).

ⁱⁱⁱ Tembeka Mzozoyana: BSW (UCT) is a Social worker and Schools Wellness Centre coordinator for the Schools Improvement Initiative (SII) at UCT. The SII works in close partnership with the Metro East Education District and partners with five schools. Tembeka is a member of the Khayelitsha Eastern Substructure Adolescent & Youth Health Services Forum and has been a student supervisor for the UCT Department of Social Development (Social Work) for the past 7 years.

Colour in the picture, using whatever colours you want. You can add anything else into the picture that you like.

