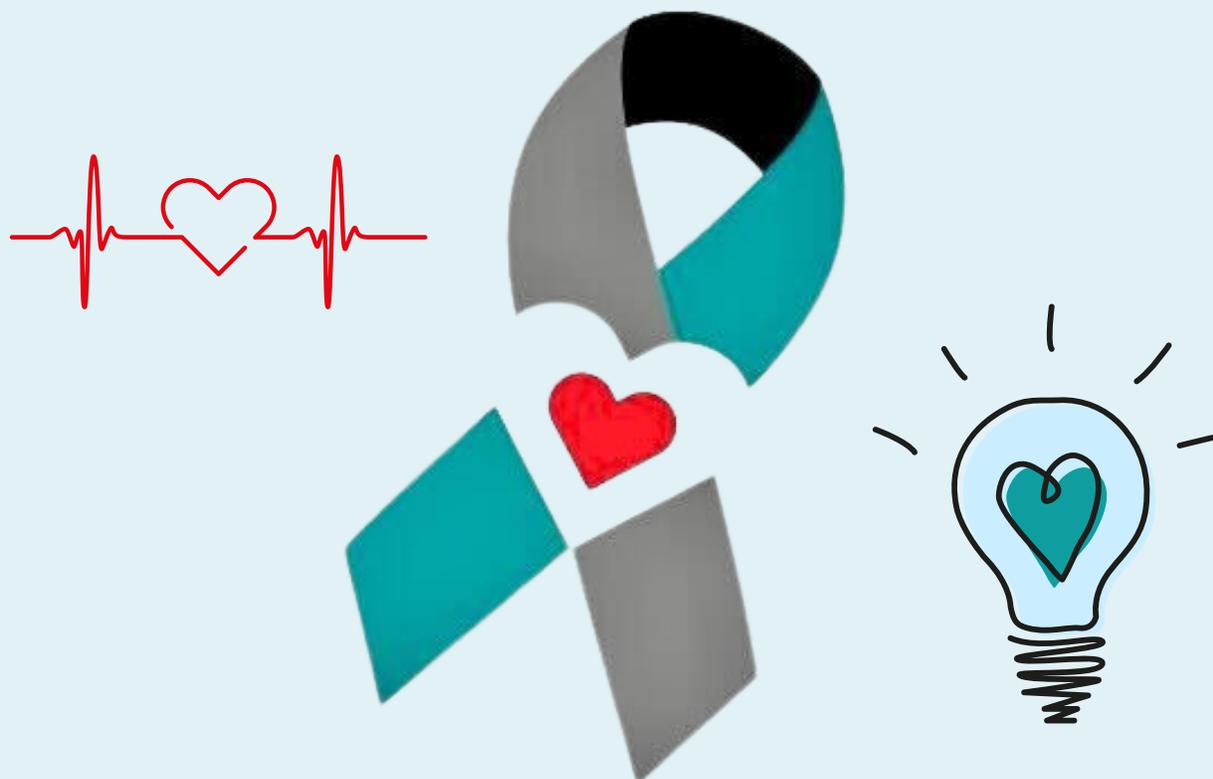


WORLD HEALTH NETWORK

KIDS' ZONE

COVID-CONSCIOUS MAGAZINE



LONG COVID AWARENESS EDITION

GETTING WISE ON LONG COVID

CHECK US OUT ONLINE AT:
[WHN.global/KidsZone](https://whn.global/KidsZone)

UNDERSTANDING BIOMARKERS

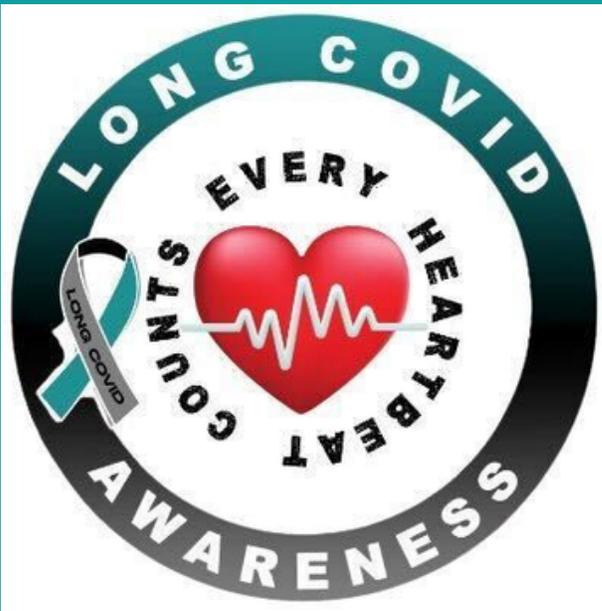
INTERVIEW WITH AN AUTHOR

STORIES, RECIPES, ART

... AND MORE INSIDE!



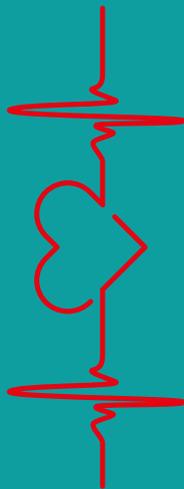
EXPLORE | SHARE | CONNECT



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

WHAT'S IT ALL 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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The Month Ahead

Here's our pick of March's main events!

ALL MONTH:

LONG COVID AWARENESS MONTH



MARCH 7TH
ST. PATRICK'S DAY

MARCH 8TH
INTERNATIONAL WOMEN'S DAY

MARCH 10TH
HARRIET TUBMAN DAY
(MARYLAND & NEW YORK)

MARCH 14TH (3.14)
PI DAY

MARCH 15TH
INTERNATIONAL LONG COVID
AWARENESS DAY

MARCH 20TH
FIRST DAY OF SPRING
(NORTHERN HEMISPHERE)

MARCH 31ST
CÉSAR CHÁVEZ DAY (USA)



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Learn all about Long COVID, its symptoms, and how to protect yourself

LONG COVID WORDSEARCH



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Explore terms related to Long COVID and find them in the wordsearch

LONG COVID AWARENESS



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Hear about the Long COVID awareness ribbon and the 'Lit up for Long COVID' campaign

UNDERSTANDING LONG COVID



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ART: ZENTANGLE



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Create fun and relaxing art using just a pen and paper!

SCIENCE



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PI DAY



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AUTHOR INTERVIEW: STAR DIZZY LIZZY



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ENERGY BATTERIES



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SPOONS



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Read and engage with activities related to spoon theory

FROM OUR READERS



PAGES 35-37

Bake recipes and read stories submitted by our readers and editors

Why do you take COVID precautions?

"So that I don't get sick from something that most people don't think exists"

-D, age 9, US

"I take COVID Precautions to protect my health and the health of those that I love."

-Rachel, mom

"I wash my hands because we know some germs spread by touch, and I don't want me or others to get sick. And I take COVID precautions because we know some other germs spread through the air, and I don't want me or others to get sick."

-Vincent, Dad

"Because I don't want to get sick and it's good for my health."

-F, age 10, Netherlands

"I wear a mask in public both to protect my family and because I don't want to spread COVID-19 to others. I might take more chances if Long COVID weren't such a risk, but it can cause long-term problems that I wouldn't wish on anyone."

-Eric, dad

"I take precautions to protect my long term health and my brain, so that I can be the best version of myself for my future children. I also want to protect the health of those around me. "

-T

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:

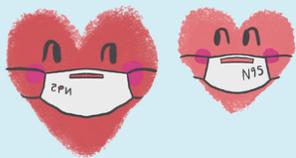
1 Protect



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.



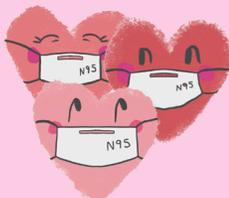
2 Support



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



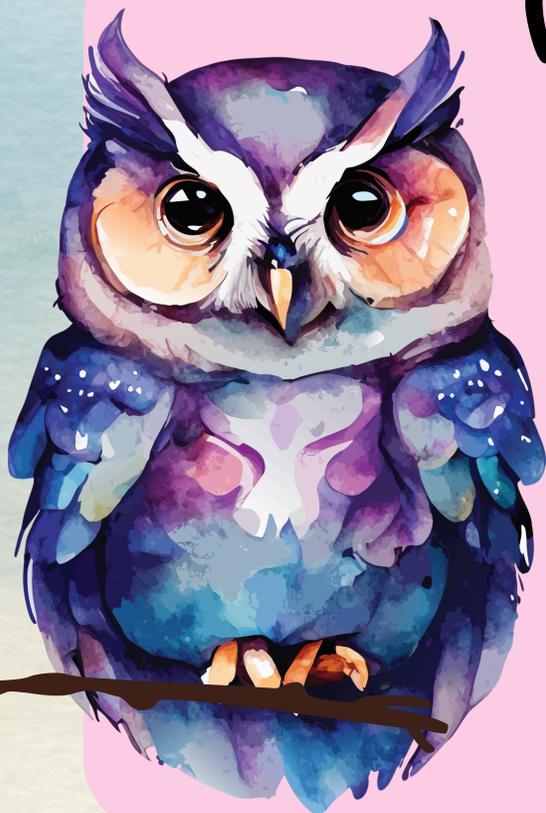
The following are excerpts from World Health Network's resource: *"Yes, We Continue Wearing Masks—Here's Why: Common Questions Answered"*. You can view the full version at <https://whn.global/yes-we-continue-wearing-masks/>

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.



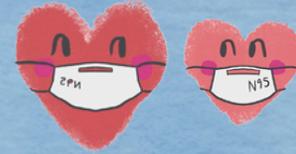
Why we give a hoot?

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."

2

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



3

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 caregivers, 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 hangout 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!



LONG COVID WORD SEARCH

Directions: Find and circle the Long COVID related words hidden in the puzzle below. Words may be up, down, forward, backward, or diagonal.



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

Symptoms	Health Vocabulary
brainfog dizziness fatigue chestpain headaches	infection postviral symptoms longcovid recovery
Support + Coping Tools	
community energy hydration pacing restdays breaks resting empathy support	

Quick Reflection Questions:

1. Which symptoms surprised you the most?
2. Why do you think Long COVID can be "invisible" to other people?
3. What are 2 ways someone can show support to a person with Long COVID?



Let's Learn About the... **LONG COVID AWARENESS RIBBON**



The Long COVID awareness ribbon is designed to increase Long COVID visibility. The goal of the ribbon is to share information to prevent future COVID infections, empower patients, and share support and resources. Throughout March (and all year) people wear the ribbon and post the ribbon on social media to raise awareness for Long COVID.

What do the ribbon colors mean?



Black:
Loneliness and Isolation

Gray:
Loss and Grief

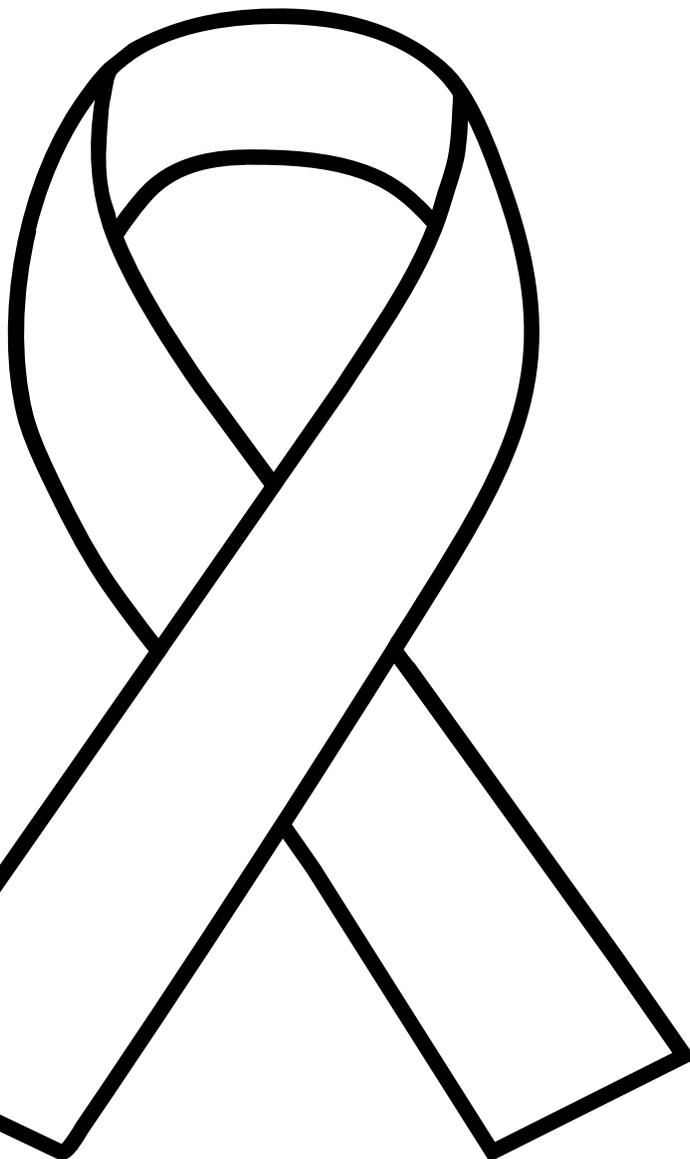
Teal:
Hope and Support



Design your own awareness ribbon

Design your own awareness ribbon for Long COVID awareness month or another cause you are passionate about.

Share your image with us [here](#)



I made a ribbon for:

I chose the colors:

I chose these colors because:

I put _____ designs on my ribbon

I want people to know:

LIT UP FOR LONG COVID



In honor of Long COVID Awareness Month, buildings, landmarks, and other sites around the world light up in teal to raise awareness for Long COVID. These are images of a few of the sites from last year. Do you recognize any of them? You can find more information at [longcovidfoundation.org](https://www.longcovidfoundation.org)



SkyWheel
Myrtle Beach, SC
Credit: SkyWheel Attractions



Canada Sails of Light
Canada
Credit: Canada Sails of Light



Seattle Convention Center
Washington
Credit: Seattle Convention Center



Minneapolis Convention Center
Minneapolis, MN
Credit: Minneapolis Convention Center



CN Tower
Canada
Credit: CN Tower & Jonathan Gazze



Denver Clock Tower
Denver, CO
Credit: Denver Clock Tower

Long Term Impacts of COVID on the Brain

LONG-TERM IMPACT OF COVID ON THE BRAIN

The lungs aren't the only organs that can experience long-term effects of COVID-19.

COVID-19 has been shown to have long-term effects on the brain. In one study, neurological symptoms appeared in 80% of patients hospitalized with COVID-19.

Neurocognitive symptoms can persist over a year after COVID-19 symptoms first appear and significantly reduce quality of life.



MENTAL HEALTH

COVID-19's attack on the brain is multi-pronged, including:

- Attacking certain brain cells directly
- Reducing blood flow to brain tissue
- Triggering production of immune molecules that can harm brain cells



NERVOUS SYSTEM

Several studies suggest COVID-19 and Parkinson's Disease are potentially biologically linked.

SARS-CoV-2 causes brain inflammation and Lewy bodies, a cellular protein anomaly and hallmark for Parkinson's Disease.



LONG-TERM COGNITIVE

Among 236,379 COVID-19 patients, the rate of psychiatric diagnosis within 6 months was 34%, with 13% receiving their first such diagnosis.

For patients who had been admitted to an ICU, the rate of diagnosis was 46%, with 26% receiving their first diagnosis.





RESOURCES



Understanding Long COVID can be tricky, especially for children and families.

Fortunately, a variety of resources and organizations exists to support understanding of Long COVID.

Here are a few resources that may help....

Long COVID Families

A US-based organization that provides comprehensive support to families navigating the challenges of pediatric Long COVID. Supports include awareness, empowerment, advocacy, community, progress, and education.



Long COVID Kids

A UK-based organization that helps kids and families who are dealing with post-viral conditions, making sure their needs are recognized. They help doctors and researchers learn from families so they can make care and support better for everyone.

London School of Hygiene & Tropical Medicine: Lived Experience Resources

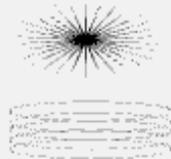
Explore a graphic series (created in collaboration with Long COVID Kids) related to young people with Long COVID, an illustrated guide for young people with Long COVID, and a young person's glossary.



Do you have a resource that would benefit kids in learning about Long COVID?

Share it with us at <https://whn.global/kidszone/>

Zentangle



Doodle Art

by Theresa

What is a Zentangle?



Zentangle is also called doodle art. It combines various repetitive shapes and patterns to make an interesting visual design.

Tools Needed



Felt tip pen and card stock. Or use your pen or pencil on regular paper.

Completed Zentangle Example



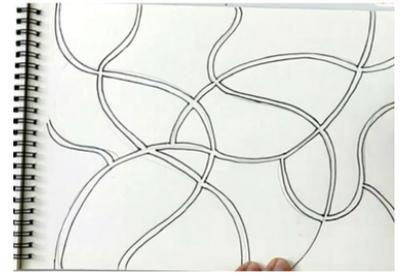
You can watch a video of a completed Zentangle being created [at this link](#)



How to Make a Zentangle:

1

Draw an outline



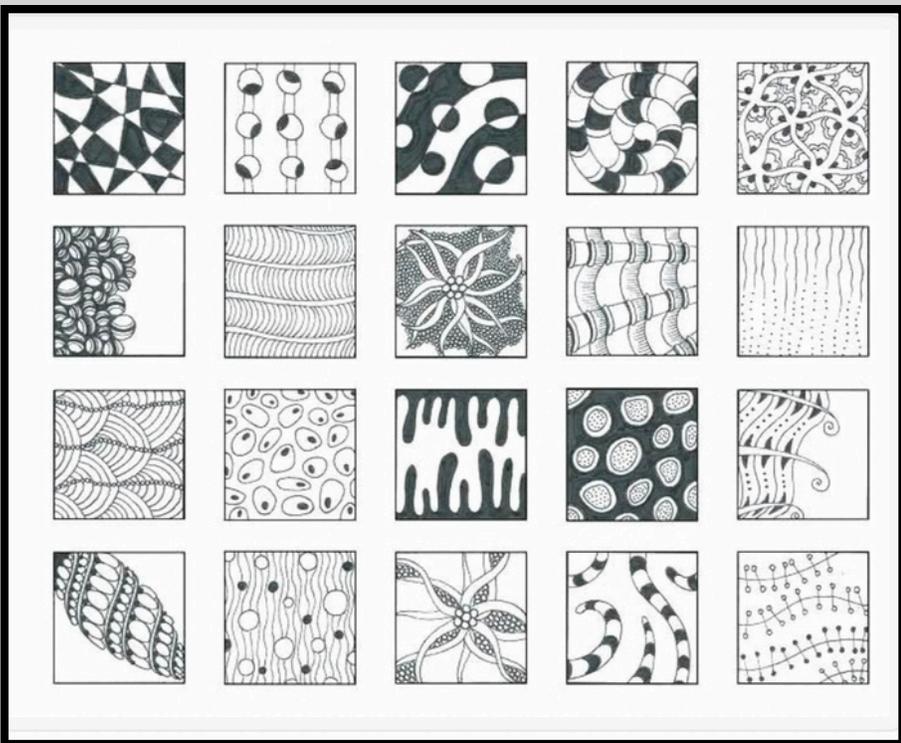
2

Fill in sections of the outline with interesting, repetitive shapes



Zentangle consists of a group of shapes containing repetitive designs that are put together into a whole picture. You can copy other people's designs for practice or make a totally original design.

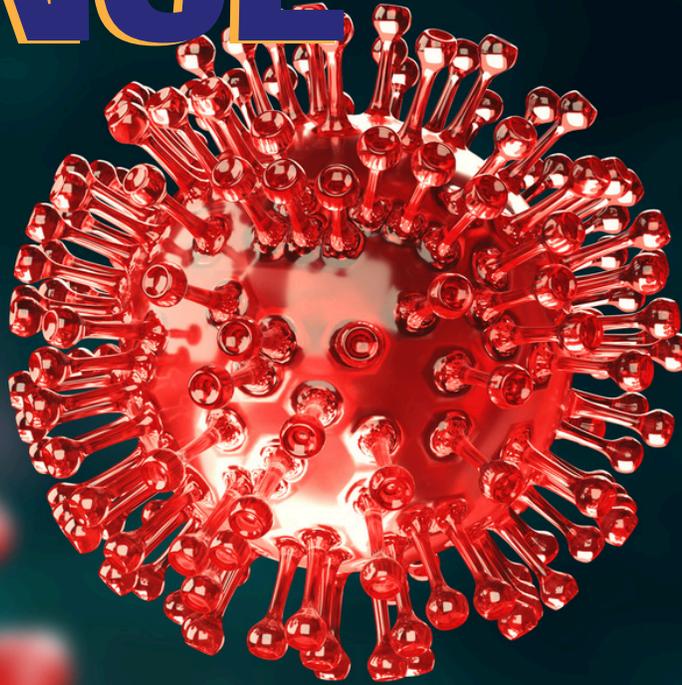
Here are some patterns you can try or come up with your own!



SCIENCE

Biomarkers for Long COVID

by Adam



What are 'biomarkers'?

A **biomarker** is something that we can measure that indicates the presence of a disease. It can also be used to measure its severity.

Biomarkers can be specific cells, molecules, or genes, gene products, enzymes, or hormones.

For example, measuring the presence of an antibody in the blood can be used to indicate an infection.

Biomarkers are the clues we look at, to understand if a disease is present, or if it is getting more severe, or getting eliminated from the body.

You could perhaps think of them as acting like a little 'flag', to indicate the status of a disease. Working out what flags show up in different situations helps us decode what is going on in the body



Recently there has been a lot of research into biomarkers!

BRAIN FOG

- Researchers in Japan are looking at molecules that are key for memory and learning. They are trying out a new way to make images of the brain to understand which molecules cause brain fog.

Proteins

- Unusual amounts of some proteins have been shown to match up with symptoms observed in Long COVID patients (such as brain fog, tiredness, and mood swings).

Arthritis

- Researchers in India have studied biomarkers related to inflammation of joints in patients.

Presence in blood

- Johan Van Weyenbergh identified possible biomarkers present in Long COVID patients' blood. Research is ongoing to confirm this.

Why is it important to be able to test for blood biomarkers for Long COVID?

- More people will understand that Long COVID is real and how it affects people.
- Better advice on how to safely cope with Long COVID, without making things worse.
- More research into medical support or treatments made available.
- Antiviral and drug development for the treatment of SARS-CoV-2 and Long COVID.
- Push for the government and health agencies to provide the Long COVID community with support in various ways.
- Directly educate schools, doctors & nurses, and others on Long COVID and persuade them to take SARS-CoV-2 mitigation seriously.

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://www.whn.global/KidsZone)

ALL ABOUT... OWLS!

Groups of owls are called a 'Parliament'!
Baby owls are called 'Owlets'

by Rachel L.



Owls have super eyes that are designed for hunting. Their eyes are so big that they can't move them like we do. They have to move their entire heads!



Owls can fly without noise! They have special feathers that muffle the sound of their wings. This is so they can sneak up on their prey. They are fierce hunters!



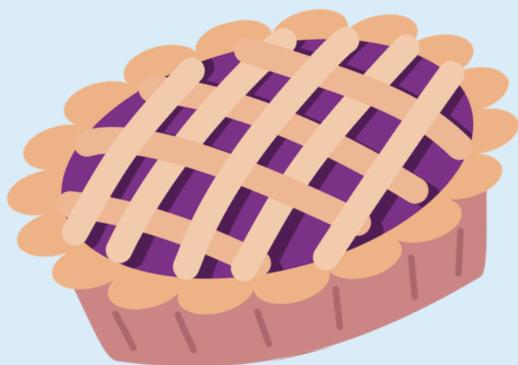
Not all owls "HOOT". Some owls 'screech', whistle or sound like a horse neighing. The barn owl makes a screaming sound and the tiny elf owl sounds like a puppy barking.



Owls can be really big or really small. The smallest owl is the elf owl. It is about the size of a juice box. The biggest owl is the Blakiston's fish owl. It can have a wingspan bigger than a person is tall!



Owls poop like most animals. But they also throw up bits of their food that they can't digest. The balls are collections of bones and other undigested bits that are called owl pellets.



Let's bake a pie for pi day!

by: Stephanie Schmit

Introduction: What is pi?

Calling all circles! Find or draw a circle.

Measure the circumference (the distance all the way around the outside of the circle).

Measure the diameter (the distance through the center).

Now divide. Boom — 3.14159... every time!

That magical, never-ending number is pi, written as π .

$$\pi \approx 3.14159$$

Choose a round dish to bake your pie in.

1. What is the distance all the way around the pie dish?
You can use a string or flexible measuring tape.
2. What is the total width (diameter) of your personal pie dish? Measure straight across the exact center of the dish from one inside edge to the opposite inside edge.
3. What is the radius of your pie dish? The radius is the straight distance from the exact center of a circle to its outside edge. You will find the radius by dividing your diameter by two.
4. Calculate the area of the bottom of your pie dish.
5. Measure the depth of the pie dish.
6. Calculate the total volume of your pie dish.

$$C = 2\pi r$$

$$A = \pi r^2$$

$$V = \pi r^2 h$$



Mixed Berry Pie Instructions



Now you are ready for baking! Follow the steps below to bake a delicious mixed berry pie.



1. Before you begin, remember to ask an adult to help you with baking your pie. (Taking things in and out of an oven requires careful handling to prevent burns.)
2. Wash your hands and all your kitchen tools completely.
3. Whisk $\frac{5}{8}$ cups of all-purpose flour and $\frac{1}{8}$ teaspoon of salt together in a large bowl.
4. Add 1 tablespoon of vegetable shortening and mix until the texture is crumbly.
5. Cut 2 tablespoons of cold butter into small cubes and work it into the dry ingredients using your fingers.
6. Add 2 tablespoons of ice water 1 tablespoon at a time. Mix the dough until it forms a cohesive ball.
7. Place the dough on a floured work surface and shape it into a flat disk. Wrap it in plastic and refrigerate it for 30 minutes.
8. Preheat your oven to 400°F.
9. Combine 4 cups of berries, $\frac{1}{4}$ cup of granulated sugar, 2 tablespoons + 2 teaspoons of all-purpose flour, $\frac{1}{8}$ teaspoon of cinnamon, and 2 teaspoons of lemon juice in a bowl. Stir the mixture to coat the fruit evenly.
10. Roll the chilled pie crust into a circle and press it gently into your pie pan.
11. Spoon the berry filling into the crust.
12. Bake the pie for 35 minutes. Continue baking until the crust is golden brown and the filling is bubbling.
13. Allow the pie to cool completely to help the filling set up for perfect slices.



Let's Chat with Avalyn - author of Star Dizzy Lizzy

By Rachel L.

Rachel: I wanted to start at the beginning – this book is inspired by your own experiences with Long COVID, which started in 2021, right?

Avalyn: Yes, it was right at the end of 2021. It was actually on Halloween – October 2021. COVID was kind of settling down by then, and I got it. I had gotten my vaccination the day before, and I had to do a mandatory test before going back to school. So the flu-like symptoms I was feeling, I thought were just from the vaccine. But then I tested positive. I did the 10-day isolation, and then I was meant to go back to school. I went back for one day and fell asleep in my history class. They had to call my mum to bring me home, and I didn't go back for another two months. When I did return, it was only for small amounts of the day, and I wasn't really learning anything because when your body is that exhausted, it's hard to benefit from being there.



Rachel: Did you know instantly that something was wrong, or did it take a while to put it together?

Avalyn: At first, I didn't think it would be long-term or still affect me years later. We knew that after COVID, some people would be tired for a couple of weeks, so I just assumed it would go away. When it didn't, I started having doctors' appointments. People were hesitant to even say "Long COVID" – it's not something you want to think about, the fact that this global pandemic would leave such a lasting effect on teenagers, kids, and adults. I was tested for quite a few things that obviously came back negative, because it was Long COVID, but nobody wanted to say that. I don't think it really hit me that I wasn't going to get better until maybe a year ago.

Rachel: Really? Three years in?

Avalyn: Yes. The further you get in, there's a kind of lack of hope. At the one-year mark, you think, 'It's only been a year; there's still time.' I'm actually glad it only hit me a year ago, because I'm older now and I can understand it better. At the start, I was 12 and I wanted to do everything – climb trees, run around. But when I did that, it just made me worse. It took a long time to understand it and find the middle ground.



Rachel: You were 12 when this happened. How has getting older and learning more about Long COVID changed your experience?

Avalyn: The problem with Long COVID is something you have to learn not to control, but to manage — when you do more, you get worse. When you don't know anything about it, you want to push yourself to get better, and then that just sends you back to the beginning. At 12, I almost didn't want to think about the fact that it might not go away. That's quite terrifying for a 12-year-old. I remember being in the car with my mum on the way home from school, asking, "What if I'm not better in a year?" She'd say, "If you're not better in a year, we'll figure it out." Then a year later, I'd ask the same question again. Eventually you stop asking, because you know it's not going to get better quickly. But as I've gone on, I've learned what sets the symptoms off, what makes them feel worse. What used to be living every day like, oh, I don't feel great today — now I just kind of live. I understand it's just a part of me and something I experience. I don't think about it as much.



Rachel: When in this process did you decide to write a book? Did you like writing before?

Avalyn: I've always been quite creative. I love to draw and paint, and English has always been my favorite subject. I love writing stories — I've always had stories in my head that never made it to paper. One day I drew this character: a bird sitting in a tree, all dizzy because of the stars. My mind just started going and going. I started writing it mainly for myself, I think it was in 2024, before the summer. I drew all these pictures, kept going, and eventually just sat there with an entire book and didn't know what to do with it. But as I looked at it more, I thought — this is the kind of thing I would have liked to see when I was 12. The age it's aimed at is younger than 12, but that kind of representation is nice. And I think it works as just a story even without the chronic illness context. I brought it to my mum, and she had to do all this work to figure out how to publish a book — neither of us had ever done anything like that before. It happened really fast and really slow at the same time. When it was published, I was like, I can't believe I just did that.



Rachel: Now you have more than one book! Star Dizzy Lizzy was the first, right? Can you tell me about the other one?

Avalyn: (holds up book) This is the second one — same characters. It's called To the Moon and Back. I just wanted to keep going with them. In this one, she's learning more about how to just exist. In the first book, she's figuring out how she wants to live and how she can achieve her dreams when she's so dizzy. In this one, she's more settled — she works with a mouse who is an inventor, and they invent things for other animals to make them happy.

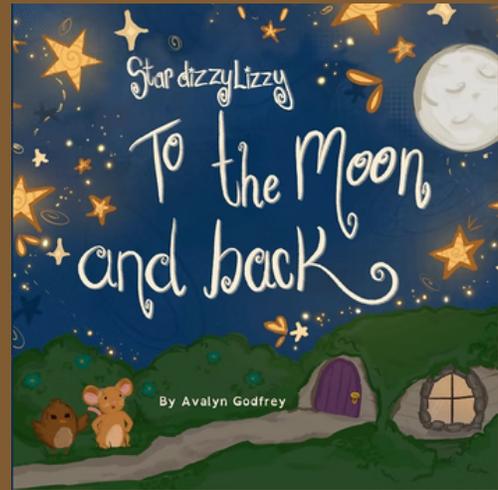
Rachel: I loved the button hat, by the way. That was probably my favorite part of the entire book.

Avalyn: Some of my favorites too. I love details in books and it makes me so happy when people notice them — those are the things I really put my personality into.



Rachel: Has it ever been hard telling your story so publicly?

Avalyn: I've always been pretty good at public speaking and talking about things. One thing that is really hard for me is talking about the mental health side of it — I really struggle with talking about my feelings. But I'd like to get better at that, because I think it's important that people see it's sometimes more difficult than just the children's books. In terms of what I've already shared, I don't regret any of it. I've had people message me saying they really admire what I'm doing. I've been to primary schools and read my book, and the kids just get so happy. If I hadn't talked about my experiences, none of this would be happening. I think it's important that real experiences are out there.



Rachel: Star Dizzy Lizzy is about a bird that gets dizzy — is dizziness one of your Long COVID symptoms?

Avalyn: It is, definitely. Especially towards the beginning, it was one of the most difficult things. From getting COVID, I also developed POTS — when I stand up, my vision goes and I get really dizzy. It's quite hard to write a book about a bird with all the symptoms of Long COVID, so I picked that one.

Rachel: What I love about the book is that you took such a complex, heavy topic and made a beautiful, uplifting children's book. Did it take work to make it a happy story, or did that come naturally?

Avalyn: I think I'm quite lucky because I'm a positive person — no matter what, I can still see the good in things. When I was writing it, I knew I wanted it to have a happy ending. I've had parents message me on Instagram saying their kids have Long COVID and read my book and really liked it. It needed a happy ending because kids need to see that not everything in a dark time has to be dark. It can be incredible and uplifting.



Rachel: You've been on BBC Radio twice now — were you nervous?

Avalyn: One of the times, I didn't even know it was going to happen. My mum and I have little desks next to each other — I'm homeschooled and she works from home — and she rolled her chair over and said, "Do you want to go on the radio?" I said okay. She said, "Great, it's in five minutes." (laughs) She'd called into a radio segment about Long COVID and they asked if I'd come on. I was the youngest person they'd had on that topic, I think. The other radio appearance was at my local station with a lovely lady named Kim — I got to pick music and we talked about the book. That was a lot of fun.

Rachel: Do you think having only five minutes to worry about it made it better or worse?

Avalyn: Maybe better — sometimes I think too much about what I want to say and my head gets all confused. Also, I grew up doing theater and learning lots of lines, so I've always been comfortable performing and speaking in front of people.

Rachel: You foster kittens, you do Stagecoach performing arts, you write, you draw — is there anything you don't do?

Avalyn: I don't think there's anything I wouldn't try! I've been doing Stagecoach since I was six, so it's been ten years now. I kept it on even when I stopped going to school because I found it so valuable — maintaining those friendships was really important to me, especially since I wasn't in school. We do musical theater, singing, dancing, acting. We have a group performance next weekend — just a ten-minute piece from Legally Blonde, which is really exciting. Last year we did Beauty and the Beast and I got to make props, which was a lot of fun.



Rachel: Okay, let's talk about cats. How many do you have right now?

Avalyn: In the house right now, we have ten. Two of them are from our first litter of kittens that we just couldn't give back. And then in the bedroom and bathroom — contained separately — we have seven kittens and their mum.

Rachel: How many have you fostered in total?

Avalyn: Since September 2024 — just over a year — I think about 45 cats. They all found homes, apart from the two we kept.



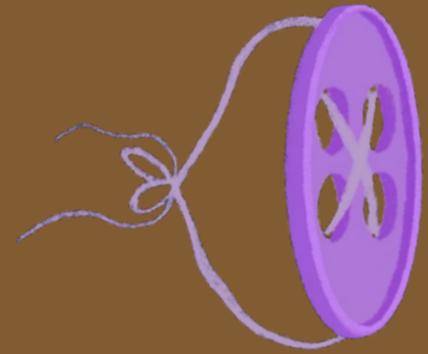
Rachel: What are your cats' names?

Avalyn: Our two are Astarion and Scratch. They're both named after characters from the video game Baldur's Gate. We got a litter of all-black kittens and thought they'd probably need cool names. Astarion is like a cool vampire character, and Scratch is actually just a dog in the game — so it's funny that they have such different namesakes, but the names really fit their personalities.



Rachel: How did you get into fostering cats?

Avalyn: When we moved into this house a couple of years ago, we really wanted a pet cat, but we thought we'd foster first — just to check that we could manage, since both me and my dad have Long COVID. We applied to lots of places and got a call about a cat named Ziggy. We brought him home and I absolutely loved him — he was a little white cat with a black zigzag on his back. We were going to keep him, but unfortunately he got very sick and had to be put down about 12 days later. At that point, we knew we wanted to keep fostering and keep helping cats that needed homes. We did a big fundraiser for the charity, and the very day of the fundraiser, we got a call about a black cat who was pregnant and needed a place to stay. She had four kittens — two of those are the ones we kept. We just kept going. For me, being homeschooled and getting to go play with kittens — I think that's pretty good for me and keeps me happy.



Rachel: What is your favorite book?

Avalyn: I really love The Hunger Games series. That's always been one of my favorites.

Rachel: What are you reading right now?

Avalyn: The Picture of Dorian Gray by Oscar Wilde.

Rachel: What about your favorite music?

Avalyn: I'm a big Billy Joel fan. I was meant to see him in concert last year before it got cancelled. I also love The Smiths, Queen... I have a big poster wall of all different music. It's mainly based on what my dad listens to in the car, but I've become a real fan.

Rachel: Favorite ice cream flavor?

Avalyn: Something with toffee chunks — like vanilla toffee or caramel. I'm a big caramel fan.

Rachel: Favorite meal?

Avalyn: I've become vegetarian in the past couple of years, so I've been eating all sorts of new things. My mum makes this incredible dish — fried onions, beans, and tomatoes with cheese on top, served with flatbread. Sometimes with broccoli in it. I think that's my favorite.

You can learn more about Avalyn Godfrey and her books at <https://www.stardizzylizzy.com/>

Energy Batteries: Why Some People Need Extra Charging Time

BY RACHEL L.



Art by
Grae Salisbury

Do you remember when the battery died on your game controller?

Electronic devices need batteries in order to have the power they need to function.

PEOPLE HAVE EMOTIONAL BATTERIES, TOO!

Have you ever felt like your batteries were low?



When your batteries are low you can feel:



Tired, rundown, low energy, like you don't want to do anything, grumpy or depressed



NOT EVERYONE HAS THE SAME KIND OF BATTERIES

Some batteries may need charging more often.

Some batteries may take longer to charge.

Some batteries may need a period of rest even after charging.

IT'S OK IF YOUR BATTERY IS DIFFERENT THAN OTHERS

What matters is figuring out how your battery works best!



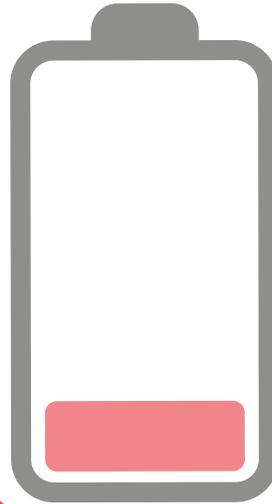
HOW DO YOU RECHARGE A BATTERY?

There are lots of ways! Find what works for you!

- Having quiet time alone
- Taking naps or resting
- Being with friends
- Doing calming activities or crafts
- Exercising or moving your body
- Exploring nature
- Visiting your favorite place
- Being with your favorite people
- Enjoying your favorite foods
- Soaking in a hot bath



Humans don't have a battery gauge, but we can tell when we are low



Try to recharge your battery before you are totally empty. Recharging requires some energy!

It's ok to tell your friends and family when you need a break. Everyone's batteries run low sometimes.

SOME THINGS CAN MAKE YOUR BATTERY CHARGE DIFFERENTLY

Sometimes stress, illness, or just being busy can change how our batteries work. Check in with yourself more often during busy or stressful times.

We can make our batteries work better long term by eating healthy, getting enough sleep and exercising our bodies.

Remember to take care of your batteries, and yourself!



Spoon Theory

EXPLAINED

BY RACHEL L.

The Spoon Theory is an analogy. An analogy is when we compare something hard to understand with something familiar. This helps us understand complicated ideas.

What is spoon theory?



Energy is hard to see or measure, right? You can't look at someone and see how much energy they have.

[wouldn't it be cool if we had energy gauges?]

The Spoon Theory is a way of thinking about how much energy a person has each day. Energy is like spoons you carry around in your pocket.

Everything you do requires energy. In the spoon analogy, all the things you do 'cost' some of your spoons.

EXAMPLE

Imagine you start each day with 12 spoons. Every activity you do costs spoons.

- Getting dressed: 1 spoon
- Eating breakfast: 1 spoon
- Going to school: 2 spoons
- Playing at recess: 2 spoons
- Doing homework: 2 spoons



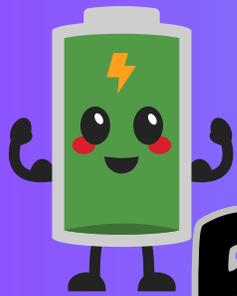
Why don't some people like the spoon theory?



Some people feel like this analogy reduces people to a number and they don't like that. "I only have 6 spoons today."

Some people feel like the analogy is limiting. If you think, "I only have 3 spoons today," you might give up on things you could actually do!

Spoon Theory was started as a way to explain how people who have chronic health issues can struggle with having enough energy during the day. But now it is being used to explain energy in the average person.



Batteries, spoons, or magic potions,

JUST STAY AWARE OF YOUR ENERGY



SPOONIE KIDS

Stage one – creating a shared understanding

What is fatigue?

It isn't just 'tiredness'...it can feel like you are being asked to climb the biggest mountain with an elephant on your back sometimes!

The three parts of fatigue



Moving
(physical)



Thinking
(cognitive)



Feeling
(emotional)

What is Spoon Theory?

A spoon is a metaphor or code word for an amount of energy. A currency that can be saved or spent.

So how many spoons do we have?

We only have a certain number of spoons each day and each day is different.



Different activities take a different number of spoons



Time with my
friends and family



Getting
dressed



Getting ready
for bed



Eating a meal



Noisy
environment



Time on the floor doing
my favourite activity



Bright
lights



Going to an
appointment



Brushing
my teeth



Spending time
at school

#SpoonieSolidarity

To learn more and get in touch visit www.spooniekids.co.uk

Spoonie Kids was developed based on Spoon Theory, written and created by Christine Miserando.
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SPOONIE KIDS

What does my body feel like when I'm running out of spoons?

1,000m
"My heart is beating faster."

500m
"Noises sound louder than usual."

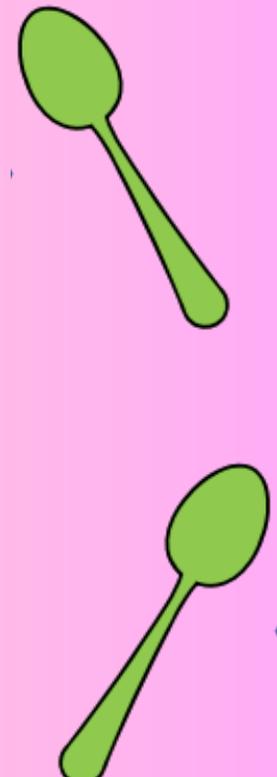
250m
"I'm finding it hard to understand what's going on."

50m
"Moving around feels like walking in mud."

End
"I feel horrible, I've completely run out of spoons."

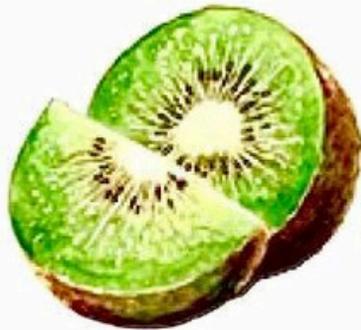
Write down/draw some activities that you do everyday

Use the scale below to show where these activities go. Which ones use a lot of spoons? Which ones use less?





walnuts:
support mood



kiwis:
supports stress
response



sweet potatoes:
serotonin & blood
sugar stability



grass-fed beef:
support nerve
health

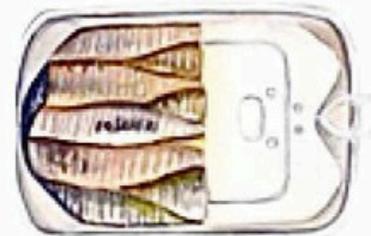


olive oil:
support brain &
protect nerves

eating for a calm nervous system



spinach:
magnesium to calm
stress signaling



sardines:
helps reduce
neuroinflammation

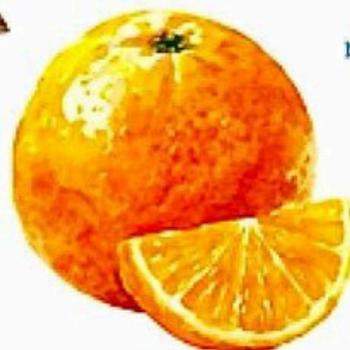
@nourishedgirl



chamomile:
GABA-supportive



coconut yogurt:
supports gut-brain
axis



oranges:
vitamin C helps
buffer cortisol



berries:
protect brain from
oxidative stress



chickpeas:
support regulation

***Reposted with permission from @nourishedgirl Hannah Heidl

Blueberry Orange Smoothie



Ingredients

- Orange Juice or oranges
- Blueberries (fresh or frozen)
- Greek Yogurt
- Honey or maple syrup
- Walnuts
- Kiwi

You can use fresh or frozen fruit! Frozen fruit will make a creamier smoothie.

Try adding a few spinach leaves. The taste will be hidden by the fruit but you will get a nutrient boost!

INSTRUCTIONS

Add all ingredients in desired portions and mix well in a blender until smooth

TRY ADDING A SPLASH OF LEMON JUICE FOR FLAVOR AND VITAMIN C!



Stories from our Readers

The Story of Aphrodite



**A Retelling of a Greek Myth
By Camille Alexander, age 12**

One day, all of the Olympians saw something strange. A woman, dressed in the most beautiful chiton, had appeared, suddenly, on an island named Cyprus. The gods hurried to the island, hastening to see this new being. The gods did not yet know this, but this new person had been there forever. Ouranos's blood had dripped into the sea and caused a froth to appear. That froth was Eros. Until the woman came forth, that froth, the godly entity of love, had not been ready to go onto the earth.

The Three Charities, Aglaia, Euphrosyne, and Thalia, had been on Cyprus when the woman had come forth. That woman was Aphrodite.

When the gods appeared, they were cautious and confused. They asked her what she was. She said nothing.

Zeus, worried by Aphrodite's new power, named her his daughter and married her to Hephaistos. Zeus gave Aphrodite a throne at the Olympian council.

One day, the Olympians were at a party. One of the goddesses who weren't invited was Eris, the goddess of discord. Angry that she wasn't invited, Eris tossed a golden apple into the crowd, calling, "For the most beautiful!"

Hera, Athena, and Aphrodite all thought the apple was for them. To settle the argument, they had a prince named Paris judge the three of them.

Hera promised Paris lands to rule over. Athena promised him the genius and skill to win wars to get even more land. Aphrodite promised him the love of the most beautiful mortal. Paris chose Aphrodite and asked how to find the woman. Aphrodite told him, but she also told him a catch: the woman was married to King Menelaus of Sparta. Paris went off to claim his throne and find Queen Helen.

Aphrodite simply tossed the golden apple behind herself before walking away. She saw her son, Eros, flitting around, and she went back to Olympus.

Phoebe



Every heartbeat counts!

#LongCovidHeartbeats

Meet Phoebe. Phoebe is a hairless cat. She was a rescue and sucks her thumb to comfort herself. Phoebe is the mascot for Long COVID Awareness and we couldn't love her more!



TO FEEL INTRIGUED ENERGIZED AND ENGAGED

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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!