

MARCH 2025

ISSUE 08

WORLD HEALTH NETWORK

KIDS' ZONE

COVID-CONSCIOUS MAGAZINE



GETTING WISE ON LONG COVID EDITION

LONG COVID AWARENESS

HOW LAWS CREATE CHANGE

THE FIRE RECOVERY MACHINE

PLAYING THE RECORDER

THE MONSTER OF MISINFORMATION

... AND MORE INSIDE!

CHECK US OUT ONLINE AT:

WHN.global/KidsZone



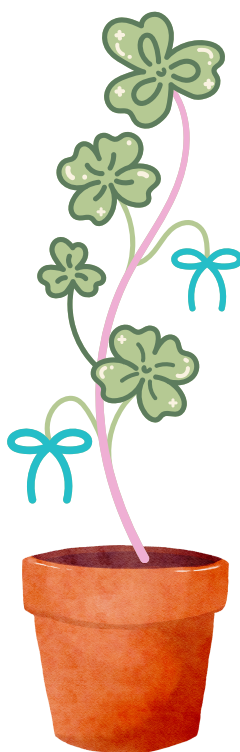
EXPLORE | SHARE | CONNECT



COVID-conscious: Keeping COVID risks in mind when exploring, sharing and connecting with others.

Synonyms: COVID-cautious, COVID-aware, COVID-informed, Still COVIDing, COVID-safe, COVIDing-inclusive

ABOUT?



ABOUT US

KIDS' ZONE COVID-CONSCIOUS MAGAZINE IS A FREE PUBLICATION CREATED BY THE WORLD HEALTH NETWORK'S PSYCHOSOCIAL CHILDREN'S GROUP.

OUR MISSION IS TO FEATURE MATERIALS FOR KIDS THAT HIGHLIGHT STORIES, ART, SCIENCE, AND LIFESTYLE OF COVID-CONSCIOUS FAMILIES.



FEATURING WORKS FOR AND BY KIDS OF ALL AGES. ADULTS CAN SUBMIT THEIR OR THEIR CHILD'S WORKS AT WHN.GLOBAL/KIDSZONE



= ARTICLES WRITTEN IN US-ENGLISH



= ARTICLES WRITTEN IN UK-ENGLISH

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READER STORIES, INFOGRAPHICS, AND COMICS

The Monster of Misinformation, F.A.R.T.S. infographic, I am a Health Superhero, and Masks are Cool Comic!



**ALL MONTH: INTERNATIONAL LONG
COVID AWARENESS MONTH**

4 MARCH – SHROVE TUESDAY



5 MARCH – START OF LENT

6 MARCH – WORLD BOOK DAY

**8 MARCH –
INTERNATIONAL WOMEN'S DAY**



14 MARCH – HOLI

**15 MARCH – LONG COVID
AWARENESS DAY**

17 MARCH – ST. PATRICK'S DAY



30 MARCH – MOTHER'S DAY (UK)

30–31 MARCH – EID AL-FITR



Getting Wise on Long COVID



by Shea O'Neil,
Kids' Zone Editor
Florida, USA



March is Long COVID Awareness Month. Like a wise owl being guided by the moon, we too can allow what has been brought to light on long COVID to guide us. In this issue we will explore how! But first let's look at:

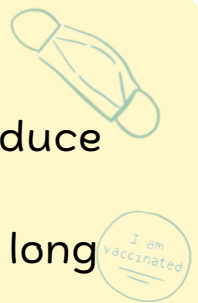


3 Reasons why Long COVID Awareness is Important:

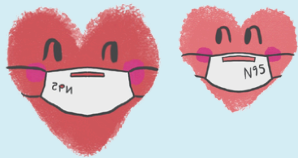
1 Protect



It reminds us to use and advocate for **protections** for ourselves and others. Preventative measures like masking will reduce the chances of getting infections or reinfections. These infections can result in long COVID or make current long COVID worse.



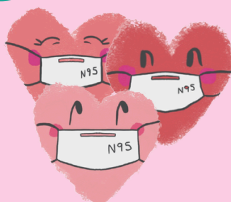
2 Support



It helps us find **supportive** people, helpful advice, and possible treatments (although there is no cure for long COVID, there are things people can do to help).



3 Thrive



It helps us to **thrive** in our communities by advocating for accessible spaces and activities that take both long COVID symptoms and COVID-19 prevention strategies into account.





What is Long COVID?

The following are excerpts from World Health Network's "*What is Long COVID?*" resource. You can view the full version at <https://whn.global/what-is-long-covid/>

What is long COVID?

After a COVID infection, people may experience ongoing or new symptoms due to the damage that the virus has done to the body. This occurs even in those who have mild or asymptomatic infections and in young and healthy individuals.

Do children get long COVID?

Yes, many studies report that children have about a 10-20% rate of long COVID symptoms.

Do vaccines prevent long COVID?

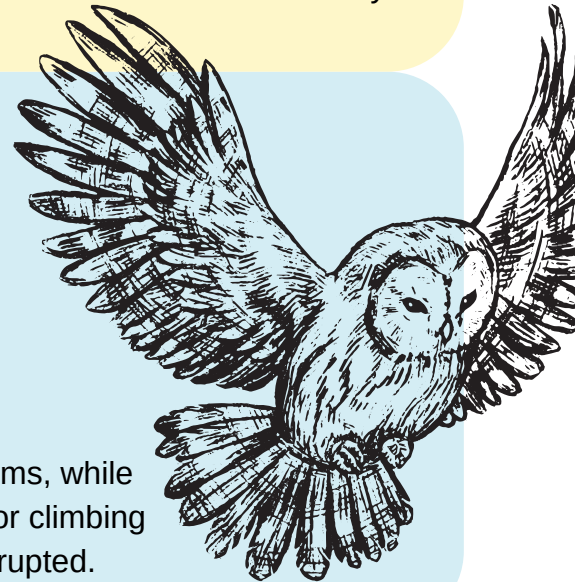
Vaccines may provide some but limited prevention. While some studies have found that vaccination reduces the risk of getting long COVID after breakthrough infections by about 50%, a new, large study found only 15% protection, and others find that it has little effect on many consequences of the disease.

What are the symptoms?

There are many symptoms, the most common of which include severe tiredness, shortness of breath, worsening of symptoms after activities, memory problems, "brain fog," heart palpitations, chest pain, headaches, mood and sleep disturbances, muscle weakness, and loss or change of smell and taste. Blood clotting is a common problem.

What are the consequences?

There is a wide range of severity, with some having mild symptoms, while others are unable to continue regular activities such as walking or climbing stairs, or returning to their previous work. Normal life is often disrupted.



Is it possible to have long COVID without realizing it?

Since long COVID may start after an initial recovery from acute COVID-19, which may be asymptomatic, and testing is scarce in many regions, people may suffer from long COVID without being aware of the link to a previous COVID-19 infection.

What can we do about long COVID?

Our actions can make a great difference, helping individuals recognize when their symptoms may be due to long COVID, recognizing and supporting those who have long COVID—enabling them to support themselves through work flexibility and supporting them in other daily activities, supporting the study of potential approaches to prevention and treatments, and preventing infections and reinfections in ourselves and others that lead to more cases of long COVID.

1

Protect



The following are excerpts from World Health Network's resource: *"Yes, We Continue Wearing Masks—Here's Why: Common Questions Answered"*. You can view the full version at <https://whn.global/yes-we-continue-wearing-masks/>

1. "Isn't the pandemic over?"

Short Answer: The World Health Organization (WHO) declared the emergency phase over, but that doesn't mean the pandemic itself has ended.

2. "But you're not high-risk, so why bother wearing a mask?"

Short Answer: Because preventing transmission matters for everyone, not just people in vulnerable groups.



Why we give a hoot?

A crucial consideration is the risk of long COVID, which can affect people of any age or health status. Even if an initial infection seems mild, some individuals develop long-term symptoms that can impact their daily lives for months—or even longer.

Preventing infection helps avoid these potential complications, which is why taking simple precautions like wearing a well-fitted mask makes sense even for those not traditionally labeled "vulnerable."



Support



Below are common accommodations recommended for kids and families dealing with symptoms of long COVID excerpted from the Conversation's article *"How to Help Kids with Long COVID"*:

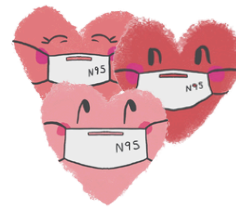
1. **Allow a flexible attendance schedule** with rest breaks to minimize fatigue.
2. **Reduce physical activity** and minimize exposure to overstimulating environments to prevent fatigue and headaches.
3. **Modify the workload.** This might include, for example, removing high-stakes projects and nonessential work, providing alternate assignments and allowing the student to drop classes without penalty. Base grades on adjusted work so the child is not penalized for memory problems.
4. **Provide extra time** to complete assignments and tests so a child with brain fog can process information.
5. **Develop an emotional support plan** for the student to prevent anxiety and depression. This might include identifying an adult at school to talk with if the child feels overwhelmed, or providing a support group for students to discuss their experiences and recovery.
6. **Encourage the student to explore** alternative extracurricular activities that are nonphysical and not cognitively taxing.

- For information on communicating COVID-related accommodations to schools, see <https://whn.global/guide-to-section-504-accommodation-plan/>
- For info on communicating with doctors, see RECOVER's Long COVID tip sheet at https://drive.google.com/file/d/1piHTuHF_HC6kwG2-p91f0IFUzStoOEMI/view?usp=drivesdk





Thrive



Below are some resources for kids and families. You can view more at World Health Network's *"Resources for Those with Long COVID"* at <https://whn.global/longcovidresources/>

Long COVID Choir

<https://www.longcovid.org/get-involved/long-covid-choir>

Join with others each Wednesday for weekly sessions of breathing exercises, singing, and an optional chat. For people with long COVID or their direct care givers, wherever you are in the world. No singing experience is required, and there is no need to be able to read music.

Long COVID Kids Zooms

<https://www.longcovidkids.org/lck-connected>

LCK Connected offers volunteer-led Zoom hang out sessions to connect children, teenagers, and families living with long COVID together. Also open to those who have had suspected or confirmed COVID-19 infection without formal diagnoses.

Long COVID Families Art Gallery

<https://longcovidfamilies.org>

Long COVID Families is hosting a virtual art gallery in March, showcasing artwork and photography by children and young people with long COVID. Check out their site to view or submit!

Special Kids' Zone Owl Call Out

<https://whn.global/kidszone/>

If you or someone in your family is dealing with long COVID, and would like to share experiences, art, tips, stories, information, poetry, comics, or other creative expressions, please send them to us!



KIDS CAMPAIGN SERIES

MAKING A DIFFERENCE: HOW LAWS— AND PEOPLE —CREATE CHANGE

BY NAOMI BAR-YAM



Think of a time you have seen something unfair and wished you could do something about it.

Maybe a school rule didn't seem right, or a park in your neighborhood needed fixing. The good news is, there are lots of ways people—kids and adults—can take action to make things better!

Some people make change by speaking out—writing letters, making posters, or sharing their ideas online. Others take action by helping their community—organizing events, raising awareness, or supporting people in need.

And sometimes, when an issue affects a lot of people, the best way to create long-lasting change is by passing a new law. That's where legislation comes in!

KIDS CAMPAIGN SERIES

What is legislation?

Legislation is the process of making laws. Laws are important because they help set the rules for how we live together in our communities, our states, and our country.

Some laws protect people's rights, some help keep us safe, and some make sure things are fair for everyone.

Laws start as ideas from regular people, just like you! If enough people work together, they can turn an idea into a bill (a proposal for a new law) and work to get it passed.



The World Health Network's Campaign Team is an example of a fully remote, community-led action group. It uses online meetings to organize movements. You can learn more at <https://whn.global/join-our-campaigns-team/>

KIDS CAMPAIGN SERIES

Right Now: The Right to Mask Bill



One issue that's being discussed in several states is the Right to Mask bill. This bill says that people should always have the right to wear a mask or protective equipment anywhere they have a right to be—like school, work, stores, and public places.

We know that some people wear masks to keep themselves from getting sick. Others wear them to protect family members, and/or others in the community. The right to mask bill says that no one should have to choose between their health and being part of their community.

“The right to mask bill says that no one should have to choose between their health and being part of their community.”

KIDS CAMPAIGN SERIES



Action Center

How You Can Help

Even if you can't vote, you can still have a voice! Kids and teens have helped pass important laws before by:

- ✓ Writing letters to lawmakers
- ✓ Sharing their stories in hearings and online
- ✓ Encouraging friends and family to get involved
- ✓ Learning about how government works

In this blog series, we'll explore how laws are made and how YOU can help. We'll follow the journey of a bill, meet people working on the Right to Mask bill, and hear from kids who are taking action.

Activity:

What do you think about a right to mask bill? Why is it important, or not?

Make a list of what you think should be included in such a bill. We'd love to hear your voice in this conversation! Send us your thoughts for the Kids Campaign blog in the next issue of Kids' Zone.

Change starts with people who care. Ready to learn how to make your voice heard? Stay tuned for our blog next month: *What is a Bill and Why Does It Matter?*

KIDS MAKING A DIFFERENCE



INSPIRATION THROUGH PLAY



In January 2025 destructive wildfires damaged and destroyed more than 16,000 homes and other structures in the Los Angeles area of California. Many people had to quickly evacuate, and were in dire need of supplies. Learn how three brothers used their creativity, and help from family and friends, to get and deliver real supplies to those in need.

How can a vending machine help people impacted by wildfires? We are three brothers—Dane, Porter, and Ryder.

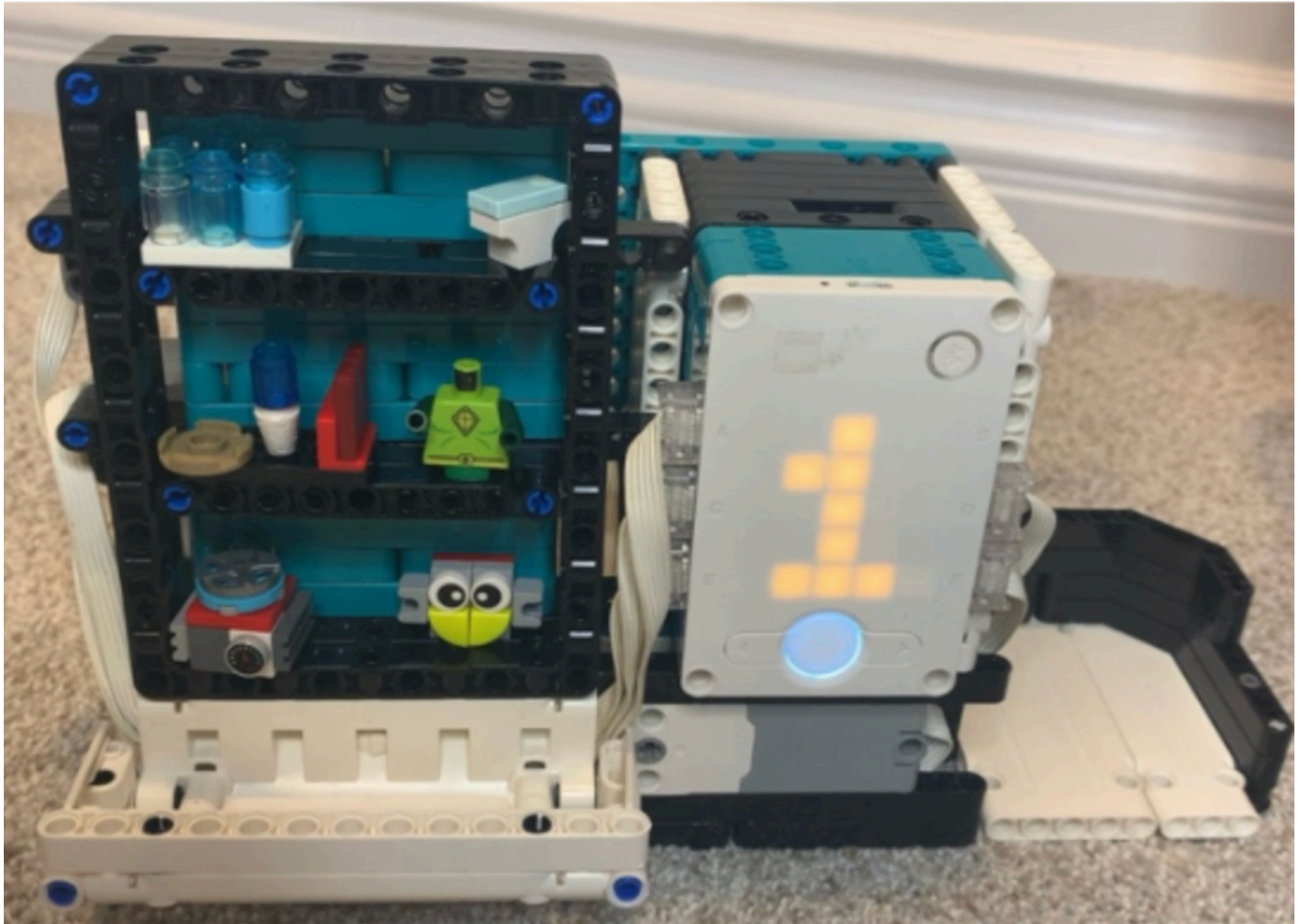
We built a vending machine out of LEGOs, then we used the LEGO Mindstorms coding program to make it work. We called it the LA Fire Recovery Machine.

We called family members and friends. We showed them how the LA Fire Recovery Machine works.

People thought it was a really cool idea so they donated a lot of money.

We raised \$1,900 to help the people in LA impacted by the fires.

After a lot of shopping, we loaded all the items into a giant U-Haul truck and drove them up to LA.



The six items you could buy for the people impacted by the fires in Los Angeles, California were water, diapers, food, clothes, air purifiers, and masks. You can see a video of how it works [here](#), or scan the QR code:



How can you help people in your area?

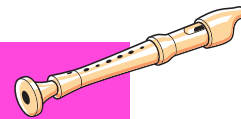
DID YOU KNOW?

Wildfire smoke can cause health problems when you breathe it in. Wearing N95/ KN95/ KF94 or better respirator masks can help protect you, and are recommended. Smoke can get indoors too, so adding air purifiers can help filter out pollutants inside.

COVID-CONSCIOUS HOBBIES, JOBS, AND CAREERS

This section is always interesting and relevant for those who like to try new hobbies and discover new jobs and careers in which they can incorporate COVID-safe protections, share knowledge, and/or use their passions for spreading COVID-awareness. In this month's issue we will look at:

The Misunderstood Instrument: The Recorder!



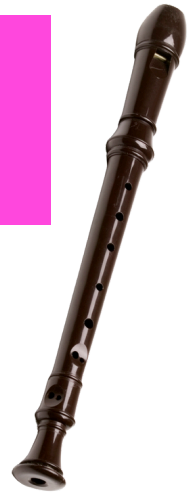
The World Health Network's New Summer Internship!



THE MISUNDERSTOOD INSTRUMENT: THE RECORDER

by Nicola Dobiecka

Are you interested in learning to play a wind instrument and don't want to join a music group to play in person? I'd like to share information about the instrument that I play – the recorder.



There are multiple myths about the recorder as a 'proper' instrument because so many people encountered it as their first instrument during primary school.

It evokes scenes of young children blasting lungfuls of air (and saliva - urch) into out-of-tune instruments. I can understand why that would be off-putting – it's certainly not an image that sells the instrument!

If this was your first experience, I'd like to offer an alternative image – a professional instrument with a long and rich history and a very large and diverse body of music to play.



Yes, it takes practice to build skills to play it properly. Consider this: what would your impression be of the cello or violin if your first introduction to these was as part of a group of 20-30 beginners playing together?

VARIATIONS

For history buffs

Variations on a recorder have been played since medieval times – and earlier. In this video, professional recorder player Sarah Jeffery covers a brief history of the recorder:

<https://www.youtube.com/watch?v=DDnLgkeyBro>

She covers music periods from medieval and before through Classical to Romantic (an early music revival at the end of the 19th century to the start of the 20th century) and the modern period.



The recorder family

You might have first encountered a single member of the recorder family – a descant (or soprano) or a treble (or alto). The recorder family has more members though – some are smaller than the descant and some are bigger than the treble.

- Garklein
- Sopranino
- Descant
- Treble
- Tenor
- Basset
- Bass
- Great bass
- Contrabass
- Sub contrabass



Photo Attribution: Mollenhauer.com

Did you know?

A professional recorder player has to be able to play the whole recorder family, not just one member of it. That's a little bit like saying a string instrument player has to be able to play the violin, viola, cello and double bass!

VERSATILE AND FUN!

For music lovers

As an instrument to learn when not attending group music classes, the recorder has a lot to offer:

- Inexpensive to begin
- You can learn through online lessons and video tuition
- It has a large online community (yes, really)
- The largest repertoire of solo music for any instrument!
- It's easy to get started and there's plenty of ongoing learning to keep progressing.

For group playing

Although it's true that the recorder has a very large body of solo repertoire it is commonly played in a group – in consort, in a recorder orchestra and with a classical orchestra. Several professional recorder players make videos to play along with available online for free.

It's even possible to play live with other people over the internet using special software. I often play along with recorded accompaniment at an online open mic hosted by a COVID-aware friend which many performing artists attend.

There's a wide range of abilities from people just learning an instrument to professionals.



RESOURCES FOR GETTING STARTED



Choosing an instrument

Recorders can vary in price from the \$2 plastic soprano recorder version often used by school children to a \$3,000 or more professional quality instrument. If you don't know where to start, the [American Recorder Society](#) recommends starting with a baroque style alto recorder, such as the [Yamaha YRS-302BIII](#) recorder, which costs about \$45 and has a good design and tuning.

More information, tutorials, and performances:

Sarah Jeffery is a professor of recorder and she's started a global online community for recorder players which she describes on her website <https://sarahjeffery.com/Team-Recorder>. Here, Sarah Jeffery shows us her recorder collection <https://www.youtube.com/watch?v=gpxtkVafvck&t=884s>. She shares video tutorials and performances and runs online courses in learning to play the recorder on her YouTube Team Recorder channel <https://www.youtube.com/channel/UCtrtCvRBjJggZaD17FDg64Q>.

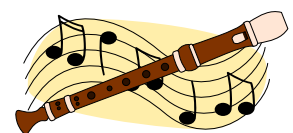
Here are some highlights from her channel:

1. [Starting the recorder: What you need to know | Team Recorder](#)
2. [Recorder in rock/pop: playing the solos from 36 songs | Team Recorder](#)
3. [Lord of the Rings Recorder Tutorial | Team Recorder](#)
4. [Intro to MEDIEVAL MUSIC | Team Recorder](#)
5. [Intro to VAN EYCK: Der Fluyten Lust-Hof! | Team Recorder](#)

Tali Rubinstein is a professional Jazz recorder player who also has a YouTube channel where she shares clips of performance: <https://www.youtube.com/c/TaliRubinstein>

Another UK-based professional recorder player who provides online videos for people to play along with is Helen Hooker <https://www.helenhooker.co.uk/downloads>. She offers a range of options-- easy pieces for beginners, very challenging ones plus recordings of ensembles with parts left out so you can play the part alone. She also writes a blog and newsletter.

Best of luck on your Recorder journey!

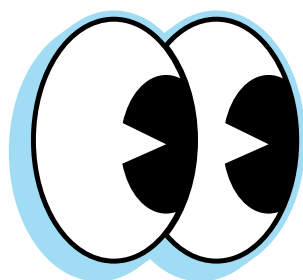




World
Health
Network

Apply no later than
May 15th, 2025

S U M M E R



● Highschool or
College Level



INTERNSHIP



**PUBLIC
HEALTH
AND COVID
SAFETY**



WHN'S 2025 STUDENT SUMMER INTERNSHIP

– APPLY NOW!



Are you a high school or college student looking to make a real impact while gaining hands-on experience? WHN's remote unpaid summer internship is your chance to work on meaningful projects, build new skills, and connect with like-minded peers—all while helping to spread awareness about public health and COVID safety!

◆ WHAT YOU'LL DO:

 Dive into fascinating projects that match your interests, including:

- Researching airborne diseases and public health topics



- Creating engaging content for health safety advocacy 

- Producing webinars and podcasts to educate and inform



- Contributing to a children's magazine focused on health education 



◆ WHY JOIN?

- ✓ Make a real difference in COVID awareness and advocacy
- ✓ Work remotely—anywhere, anytime!
- ✓ Gain valuable experience while collaborating with a diverse team
- 🌐 Receive a letter of completion and/or recommendation
- ✓ Have fun while learning and growing!

◆ PROGRAM DETAILS:



Duration: 8–12 weeks



Flexible Scheduling to fit your summer plans



100% Remote – work from anywhere!



Apply Now! Applications are reviewed on a rolling basis until all spots are filled (no later than May 15)—so don't wait!

◆ WANT TO LEARN MORE? JOIN OUR INFO SESSIONS!



Sunday, March 16 – 5:30 PM ET / 2:30 PM PT



Wednesday, April 9 – 8 PM ET / 5 PM PT

Bring a friend! These sessions are a great way to meet the team, ask questions, and learn how you can get involved. Whether you're curious or ready to apply, we'd love to see you there!

Ready to be part of something amazing? Apply today and help shape the future of health awareness!



Find out more at the WHN Internship webpage here!

SCIENCE NEWS

How Kids Talk About

LONG COVID

by Shea O'Neil 

Long COVID symptoms often overlap with symptoms from other conditions and ailments. According to the National Academies of Sciences, Engineering, and Medicine (NASEM), a diagnosis of Long COVID requires:

1. **A confirmed or suspected COVID-19 infection** at least **three months prior** to symptom onset. A positive test is not required.
2. **Ongoing, relapsing, or new health problems** that continue for **at least two months** and cannot be explained by another condition.
3. **Symptoms that impact daily life**, such as fatigue, brain fog, dizziness, or pain, which can vary over time and affect multiple organ systems.

Long COVID often presents differently in children than in adults. One should consider a child/ teen/ young adult's full health and symptom history and any post-infection changes in their health and well-being. Symptoms and severity can vary over time and by individual. They can include new or worsening chronic conditions, such as diabetes and autoimmune disorders. Taking notes can be helpful.

How do Kids talk about or show one or more of the following common symptoms? (Note this is not a full list.)

Fatigue: Tiredness and low energy throughout the day. They may say things like "I feel heavy", or "I don't want to get out of bed".

Brain fog: Memory and concentration problems. They may say things like "My head hurts."

POTS: Feeling "fuzzy" or "dizzy", having a racing heart, or saying things like: "It's hard to walk up the stairs."

Breathing difficulties: Feeling short of breath. They might say something vague like, "My throat hurts."

GI Issues: Digestive problems, abdominal cramps, bloating, constipation, diarrhea. Frequent or longer bathroom visits.

Pain: Muscle or joint pain all over their body, or in one place like their back or neck.

Loss or distortion of taste or smell: Diminished or altered taste or smell. They might just say, "I don't want to eat this—it's gross."

Feeling depressed or anxious: These brain-related manifestations of Long COVID can affect younger kids, adolescents, and teens.

For more information, view <https://whn.global/i-feel-lousy-could-this-be-long-covid/> and talk to your healthcare provider.

Have a science project or experiment you would like highlighted? Or a science question you'd like answered? Submit it to us at [WHN.global/KidsZone](https://whn.global/KidsZone)

ALL ABOUT... OWLS

To accompany Kids' Zone reader Zoe's poem "The Owl" on [page 33](#), we have put together some *owlsome* facts about these *owldorable* birds!



There are around 250 different species of owl.

Some of the more common ones include the barn, the tawny and the little owl. In the wild, they can live to 12 years.

Owls love to eat small rodents, like mice or moles, but they can also eat birds, fish, insects, and even bigger mammals like small deer and foxes.

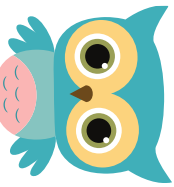
All owls have sharp talons and hooked beaks, which helps them hunt. That's handy as they are birds of prey, like eagles and hawks! Owl ears are under their feathers on either side of their head.

Owls live in various different parts of the world, including deserts and the Arctic, and everything in between!

There are currently 5 species that are critically endangered, 11 that are endangered and 23 that are vulnerable. This is due to climate change, deforestation and hunting.

You've probably heard a person who likes to stay up late being described as a 'night owl'. That's because owls are night-time birds. They do most of their hunting in the hours of darkness.

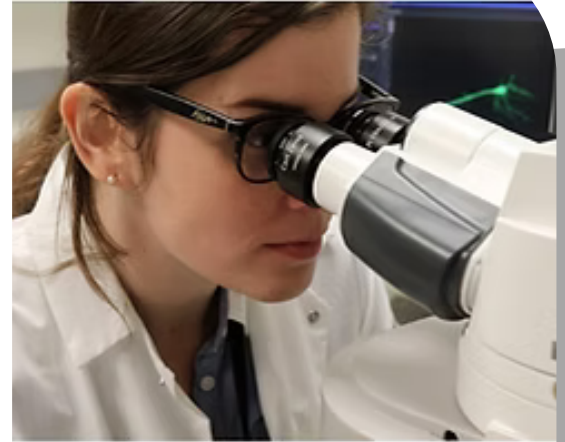
The 'too-wit too-woo' owl sound is made by a species called the tawny. It's actually two sounds made by different owls. 'Too-wit' is a call by a female and 'too-woo' is the male's reply.



Scientist Spotlight

Danielle Beckman, PhD

Imagine zooming in and taking pictures of the inner workings of the brain and using these images to impact future medical discoveries! Dr. Danielle Beckman is a trailblazer in this field! As a neuroscientist who studies conditions such as COVID-19, HIV, and Alzheimer's Disease, Dr. Beckman has investigated how these conditions can impact the brain, affecting how people think, learn, feel, and act!



Fun Facts about Dr. Beckman:

- She has a master's in Biophysics 🎓
- She has a PhD in Biological Chemistry 🧬
- Her images of the brain are featured at the SMUD Museum of Science and Curiosity 🖼️
- She is a member of the World Health Network 🌐
- She was born in Brazil 🇧🇷
- Her work for her PhD focused on Alzheimer's models in rodents 🐭
- She shares her research around the world 🌍
- She has visited over 20 countries 🗺️

Monkey Business

Dr. Beckman is a project scientist at the California National Primate Research Center at University of California Davis, which is home to over 4,500 rhesus macaques! She conducts neural imaging on the brains of these monkeys.

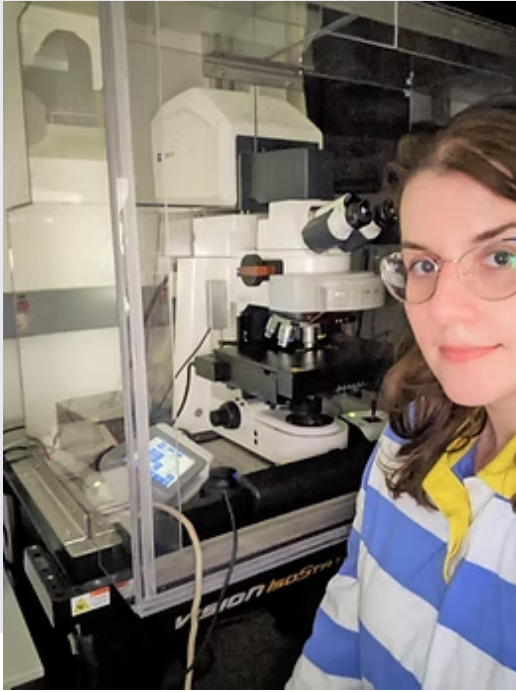
With her colleagues, Dr. Beckman created the first ever monkey model for the early stages of Alzheimer's Disease, which has already led to discoveries regarding critical times to test new Alzheimer's treatments.

Monkey brains often respond to viruses in the same way as human brains. For this reason, when treatments or vaccines are developed, they are frequently tested on monkeys before they can be tested on humans.



Why use rhesus macaques to study the human brain?

- They share 93% of their DNA with humans
- They have brain functionality that is similar to humans
- They show age-related cognitive decline that is similar to humans



Zooming In

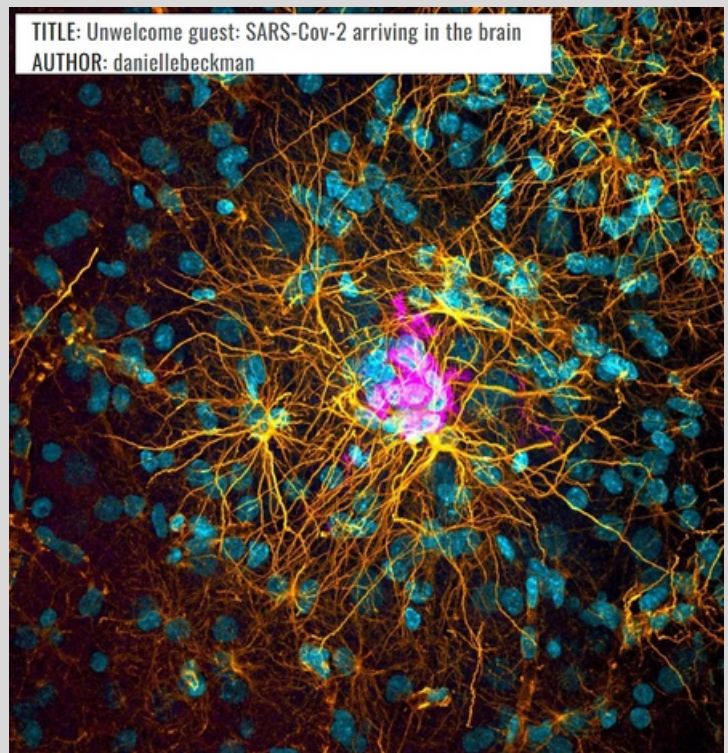
Brain cells are extremely tiny! In fact, they are so small that you can't see them with a traditional microscope.

To learn about the brain, Dr. Beckman uses **high-resolution microscopy**, which allows her to see the different parts of the brain cell in more detail. Dr. Beckman has received awards for her images created using this technique. Like an artist, she selects specific colors for her images to help tell the story of what is happening in the brain.

Long COVID Research

In her work, Dr. Beckman shares that Coronaviruses can enter and quickly infiltrate the brain in many different ways.

Among her other studies, Dr. Beckman and her colleagues published the work [*SARS-CoV-2 infects neurons and induces neuroinflammation in a non-human primate model of COVID-19*](#) in 2022. In this study, she found that COVID proteins were present in the brain cells of monkeys infected with the virus within seven days of infection. It was found that the virus particularly impacts parts of the brain that control smell, memory, and problem-solving.



Dr. Beckman's image: "Unwelcome guest: SARS-Cov-2 arriving in the brain" was award winner of the Juror's & People's Choice award in the July 2024 NeuroArt image contest from MBF Bioscience.

To learn more about Dr. Beckman's research, you can visit her website: <https://www.daniellebeckman.com>



Long COVID Awareness Month

Book Recommendations



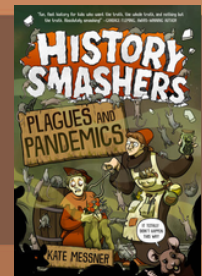
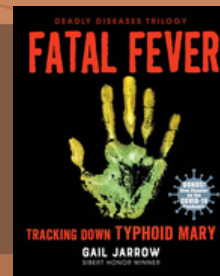
Did you Know?

Children in the United States celebrate Read Across America Day on March 2nd. The holiday is celebrated on Dr. Seuss' birthday and highlights the importance of reading!

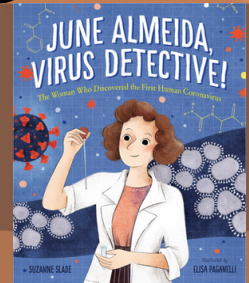
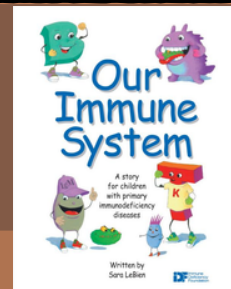
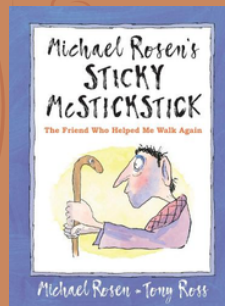
Join Kids'Zone this month by reading books focused on understanding the immune system, exploring the history of viruses, learning about chronic conditions, and highlighting the importance of taking precautions to keep yourself and others safe!

"THE MORE THAT YOU READ,
THE MORE THINGS YOU WILL
KNOW. THE MORE THAT YOU
LEARN, THE MORE PLACES
YOU'LL GO."

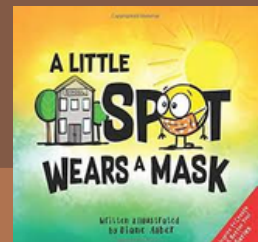
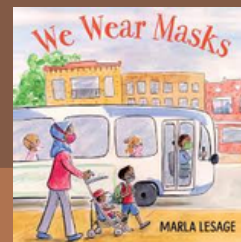
-DR. SEUSS



* MIDDLE *



* ELEMENTARY *



EARLY CHILDHOOD



GAME ZONE

Submit your responses for the games below
[here](#)



Caption This!

Write your best caption for the image to the left.
Submit your answers to: [this link](#)

Your answers may be featured in next month's magazine!

Scavenger Hunt

Can you crack the code? Search through the magazine and find the hidden message using this format :

(page #, article section, line #, word #)

(16, PARAGRAPH 1, 3, 8)

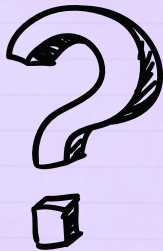
(22, PARAGRAPH 1, 3, 6)

(32, STANZA 1, 1, 4)

(17, SUBTITLE, 2, 2)

(10, TITLE, 5, 1)

(31, SUBTITLE, 1, 3)



Answers on page 30

Riddle:

I have lettered coding, but I can't be read.
I am always working hard, even when you're
in bed.

I get into a lot of fights, when infiltrators
come to play.

Research shows us, I have no debt to repay.
What am I?

GAME ZONE RESPONSES

Responses to February's Issue of "Caption This"

I already am a
n00b, but I'd even
be more of a n00b
without the mask
- LBB, age 11

Ground hog to the
rescue!
- Tommy, age 13

Can we please say
no more months of
Covid if I don't see
my shadow?
-Anonymous, USA

It's KN-da sweet
when you mask
with me!
- Shea, age 39



Scavenger Hunt
Answer

use your

voice To

CREATE

CHANGE

Riddle Answer

The Immune System

POETRY JAM

TODAY'S JAM: MODIFY A LIMERICK POEM



CAN YOU CHANGE THE WORDS TO THIS LIMERICK BY EDWARD LEAR?

84

A BOOK OF NONSENSE.

Public Domain



There was an Old Man with a beard,
Who said, "It is just as I feared! —
Two Owls and a Hen, four Larks and a Wren,
Have all built their nests in my beard."

LIMERICKS FOLLOW THE RHYME SCHEME AABBA. THIS MEANS THAT THE END OF THE "A" LINES (LINES ONE, TWO, AND FIVE) MUST RHYME WITH EACH OTHER AND THE END OF THE "B" LINES (LINES THREE AND FOUR) MUST RHYME WITH ONE ANOTHER. NOTE, IN THE POEM ABOVE LINES 3 AND 4 SHARE A ROW AND ARE SEPARATED BY COMMAS.

Submit your poetry to us at WHN.global/KidsZone for a chance to be featured!

Remember

Remember

The song. The voice.
The soothing quality.

Remembering is hard.
Remembering is painful.
The memory is fuzzy.
It's unreliable, I know.

But remembering is what
makes us human,
part of the reason anyway.

And remember we must.
For those we lost
For those we hold dear
For the grave mistakes we have witnessed
For a better future we can still create.

– a free verse poem dedicated to the LC Awareness Month

– written by Raphael,
adapted from
@iamherepoem with
permission



por.
augue.
tempor n
habitant m
senectus et
fames ac turp
ac magna. Ma
dolor, vulpu
accumsan id,

Pellentesque cursus sagittis
WHN.GLOBAL KIDS' ZONE
velit lacinia egestas auctor,

dis pe
ridiculus m

The Owl, by Zoe Hughes

**Orange leaves fly past my face
And the crescent moon is smiling
On a barren branch, still and brown
An owl's eyes are shining**

**As the last gray light faded away
I watched the owl's tree
And with burning, orange eyes
It stared right back at me**

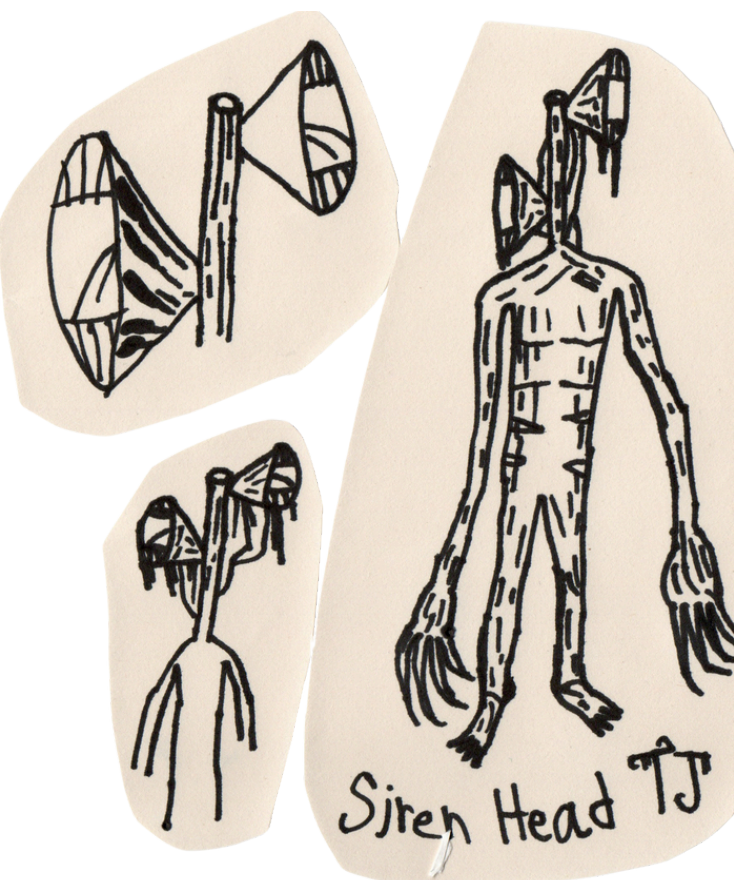


From the author: Our lives have changed a lot because of COVID. Some of it is good. Now my family spends a lot of time at parks and hiking.

A MONSTER OF MISINFORMATION

Siren Head is an example of a modern urban legend. It is a fictional character, first developed by Trevor Henderson, but now has taken on a life of its own in fan-fiction stories across the web.

It is a monster made of flesh and metal the size of a street light. It has two sirens that bulge out of a metal post protruding out of its neck. But unlike sirens that have speakers, it has teeth, mouth-like formations, and a long tongue.



Drawings by Tommy O'Neil

In many ways it is a **monster of misinformation**. It can mimic broadcasts that it intercepts and makes siren sounds to attract curious prey, including humans. It eats them and then uses their voices to attract more humans.

So the next time you hear a suspicious broadcast--even if it is in someone you know's voice-- look for clues to see if it is true, so you don't fall victim to the Siren Head.

Misinformation F.A.R.T.S. Infographic by CC, age 13

Is it misinformation?

F.A.R.T.S

Falsifying

Someone might falsely claim that a certain group is causing problems, even though there's no evidence to support this.

Accusing

An individual could wrongfully accuse a minority organization of promoting violence, despite the organization's clear message of peace.

Repeating

A person might persistently share wrong information, even after it's been proven false.

Tarnishing

Someone could spread harmful rumors about a person who has done nothing wrong, which damages their reputation.

Stereotyping

An individual might unfairly label all members of a minority as something bad, based on the actions of a few.

Masks are cool!

by CC, age 13



Submit your comics to us at [WHN.global/KidsZone](https://www.whn.global/KidsZone) for a chance to be featured!

I AM A HEALTH SUPERHERO

SUPER KIDS TAKE SUPER CARE OF THEMSELVES AND OTHERS



Super Adaptability

Kids who take COVID precautions are SUPER adaptable. They know how to take in new information from science and use it to shape their behavior.

They have to be flexible thinkers to keep themselves and others safe.

They know how to protect their immune systems!

Super Knowledge

Kids who take COVID precautions are SUPER knowledgeable. They know how to rely on science, ask smart questions, fit-test masks, and interpret graphs.

They know that information about the pandemic is changing constantly and that there is more to learn every day.

They know how to protect their brains!



Super Compassion

Kids who take COVID precautions are SUPER compassionate. They know how to make decisions that can help keep others safe, even strangers. They know that often taking precautions means sacrificing something that feels good in the moment for the sake of taking care of their bodies and minds.

They know how to protect their hearts!



Super Strength

Kids who take COVID precautions are SUPER strong. They demonstrate this strength every day by taking precautions and advocating for their well-being, even if they are the only people doing so. They know how to stand up for themselves in the face of health threats.

They know how to protect their muscles!



TO FEEL INTRIGUED ENERGIZED AND ENGAGED

Kids' Zone Magazine is a free, volunteer-made digital publication.

Want it printed? You can download and use a PDF Print and Deliver Service, such as printme1.com (costs money), or print on your own (free)!



WHN.global/KidsZone

Welcome to the World Health Network Kids' Zone Magazine! Although COVID-19 is a serious topic, living a COVID-conscious lifestyle can be fun and rewarding. In this magazine we highlight the many ways kids explore, share, and connect!

LET'S JUMP INTO THE KIDS' ZONE!