


Coronavirus (COVID-19)

Helping Children Cope

Children may respond differently to an outbreak depending on their age. Below are some reactions according to age group and the best ways you can respond.

Mary Bridge Children's
MultiCare 

» Learn more at
marybridge.org/coronavirus

 Reinforcing good hand hygiene practices will help empower children about what they can do to remain healthy

Reactions

How to Help



Preschool

- Fear of being alone, nightmares
- Speech difficulties
- Loss of bladder/bowel control, constipation, bed-wetting
- Change in appetite
- Increased temper tantrums, whining, or clinging behaviors
- Sleep pattern changes

- Patience and tolerance
- Provide reassurance (verbal and physical)
- Encourage expression through play, reenactment, storytelling
- Allow short-term changes in sleep arrangements
- Plan calming, comforting activities before bedtime
- Maintain regular family routines
- Avoid media exposure
- Plan calming, comforting activities before bed time



School-age (Ages 6-12)

- Irritability, whining, aggressive behavior
- Clinging, nightmares
- Sleep/appetite disturbance
- Physical symptoms (headaches, stomach aches, etc.)
- Withdrawal from peers, loss of interest
- Competition for parents' attention
- Forgetfulness
- Increased statements of worry or fear

- Patience, tolerance, and reassurance
- Play sessions and staying in touch with friends.
- Regular exercise and stretching
- Engage in educational activities (workbooks, educational games)
- Participate in structured household chores
- Set gentle but firm limits
- Follow the child's lead and need for information when discussing current outbreak. Encourage child to ask questions. Provide short answers and allow child to ask further questions if necessary. Do not bombard with information.
- Encourage expression through play and conversation
- Maintain family routines
- Limit media exposure, talking about what they have seen/heard including at school
- Address any stigma or discrimination occurring and clarify misinformation
- Reward positive behaviors often



Adolescent (13-18)

- Physical symptoms (headaches, rashes, etc.)
- Sleep/appetite disturbance
- Agitation or decrease in energy
- Ignoring health promotion behaviors
- Isolating from peers and loved ones
- Avoiding/cutting school

- Patience, tolerance, and reassurance
- Encourage continuation of routines
- Encourage discussion of outbreak experience with peers and family
- Stay in touch with friends
- Participate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviors
- Limit media exposure, talking about what they have seen/heard including at school
- Address any stigma or discrimination occurring and clarify misinformation



Children with special needs

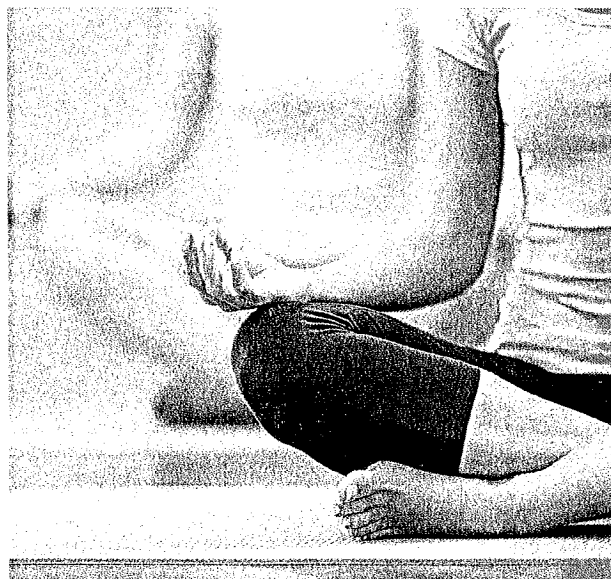
- Reactions will likely be based on the child's developmental level and may include a combination of the symptoms above depending on your child's developmental age. Most, if not all of these symptoms should respond to the strategies above.

- Provide increased access to comforting measures and sensory needs
- Offer factual information and short clear answers to questions within child's scope of understanding
- Limit preoccupation with becoming ill by introducing factual information ('children are not at high risk, it is very unlikely you will get ill, school is out to continue to protect kids')

COPING WITH STRESS DURING INFECTIOUS DISEASE OUTBREAKS

USE PRACTICAL WAYS TO RELAX:

- Relax your body often by doing things that work for you—take deep breaths, stretch, meditate, wash your face and hands, or engage in pleasurable hobbies.
- Pace yourself between stressful activities, and do a fun thing after a hard task.
- Use time off to relax—eat a good meal, read, listen to music, take a bath, or talk to family.
- Talk about your feelings to loved ones and friends often.



Take care of your physical health to help lower your stress. Take a break to focus on positive parts of your life, like connections with loved ones.

PAY ATTENTION TO YOUR BODY, FEELINGS, AND SPIRIT:

- Recognize and heed early warning signs of stress.
- Recognize how your own past experiences affect your way of thinking and feeling about this event, and think of how you handled your thoughts, emotions, and behavior around past events.
- Know that feeling stressed, depressed, guilty, or angry is common after an event like an infectious disease outbreak, even when it does not directly threaten you.
- Connect with others who may be experiencing stress about the outbreak. Talk about your feelings about the outbreak, share reliable health information, and enjoy conversation unrelated to the outbreak, to remind yourself of the many important and positive things in your lives.
- Take time to renew your spirit through meditation, prayer, or helping others in need.

Sources for Credible Outbreak-Related Health Information

Centers for Disease Control and Prevention

1600 Clifton Road
Atlanta, GA 30329-4027
1-800-CDC-INFO (1-800-232-4636)
<https://www.cdc.gov>

World Health Organization

Regional Office for the Americas of the World Health Organization
525 23rd Street, NW
Washington, DC 20037
202-974-3000
<http://www.who.int/en>

**PACIFIC COUNTY
BEHAVIORAL HEALTH TREATMENT
RESOURCES**

**PACIFIC COUNTY CRISIS LINE
(800) 884-2298**

**TRUE NORTH
(360) 533-9749**

**WILLAPA BEHAVIORAL HEALTH-OUT PATIENT
(360) 642-3787; (360) 942-2303**

**LIFELINE CONNECTIONS-OUTPATIENT
(360) 787-9310**

**FAMILY HEALTH CENTER AT KLIPSAN-
OUTPATIENT
(360) 665-3000**

**FREE BY THE SEA-INPATIENT
(800) 272-9199; (360) 665-4494**

**VALLEY VIEW HEALTH CENTER-OUTPATIENT
(360) 942-3040**

**SHOALWATER WELLNESS CENTER-
OUTPATIENT
(360) 267-8141**

**GRAYS HARBOR TREATMENT SOLUTIONS-
OUTPATIENT
(877) 774-6565**

**CLATSOP BEHAVIORAL HEALTH- OUTPATIENT
(503) 325-5722**

**NATIONAL SUICIDE HOTLINE
(800) 273-8255
741-741 TEXT OPTION**

**THE TREVOR PROJECT (LGBTQ FOCUS)
(866) 488-7386
678-678 TEXT OPTION**

**PACIFIC COUNTY
BEHAVIORAL HEALTH TREATMENT
RESOURCES**

**LÍNEA DE CRISIS DEL CONDADO DEL PACÍFICO
(800) 884-2298**

**SALUD DEL COMPORTAMIENTO DE WILLAPA -
PACIENTE EXTERNO
(360) 642-3787; (360) 942-2303**

**CONEXIONES DE LIFELINE-
PACIENTES EXTERNO
(360) 787-9310**

**CENTRO DE BIENESTAR DEL SHOALWATER-
PACIENTE EXTERNO
(360) 267-8141**

**CENTRO DE SALUD FAMILIAR EN KLIPSAN-
PACIENTE EXTERNO
(360) 665-3000**

**CENTRO DE SALUD DE VIEW VALLEY-
PACIENTE EXTERNO
(360) 942-3040**

**FREE BY THE SEA- PACIENTE INTERNO
(800) 272-9199; (360) 665-4494**

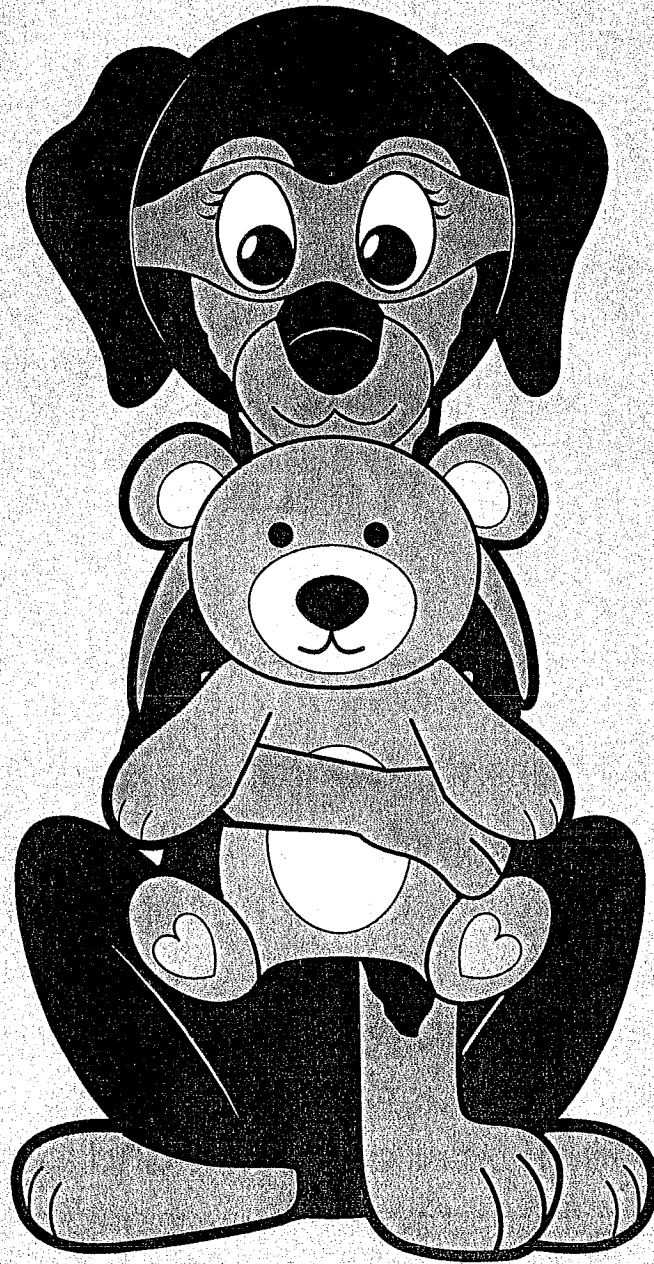
**SOLUCIONES DE TRATAMIENTO DE GRAYS
HARBOR- PACIENTE EXTERNO
(877) 774-6565**

**SALUD DE COMPORTAMIENTO DEL CLATSOP-
PACIENTE EXTERNO
(503) 325-5722**

**LINEA NACIONAL DE SUICIDIO
(800) 273-8255
741-741 OPCIÓN DE TEXTO**

**EL PROYECTO TREVOR (LGBTQ FOCUS)
(866) 488-7386
678-678 OPCIÓN DE TEXTO**

COPING AFTER A DISASTER



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

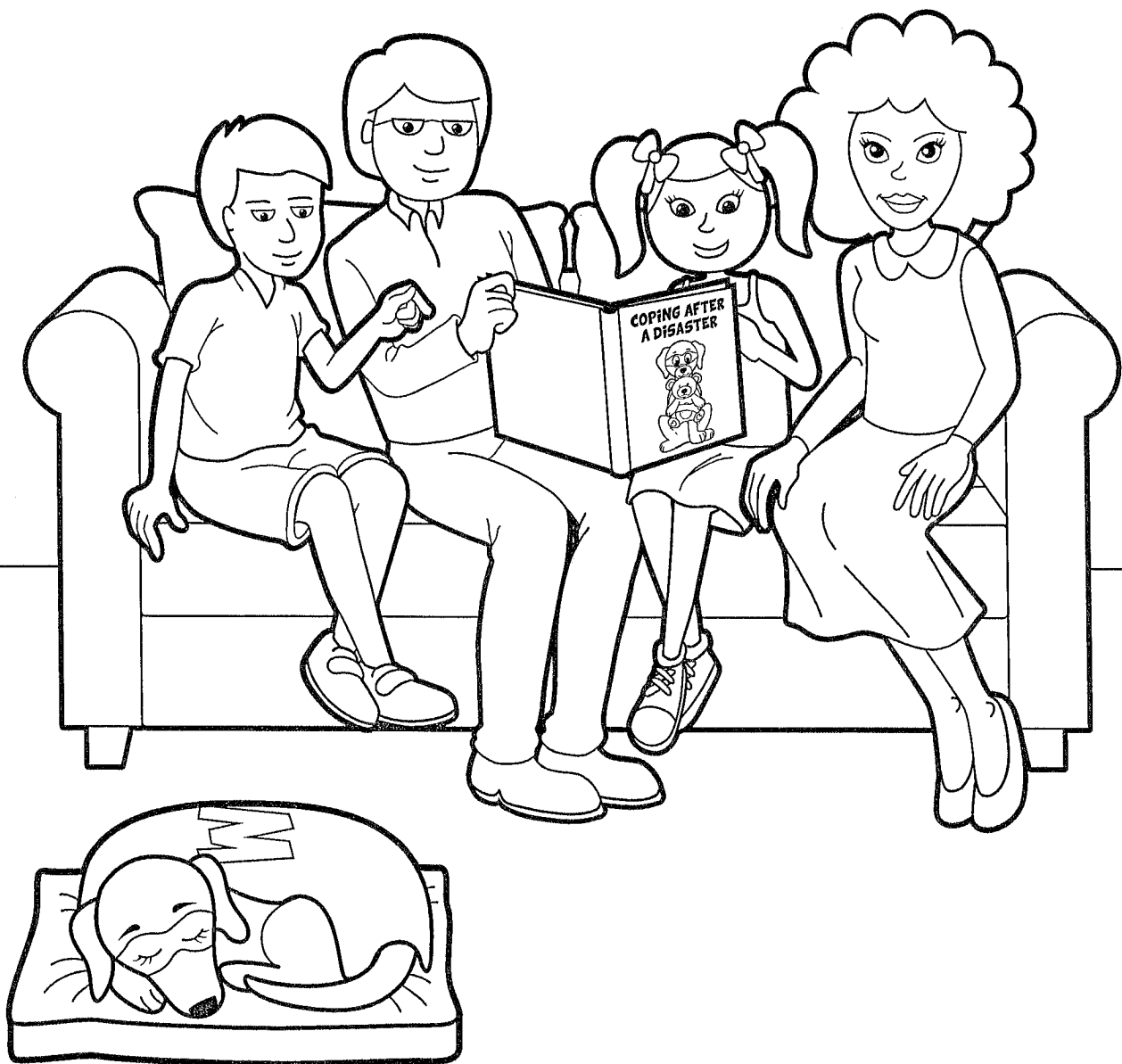


NAME: _____

Note to Parents, Guardians, and Teachers

The Centers for Disease Control and Prevention has created this activity book to offer parents and educators an interactive way to talk to kids about how to cope after a disaster. We hope you will encourage its use in your schools, communities, and families to help children talk about their feelings after a disaster, and learn positive ways to express their emotions in uncertain times.

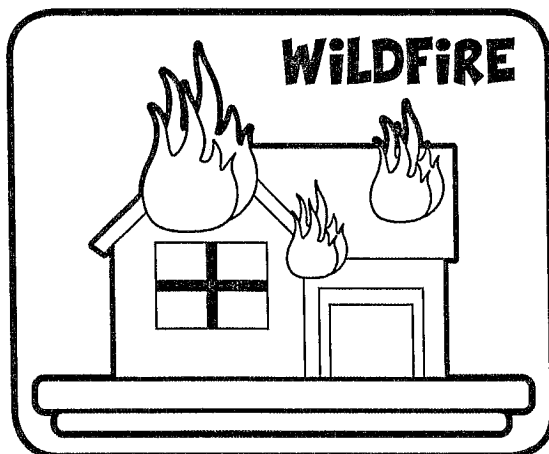
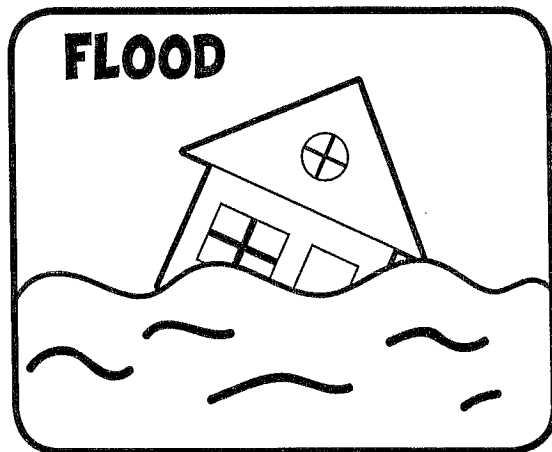
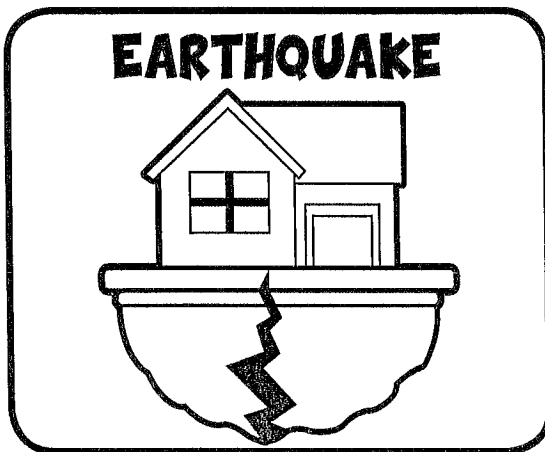
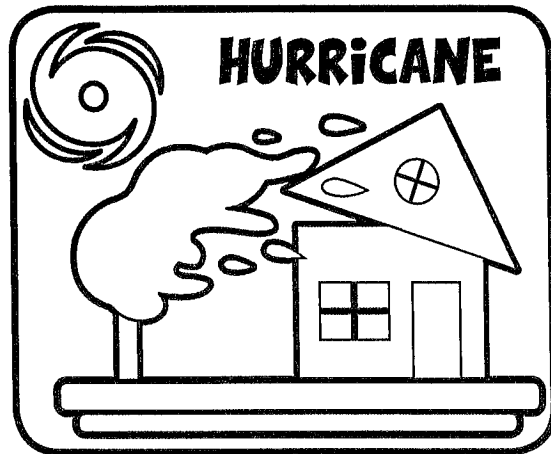
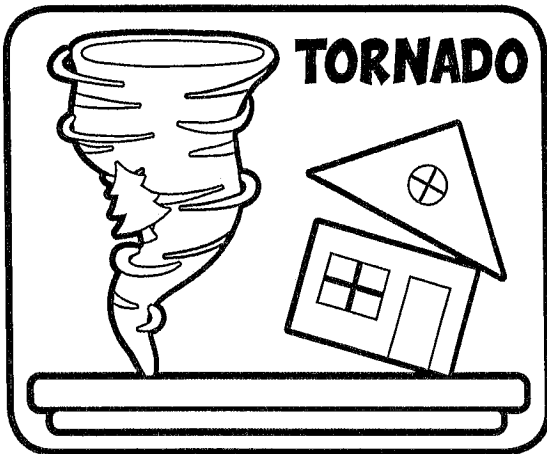
Wrigley and her family are learning about emergencies and disasters. A disaster or emergency can hurt people and damage buildings, houses, and neighborhoods. Big storms, floods, and wildfires are all types of disasters.



Disasters can be scary and confusing. Wrigley wants you to remember that a disaster is not your fault. You did not do anything to make it happen.

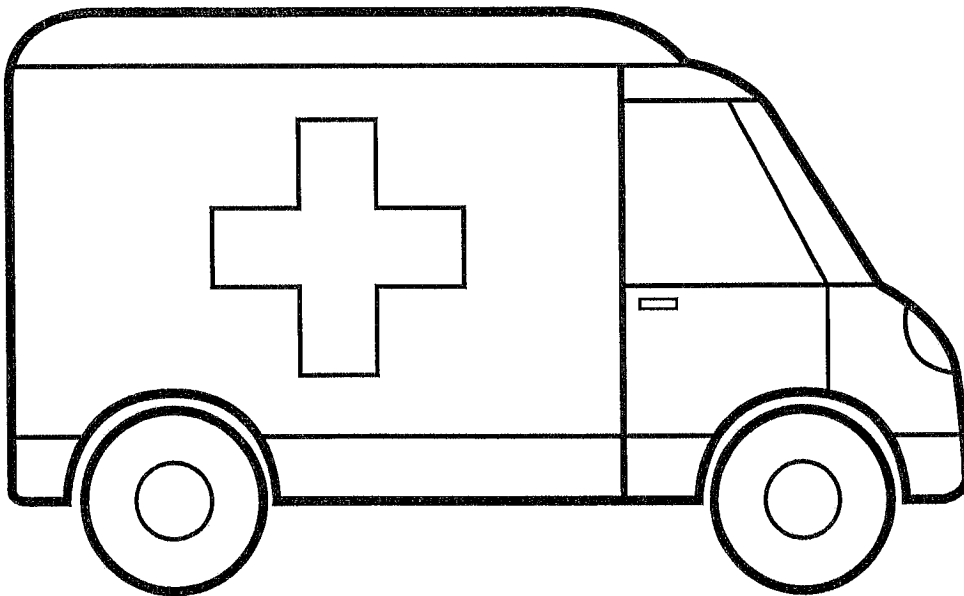
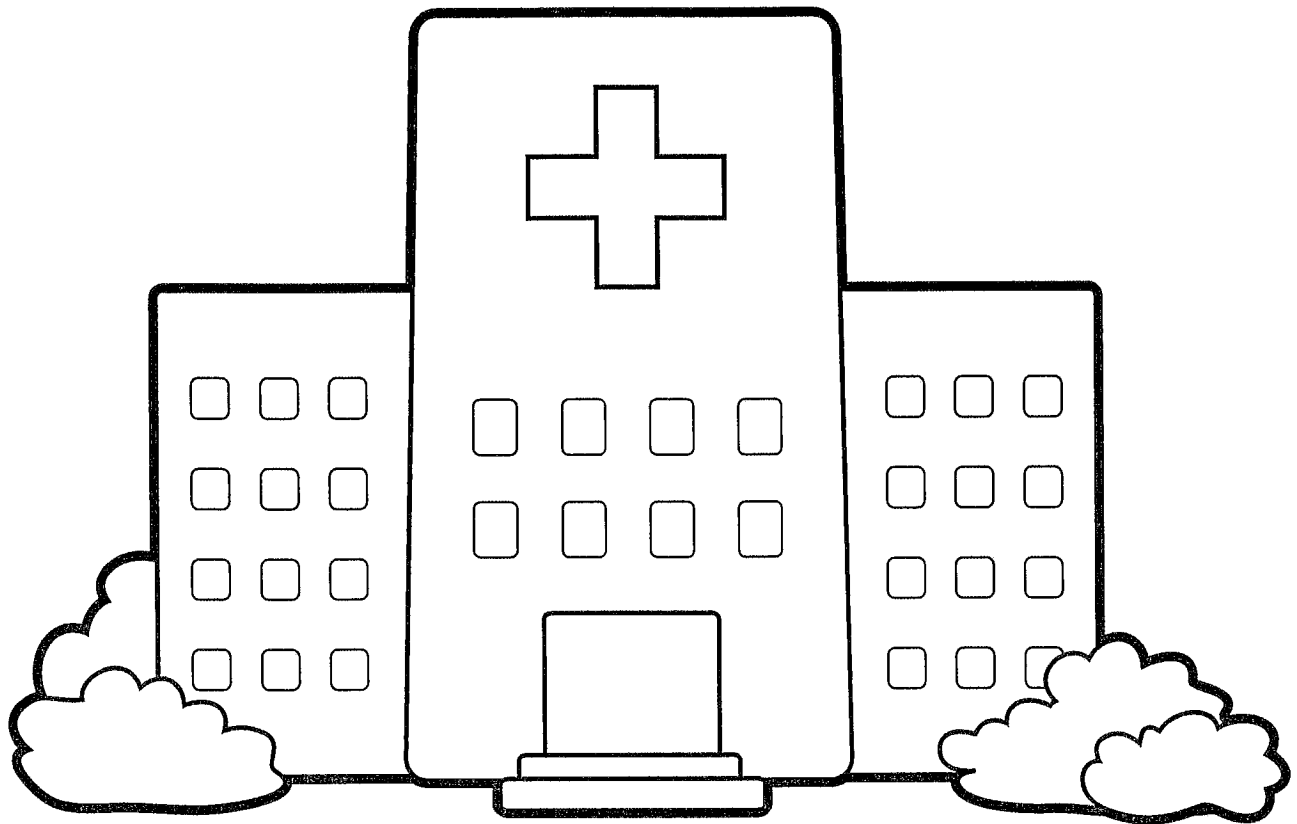


There are different types of disasters. A natural disaster could be a tornado, hurricane, flood, or wildfire. It can break or knock down trees, houses, and buildings. People can get hurt.



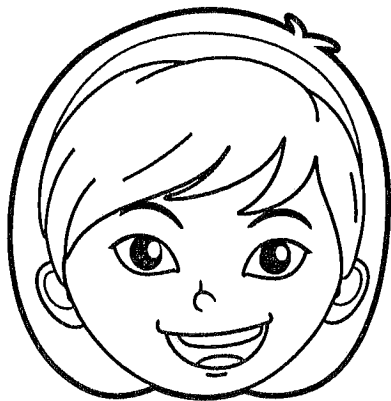
NATURAL DISASTERS

A disaster could also make a lot of people very sick.

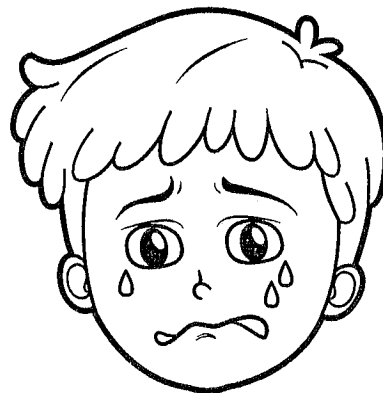


Disasters can be scary for kids, grown-ups, and pets, too.
Tell a grown-up how you feel. It's okay to ask questions.

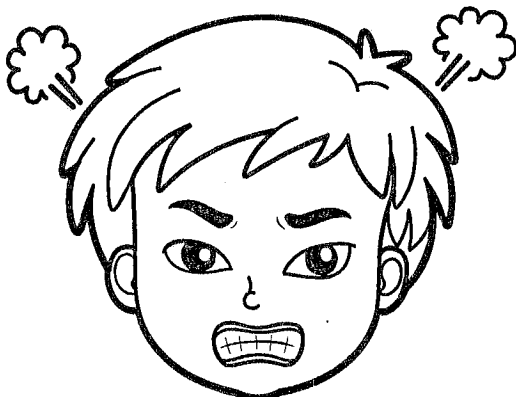
**How do you feel today? Circle one of these feelings or
draw your own in the space below.**



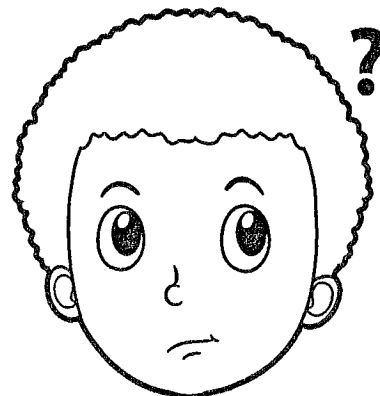
HAPPY



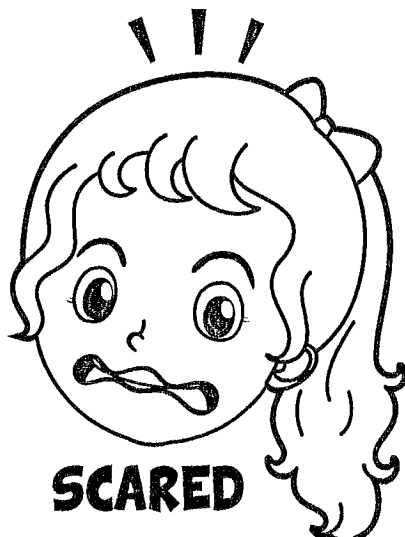
SAD



MAD

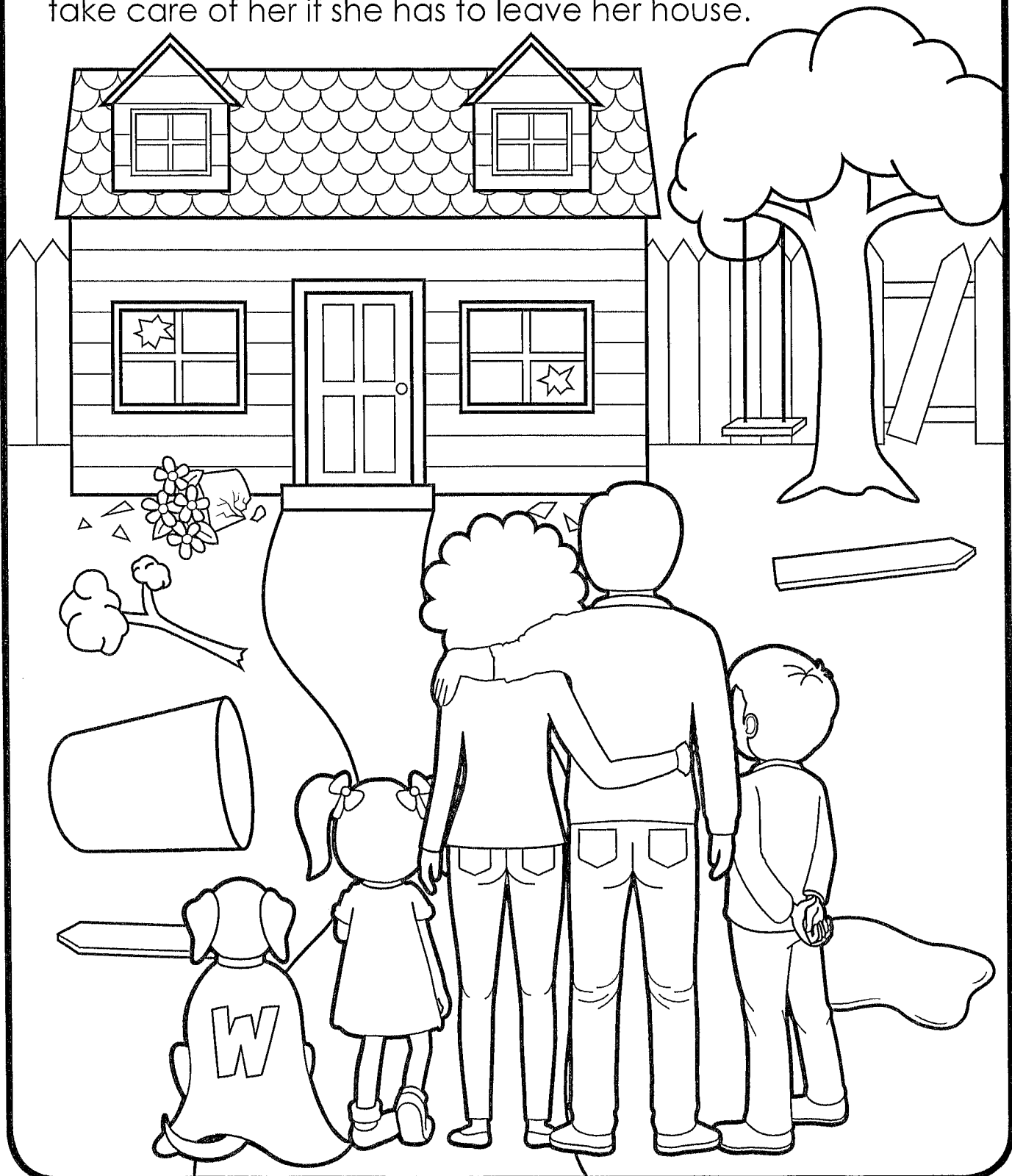


CONFUSED



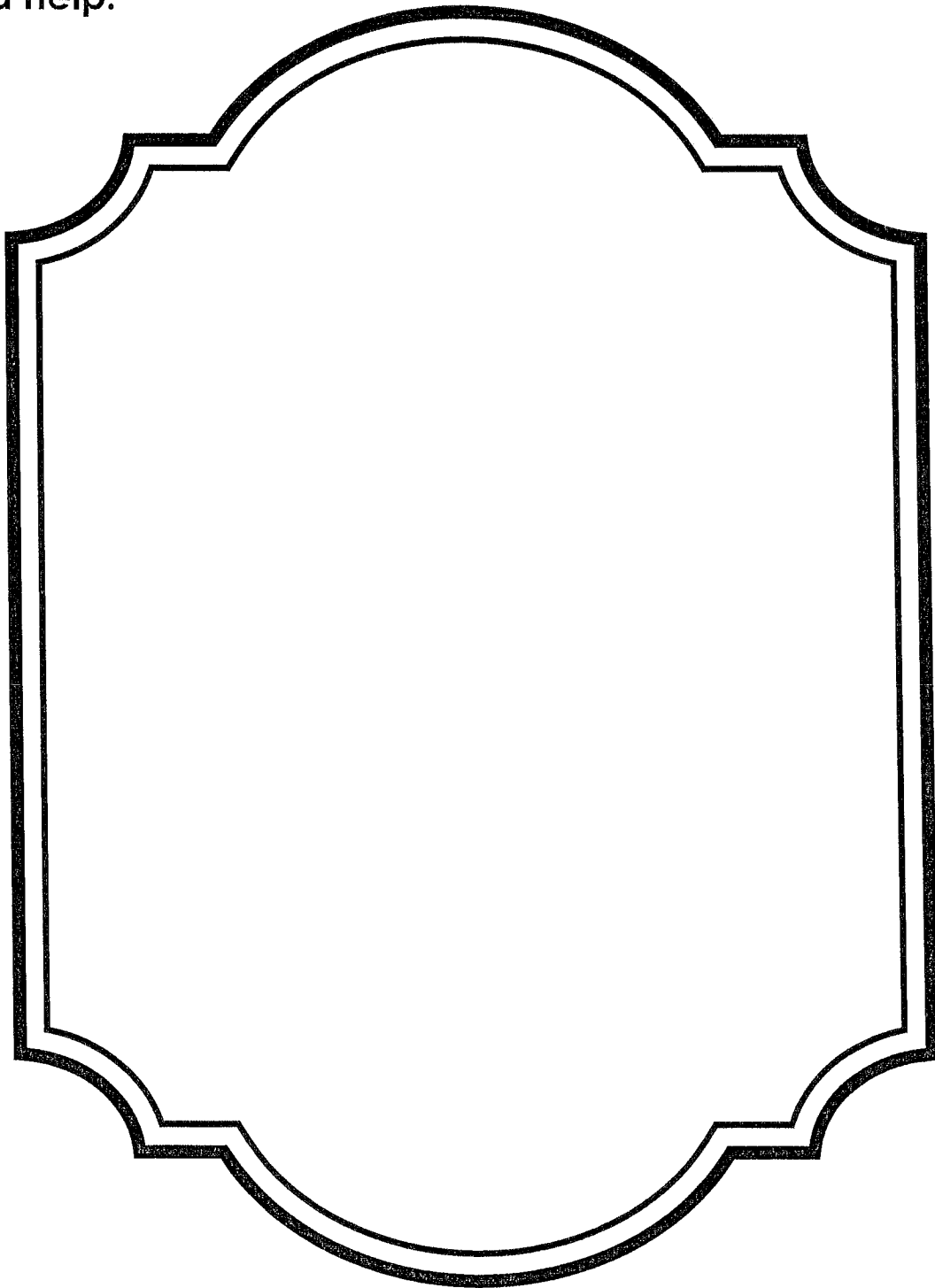
SCARED

Sometimes a disaster will damage your home or things that are special to you. You may have to stay somewhere else if your home is not safe. Wrigley's family loves her and will take care of her if she has to leave her house.



There are people all around you who can help! You will not be alone. Wrigley has her family to help, and even her neighbors.

Draw a picture of someone you can talk to when you need help.



Look for the helpers around you. Your parents, teachers, and grown-ups like fire fighters, police officers, or doctors are there to help keep you safe.

DOCTOR

**FIRE
FIGHTER**

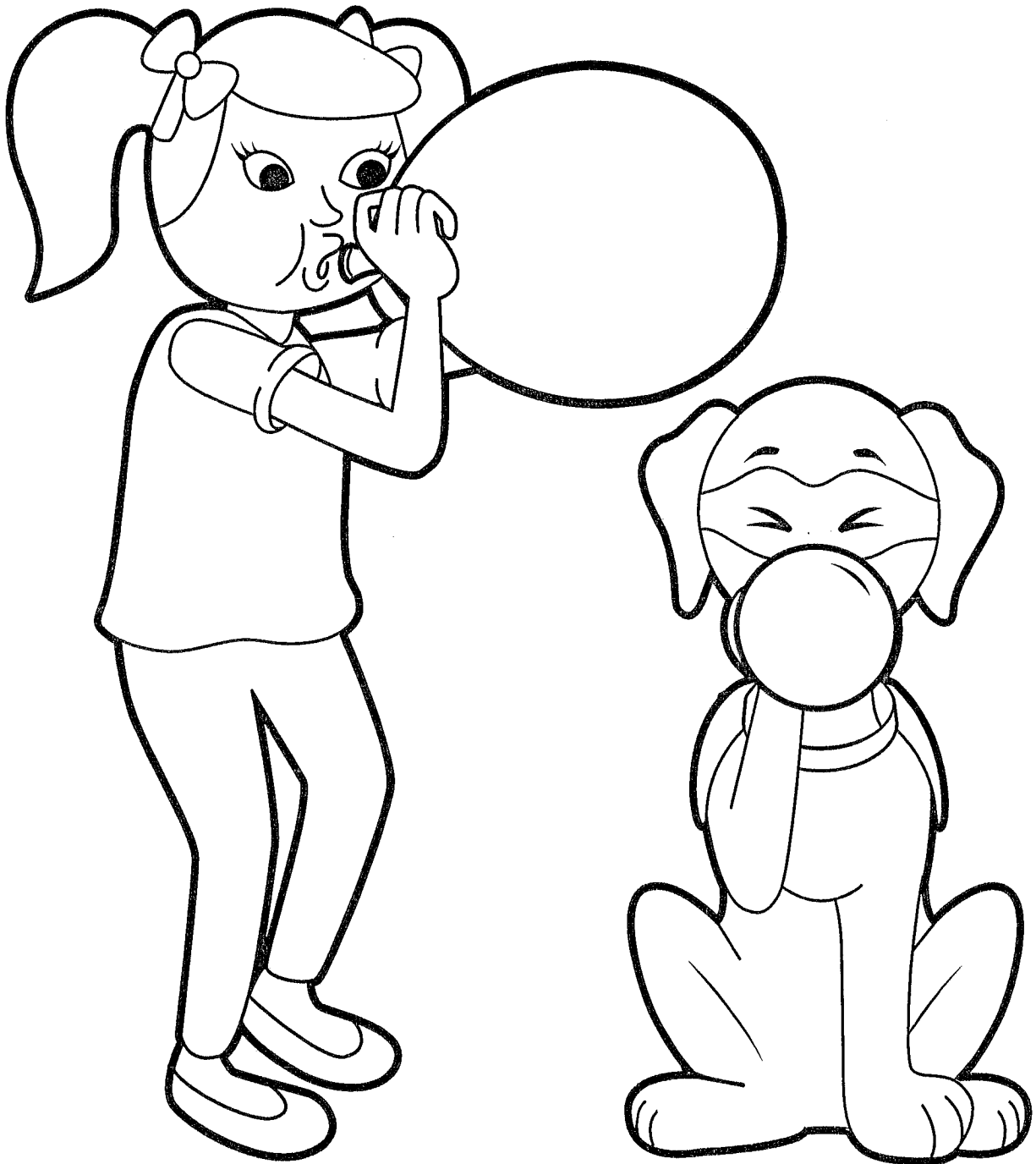
**POLICE
OFFICER**

TEACHER

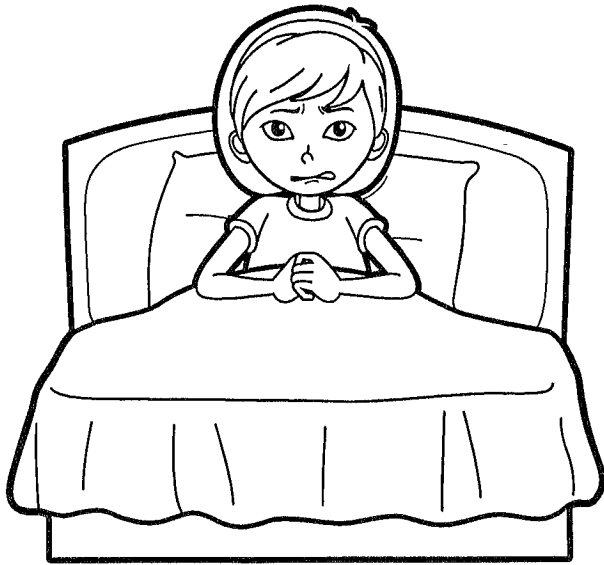
PARENTS



If you get scared, a good way to calm down is to take deep breaths. Breathe in deep and slow. Try to let the air out as slow as you can. Wrigley likes to pretend she is blowing up a balloon really slowly. Do it again! And one more time.



You may feel different after a disaster than you did before.
Tell a grown-up if you:



Have nightmares or are
afraid to sleep with the
lights off.



Are sad or angry.

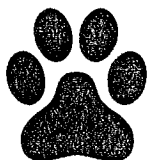


Don't feel like playing with
your friends.



Have aches or pains that
you don't usually feel.

It's okay if you or your friends need different types of help from family and others. Wrigley likes quiet time and lots of hugs.



If you feel scared or sad for a long time, let your parents know so they can take you to someone to talk about how you feel.

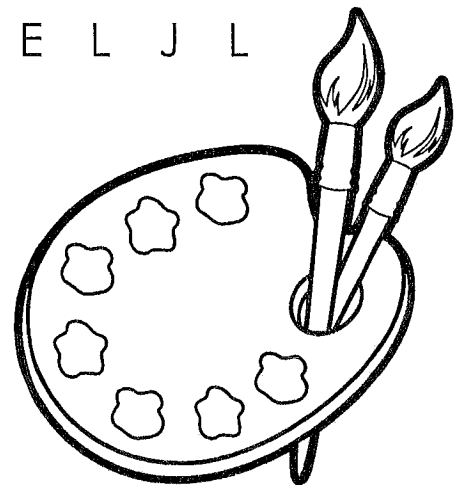
WORD SEARCH

It's good to do something you like to do. Some kids like to read, draw, paint, dance, color, or put on a play with friends. What do you like to do?

Help find all of the fun activity words below. The words can be across, down, or even diagonal.

A	W	R	Q	S	E	L	D	P	G	O	N	B
E	J	Z	E	Y	S	I	N	G	N	Q	B	E
Y	I	M	Q	A	G	J	G	J	G	Q	U	X
K	A	Y	Q	Z	D	S	K	I	P	X	B	H
G	E	W	I	T	B	C	X	S	R	T	V	X
Y	A	T	M	Y	O	C	O	D	S	J	Q	J
C	Y	A	A	H	E	Y	N	L	Y	R	U	N
D	O	L	L	W	D	E	S	P	O	R	T	S
A	P	A	I	N	T	A	V	A	N	R	H	C
R	M	C	U	E	S	R	N	M	O	F	G	Z
D	H	Z	R	E	K	Z	R	C	K	U	U	W
S	D	P	X	F	D	J	B	L	E	L	J	L

COLOR	PLAY	SING
DANCE	PRETEND	SKIP
GAMES	READ	SPORTS
PAINT	RUN	TOYS



SECRET MESSAGE

Wrigley and her family like to do lots of fun things.

Decode the secret message to find out what Wrigley likes to do when she feels sad.

19 9 14 7

1 19 9 12 12 25

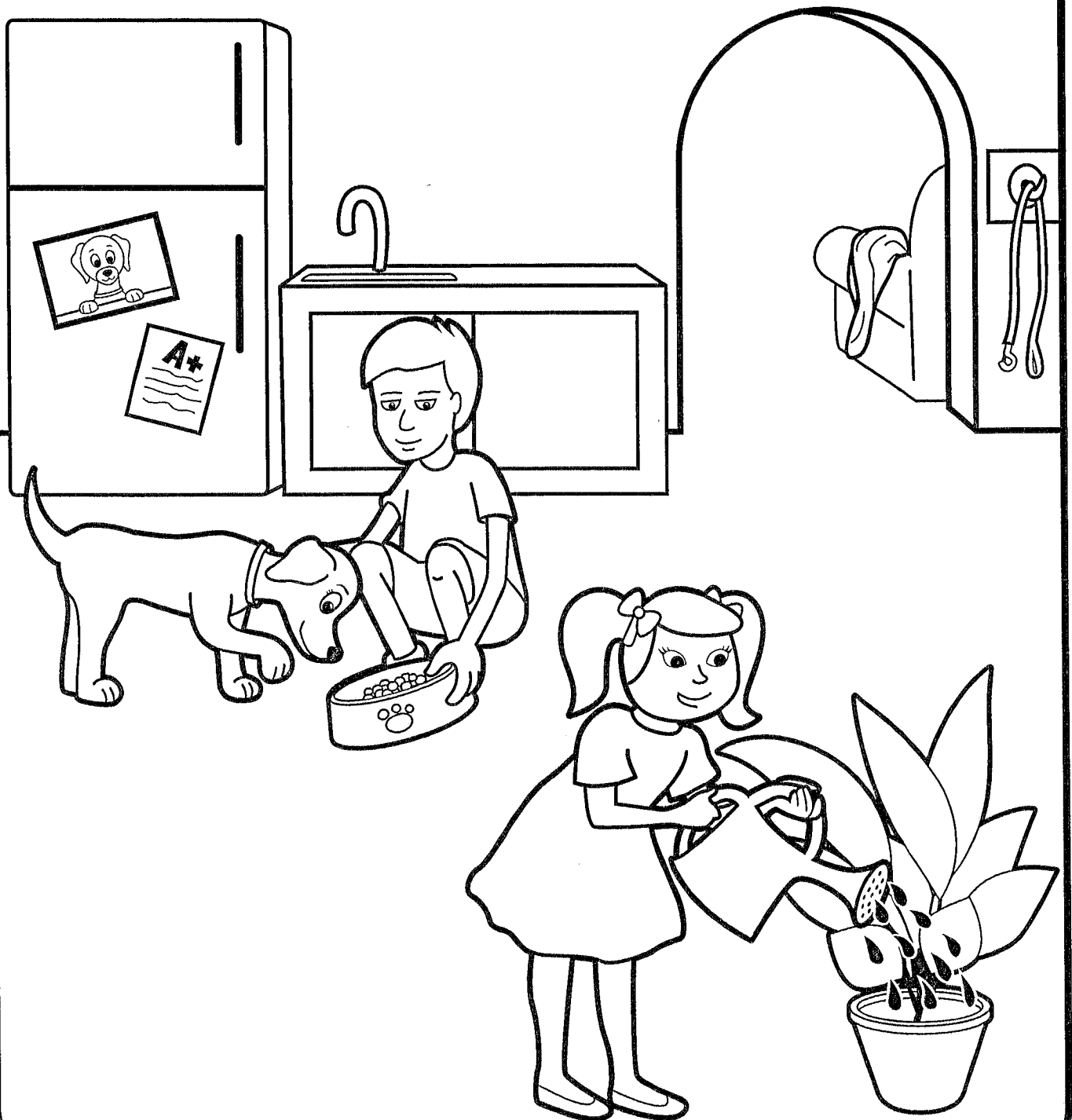
19 15 14 7 **!**

KEY

1-A	9-I	18-R
2-B	10-J	19-S
3-C	11-K	20-T
4-D	12-L	21-U
5-E	13-M	22-V
6-F	14-N	23-W
7-G	15-O	24-X
8-H	16-P	25-Y
	17-Q	26-Z



You can be a helper too! You can help your family by taking care of your pet, picking up your toys, or being extra kind to your family and friends. Help your friends and brothers or sisters by being a good listener! If your friends or siblings are sad or upset, ask a grown up for help.



Cut Here

GREAT JOB!

(Your Name)

learned so much about disasters!

If there is a disaster, remember:

- Look for helpers around you!
- A disaster is not your fault.
- Talk to a grown-up about your feelings.
- Do something you like to do! Read a book, sing a song, or play a game to feel better.
- Be a helper! Help your family and other people around you.

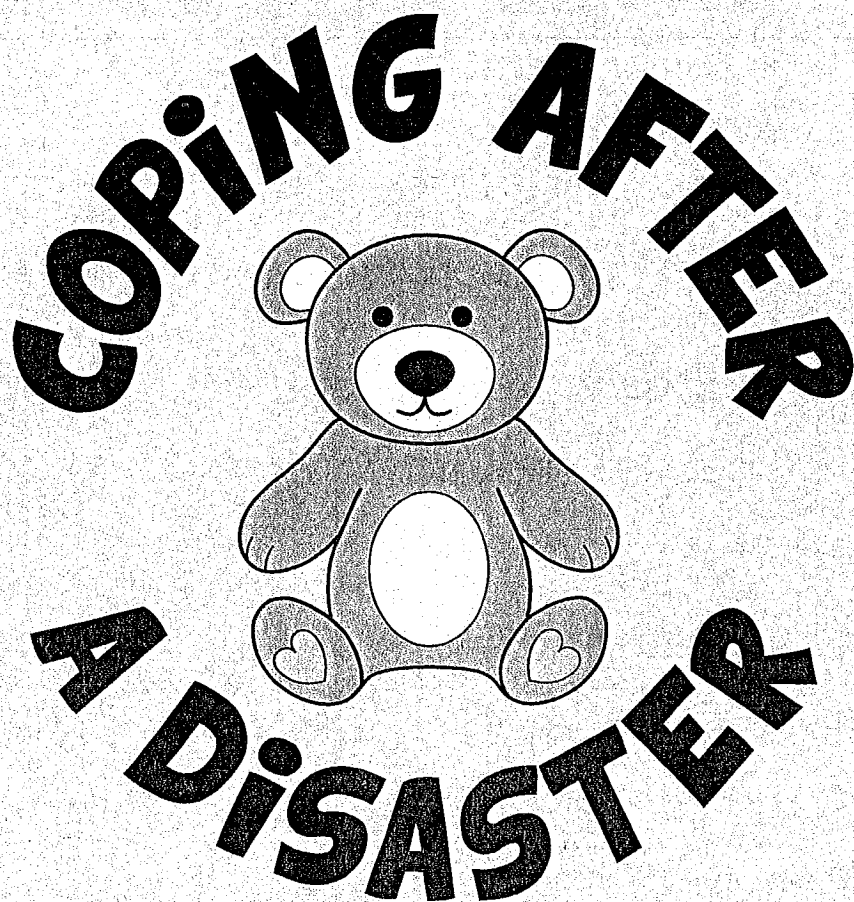
Here are a few things I can do if I feel scared:

1 _____

2 _____

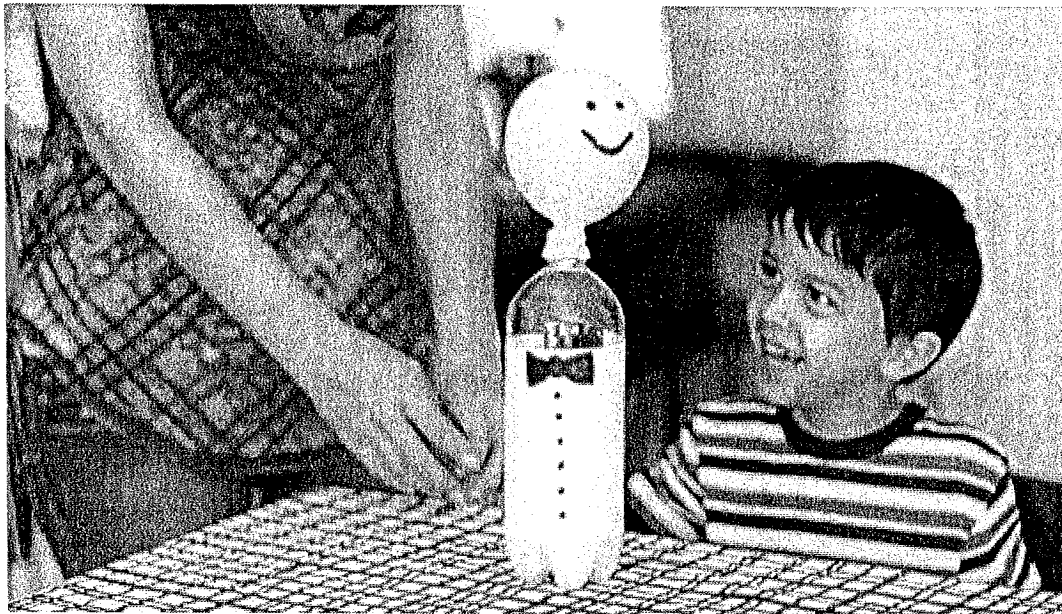
3 _____





U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

For more fun activities visit
www.cdc.gov/phpr/readywrigley



Inflate a Balloon With Baking Soda and Vinegar

A few household items will cause a balloon to inflate in this cool craft project and science experiment!

Materials

- ☐ Empty plastic bottle
- ☐ Vinegar
- ☐ Baking soda
- ☐ Small spoon
- ☐ Copy paper
- ☐ Permanent marker
- ☐ Balloon
- ☐ Scissors
- ☐ Glue stick

Directions

- 1** Cut a thick strip of copy paper. Draw a shirt for the front of the empty bottle.
- 2** Have your child put some glue on the back of the paper then glue it around the empty plastic bottle.
- 3** Put the balloon flat on a table and hold it while your child uses the marker to draw a smiley face on the balloon.
- 4** Pour 1/2 cup of vinegar into the empty water bottle.
- 5** Use a small spoon and carefully add baking soda into the balloon until it's about 1/4 full. Ask your child, "What do you think will happen when the baking powder mixes with the vinegar?"
- 6** Now, it's time to perform the science experiment! Carefully stretch the neck of the balloon around the neck of the bottle, making sure to keep the baking soda in the balloon. At the count of three (have your child count with you!), dump the baking soda into the vinegar and watch as the balloon "face" grows and inflates. Ask your child to describe what she sees. Then ask, "What does it sound like?" And, "How big do you think the balloon will get?" Wait a few minutes and see if she's correct.
- 7** Explain to your child that mixing vinegar and baking soda created a reaction — a gas, carbon dioxide. As the carbon dioxide fills the bottle, it then moves into the balloon to inflate it. Your child will find it interesting that people breathe in gases — oxygen and nitrogen and and exhale gases — nitrogen, oxygen and carbon dioxide. If your child has ever tried to blow up a balloon, she's also using carbon dioxide to do it!



Exploring Gravity with a Catapult

Gravity is the invisible force of attraction that makes our feet stick to the ground and makes us come back down when we jump up. On Earth, we may be able to temporarily jump or throw a ball into the air, but gravity will bring us back down. In this activity, your child will use a combination of simple machines, a lever and an axle, to build a catapult, and then use the catapult to conduct a simple investigation showing that when things go up, gravity will bring them back down.

Materials

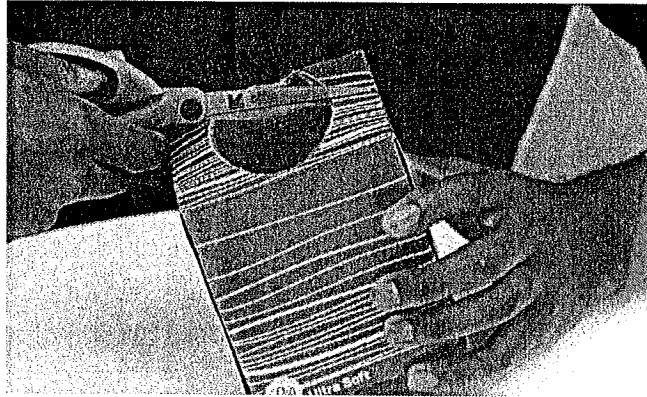
- ☐ Empty tissue box
- ☐ Scissors
- ☐ Two pencils
- ☐ Several rubber bands
- ☐ Pipe cleaner or a large paper clip
- ☐ Plastic spoon
- ☐ Tape
- ☐ Small rubber ball or pompom balls

Directions

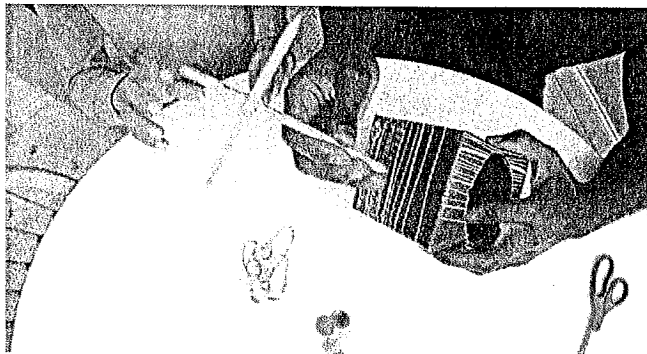
- 1** Before you begin, start a conversation with your child about gravity — where has he noticed gravity in action? For example, ask, "If you jump up in the air, do you always come back down? If you throw a ball into the air, does it always come back down?" Based on previous experience with gravity, ask your child to make a

prediction: Will a ball launched into the air with a catapult come back to the ground? Why or why not?

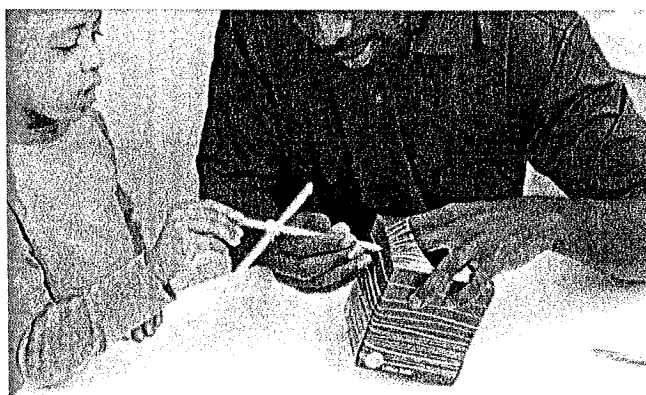
- 2** Begin building the catapult. Create a large opening in the tissue box by enlarging the current tissue opening.



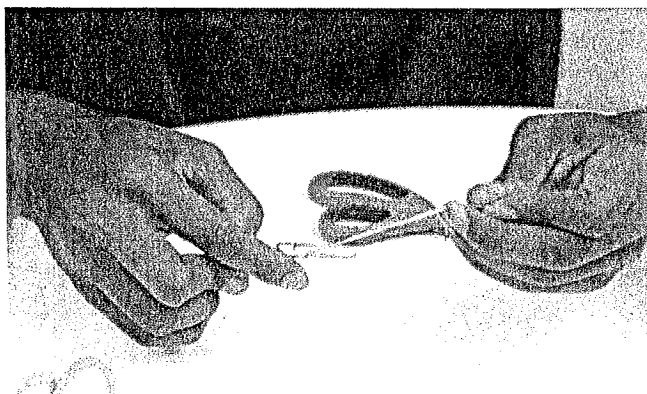
- 3** Cross two pencils (into a "t" shape) and connect them together with some rubber bands. The horizontal (side-to-side) pencil should be connected to the lower part of the perpendicular (up and down) pencil. The perpendicular pencil will be the launch for the catapult.



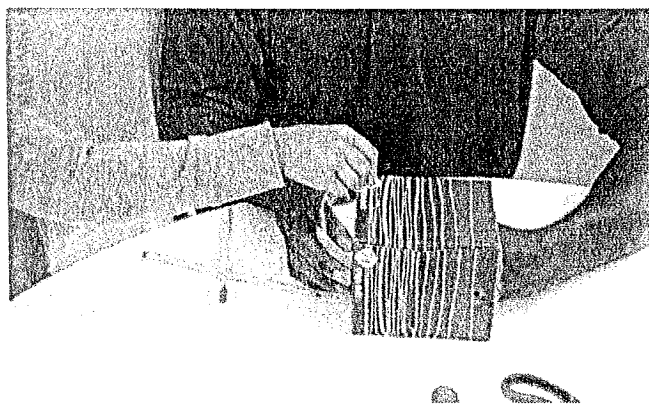
- 4** Make three holes; two on each side of the catapult towards the top and one on the front near the bottom.



- 5** Cut two rubber bands open and tie them together so that you have one long band. Attach one end to a pipe cleaner or large paper clip.

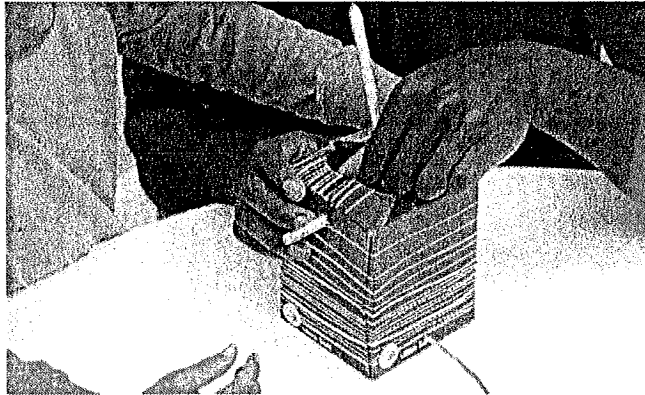


- 6** Feed the pipe cleaner/paper clip through the hole at the bottom of the catapult in the front so that it anchors the rubber band.

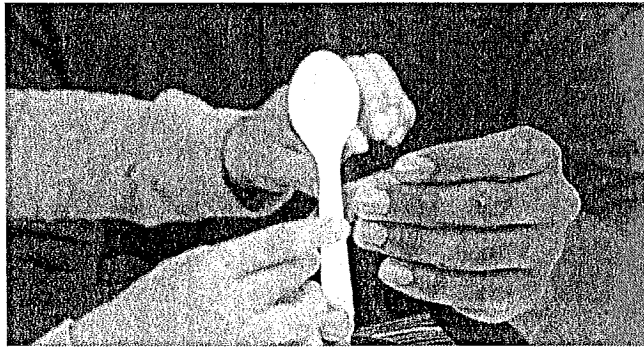


Insert the pencils so that the horizontal pencil pokes through the

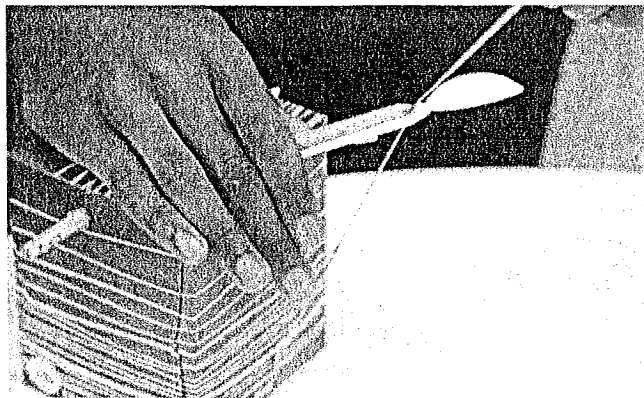
7 side holes.



8 Create a landing pad by using tape or rubber bands to attach the plastic spoon onto the top part of the pencil, covering the eraser.

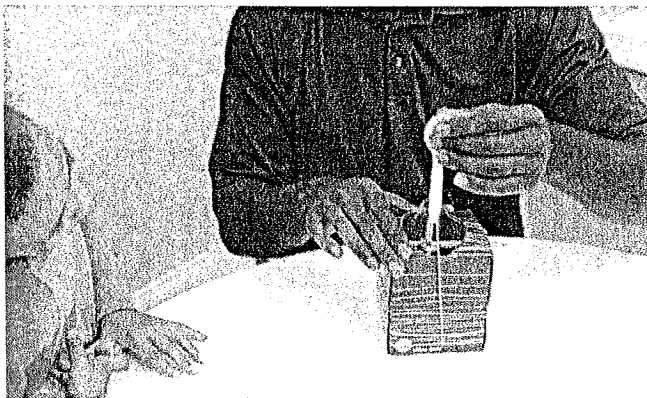


9 Attach the loose end of the rubber band to the spoon and pencil.



10

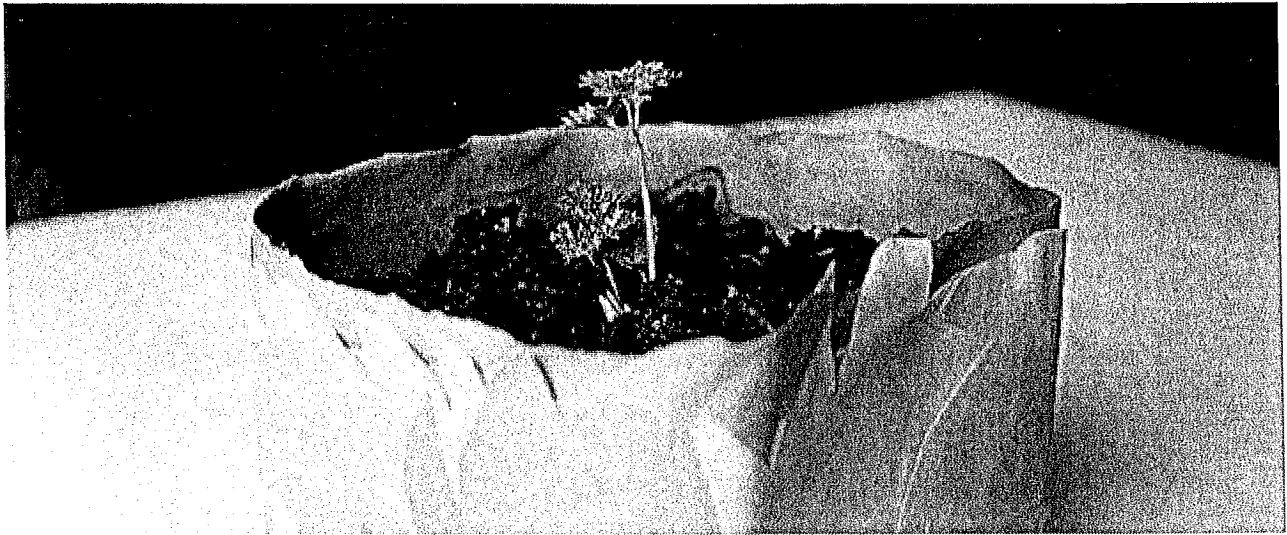
Pull back the spoon and attached pencil so that the spoon is facing upward. Place a ball on the spoon. Carefully let go of the spoon so that your hand does not block its movement. The ball should fly through the air for a distance and then fall down to the ground.

**11**

Launch the ball several times. Does it always come back down to the ground after a distance of flying? Yes! The force of gravity is pulling the ball back down to earth.

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<https://www.pbs.org/parents/crafts-and-experiments/exploring-gravity-with-a-catapult>



The Lorax Planter

Decoupage with glue and fabric or paper scraps to turn the jugs and containers in your recycling bin into beautiful pots for plants, herbs, and flowers.

What you'll need:

- an empty, clean plastic half-gallon or gallon milk jug or other container
- colorful paper, pictures from catalogs, wrapping paper, or other interesting bits of paper such as candy wrappers, canceled stamps, old maps
- scissors
- a nail or Phillips screwdriver
- white liquid glue (and a paintbrush to spread, optional)
- water and damp rag or sponge
- potting soil
- seeds or seedlings

Directions:

Start by poking at least six holes for drainage in the bottom of your container using a nail or Phillips screwdriver. If you are using a milk jug, cut all around the jug just below the handle. Recycle the handle portion.

Cut shapes or images from your paper and experiment with arranging your cut pieces to come up with an overlapping pattern you like. You might cut shapes in pastel colors that look like Truffula tufts and alternate the colors; cut out pictures of flowers, fruits, or vegetables and then overlap them to make a beautiful garden collage; or put together a patchwork quilt pattern with squares cut from different wrapping papers.

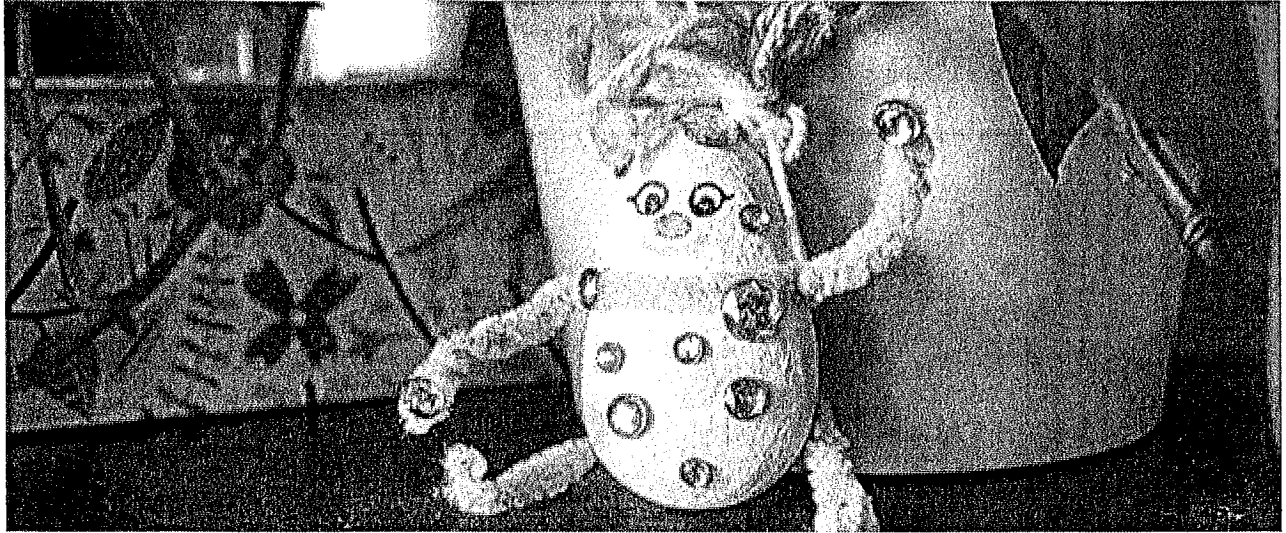
To decoupage, you spread glue both under and over your cut paper. Spread your glue around the outside of the container using wet fingers or a wet brush. (Thin your glue with a little water for smoother application.)

Add your cut pieces, covering each with a layer of glue until all sides of the container are covered. If your paper wrinkles, use a knife or Popsicle stick to smooth.

Wipe excess glue with a damp rag and let dry. When dry, you may want to add another coat of glue thinned slightly with water for reinforcement.

During the drying time, you can gather your planting materials and read with your child. *The Lorax* or *Oh Say Can You Seed?: All About Flowering Plants* from The Cat in the Hat's Learning Library are good titles for starting a conversation about how planting more plants and trees can help keep our air clean.

When your pot is dry, fill it with soil. Pots used indoors will need a plate or something else from your recycling bin placed underneath. Plant seeds or seedlings, water, and enjoy this green addition to your home.



Pet Rock

If your child really wants a pet but can't have one because of allergies or other reasons, let him or her use his or her imagination to turn an ordinary rock into a unique pet.

What you'll need:

- a smooth, clean rock
- acrylic paints and paintbrush (or paint sponge)
- small embellishments, such as googly eyes, yarn, felt, ribbons, beads, buttons, pom-poms, or small found natural objects like seeds, pebbles, shells, and twigs
- craft glue

Directions:

Head outside with your child to find a smooth rock. Look for one that is rounded or oval and easily fits in your child's hand (but not in anyone's mouth). Once your child has found a rock he or she is happy with, wash it and let it dry thoroughly.

Once the rock is dry, your child can paint it. It may take several coats of paint to completely cover the rock. While the paint is drying, talk with your child about how he or she wants his or her pet to look. How many eyes does it have? Does it have a beak or tail? Is it striped or polka-dotted? Your child may want to paint these details on the rock, or you can gather any trimmings he or she needs to complete his or her creation.

When the paint is completely dry, help your child glue any additions onto the rock. While waiting for the glue to dry, ask your child what he or she plans to name his or her pet and where he or she is going to keep it. Talk about what kinds of adventures your child hopes to have with his or her new pet!