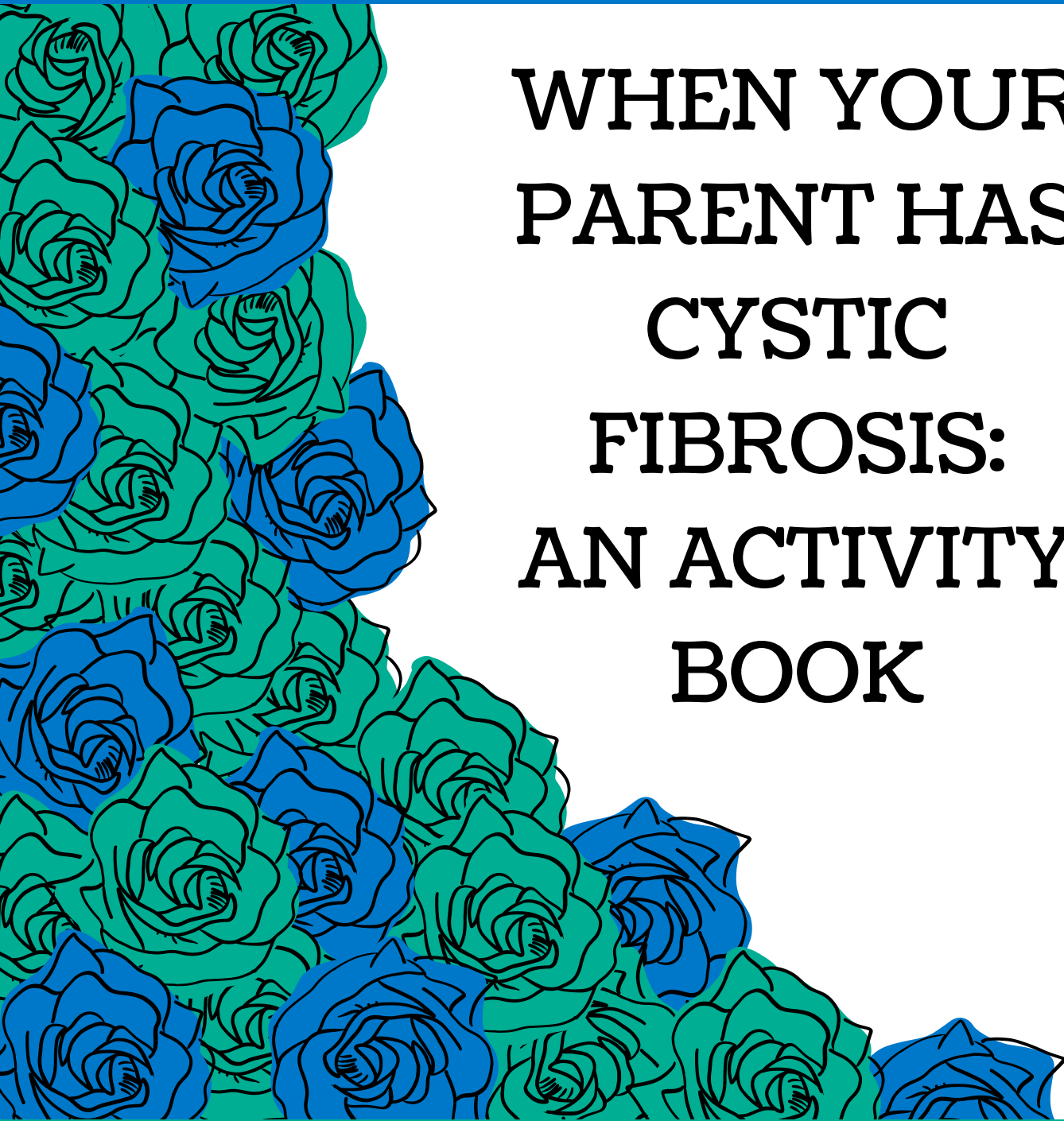


# KEEPIN' IT ROSY

## WHEN YOUR PARENT HAS CYSTIC FIBROSIS: AN ACTIVITY BOOK



# INTRODUCTION

This activity book was developed by Cystic Fibrosis Canada's Adult Cystic Fibrosis Advisory Committee (ACFAC). It is a component of a project with the goal of providing more resources and support for adults with cystic fibrosis who are parents and for their children. This activity book is the complement to the resource "Parenting When You Have Cystic Fibrosis".

Special thanks to Megan Parker and Kim Wood, two mothers living with cystic fibrosis, for creating and designing this activity book. A huge thank you to Eunice Mamic with Cystic Fibrosis Canada for her time and effort to finalize and publish this activity book, and to Kim Steele with Cystic Fibrosis Canada for reviewing.

Please print and use as many of these activities as you would like. Most of these activities can be done with children of all ages, but you may need to tailor the activities based on your child's age and level of understanding. Please reference pages 12 - 14 of "Parenting When You Have Cystic Fibrosis" for more guidance on strategies for discussing CF based on your child's age and development stage.

\*Please note:

1. Some activities in this book are led by parents. Look for "Parent Instructions" for these activities.
2. This document was designed for printing and therefore may not be fully accessible to screen readers. If you would like an accessible version of this document, please contact us at [accessibility@cysticfibrosis.ca](mailto:accessibility@cysticfibrosis.ca) and we would be happy to provide it for you.

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# CF DOCTOR KIT



Parent Instructions: Kids learn best through play. Creating their own "CF Doctor Kit" can be a way for your children to play and learn about the different tools and devices that are a part of your CF routine.

Start with a regular kids' doctor kit and add some of the following (depending on what you use):

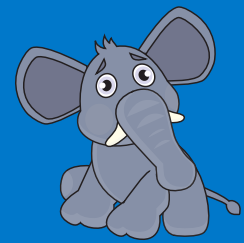
- Old (cleaned) nebulizer
- Old (cleaned) mask
- Oxygen tubing
- IV tubing
- Empty medicine bottle

\*\*If you don't have extra IV/oxygen tubing, you could always use ribbons or pipe cleaners.

\*\*If your kids are young, you might want to consider gluing small pieces (for example, the medicine bottle lid) to avoid choking hazards.



# ROLE PLAY: CF STUFFY

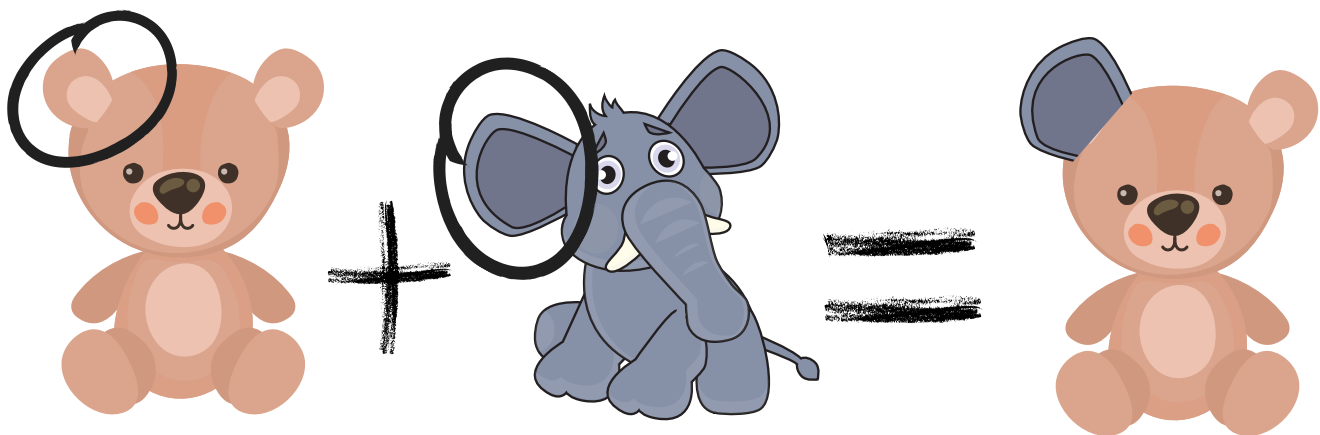


Parent Instructions: Have your child choose a stuffy to "have CF" that they can help take care of while you do your CF routine. Using their CF Doctor Kit, they can help do the medicines with their stuffy.

Some ideas:

- If you are on IVs, you can tape an IV line (or use a ribbon/pipe cleaner/etc) to the stuffy's arm
- If you are on oxygen, you can get a set of oxygen tubing for the stuffy
- The stuffy can have its own mask or nebulizer for inhaled medicines
- Your child could do manual percussions on your stuffy for chest physio
- Give pretend insulin shots

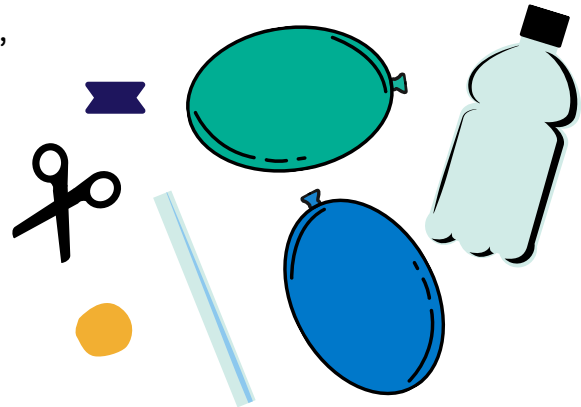
If you are approaching transplant or are post-transplant (and are good at sewing!), you can represent a transplant by swapping one stuffy's body part with a different stuffy's body part.



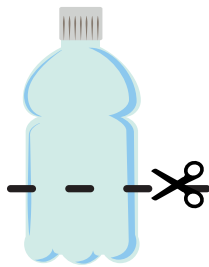
# SCIENCE EXPERIMENT FOR PARENTS AND KIDS: HOW DO LUNGS WORK?

## Materials:

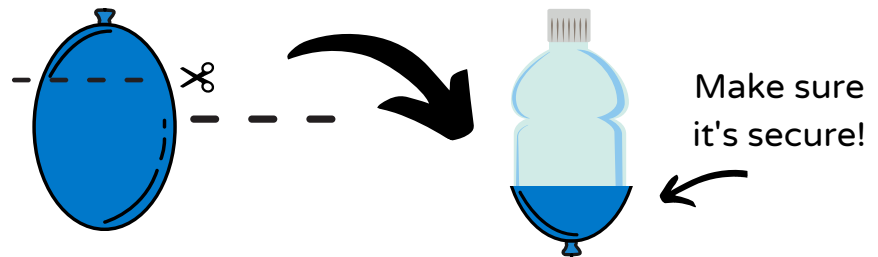
- 1 clear empty plastic bottle, label removed
- 2 balloons
- 1 straw
- Modeling clay/dough
- Tape or elastic
- Exacto knife or scissors



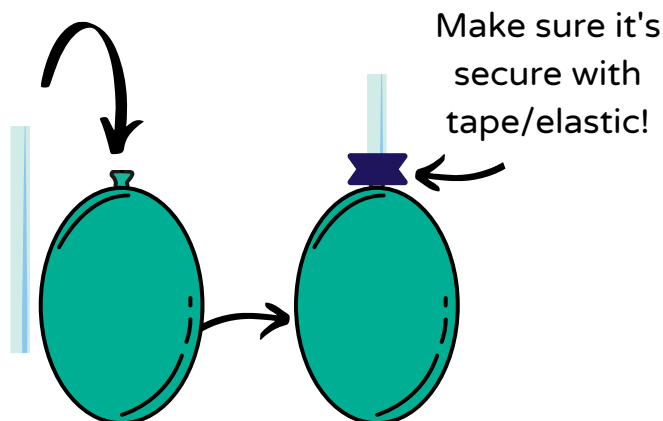
**1** Cut off bottom half of bottle.



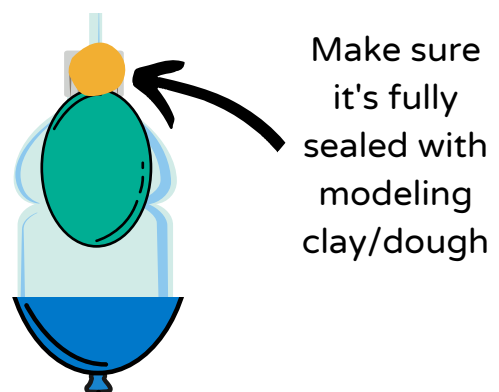
**2** Take 1 balloon: tie it (without blowing it up), cut off the bottom part of the balloon. Stretch this over the bottom (cut) part of the bottle so that the knot is pointing down (outside of the bottle).



**3** Take the second balloon: feed the straw into it, secure it tightly with tape/elastic.

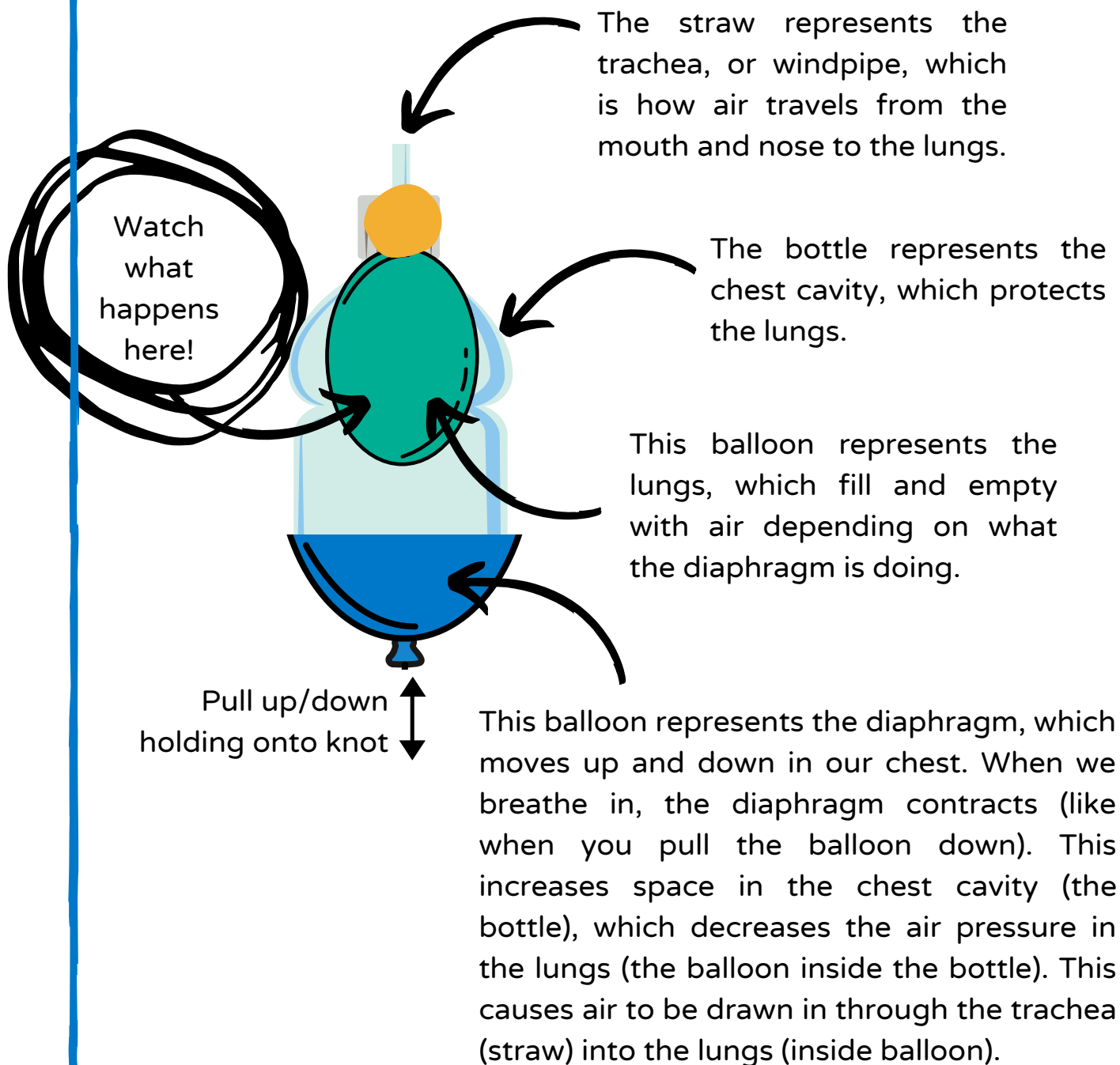


**4** Feed second balloon/straw inside the bottle. Secure with modeling clay/dough.



# SCIENCE EXPERIMENT: HOW DO LUNGS WORK?

- 5** Watch your lung in action!! Pull down gently on the bottom balloon and watch what happens to the balloon inside the bottle.





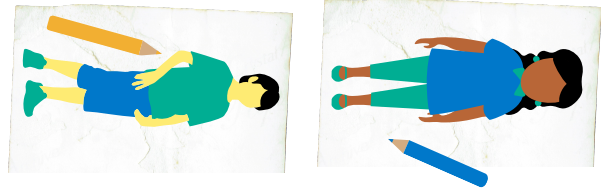
# ACTIVITY FOR PARENTS AND KIDS: LEARN CF ANATOMY LIFESIZE!

- Materials:
- Big piece of paper (or lots of regular-sized pieces of paper taped together)
  - Markers



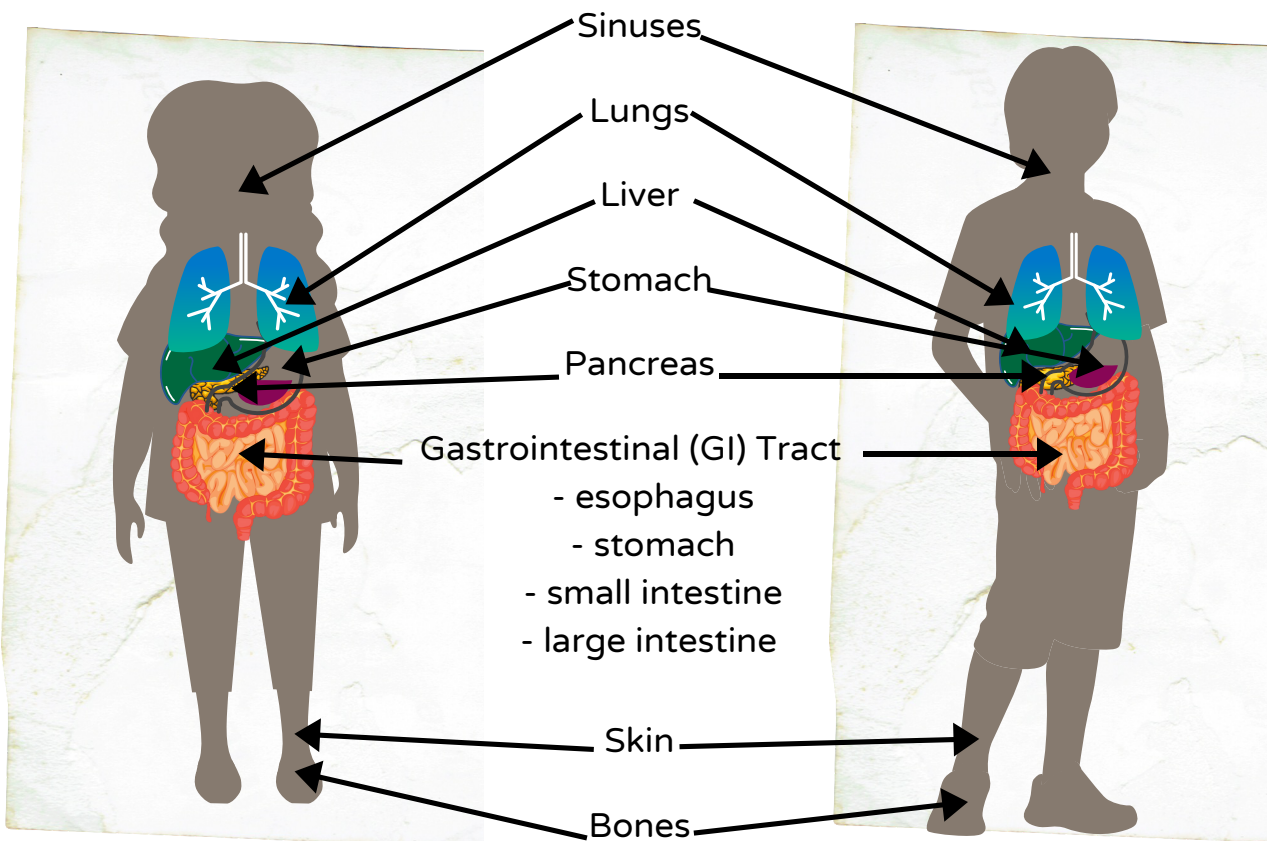
1

Lay the paper out on the floor. Have your child lay on the paper. Trace the outline of their body.



2

Draw the different parts of the body that can be involved in CF and talk about how they work and how they're different in your CF.





# CF ANATOMY: EXPLANATIONS (PG 1)

Parent Instructions: What do different parts of the body do and how are they different in CF? Choose which explanations you provide to your child based on how CF impacts you AND their age and level of understanding. Keep it briefer for younger children.

.....

Lungs: You breathe with your lungs to get air (oxygen) into your body. In CF, the lungs are full of sticky mucous, which makes it harder to breathe and traps germs.

Digestive system: This includes the esophagus, stomach, small intestine, large intestine, liver, pancreas, gallbladder, and appendix. The digestive system is how you get energy and nutrients from the food you eat.

Intestines: Where nutrients, vitamins, minerals, and water are absorbed into the body, also where feces/stool/poop are formed which leaves behind the body's waste (which turns into stool/poop). In CF, nutrients and vitamins aren't absorbed as well, which can mean it's hard to keep weight on (why food can be like "medicine") and you usually need to take extra vitamins. Sometimes, buildup of mucous can slow down how fast food moves through the intestines, which can lead to a buildup of stool, causing an Intestinal blockage.

# CF ANATOMY: EXPLANATIONS (PG 2)

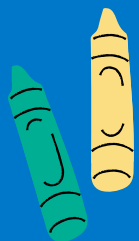
Liver: Helps us break down the food that we eat and helps our bodies get rid of toxins. In CF, the liver can get blocked by mucous, which can lead to CF Liver Disease.

Pancreas: Makes enzymes that are important to be able to break down food and helps control blood sugar levels by secreting hormones. In CF, these enzymes are blocked from leaving the pancreas and getting to the small intestine, so you need to swallow enzymes instead. Sometimes, the pancreas can stop releasing insulin, which means that blood sugar levels get high (called CF Related Diabetes, or CFRD), so you need to take insulin with a needle instead.

Sinuses: For breathing and smelling. In CF, the sinuses can get blocked with sticky mucous, which can make it hard to breathe through the nose, trap germs, and make it harder to smell.

Skin: Covers your entire body and acts as a protective layer. It also allows you to touch and feel things. Skin has pores for sweating, which helps cool the body down. In CF, the skin can taste salty because of salty sweat.

Bones: Gives our bodies support (example: our leg bones are needed for us to stand and walk) and protection (example: ribs protect our lungs). In CF, the bones can become more fragile because nutrients that keep our bones strong aren't absorbed as much, which can make it easier to break a bone (called osteoporosis).



# DRAWING ACTIVITIES



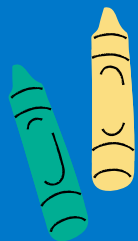
Parent Instructions: Drawing can be a really good way for kids to express themselves and communicate without using words. There are a lot of different reasons why you might want to draw with your kids. Some examples are:

- Understanding how your child is processing, understanding and/or feeling about your CF in general, an upcoming hospital stay or surgery, or any other stressful event
- If you are worried or unsure about how your child is coping

Drawing together as a family can be a fun shared activity which can also be a good time to model and share. If drawing your own picture, you can ask your child who wants to talk about their picture first, offering to go first if your child does not want to go first.

A few drawing prompts:

- Draw yourself
- Draw your family
- Draw your face and how you're feeling
- Draw what makes you happy



# DRAWING ACTIVITIES (CONTINUED)



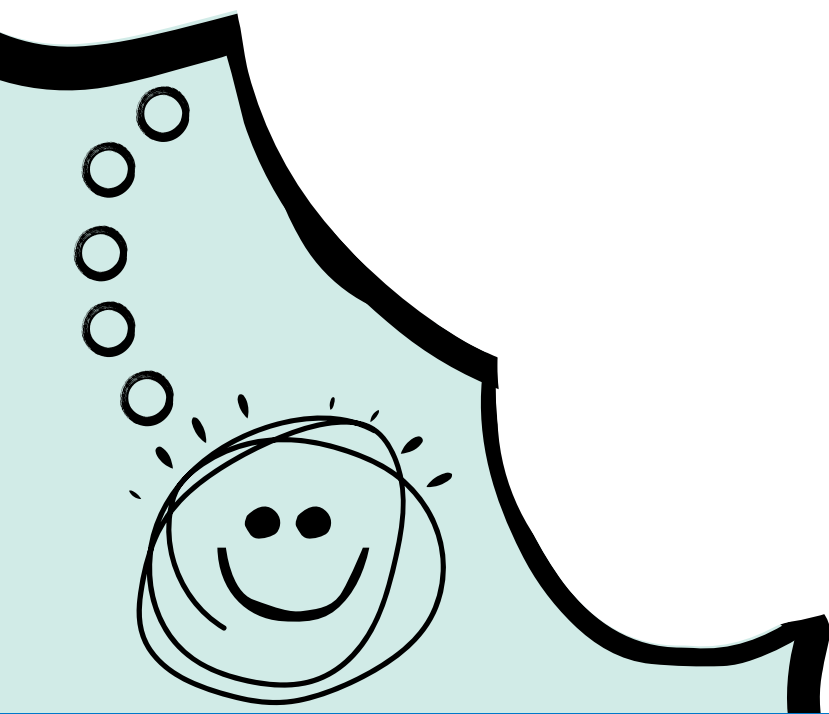
Try not to guess what your child has drawn. Instead, ask your child what they drew and ask if you can write their own words down next to their drawing. This can be a way to help your child express themselves.

Some extra ideas to help your child talk about their drawing:

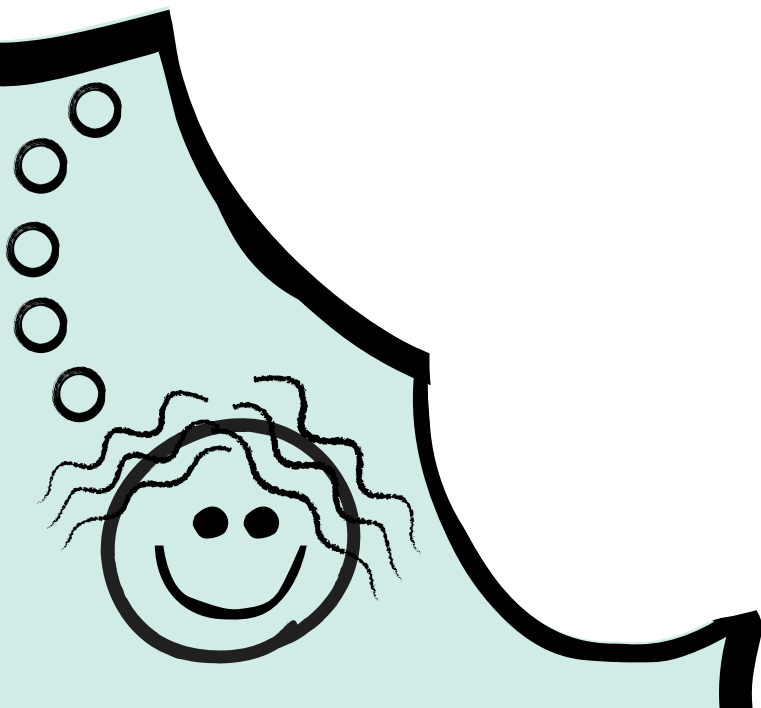
- "Tell me about your drawing!"
- "Where did you get the idea for this drawing?"
- Point out something specific in their drawing that makes you curious or that catches your eye (colour choice, lines/patterns, etc). Ask them to tell you more about it. Follow up with "Can you tell me more about your whole picture? I like where your ideas are going!"
- Ask your child how their drawing makes them feel
- Ask your child how they were feeling when they drew their picture
- Ask your child what title they would give their drawing
- Ask your child what they love about their drawing
- Ask your child what they hope other people will feel when they look at their drawing

See the next few pages for a few extra drawing activities.

# THIS IS WHAT I THINK CF LOOKS LIKE



# THIS IS HOW I THINK CF MEDICINE WORKS



# WHAT'S IN YOUR HEART?

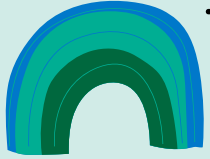
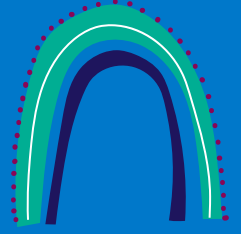
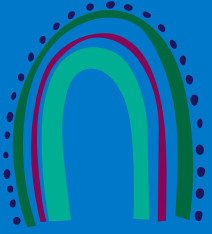
Parent instructions: Get your child to think about what makes their heart happy. What things make them feel good? What sort of pictures or colours come to mind when they think about these things? You can use the next sheet to help brainstorm. Next, get your child to draw some of their ideas out in the heart below (or have them draw their own heart). If your child is young, you can have them direct you to draw their ideas.





# WHAT MAKES ME HAPPY?

Parent Instructions: When a parent has CF, it can sometimes be helpful to think about all of the things that make your child happy and feel special. This sheet can help you brainstorm



Things that make me laugh

Handwriting practice lines for the 'Things that make me laugh' section, consisting of five rows of dashed lines on a light blue background.

Things that I am proud of



Handwriting practice lines for the 'Things that I am proud of' section, consisting of five rows of solid black lines on a yellow background.



My Favourite Happy Memories



Handwriting practice lines for the 'My Favourite Happy Memories' section, consisting of three rows of dotted lines on a grey background.

# POCKETFUL OF LOVE

Parent Instructions: Kids often get comfort from tangible things that they can hold and touch that remind them of the people they love and might miss.

Create this in advance and have ready for anytime you might need to be away from home (for example, when you need to be hospitalized).

A "pocketful of love" could be an envelope or a wooden box (or anything) filled with things like:

- special photos of you together
- written memories
- favourite jokes
- objects that trigger happy memories (labeled with written out memories)
- special written messages (look at the next page for some ideas for special messages)



I love you because...

.....

.....

.....



I feel proud of you because...

.....

.....

.....



I love it when you...

.....

.....

.....



It makes me smile when you...

.....

.....

.....



One of the best memories of us is...

.....

.....

.....

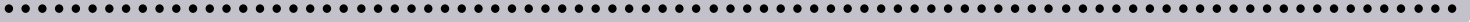
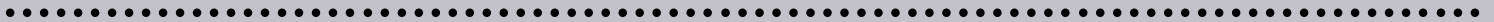
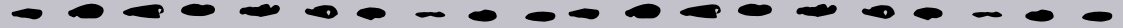


My favourite things to do with you are...

.....

.....

.....



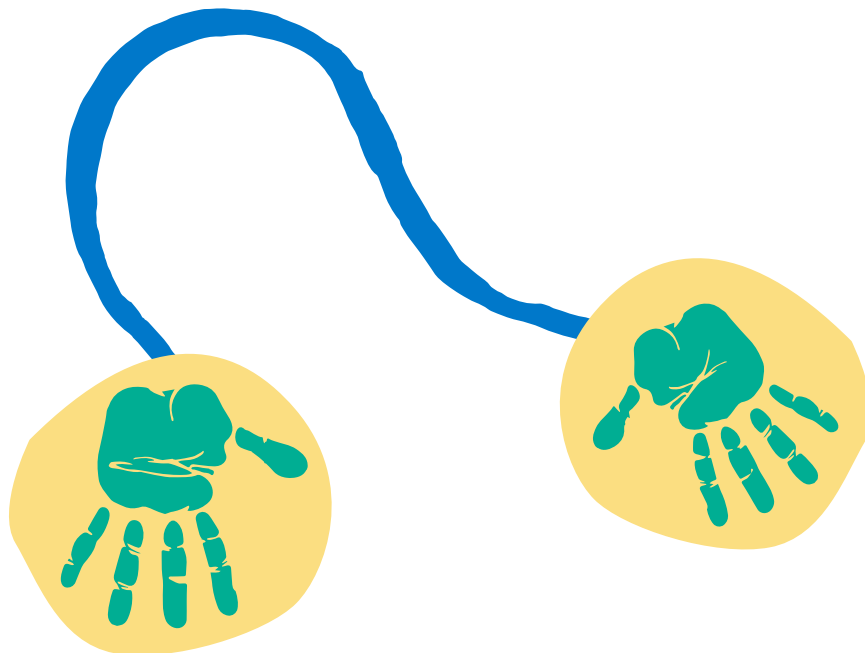


# HUGGING HANDS



Parent Instructions: This is a craft to make with your child if you are needing to be away from home for awhile (for example: for CF Clinic or for hospitalization). You can leave a set of your handprints with your child and bring a set of your child's handprints with you so that you each have each other's hug.

1. Use paint or an ink pad to make handprints on two different pieces of paper.
2. Cut out the hand prints.
3. Connect the hand prints with ribbon or string.



# OTHER SPECIAL THINGS TO DO BEFORE A HOSPITAL STAY

Parent Instructions: Here are a few extra ways to make your child feel special and loved if you are needing to be hospitalized.

## Make a special pillow for each other

Use fabric paint to create special pillows for each other to use while you're apart, paint things like handprints and special words or messages.

## Matching friendship bracelets

Use beads or embroidery floss to make matching friendship bracelets or necklaces that you can both wear while you're apart from each other.

## Store Kisses

Go around the house and leave kisses in places for your children.

- Pretend Kisses: Go around the house with your child and repeatedly kiss different items/toys/etc. Explain to your child that you are leaving kisses in these places for them to find later when you are not there.
- "Kiss treasure hunt": hide chocolate kisses or kisses on paper in places for your children to find. Ideas: under their pillow, in lunch boxes, in their dresser drawers.

## The Traveling Journal

Get a journal that can travel between home and the hospital via visitors. You and your child will take turns writing special messages or drawing pictures to each other in the journal.



# OTHER SPECIAL THINGS TO DO BEFORE A HOSPITAL STAY (CONTINUED)

Parent Instructions: Here are even more ways to make your child feel special and loved if you are needing to be hospitalized.

## Countdown to Discharge!

If you know your discharge date, create a countdown to help your child visualize how many days remain until you are back home.

Some ideas:

- Print a calendar where they can cross off each day
- Make a "Home from Hospital" board game, where a piece is moved one square closer to "home" every day
- Jar of treats (such as small chocolates or candy, match the number of treats to the number of days until you are home). Your child can eat one treat per day until there are none left in the jar!

## Make a trade

Trade something personal and special with your child. It can help them to feel included and valued. It could be a shirt, a drawing, a favourite story, or anything.

## Create Lists

Help your child create lists of things they can choose from to do either now or when you are back home (you can write the words or use pictures) to help them regain a sense of control. Some ideas are:

- Things to do with \_\_ (friend, family member or other caregiver) while you are away
- Things to do with you the day you get home
- Wishlist of activities or outings to do when are home and feeling better
- Art/sports/games that can be done while you are in hospital
- Special movies or shows to watch

# HELPING OUT COUPONS

Parent instructions: These coupons can be a gift for your children to give you that also serves as a way for them to understand the importance of helping out.

This coupon is good for:

One big  
bear hug



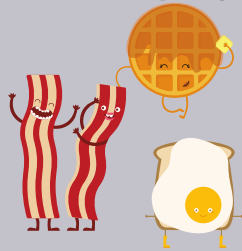
This coupon is good for:

Sweeping  
the floor



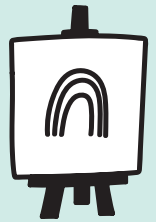
This coupon is good for:

Breakfast  
in bed



This coupon is good for:

One drawn  
picture by me



This coupon is good for:

One chore of  
your choice



This coupon is good for:

One meal that  
I help cook



# HELPING OUT COUPONS

— — — — — ✂

This coupon is good for:

— — — — —

✂ — — — — —

— — — — — ✂

This coupon is good for:

— — — — —

✂ — — — — —

— — — — — ✂

This coupon is good for:

— — — — —

✂ — — — — —

— — — — — ✂

This coupon is good for:

— — — — —

✂ — — — — —

— — — — — ✂

This coupon is good for:

— — — — —

✂ — — — — —

— — — — — ✂

This coupon is good for:

— — — — —

✂ — — — — —

# FEELINGS

Parent Instructions: Kids feel the same complex emotions and feelings as adults, although it can be hard for kids to identify and label their own feelings and emotions. They'll often communicate their feelings in different ways (like behaviours or body language).

There are many different ways that you can support your child to be able to identify and talk about their feelings. Here are just a few ideas:

Use stuffed animals and talk about the stuffy's feelings and emotions

"How do you think your stuffy feels when \_\_\_?" (examples: when your mom is in the hospital, when your dad is doing his medicine)

Check in with your child and ask them how they are feeling and coping with your CF.

Make "I wonder" statements about characters in books or tv shows.

Model. Share with your child how you are feeling.

"I'm feeling \_\_\_ because \_\_\_."

"That really made me feel \_\_\_ when \_\_\_."

"I wonder if \_\_\_ is feeling \_\_\_ because of \_\_\_."

Play different games that teach about different feelings:

- feelings bingo
- feelings charades
- singing songs about feelings (like "If you're happy and you know it")
- feelings board games

Help your child label their emotions. Validate these feelings so your child knows it's ok to feel that way!

"You seem really frustrated because \_\_\_\_. I would feel frustrated too."

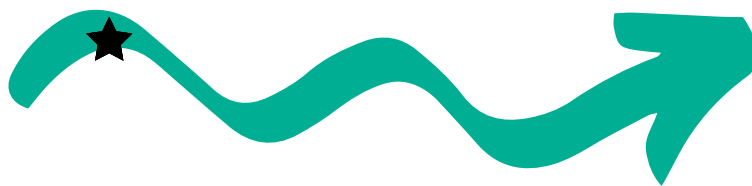
"It looks like you're feeling sad right now. Sometimes I can feel sad too."

# HOW AM I FEELING TODAY?

Parent Instructions: This activity can help your kids label and communicate to you about their feelings. There are two different templates (on the next two pages), one with feelings and faces already written/drawn (better for younger kids), and a blank one (better for older kids). When using the blank template, brainstorm a list of feelings with your child that they might feel in any given day. Help them write these feelings down above each square. Next, have your child draw what each feeling looks like by drawing their face showing each different feeling.

Next, cut out one of the arrows below (or draw your own!), line up the \* on the arrow and template, and attach using a brass fastener so that the arrow can spin.

Hang your child's completed "How Am I Feeling Today" Chart somewhere visible. Use the chart to both model sharing how you are feeling and to help your child identify and share how they are feeling. Do this exercise every day or several times a day, especially when you notice the way they are feeling is changing.



# HOW AM I FEELING TODAY?

Happy



Tired



Silly



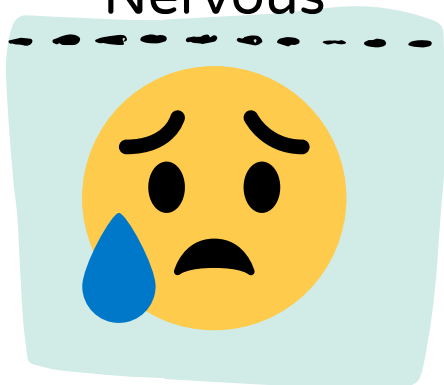
Confused



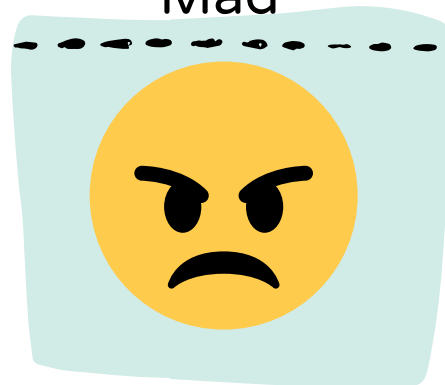
Sad



Nervous



Mad



Frustrated



# HOW AM I FEELING TODAY?

A collection of ten light blue, torn-edge sticky notes arranged in a circle around a central black star. The notes are blank and intended for writing feelings.



# COPING WITH BIG FEELINGS

Parent Instructions: Just like it can be hard for kids to label their feelings, it can be hard for kids to know how to cope with their feelings.

This activity can help your child learn ways to cope with different feelings that they experience.

There are two different styles of blank worksheets on the next two pages. Fill out the worksheet together with your child and try to brainstorm as many ideas as possible for each "Things to do when I am feeling \_\_\_". Use written words or pictures or even photographs, depending on your child's age.

Example:

When I am feeling  
mad I can



Give Mom or  
Dad a hug



Read my  
favourite book



Build a fort for  
quiet time



Ask for my  
favourite  
music

Bonus activity: do one worksheet for yourself as a way to model that parents can need support to cope with feelings too.

Once completed, hang it up somewhere central in your home, or hang multiple copies in different spots. Help your child to look at the sheet and choose a coping strategy when they are experiencing a big feeling or emotion.

When I am feeling  
mad I can



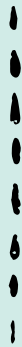
When I am feeling  
sad I can



When I am feeling  
silly I can



When I am feeling  
nervous I can



When I am feeling

\_\_\_\_\_ I can

When I am feeling

\_\_\_\_\_ I can

When I am feeling

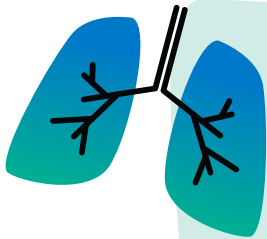
\_\_\_\_\_ I can

When I am feeling

\_\_\_\_\_ I can

# WHAT DOES CF LOOK LIKE?

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



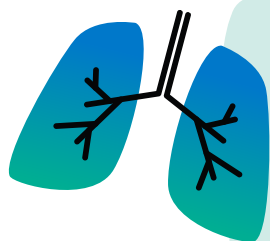
COUGHING  
 ANTIBIOTICS  
 PHYSIOTHERAPY  
 CYSTIC FIBROSIS  
 LUNGS  
 DOCTOR  
 MUCOUS  
 EXERCISE

PILLS  
 X RAY  
 BACTERIA  
 OXYGEN  
 NEBULIZER  
 MEDICINE  
 STOMACH  
 ENZYMES



# HEALTHCARE WORKERS WHO HELP TAKE CARE OF SOMEONE WITH CF

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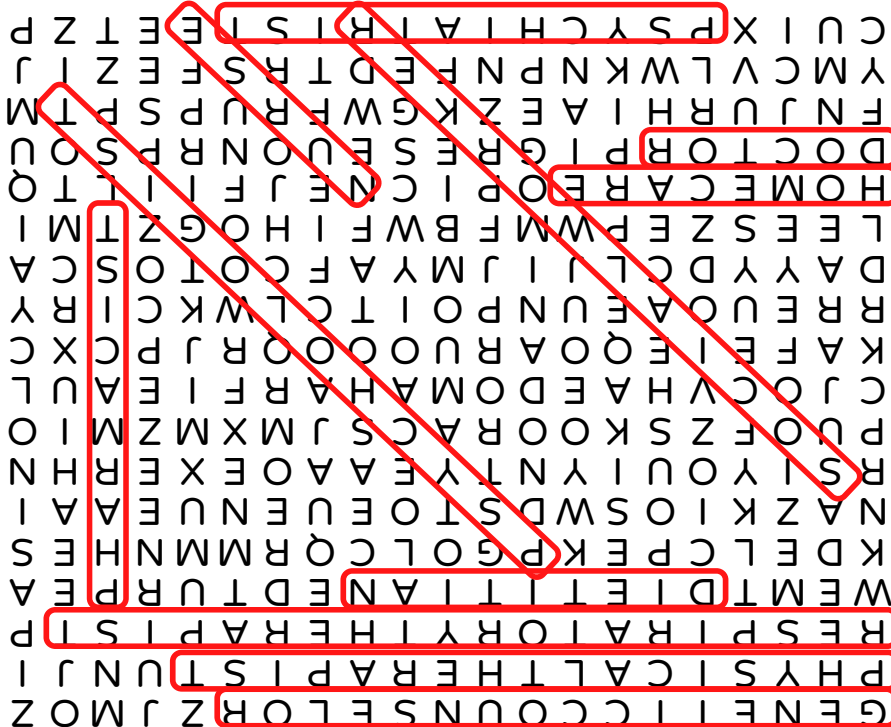
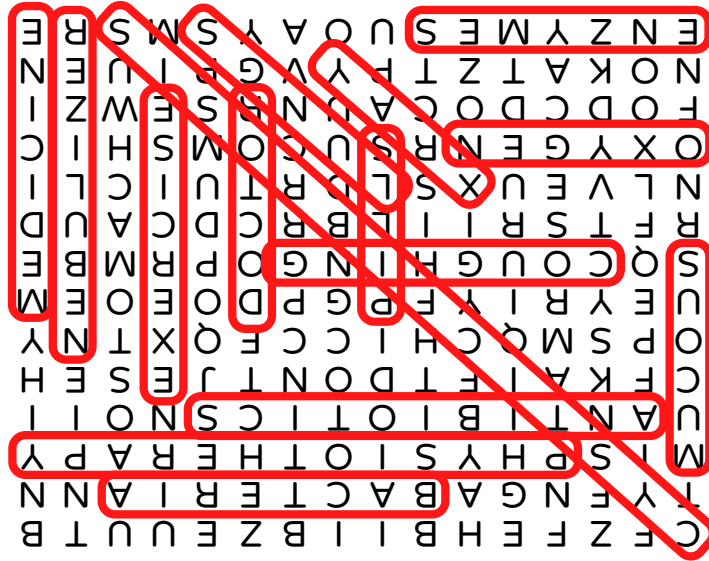


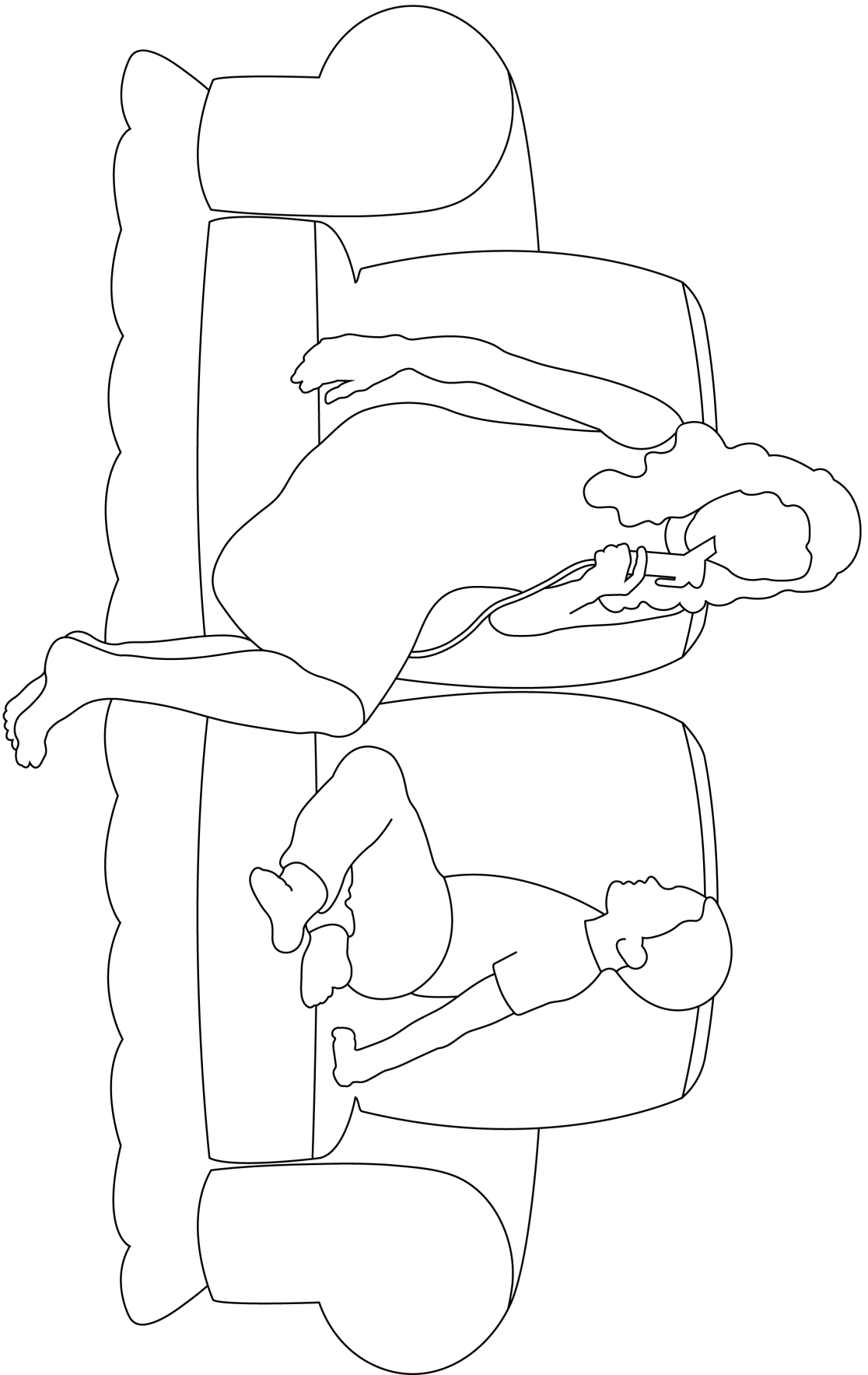
SOCIAL WORKER  
DOCTOR  
NURSE  
PHARMACIST  
DIETITIAN  
PSYCHOLOGIST  
PHYSICAL THERAPIST  
RESPIRATORY THERAPIST  
HOME CARE  
PSYCHIATRIST  
GENETIC COUNSELOR



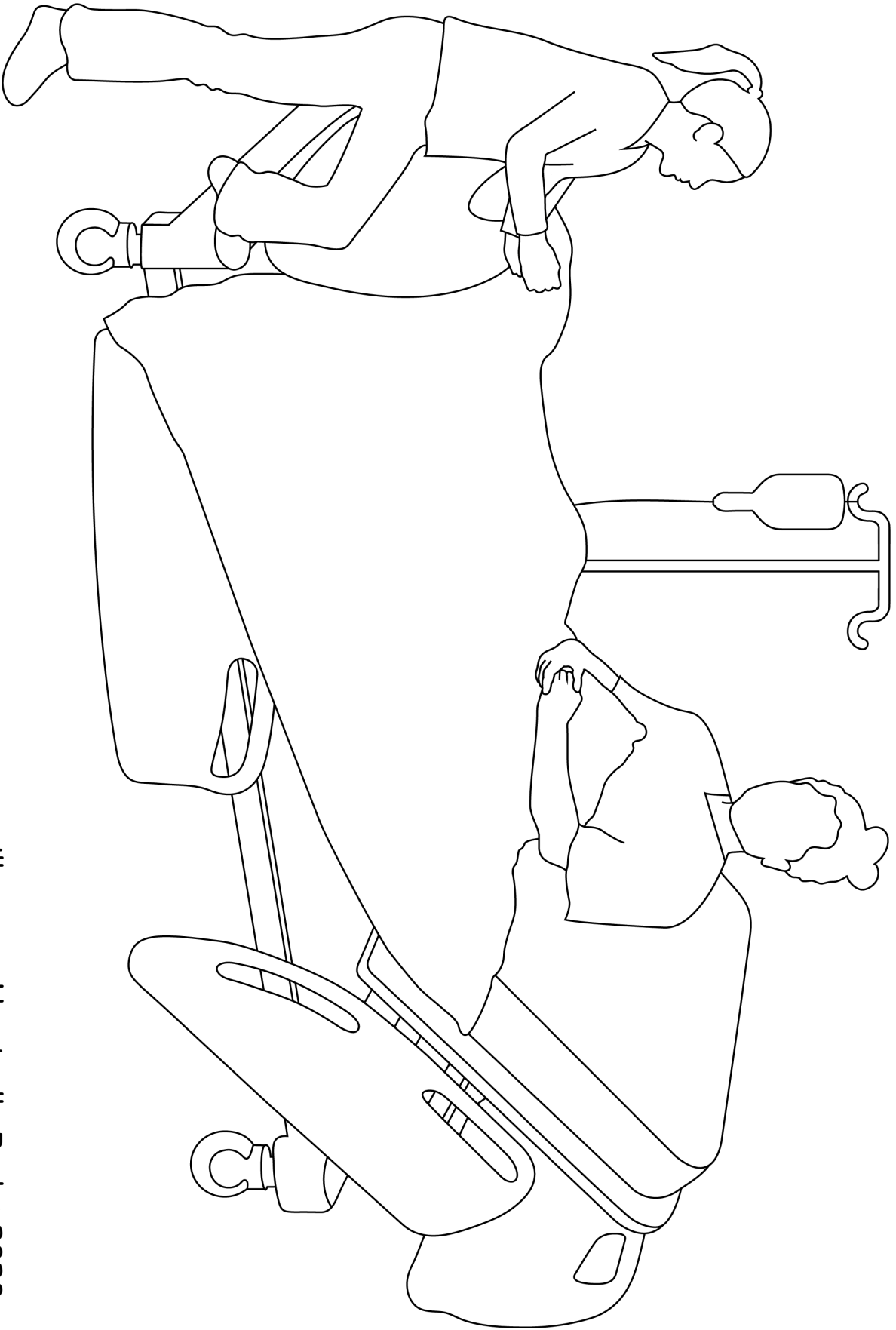
# WORD SEARCH

## ANSWER KEY



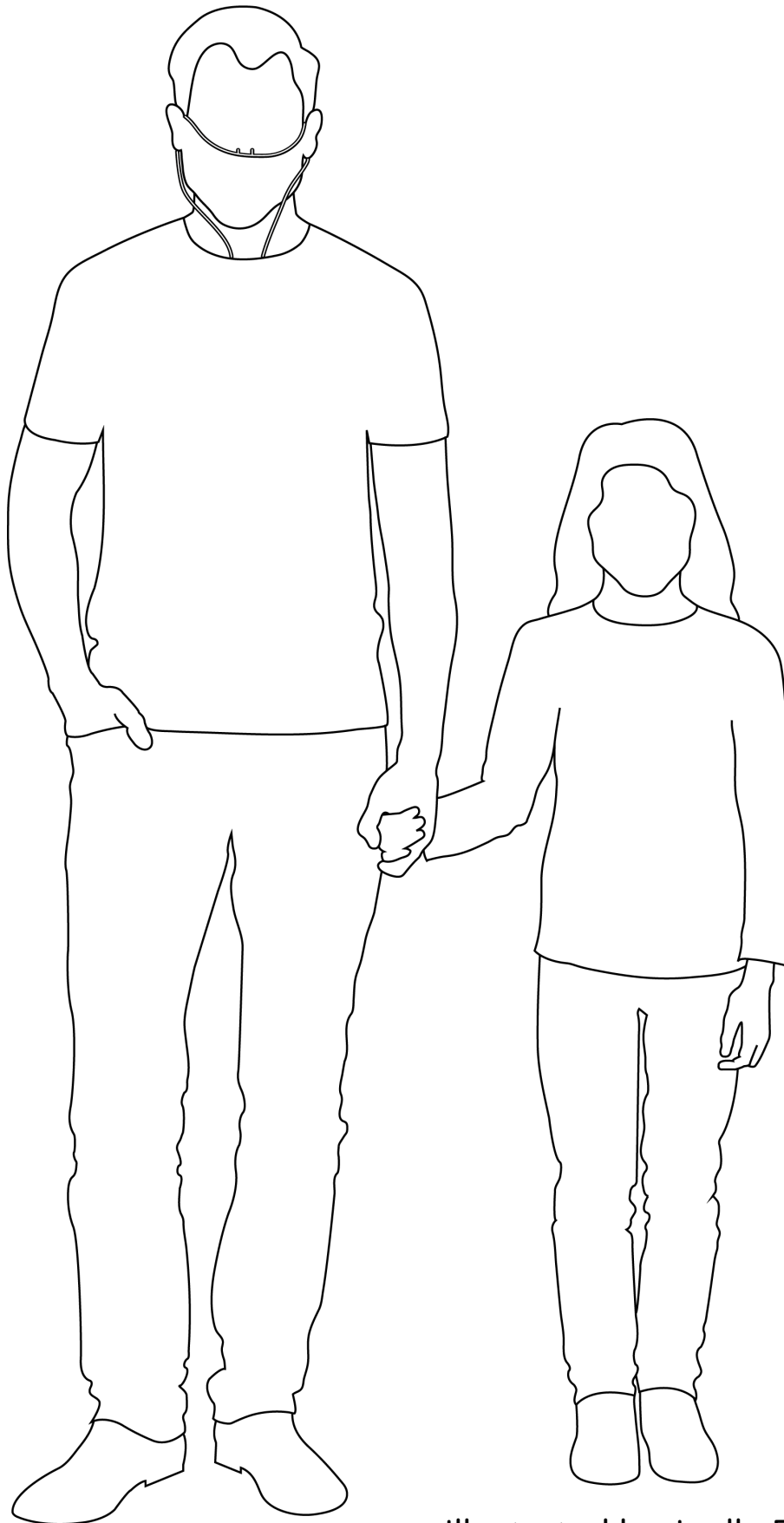


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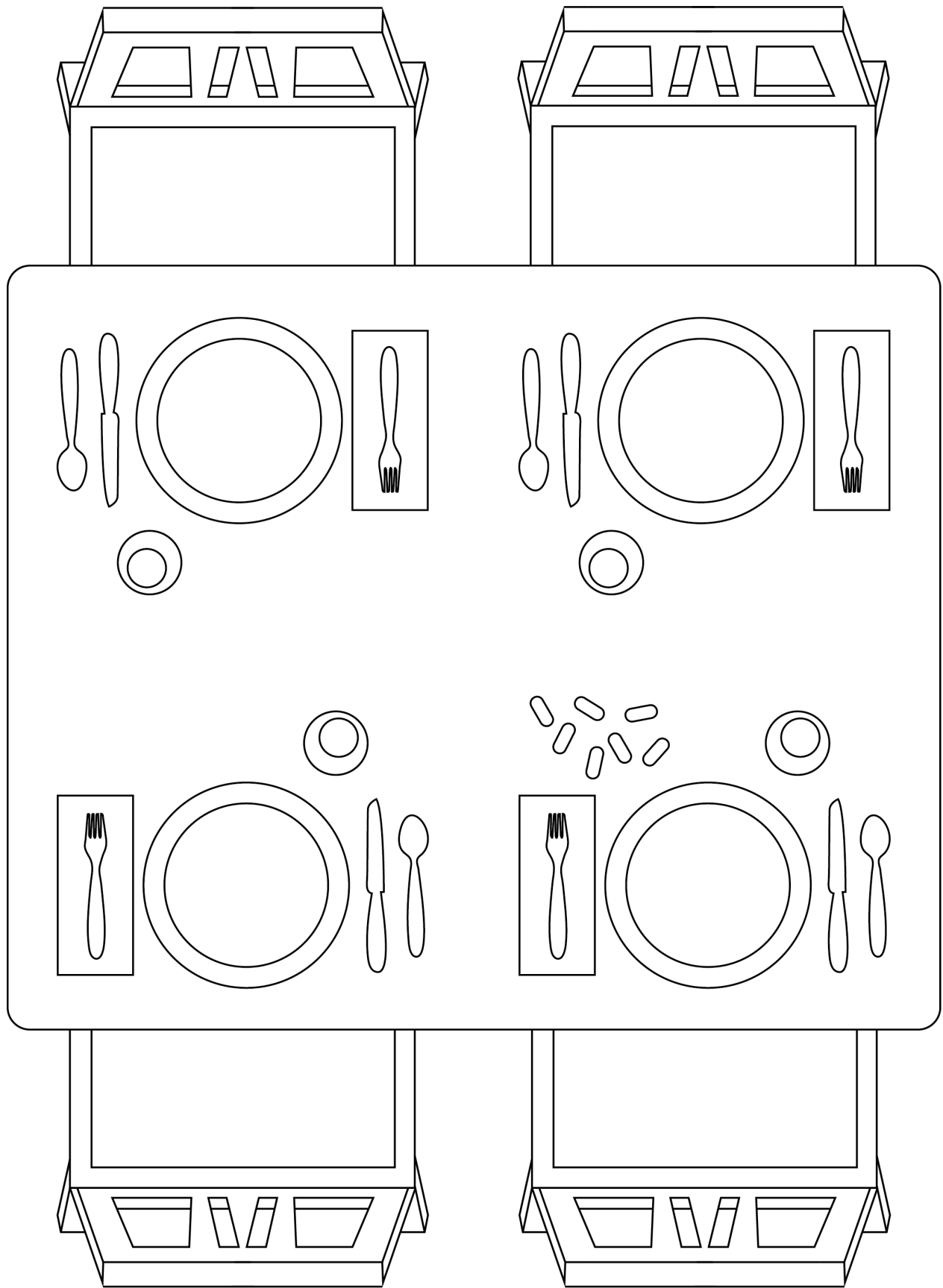




Illustrated by Joelle Berlet 2020



Illustrated by Joelle Berlet 2020



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# MORE CF THEMED COLOURING PAGES

For even more printable colouring pages, head to:

[John Hopkins Cystic Fibrosis Centre](https://hopkinscf.org/wp-content/uploads/2019/06/CFabulous-Coloring.pdf)

<https://hopkinscf.org/wp-content/uploads/2019/06/CFabulous-Coloring.pdf>

- Body Parts
- CFTR
- Charlie the CFTR
- Healthy Food
- Vest

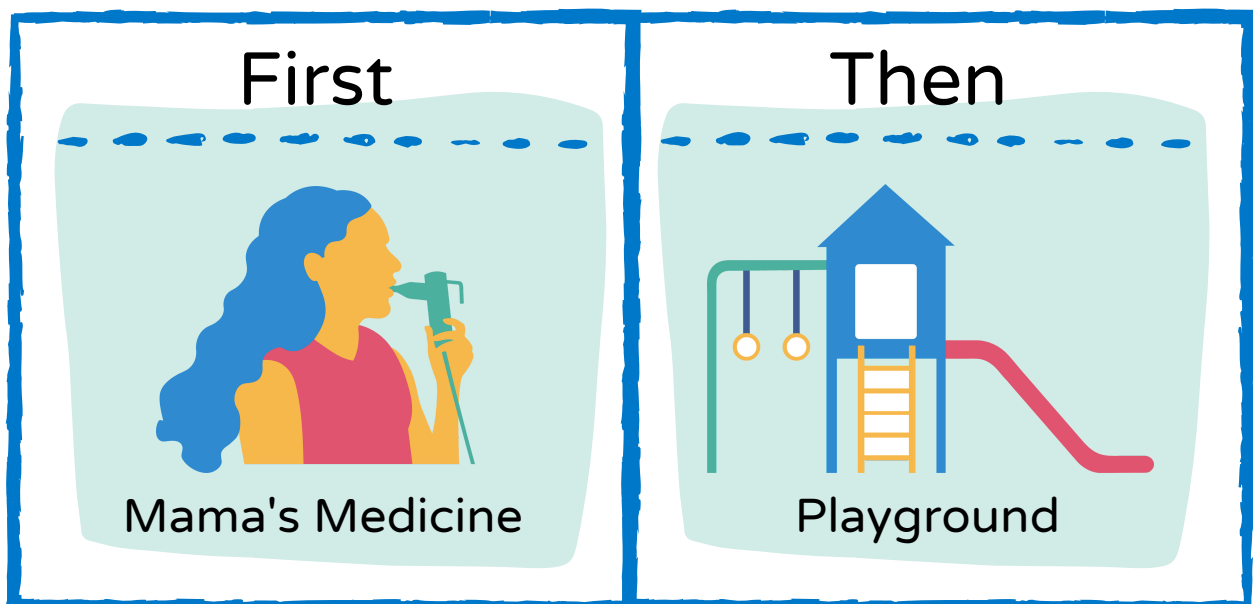
# VISUAL SCHEDULES

Parent Instructions: Visual Schedules, or schedules in general, can help children feel more comfortable and safe by helping them know what to expect.

Some example situations where visual schedules might help young children are:

- When helping your children understand the amount of time/effort that is needed to dedicate to your medications and what they can do during this time
- When planning the daily routine when you are in the hospital or away for a day at CF Clinic

Example:



# VISUAL SCHEDULES

## Parent Instructions for Introducing Visual Schedules:

1. Get the visual schedule and visuals all ready:
  - a. Print a visual schedule template (see the next few pages for template ideas or create your own). Attach a piece of velcro to each spot in your schedule.
  - b. Print the different visuals that you will want to use (use clip art or photos). Cut out each visual and attach a piece of velcro to the back of each visual. Ideas for useful visuals: medicine, any errands you would do, activities or locations you go to, people you see, favourite toys or games, etc.
2. Introduce the visual schedule system to your child by first talking about the pictures, what they are, and what they mean. Get your child's input for visuals that you might have missed.
3. Introduce the visual schedule itself (see the next few pages for template ideas). Get your child's input into the schedule.

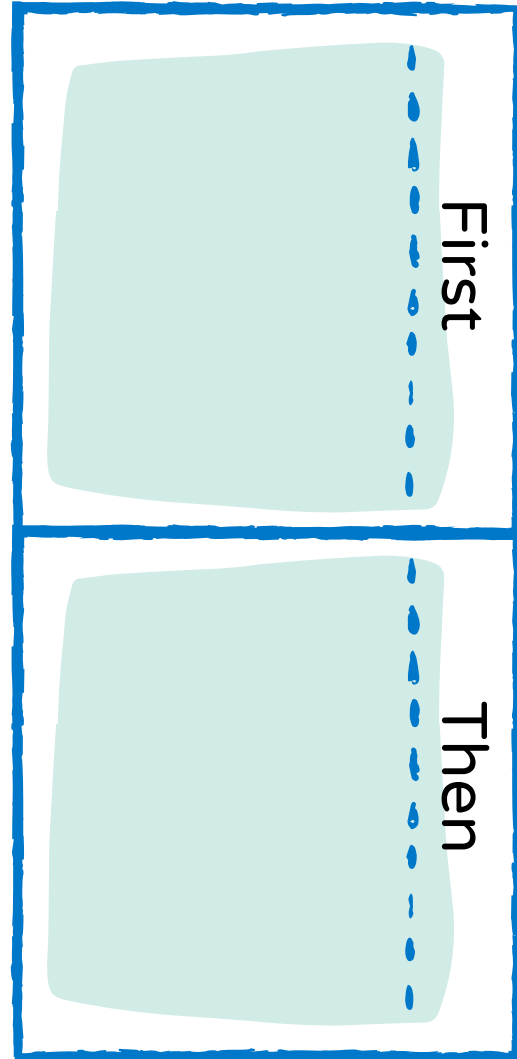
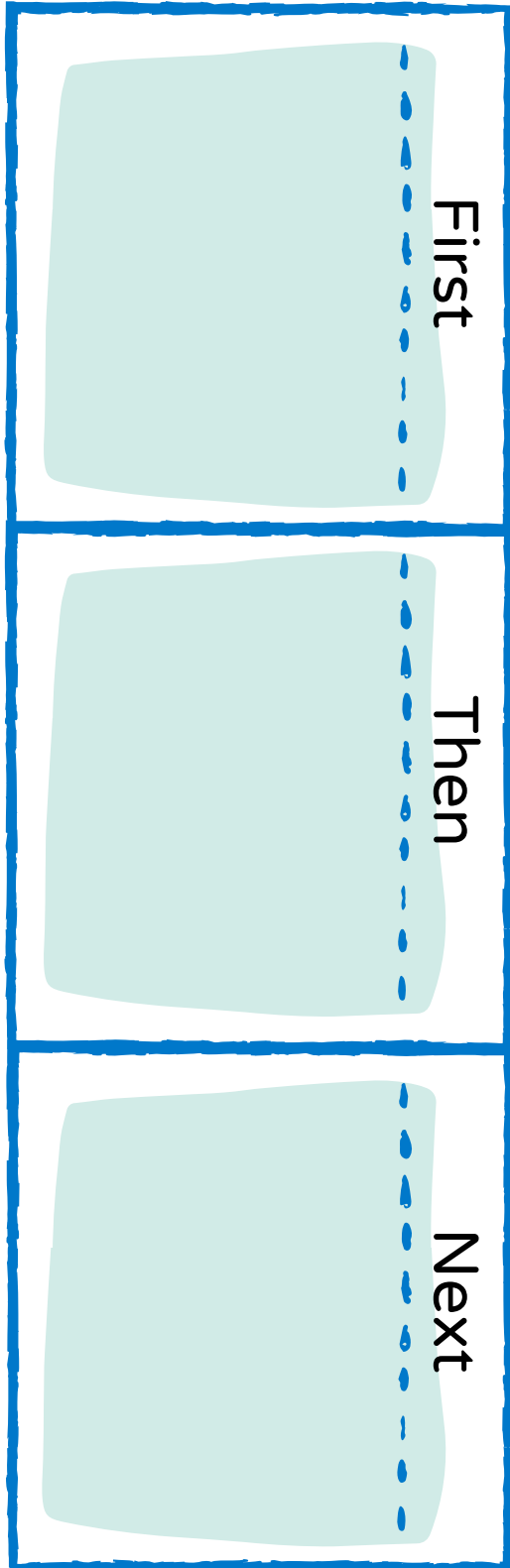
\*\*Keep the visual schedule in a central place in your home.

\*\*The more you refer to and use the visual schedule, the more effective it will be.

\*\*It can be helpful to start each day by talking about what is ahead in the day and placing the appropriate visuals that represent that day.

\*\*After each item is completed, refer back to the visual schedule so your child can see what is done and what is next.

# VISUAL SCHEDULE TEMPLATES



# VISUAL SCHEDULE TEMPLATES

During Medicine Time I Can...

(Here: place visuals of different activities that your child can choose from to keep busy with while you are doing your medicine. They can move the visuals for their activity choices to the schedule template to the right)





# VISUAL SCHEDULE TEMPLATES

Evening	Afternoon	Morning



# CREATE YOUR OWN SOCIAL STORY



Parent Instructions: Social Stories can be a helpful tool to help young children understand what to expect and can help normalize and validate certain feelings and emotions.

Social stories are personalized stories about any scenario your child may experience, written from your child's perspective.

Pictures (illustrations, clipart, or photos) and words are used to help your child know what to expect and how they can act or react.

Some examples of situations where social stories might help support the understanding of CF for young children are:

- When explaining your medication routine
- When visiting you in the hospital
- When you have a pulmonary exacerbation
- When you are listed for a lung transplant

# CREATE YOUR OWN SOCIAL STORY, CONT'

Parent Instructions: Make your own social stories:

1. Think up scenarios that your kids have a hard time with. Ask yourself "What is the goal?"
2. List the different emotions your kids might feel in response to this scenario.
3. List the different expectations or behaviours you might expect your kids to have in these scenarios.
4. Think about if there are different steps involved.
5. Write it all out! Keep the sentences short.
6. Use pictures (photographs or clip art or drawings) that represent the scenario.

Example:

Scenario	Emotions	Behaviours or Expectations
Inhaled meds and chest physio time. <u>Goal:</u> I can do my meds without my child getting mad.	<ul style="list-style-type: none"><li>• Frustrated</li><li>• Impatient</li><li>• Mad</li><li>• Bored</li></ul>	<ul style="list-style-type: none"><li>• We can't leave the house until done</li><li>• My child needs to play by themselves for 30 minutes</li></ul>

# SOCIAL STORY EXAMPLE

EVERY MORNING MY MOM NEEDS TO DO HER MEDICINE TO HELP HER BREATHE BETTER.



MOM NEEDS TO BREATHE IN HER MEDICINE AND THEN BLOW INTO SOMETHING THAT MAKES A FUNNY NOISE. SHE COUGHS A LOT WHEN SHE DOES THIS. SHE CALLS IT HER "GOOD COUGH".



SOMETIMES IT CAN FEEL LIKE MOM'S MEDICINE TAKES FOREVER, AND I CAN GET FRUSTRATED AND MAD. BUT I KNOW THAT IT IS IMPORTANT FOR MOM TO DO HER MEDICINE.



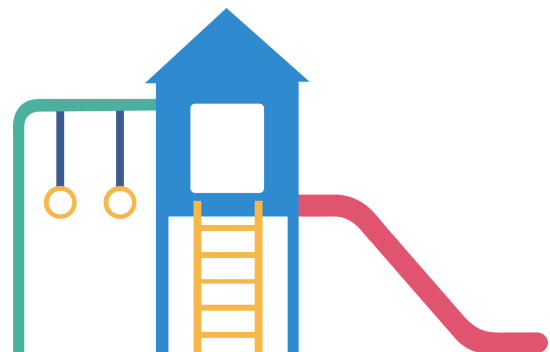
MOM CAN'T READ TO ME WHEN SHE IS DOING HER MEDICINE SO I NEED TO DO A GOOD JOB AND PLAY BY MYSELF. SOME OF MY FAVOURITE THINGS TO DO DURING HER MEDICINE ARE: COLOURING, PLAYDOUGH, OR PLAYING WITH MY STUFFED ANIMALS.



WHEN MOM FINISHES HER MEDICINE, SHE NEEDS TO CLEAN EVERYTHING THAT SHE USED....



...AND THEN WE GET TO DO FUN THINGS TOGETHER LIKE GO TO THE PLAYGROUND!



# SOCIAL STORY PLANNING TEMPLATE

<p>Scenario/Goal</p> <hr/>	
<p>Emotions Your Child May Feel</p> <hr/>	
<p>Behaviours/ Expectation of Your Child</p> <hr/>	
<p>Steps Involved</p> <hr/>	

# KIDS' BOOKS: CF THEMED

Parent Instructions: There are many books that you can read with your child that can help them understand and normalize CF. Please note that some of the books are written from the perspective of a parent with CF and others a child with CF:

- Seb's Best Game by the Cystic Fibrosis Trust
- The Lost Collar Investigation by the Cystic Fibrosis Trust
- The Amazing Story of Huxi: A Panda with Cystic Fibrosis by Foundation Care
- Huxi Goes on Vacation by Foundation Care
- Huxi Meets Her Super Team by Foundation Care
- Jasper's Story Living With Cystic Fibrosis by Andy Glynn, Nandita Jain and Salvadore Maldonado
- Beauty and the Disease by Mallory Hicks
- Mallory's 65 Roses by Diane Shader Smith
- Charlie and Me by Kathryn Archambault
- Sticky Icky Booger Bugs by Sherry Frith
- Cystic Fibrosis and You by Emilie Sasso
- Kyle's First Crush by Leah Orr
- Liam, Strong as a Tree by Meghan Behse and Liam Wilson
- Cadberry's Letters by Jennifer Racek
- Go Lungs Go! Cystic Fibrosis and My Mom By Stephanie East
- My DNA Diary: Cystic Fibrosis by Lisa Mullan (good for 9-12 year olds)
- How Charlie Mouse Learned About Cystic Fibrosis By Teresa Jewell