

A photograph of a forest path shrouded in thick fog. The path is covered in fallen leaves and leads towards a bright, hazy area in the distance where a small, dark figure of a person is visible. The trees on either side are mostly without leaves, their branches creating a complex web against the mist. The overall mood is mysterious and somewhat unsettling.

# Facing **Fear**

# Lesson Plans

## Fear and Facts

- Why am I afraid?
- Get the facts

## Tough Issues

- Terrorism
- War
- Flu Pandemic

# Lesson 1: Why am I afraid?

- Facing the unknown is frightening

*Fear is greater for people who do not understand the problem and do not know where or how to get help.*

**ACTIVITY:** The New Chicken Little (K-2 and 3-5)

**ACTIVITY:** Security Blanket (K-2, 3-5 and 6-8)

- In times of crisis, young people may have great concerns about stability, safety and trust.

*While sometimes this is displayed as anger, exploring core thoughts and feelings surrounding an event will help clarify feelings and diffuse destructive or resentful feelings and behavior.*

**ACTIVITY:** Perception and Reality (3-5 and 6-8)

# Lesson 2: Get the Facts

- It is important to distinguish facts from myths, and perception from reality

*Validate concerns and explore fears. Help students determine if fearful information came from a reliable source. Understand that perceptions can be affected by others' opinions, hearsay and media.*

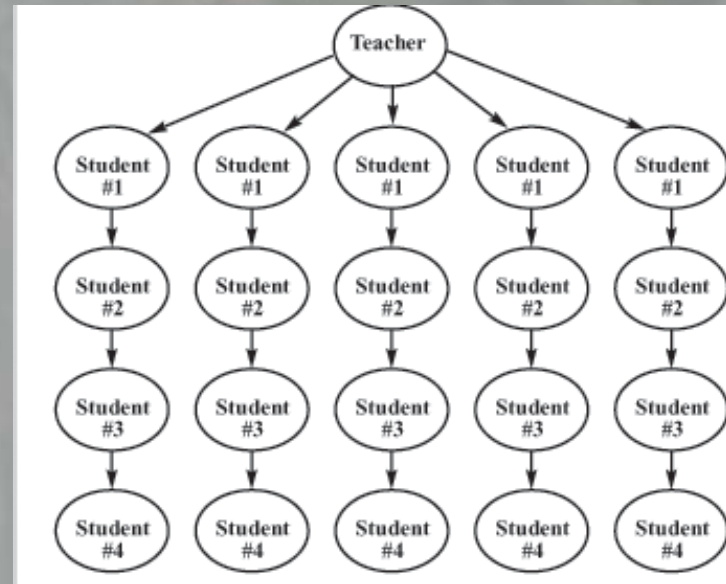
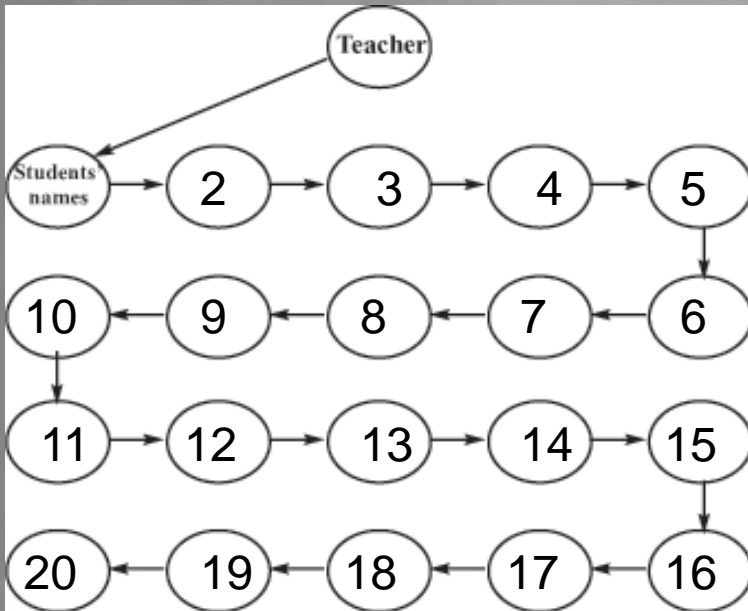
**ACTIVITY:** A Reliable Source (K-2, 3-5 and 6-8)

- Misunderstanding or confusion may contribute to hateful or hurtful talk, play or actions.

**ACTIVITY:** Information Please

# Lesson 2: Get the Facts

**ACTIVITY:** Information Please: What's our homework? (K-2)



**ACTIVITY:** Consider the Source (3-5)  
Who won the ballgame?

**ACTIVITY:** A Reliable Source (3-5 and 6-8)  
Evaluate resources as information sources in times of emergency

## Lesson 2: Get the Facts

It was a sweltering hot July day. The humidity was very high and the temperature was 98 degrees. You could fry eggs on the sidewalk it was so hot! Jim's grandfather, David, had an important surgery in Athens (Tennessee), which was two and a half hours away from where they lived. Sadly, after driving for fifteen minutes the air conditioner stopped working and his grandfather felt a pressure in his chest. David started fanning himself.

# Talking about Tough Issues

- Human-caused tragic events can raise unique concerns and be particularly frightening.  
Common for people to experience strong feelings of vulnerability and confusion about the event.
- Help to normalize feelings of fear and connect students with others who share their feelings.  
Model rational behaviors, share your own feelings, listen carefully and do not dismiss the feelings and fears of children.

# Terrorism

- Events often happen without warning, leading people to think there is nothing they can do to prepare.

Common for people to feel helpless, vulnerable, and worry that the events could be repeated at any place and any time.

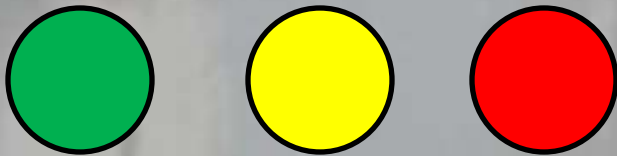
- Media coverage can increase fear.

Watching or hearing about the event occur and recur through media can lead more people to perceive themselves as victims than those who were directly affected. Try to minimize unnecessary exposure to media.



# Terrorism

- Remind students that there are measures in place to prevent and prepare for human-caused disasters.
- **ACTIVITY:** Be Advised (K-2)



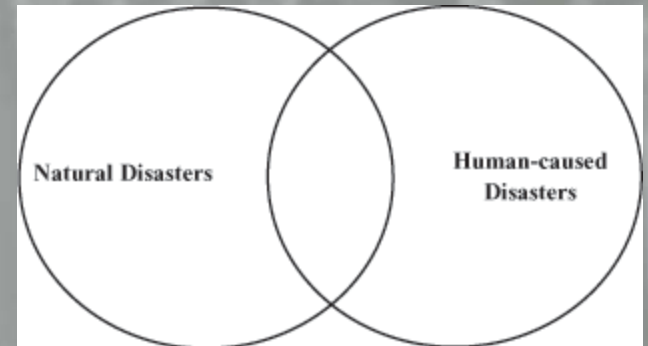
# Terrorism

- Helping others understand these systems give young people a feeling of preparedness and knowledge.
- **ACTIVITY:** What Is Terrorism? and Be Advised (3-5 and 6-8)

<http://www.redcross.org/images/pdfs/code/terrorism.pdf>



Risk of Attack	Recommended Actions
<b>SEVERE</b> (Red)	<ul style="list-style-type: none"> <li>• Complete recommended actions at lower levels</li> <li>• Listen to radio/TV for current information/instructions</li> <li>• Be alert to suspicious activity and report it to proper authorities immediately</li> <li>• Contact business/school to determine status of work/school day</li> <li>• Adhere to any travel restrictions announced by local governmental authorities</li> <li>• Be prepared to shelter in place or evacuate if instructed to do so by local governmental authorities</li> <li>• Discuss children's fears concerning possible/actual terrorist attacks</li> </ul>
<b>HIGH</b> (Orange)	<ul style="list-style-type: none"> <li>• Complete recommended actions at lower levels</li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Review disaster plan with all family members</li> <li>• Ensure communication plan is understood/practiced by all family members</li> <li>• Exercise caution when traveling</li> <li>• Have shelter in place materials on hand and understand procedure</li> <li>• Discuss children's fears concerning possible terrorist attacks</li> <li>• If a need is announced, donate blood at designated blood collection center</li> </ul>
<b>ELEVATED</b> (Yellow)	<ul style="list-style-type: none"> <li>• Complete recommended actions at lower levels</li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Ensure disaster supplies kit is stocked and ready</li> <li>• Check telephone numbers and e-mail addresses in your family emergency communication plan and update as necessary</li> <li>• If not known to you, contact school to determine their emergency notification and evacuation plans for children</li> <li>• Develop alternate routes to/from school/work and practice them</li> </ul>
<b>GUARDED</b> (Blue)	<ul style="list-style-type: none"> <li>• Complete recommended actions at lower level</li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Review stored disaster supplies and replace items that are outdated</li> <li>• Develop an emergency communication plan that all family members understand</li> <li>• Establish an alternate meeting place away from home with family/friends</li> </ul>
<b>LOW</b> (Green)	<ul style="list-style-type: none"> <li>• Obtain copy of <b>Terrorism: Preparing for the Unexpected</b> brochure from your local Red Cross chapter</li> <li>• Develop a personal disaster plan and disaster supplies kit using Red Cross brochures <b>Your Family Disaster Plan</b> and <b>Your Family Disaster Supplies Kit</b></li> <li>• Take a Red Cross CPR/AED and first aid course</li> </ul>



# War

- Whether or not adults talk to children about terrorist events or war, children are aware of it.
  - Without explanation or opportunity to discuss feelings, children are left to interpret the events in their own way in order to make sense of what they have seen and heard.
  - Cycle of Silence – adults assume children are okay or don't know, so they continue to avoid talking about the event.
- Pay attention to reactions and behavior change
  - Keep in mind that children often show delayed reactions to trauma. Also, distress can look much different in children than in adults – such as in violent or aggressive play.

# War

- During a war, there are people who are vulnerable.
  - After the Persian Gulf War, children showed they were not only concerned for themselves, but also sad that people were being killed and other children were losing parents.

**ACTIVITY:** Signs of **HELP**

Humanity

Emergency

Laws

Protection

- Let students know that there are organizations around the world in place to protect the rights and principles of those people set forth in the humanitarian law

# War

- Take action
  - After a stressful or traumatic event, it can be important for people to feel like they are taking some action to put things in order.
- Ideas for action
  - Activities such as acting out events or feelings through play or drawing pictures can be helpful for young children.
  - Writing letters or collecting funds or items to donate may be healing for older children and adolescents.

# Flu Pandemic

- The flu, also known as influenza, is a contagious respiratory disease caused by influenza viruses
  - A pandemic occurs when a new flu develops for which there is no resistance in the form of immunity or vaccine
    - When this happens, the new flu spreads easily. If it sweeps around the world, it is considered a pandemic.
- ACTIVITY:** Contagious—“Sticky Note Flu” with K-2 and 3-5; “Trace the Spread” with 6-8

# Flu Pandemic

- A flu pandemic can lead to high levels of illness and death.
  - With many people sick at the same time, a flu pandemic could lead to social disruption and economic loss
  - Resources such as vaccines are depleted and health facilities are overwhelmed with those needing care.
  - Schools and businesses may close due to few people available to work or people able to utilize services.

**ACTIVITY:** Diagnosis: Is it a cold or the flu?

# Flu Pandemic

- There are systems in place to detect, prevent, and prepare for a flu pandemic.
  - The World Health Organization  
[http://www.who.int/csr/disease/avian\\_influenza/phase/en/index.html](http://www.who.int/csr/disease/avian_influenza/phase/en/index.html)
- What we can do on an individual level
  - Be prepared
  - Stay healthy
  - Get informed



# Flu Pandemic

- Be prepared
  - Find support systems – other people who are concerned about the same issues.
  - Create an emergency kit that includes a stock supply of water and food and important medications.
- Stay healthy
  - Teach about the importance of hand washing.
  - Discuss healthy balanced diets and how it relates to the immune system.
  - Teach healthy exercise and stress relief habits, and encourage plenty of rest.

<http://www.coughsafe.com/media.html>

<http://www.cdc.gov/flu/protect/covercough.htm>

# Flu Pandemic

- Get Informed
  - Find reliable, accurate sources for information about flu pandemic (i.e., [www.pandemicflu.gov](http://www.pandemicflu.gov))
  - Center for Disease Control
  - Look for information on local and state government websites
    - » [http://www.redcross.org/preparedness/cdc\\_english/home.asp](http://www.redcross.org/preparedness/cdc_english/home.asp)
    - » <http://www.pandemicflu.gov/>