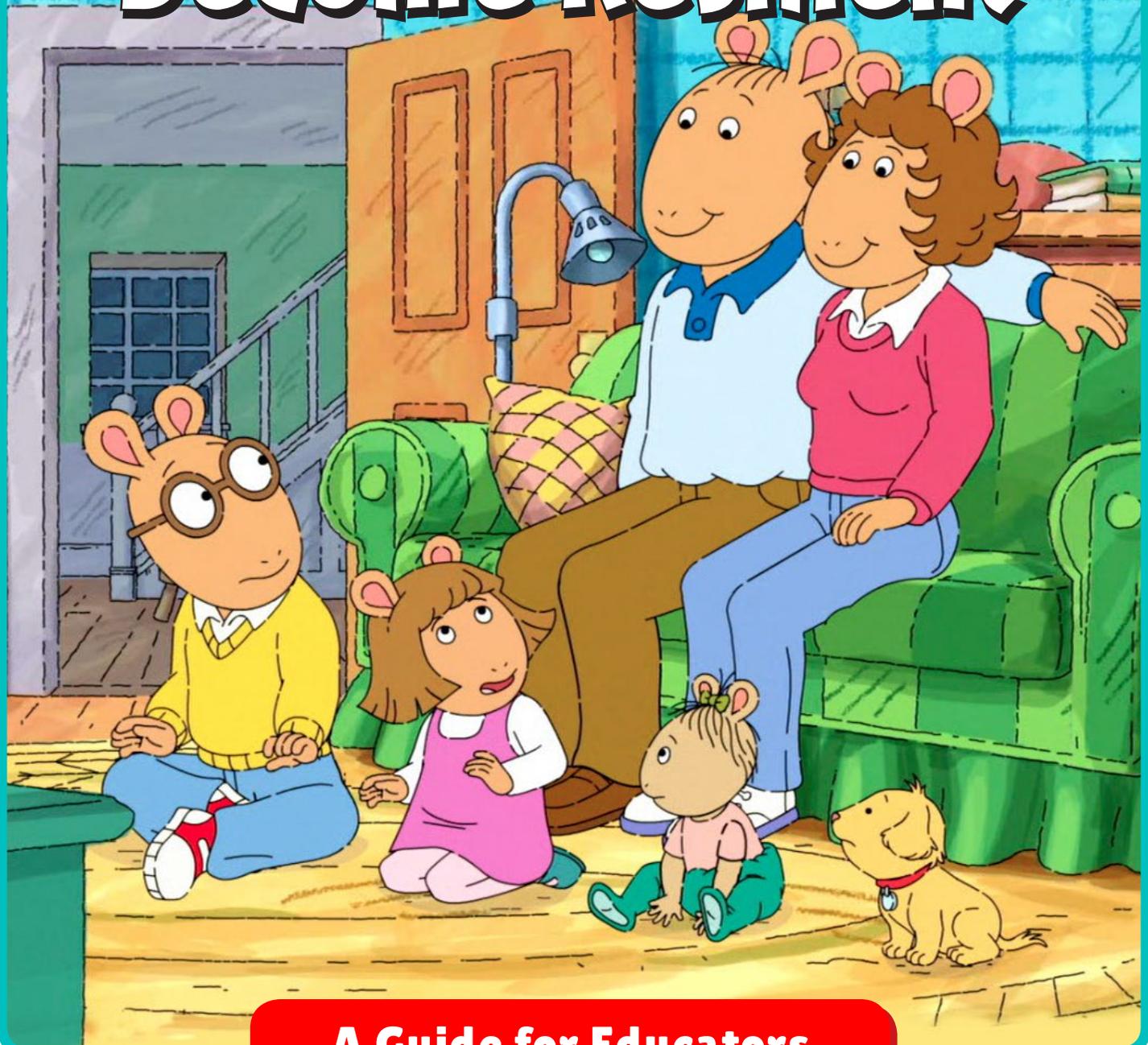




# Arthur



# Helping Children Become Resilient



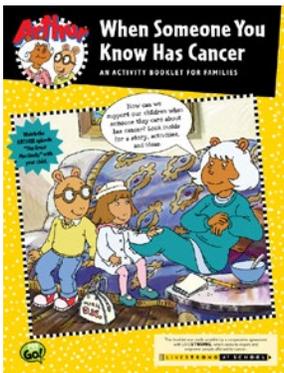
**A Guide for Educators**

# Introduction



**One of the most challenging tasks for educators, parents, and caregivers is how to deal with an unexpected event that affects children’s lives.** In an era of 24-hour news cycles and media overload, it is hard to protect children from hearing upsetting news about something that’s happened far away or close by. Many children will experience a crisis or disaster in their own community.

This guide provides school staff with a toolkit to use when scary events happen—in the school, the community, and the world. The familiar and beloved ARTHUR characters and two episodes created specifically to help children deal with their feelings when a crisis occurs —“Shelter from the Storm” and “April 9th”—provide ideas for effective school-wide discussions, programs, and projects.



## *Using ARTHUR to Help Children*

Throughout its nearly 20 years on PBS, the ARTHUR television series has helped a generation of children cope with both the joys and hardships of childhood. From sibling rivalry to dealing with illness to understanding differences, ARTHUR has explored a variety of issues and topics without being didactic or simplistic. In addition, materials for educators and parents on the ARTHUR Family Health website have been created to provide information, suggestions, and activities to extend the learning. For instance, [\*\*\*When Someone You Know Has Cancer\*\*\*](#) is a guide designed to help school communities cope with the serious illness of a staff member.

Since the ARTHUR characters react in the same ways children typically behave, children can easily relate to the feelings the characters express. They also see adult characters who help children cope with their fears, worries, and concerns in the wake of an unexpected event. This reinforces the message that although scary things happen in the world, there are ways to cope and people who can help. The episode “Shelter from the Storm” provides a variety of perspectives and reactions as Elwood City suffers damage from a hurricane.

## Introduction

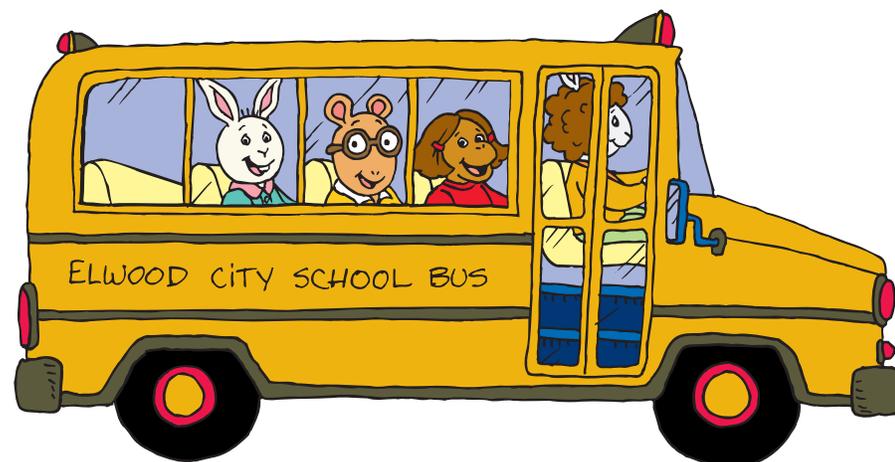
In “April 9th,” the characters experience a range of responses when there is a fire at Lakewood Elementary School.

Although the particular crisis your school is facing or has experienced may be different than the events shown in the episodes, the stories can be used to inspire conversation and reflection. The discussion questions and activities can be adapted to meet the specific needs of your school and community.

### ***The Importance of Resilience***

Resilience is a quality that has become increasingly important in today’s complex world. People who are resilient are able to bounce back, or thrive, after experiencing difficult situations and circumstances. Resilience in children is especially valuable in helping them to meet both the ordinary challenges of childhood and unusually stressful events. Resilience also helps children retain a sense of hope for the future.

During times of crisis, the school setting not only offers children a return to a reassuring routine, it can help provide a safe and supportive environment for children to express their emotions, address their fears, find comfort, and learn when and how to ask for help. School is also a source of information and can provide strategies that will help children feel more confident before or after a distressing event.



# About the Episodes

## ***“Shelter from the Storm”***

In Part I of “Shelter from the Storm,” Arthur and his friends experience the power of Hurricane Sadie. They think they are prepared but the storm affects them in unexpected ways. Muffy’s house is flooded. Since the hotel is overbooked, the family must stay in a shelter. Ladonna’s father, Rufus, leaves to secure a dam as a member of the Army Corps of Engineers. Ladonna is proud of her dad, but worries he won’t be back in time for her birthday. Brain is stunned when his family’s ice cream shop is badly damaged in the storm. He loses his usual confidence and is terrified that more bad things will happen. Arthur hears about pets being separated from their owners and can’t stop thinking about how he’d feel if he lost Pal.

Part II continues the story of “Shelter from the Storm” as the characters begin the healing process. Muffy gains a sense of perspective when she befriends a girl at the shelter whose home was even more affected than Muffy’s. Brain sees a therapist, Dr. Paula, who helps him sort out his fears and feelings by talking and doing some breathing exercises. Arthur builds a website dedicated to reuniting pets and owners and raises money for the animal shelter. Ladonna’s friends organize a surprise party for her. And best of all, her dad is able to make a brief appearance to wish her a happy birthday.

In the live-action segment, four children visit the Massachusetts Emergency Management Agency (MEMA). They learn about how the organization watches the weather, alerts people when something is happening, and helps to keep the community safe. The children also learn how to make a Family Emergency kit.

As children identify with the experiences of the characters in “Shelter from the Storm,” they can feel comforted, understood, and encouraged that there are caring adults who will help them through hard times.



## About the Episodes

### ***“April 9th”***

The two-part episode called “April 9th” explores what happens when a fire forces Lakewood Elementary School to close. In Part I, the children exit the school safely after Mr. Ratburn smells smoke and the fire alarm sounds. However, Sue Ellen loses her special journal in the fire. Arthur’s father is late emerging (unscathed) from the smoky school. Binky is upset by the fire but refuses to admit that he was scared. Buster, who missed the fire because he was absent, tries to help by visiting the janitor Mr. Morris, whose leg was injured in the fire.

In Part II, the children go to a nearby school while theirs is being repaired, but the aftereffects of the fire are still felt by the characters. Binky even pulls a false fire alarm at the new school to make sure that the firefighters arrive quickly. Later, Francine’s dad, Mr. Frensky (a former volunteer firefighter himself), is able to help Binky talk about and deal with his feelings. Arthur is still worried that something bad might happen to his dad each time his dad goes out to a catering job. Mr. Read recognizes Arthur’s anxiety and reassures him. Sue Ellen eventually is able to start a new journal. The school community joins together to paint a beautiful mural for the reopening of the school.

In the live-action segment, four firefighters visit a third-grade class. The students ask the firefighters about fire and fire safety.



# School Preparedness

**Many schools already have a school- or district-wide plan to deal with a variety of problems.** School administrators, health education or mental health professionals, teachers, and other school staff are likely to be familiar with the plan. As new needs arise, the plan may need to be updated or revised.

September is National Preparedness Month. You may want to coordinate your school's activities with this campaign. It is sponsored by the Federal Emergency Management Agency (FEMA). Other organizations also participate, including: the Centers for Disease Control and Prevention (CDC), the American Red Cross, and the National Oceanic and Atmospheric Administration (NOAA). For more information and URLs, see Resources, page 23.



## *Rules to Stay Safe*

Classroom teachers can provide clear and simple rules about staying safe that children can easily remember. This can help reassure children that they will know what to do in an unexpected situation. You can incorporate these rules into a lesson about community jobs or present them in a stand-alone lesson.

You may want to post the general safety rules (below) in the classroom. The rules can also be repeated and reinforced in school-wide assemblies or programs so that the school community shares a unified message.

Fire drills are typically used so children (and staff) can practice what to do. Depending on your school's situation, you may also want to hold practice sessions for other emergency plans.

- 1. Know who your helpers are.** This will probably be a child's teacher, but could also be another member of the school staff who will provide children with instructions in the case of an emergency. Make sure children know who their school "helper" is. Afterward, helpers are those caring adults—parents, caregivers, counselors, school staff—who can offer a child comfort and support.
- 2. Pay attention.** Children usually respond to a sense of urgency, whether by hearing an alarm bell going off or in a grown-up's tone of voice. However, younger children may get distracted, not pick up on the cues, or not want to stop what they are doing. You may want to teach children a signal that will help them stop and to pay attention.
- 3. Be a good listener.** Explain to children that being a good listener will help them understand what to do to stay safe.
- 4. Cooperate.** Safety plans require teamwork. This enables children to follow safety procedures without getting confused or panicked. It may be helpful to let children know that once everyone is gathered safely, there will be time for questions and answers.



# School Programs

**The two ARTHUR episodes, the read-aloud versions of the stories, and the Coping Concepts lesson plan (see page 10) can be used at any time—before or after an upsetting event.** Depending on the size and needs of your school, you may want to select individual classrooms, gather several classrooms together from the same grade, or show the episode to the entire school. (If you show the episode to a larger group, divide kids into smaller groups for the discussion afterward so they will feel more comfortable sharing their thoughts, ideas, and feelings.)

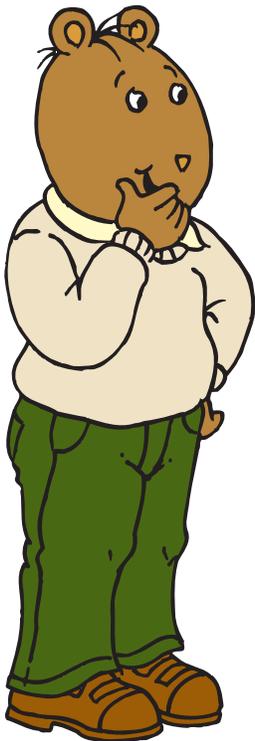
## *Watch the ARTHUR Episodes*

Show both parts of “Shelter from the Storm” and/or “April 9th.” With a small group, you may want to pause during the show to ask and answer questions or check for understanding. Afterwards, arrange to have classroom teachers—or school counselors or other child therapists—facilitate discussions among students. To help keep children engaged, you may want to hold a discussion group after Part I and then again after Part II.

## “Shelter from the Storm” Discussion Questions

After Part I, encourage feedback and comments by asking questions such as:

- ❁ What do you think of the episode so far? How did it make you feel?
- ❁ What kinds of things did Elwood City do to prepare for the hurricane? Have you or your family ever done something similar?
- ❁ Why do you think Brain was so upset?
- ❁ What does Ladonna’s father do? How does she feel about not having him around for some important events? Why do you think she doesn’t want a birthday party? (If appropriate, this may be a good opportunity to talk about missing a parent who is deployed or working far away.)
- ❁ Thunderstorms, rainstorms, snowstorms, hurricanes, tornadoes, floods, and mudslides can all be scary. Have you ever been in weather that was frightening? What happened? What are some ways to feel less scared about extreme weather events?



## School Programs

Acknowledge that different people have different reactions and feelings to things. Explain that in Part II, the characters find ways to feel better about what happened. When the episode is over, you may want to ask:

- ❁ What kind of doctor was Dr. Paula? What ideas did she give Brain to help him?
- ❁ What happens to your body when you feel afraid? What helps you feel better?
- ❁ How did Muffy and Arthur help their friends?
- ❁ What are some of the things we could do to help others after a storm?
- ❁ If you could visit an emergency management agency (as the children in the live-action segment do), what questions would you want to ask?
- ❁ What would you want to put into your family safety kit? (Students can draw a picture or make a list.)
- ❁ Sometimes we may need to cope with situations that don't happen as suddenly as a hurricane, such as an illness in the family or getting ready to move. How can what we learned in "Shelter from the Storm" help us in those situations?



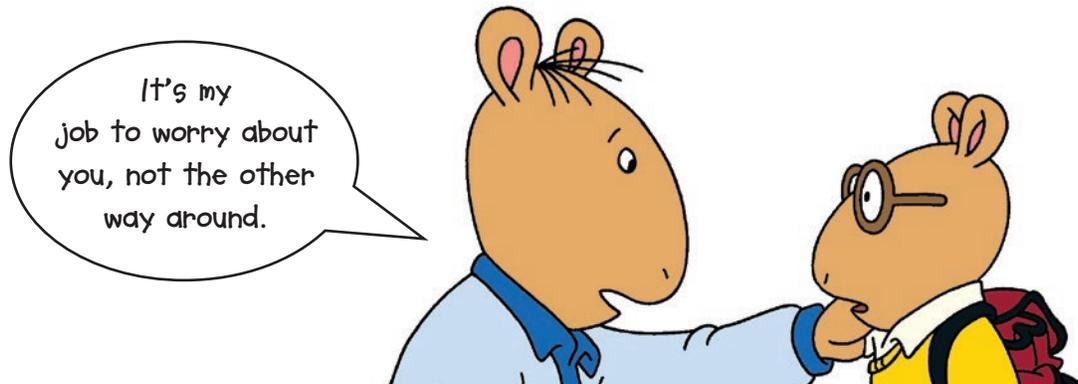
## “April 9th” Discussion Questions

After Part I, encourage feedback and comments by asking questions such as:

- ❁ What were some of the things that children did when they heard the fire alarm? How did they follow safety rules?
- ❁ Binky insists that he wasn’t scared. Do you think he was? Why or why not?
- ❁ Why do you think Sue Ellen doesn’t want the new journal that Muffy buys for her?
- ❁ Why does Arthur get annoyed with Buster? Why is Arthur worried that his dad might have another catering job at a school?
- ❁ Arthur has a nightmare after the fire. Have you ever had a bad dream after something upsetting happened? How did it make you feel? What helped you feel better?

In Part II, the characters come to terms with their feelings and fears. Continue the discussion by asking:

- ❁ Why do you think Binky pulled the fake fire alarm? What was he testing? Is it ever okay to pull a false fire alarm?
- ❁ How did Francine’s dad, Mr. Frensky, help Binky talk about his feelings? Why does talking sometimes help you feel better about things?
- ❁ When Mr. Read realizes why Arthur is so worried about him, how does he make Arthur feel less worried?
- ❁ What did Sue Ellen write in her journal about her friends? How can you help friends during a scary or difficult time?



### ***Coping Concepts Lesson Plan***

Using advice, read-alouds, and role-play, help children explore strategies for handling scary and upsetting situations. You may mix and match these activities as needed.

#### **Materials**

Gather paper, markers, and the read-aloud book(s) you have chosen (see Recommended Books, page 23).

#### **Fear Factors**

Have your children generate a list of fears, worries, or scary situations, such as getting lost, nightmares, thunderstorms, spiders, and so on. Discuss the different words we use to describe our feelings when we think about or have these experiences: *worried, scared, upset, afraid, nervous, anxious*. Being able to label their feelings can help children better express themselves.

You can also talk about the differences between an immediate fear reaction, such as when someone yells, “Boo!” suddenly and feelings of fear or worry that stay after an event or situation occurs. You can also create a ranking system of 1–5, rating smaller fears and comparing them with larger fears. Talk about the different ways our bodies and minds react to big fears and little fears.

Reassure children that there are ways that we can learn to cope with our fears and worries. Remind them of the “Rules to Stay Safe” that they’ve learned (see page 6), or brainstorm a list that is specific to your community or classroom.

#### **Find the Facts**

Tell children that sometimes knowing the facts about something can help you feel less afraid. Knowing why thunder rumbles, how an elevator works, or why a dog barks can make you less nervous about it the next time you encounter that situation. Choose a topic (or a variety of topics) to research and learn about. Older students can report on what they’ve learned. Younger students can draw a picture of one of the facts they know about the topic.



### Share a Story

Chose a read-aloud book that features someone feeling scared or worried (see Recommended Books, page 23). You can also show either of the ARTHUR episodes mentioned in this guide or the read-aloud versions provided on the website. Related ARTHUR episodes are listed in the Resources (page 20).



Stop the story to ask children what they might do in the same circumstance. How could they use the safety tips you've discussed? What advice would they offer the characters in the story? Explore ways to handle the situation and then read the end of the story. Afterwards, discuss the story. Ask:

- ❁ What happened in the story?
- ❁ How did the characters deal with the situation?
- ❁ What are some things you learned?
- ❁ What are some of the things you could do if you feel scared or worried?
- ❁ What advice would you give a friend who is feeling anxious or afraid?

As an extension, have children write and illustrate their own story of being afraid and how they dealt with their fear or worry. You can also incorporate and adapt the [Fear No More](#) activity or the [Courage Cards](#) activity.



### Role-Play

After the read-aloud story or ARTHUR episodes, have students role-play the situation. You may want to create several role-plays in order to explore a range of situations, emotions, and reactions. Be sure to include a “helper” character so that children continue to feel reassured that there are grown-ups who will be there to provide support and assistance. Younger children can reenact the story with ARTHUR characters (use the Arthur Coloring Pages or Trading Cards on the [ARTHUR website](#) to make ARTHUR stick puppets).

### Journal Writing

Older students can begin a journal, just as Sue Ellen does in “April 9th.” They can write and draw about their thoughts, feelings, and reactions to the upsetting event or they can record their tips on how to cope with scary or upsetting situations.

### Wrap-Up

Bring the class together to discuss what they have learned. Assess whether or not children have concerns that they haven’t discussed yet or if there are questions still to be answered.



### ***Before a Crisis***

You may also want to do any of the following school-wide or classroom activities *before* a crisis happens so that students are well informed and better prepared.

- ❁ Reassure students that the school has emergency plans in place and that a grown-up will help them if something bad happens. You may want to specify that, in addition to teachers, children can turn to other school workers, such as bus drivers, cafeteria workers, janitors, and office staff.
- ❁ Identify community helpers and the roles they play in keeping the school and neighborhood safe. This can be done as part of the curriculum. Check with the school or public librarian for children's books about these professions.
- ❁ Invite local meteorologists or weather reporters to talk about weather facts. Be sure they include age-appropriate safety tips and advice.
- ❁ Have staff from the local animal shelter talk about how they help pets during times of crisis and how students can help too (see *Healing by Helping*, page 17).
- ❁ Many local firefighters, police officers, and other first responders provide speakers for school assemblies. They may also bring the vehicles or equipment they use.
- ❁ Have school nurses, counselors, or physical education teachers provide hands-on instruction of relaxation techniques such as breathing exercises, calming visualizations, and soothing music that can help students when they feel afraid, tense, or worried (see *Relaxation Techniques for Kids*, page 16.)



### *After a Crisis*

In the aftermath of a local, national, or international crisis or tragedy, be ready to provide an opportunity for children (and teachers) to express their grief, fears, anger, and confusion.

- ❁ When showing “Shelter from the Storm,” “April 9th,” or either of the live-action ARTHUR segments, use the questions on pages 3 and 4, but be sure to relate them to the specific event that happened in your community.
- ❁ Provide one-on-one counseling sessions as well as small group sessions as needed. In particular, check in with parents and teachers about children who seem unable to let go of their fears and anxieties. Symptoms might include:
  - Significant changes in behavior at school or at home, such as being either quieter or more aggressive than before
  - Nightmares (as reported by parents or caregivers or recounted by the student) or trouble falling asleep at night
  - Frequent headaches or stomachaches and trips to the school nurse
  - Avoiding going to school or returning to normal routines
  - Lack of interest in favorite hobbies or activities
  - Increased separation anxiety and difficulties with transitions.

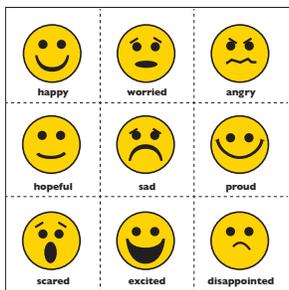
In addition to using school resources, staff may need to refer students to specially trained crisis counselors or mental health agencies. Do not assume that children are “over” an event. Remind staff to be aware of children who continue to feel anxious or worried.



It'll take a little time to feel safe again. It's like a cut or bruise—it doesn't just heal overnight. But we're going to work on this together, OK?



# School Programs



✿ Coordinate whole-school programs and classroom activities and lessons, such as:

- Incorporate relaxation techniques (see page 16) into morning meetings, gym class, recess, or at other times during the day.
- Teach the facts about weather events so that children learn to distinguish an ordinary thunderstorm from a dangerous tornado, or a windy rainstorm from a hurricane.
- Explore different kinds of emotions through a “feelings” chart (many versions are available online) so children can put their feelings into words. Labeling feelings can make them less confusing.
- Encourage children to talk, write, and draw about their feelings. You can use the [“Draw Your Feelings” tool](#).
- Invite therapy dogs or cats in for a whole-school or classroom session. This method has grown increasingly popular in schools and libraries around the country.
- In “April 9th” Sue Ellen writes in her journal, “If we stick together we can make it through just about anything.” After a stressful event or situation, take opportunities to hold school-wide celebrations and events to help bolster a sense of community among students, faculty, and families. Ideas include:
  - Acknowledge the help of volunteers.
  - Write thank-you notes to helpers.
  - Stage a reading of poetry or essays that children have written and display related artwork.
  - Hold a potluck supper for everyone.

✿ Use the publications, help, and other assistance provided by the organizations in the Resources section on page 20 and the [Resilience](#) section of the ARTHUR Family website.



### Relaxation Techniques for Kids

Knowing how to relax is very helpful for children, whether they are dealing with small stresses or more upsetting events. When they were babies, children may have hugged a blanket or stuffed animal when they felt upset. This helped them feel calmer and enabled them to stop crying or go to sleep. Similarly, relaxation techniques can help children feel physically better, think more clearly, and feel more in control.

### Movement and Meditation

- ❁ Have children close their eyes. Talk them through tensing and then letting go of muscle groups from their toes to their heads.
- ❁ With their eyes closed, ask children to think about a favorite calm place that they like to go—under a tree, by the water, their grandma’s kitchen. Then have them think about all of the things that make them feel happy in that place. After a few minutes, have them open their eyes.
- ❁ Stretching is a good ways to release tension. Do all or some of these exercises, repeating several times at a slow and steady pace. Talk children through the motions.
  - Ask children to raise their shoulders up to their ears and then bring them down again.
  - Have children bring their chins to their chests, raise their head up to look straight ahead, tilt their heads back, and bring them back to center.
  - Start by standing or sitting and looking straight ahead. Have children turn their heads to the right, stretching their necks. Have them turn their heads back to the center, and then to the left.



### Breathing exercises

- ❁ Together make pinwheels and challenge students to see how long they can keep them spinning. Have them experiment with breathing slowly and evenly. How does it feel?
- ❁ Use soap and a bubble wand to help students take long breaths to make the bubbles.
- ❁ Have children lie on their backs and place a small stuffed animal on their tummies. Have them watch their tummies rise and fall as they breathe. Encourage children to focus on the animal as they breathe deeply and regularly.

### *Healing by Helping*

Another way to help students deal with their feelings of helplessness, isolation, and anxiety is to encourage them to reach out to help others. This can be especially useful when an event has occurred in a faraway place, nationally or internationally. However, it's also useful even if the situation has happened closer to home. Helping others after such an event enables children to feel useful, effective, and more in control.

Students can participate in a wide variety of ways. Each grade or class can decide what its participation will be. Older students can make and distribute flyers and posters; organize and label donations; write articles for school newsletters, blogs and websites; and invite school officials to kick off events.

To develop, organize, publicize, and conduct a charitable event, consider partnering with a local library, children's hospital, supermarket, or other area business. Students are especially delighted when a teacher, principal, or other local official participates in a charity challenge. Involve the local media to cover the event or charity drive.



## School Programs

Depending on the needs of the school and the nature of the crisis, you may want to consider any of the following suggestions:

- ❁ Conduct an animal care drive. Collect donations for the local animal shelter (Every shelter has different needs, so check with staff to find out what their specific needs are.)
- ❁ Donate clothing, food, school supplies, books or other needed items. You can work with a parent-teacher organization to raise awareness of and participation in whatever kind of donation drive you've chosen.
- ❁ Raise money through a bike-a-thon, walk-a-thon, or read-a-thon, or through a school show, concert, festival, or fair.
- ❁ Publish and sell a school newsletter about the event featuring poems, stories, and pictures that students have contributed.
- ❁ Plan a community-wide venture that will improve or beautify the school or the neighborhood, such as planting flowers or trees, repairing or building a playground, creating a mural, or making new signage. Students can participate with their families.



# Connect with Families

Of course, families play a crucial role in helping their children cope with a crisis and feel safe and comforted when scary events happen. Many parents are uncertain about how much information to share with their children and how to respond to their children’s questions, fears, and worries.



Refer families to the Resilience section on the ARTHUR Family Health website. They will be able to watch the ARTHUR episodes, read the stories aloud together, and find helpful hints, activities, and resources, such as **“Tips for Grown-Ups”**. You can also distribute the **“Helping Our Children in Difficult Times”** [handout](#).

Another excellent resource is *Community Crises and Disasters: A Parent’s Guide to Talking with Children of All Ages*, by Cynthia W. Moore and Paula K. Rauch. Developed after the 2013 Boston Marathon bombing, it provides parents and caregivers clear and specific guidance for understanding and responding to children’s concerns, questions, and emotional reactions during and following any kind of community crisis. You can read or download the guide [here](#).

You may want to invite the local PTA, PTO, or other parent-teacher organization to hold an information session about crisis planning and response for families. You can also contact firefighters, doctors, first responders, and local government officials, as well as chapters of organizations such as the American Red Cross and FEMA, to share information about emergency planning and responses.



# Resources

## ***ARTHUR Episodes***

You may want to consider using these additional ARTHUR episodes as part of your programming. You can find the episodes on DVD, iTunes, and at the library.

### ***D.W., All Fired Up***

What exactly is a fire drill anyway? When Ms. Morgan announces they'll be having one during preschool, D.W. wants no part of it—it sounds way too scary. Can she manage to stay home from school every day until the danger passes? (Episode 302)

### ***D.W. Blows the Whistle***

D.W., a newly deputized Junior Safety Officer, has a reputation for being a strict enforcer of the rules—well, okay, a tattletale. How far—or how high—will she go to make sure everyone is safe and sound? (Episode 216)

### ***The Blizzard***

A big blizzard comes to Elwood City, taking out the electricity (and—gasp—television!) and sending residents scrambling for supermarket supplies. Can neighbors find ways to help each other survive through the storm? (Episode 405)

### ***The Black Out***

It's the hottest day in Elwood City, when a total blackout leaves its residents without any electricity. Will Arthur and DW survive without air conditioning and TV? Luckily, the Molina family steps in to teach the Reads a lesson on how to keep cool and have fun as a community even under the toughest of weather conditions. (Episode 1208)

### ***So Long, Spanky***

D.W.'s beloved bird gets very sick, and despite D.W.'s eager ministrations (or maybe because of them), Spanky dies. But when a lonely frog decides to adopt D.W., she faces her greatest test—can she risk giving her heart to another pet? (Episode 113)



## ***S.W.E.A.T.***

It's time for the kids at Lakewood Elementary to take the Stoddard-Wilkins Elementary Aptitude Test, or "S.W.E.A.T." But with anxiety running high, it becomes clear that the kids need to learn some relaxation techniques. Luckily, Mrs. MacGrady is on hand to teach them a thing or two about de-stressing. (Episode 1505)

## ***Organizations***

For information about helping children during or after a crisis, as well as assistance in developing school and classroom emergency plans, you can consult the following organizations. (For more resources about children and crisis, visit the Resilience section of the [Arthur Family Health](#) site.)

### ***American Red Cross***

<http://www.redcross.org/prepare/location/school>

### ***Centers for Disease Control and Prevention***

<http://emergency.cdc.gov/children/schools.asp>

<http://www.bt.cdc.gov/children/>

### ***Federal Emergency Management Agency (FEMA) for Kids***

<http://www.ready.gov/kids>

<http://www.ready.gov/school-emergency-plans>

See also Ready America: <http://www.ready.gov/>

### ***Marjorie E. Korff Parenting at a Challenging Time (PACT Program)***

[www.mghpact.org](http://www.mghpact.org)

### ***National Association of School Nurses***

<https://www.nasn.org/ToolsResources/DisasterPreparedness>

### ***National Educational Association Healthy Futures***

<http://neahealthyfutures.org/>

### ***National Center for School Crisis and Bereavement***

<http://www.schoolcrisiscenter.org/index.html>



## Resources

### ***The National Child Traumatic Stress Network***

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

<http://www.nctsn.org/resources/audiences/school-personnel>

[http://www.nctsn.org/sites/default/files/assets/pdfs/nctsn\\_resource\\_list\\_by\\_audience.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/nctsn_resource_list_by_audience.pdf)

### ***National Oceanic and Atmospheric Administration (NOAA)***

<http://www.noaa.gov>

### ***Trauma and Learning Policy Initiative***

<http://traumasensitiveschools.org/>

### ***U.S. Department of Education***

<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

<http://rems.ed.gov/>

## ***Publications***

### ***Community Crises and Disasters: A Parent's Guide to Talking with Children of All Ages, by Cynthia W. Moore and Paula K. Rauch.***

[http://www.mghpact.org/community-collaborations/patriots-day-project/parents-guide.](http://www.mghpact.org/community-collaborations/patriots-day-project/parents-guide)

### ***Crisis Resource Guide: A Tool for Families, Schools, and Professionals Working with Youth During a Crisis***

[www.childrenshospital.org/chnp](http://www.childrenshospital.org/chnp)

### ***Child Trauma Toolkit for Educators***

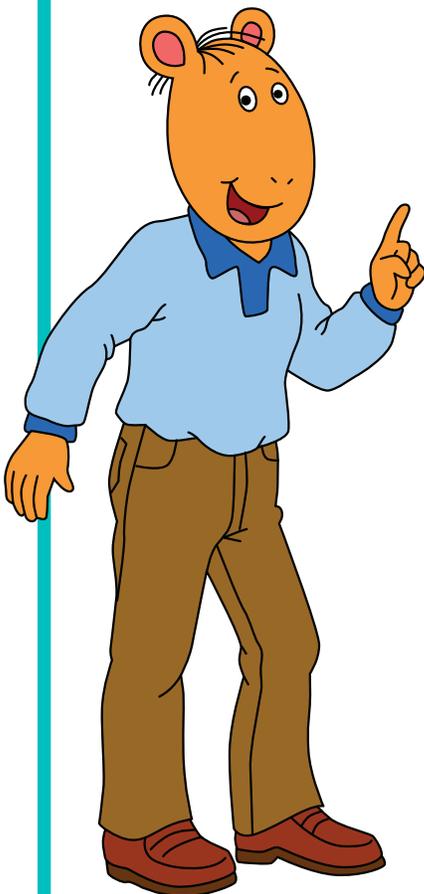
<http://nctsn.org/resources/audiences/school-personnel/trauma-toolkit>

### ***Helping Children After a Natural Disaster: Information for Parents and Teachers***

[http://www.nasponline.org/resources/crisis\\_safety/naturaldisaster\\_ho.aspx](http://www.nasponline.org/resources/crisis_safety/naturaldisaster_ho.aspx)

### ***Resilience Guide for Parents & Teachers***

<http://www.apa.org/helpcenter/resilience.aspx>



## Recommended Books

### For Kids

Use these books to generate classroom and school-wide discussion. Your school or public librarian can suggest fact books on topics such as hurricanes, floods, blizzards, tornadoes, thunderstorms, animal safety, and so on.

*Brave Irene* by William Steig. Not even a fierce snowstorm stops Irene from delivering an important package.

*Can't You Sleep, Little Bear?* by Martin Waddell. Being afraid of the dark keeps a little bear awake until he is patiently reassured that all is well.

*A Chair for My Mother* by Vera B. Williams. After their home is destroyed by fire, a family saves up for a new, comfortable chair. Also in Spanish.

*Feelings* by Aiki. Lots of different situations and feelings are explored in this book.

*Is a Worry Worrying You?* by Ferida Wolff. Big and little worries are discussed, as well as ways to make worries go away.

*Life Doesn't Frighten Me* by Maya Angelou. This celebration of courage is told in verse and powerful illustrations.

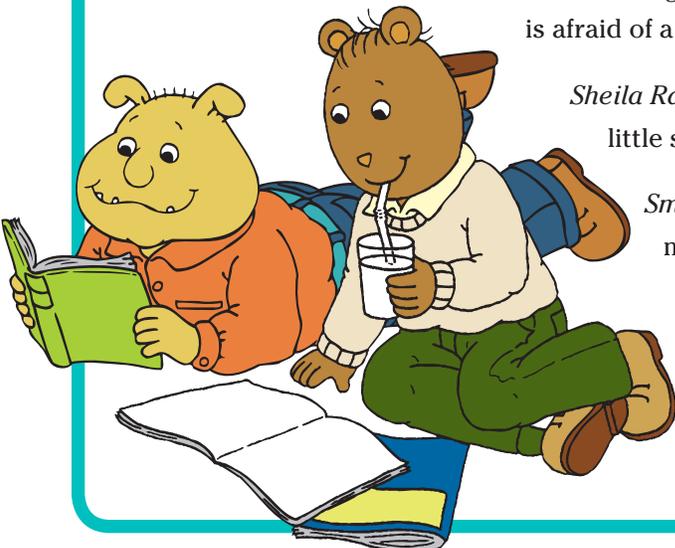
*Lost!* by David McPhail. A little boy and a big bear help each other find their way home.

*Not Afraid of Dogs* by Susanna Pitzer. When Daniel comforts a little puppy who is afraid of a thunderstorm, he conquers his own fears.

*Sheila Rae the Brave* by Kevin Henkes. Sheila Rae discovers that her little sister Louise isn't such a scaredy-cat after all.

*Smoky Night* by Eve Bunting. During urban unrest, Daniel and his mother find an unexpected friend in their neighbor Mrs. Kim.

*A Terrible Thing Happened* by Margaret Holmes. Talking about the terrible thing helps Sherman feel better.



## Resources

*Thunder Cake* by Patricia Polacco. A thunderstorm can be scary, but it helps when your grandma offers comfort—and a special cake.

*Today I Feel Silly* by Jamie Lee Curtis. A little girl explains all the different moods she can feel.

*The Way I Feel* by Janan Cain. Explore a range of feelings through short poems and colorful illustrations.

*The Way I Feel* series by Cornelia Maude Spelman (titles include *When I Feel Worried* and *When I Feel Scared*) Simple words and illustrations describe feelings and ways to cope.

*Wemberly Worried* by Kevin Henkes. A little mouse is worried about big things and little things, but when she makes a new friend at school, she feels just a bit less anxious.

*Why Do I Feel Scared? A First Look at Being Brave* by Pat Thomas. This nonfiction book assures children that it's normal to be scared of some things, but there are ways to cope with your feelings.

### For Grown-Ups

These titles can provide additional information about children and resilience.

*Building Resilience in Children and Teens: Giving Kids Roots and Wings* by Kenneth Ginsburg. Written by a pediatrician, this guide for parents of children ages 18 months to 18 years gives guidance on how to strengthen and support children's coping skills and their ability to meet life's challenges.

*Raising Our Children to Be Resilient: A Guide to Helping Children Cope with Trauma in Today's World* by Linda Goldman. Aimed at parents, teachers, and mental health workers, this book provides tools and techniques for working with children who have experienced trauma.

*Raising Resilient Children: Fostering Strength, Hope, and Optimism in Your Child* by Robert Brooks and Sam Goldstein. This handbook provides practical advice and strategies for parents.



# Credits

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HELPING CHILDREN BECOME RESILIENT